



NHS Hot Topics

MMI Stations

Covid-19



These have been written in **December 2020**, and therefore are accurate as of this date. The Covid-19 pandemic is a changing topic, so please bear this in mind. Most stations will stand the test of time, but for example a station on the Covid-19 Vaccine may have a very different picture in 3 months time if (hopefully) there is a vaccine in mass supply.



MMI STATION 1



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 1 of 2)

How has the UK responded to the COVID-19 pandemic? Do you think it has been effective in reducing the number of cases seen in the UK?





MMI STATION 1



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 2 of 2)

How has the UK responded to the COVID-19 pandemic? Do you think it has been effective in reducing the number of cases seen in the UK? **Why do you think the outcomes have been vastly different in other countries?**



EXAMINER'S CARD

MMI STATION SCENARIO

1



How has the UK responded to the COVID-19 pandemic? Do you think it has been effective in reducing the number of cases seen in the UK?

GOOD ANSWER

- **Demonstrates knowledge.** Cites specific measures the UK has taken to combat the COVID-19 pandemic.
- **Talks about what has worked.** Provides insight on protocols that have been effective in reducing case incidence.
- **Talks about what has not worked.** Hypothesises why implementation of measures has not brought case incidence down even more.
- **References statistics.** Uses statistics, articles, or data to bolster answer.

BAD ANSWER

- **Vague.** Does not reference UK-specific measures that have been taken (lockdowns, tier system, etc.)
- **One-sided.** Talks too heavily about either what has worked or what has not worked.
- **Not enough insight.** Unable to apply personal insight to the information provided in the brief.
- **Tangential comments.** Relies too heavily on tangential topics related to the coronavirus pandemic as opposed to addressing the brief head-on.

Interview
Top Tip



It is important to not only demonstrate knowledge of COVID-19 as a virus and its infectious potential in this station. It is equally important to discuss why the measures undertaken by the government have been undertaken. In order to do this, consider the benefits of restrictions being as strict as they are and consider the hesitations in implementing stricter restrictions. This will show the interviewer you empathise with what a tricky balance this is to strike, and you come across as non-judgmental.



EXAMINER'S CARD

Points that could have been mentioned:

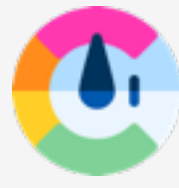
- **Lockdown measures** - use of lockdown to reduce transmission, first one from 23 March with restrictions easing from 10 May, second one from 5 November to 2 December 2020
- **Public Health Warning** - use of news channels to get message out about social distancing, hand washing, mask wearing (became a mandate in public spaces on 24 July)
- **Strict rules** - could discuss specific rules, e.g. Rule of 6 people in gatherings, social bubbles, 10pm Curfew, tier system
- **Technology** - use of track and trace apps
- **Economic support** - supporting businesses to reduce the need for people to rush back to work, enabling work from home
- **Support in communities** - grocery stores open earlier/later for vulnerable individuals, increased availability of testing for 'key workers'
- **Statistics, trends in data** - spike in cases in March and October, followed by nationally-implemented lockdown



MARK SCHEME



Written by official university examiner



DIFFICULTY: HARD



NHS HOT TOPICS

Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate greets the interviewer.			
Candidate demonstrates an appropriate level of knowledge of the biology related to the coronavirus and its spread.			
Candidate discusses measures the UK has taken to combat the COVID-19 pandemic.			
Candidate explores the efficacy of these measures.			
Candidate applies logical reasoning and personal insight to explore what worked and what has not.			
Candidate goes through a number of measures the UK has undertaken from March to the present date.			
Candidate suggests additional measures that could have been taken in the UK that were not, in an attempt to better manage the COVID-19 outbreak.			
Candidate cites data, statistics, and/or information that demonstrates a level of external reading about the topic.			
Candidate focuses on preventative measures as these are the best ways to reduce case incidence.			
Candidate mentions lockdowns, isolation, social distancing and the rule of six, hand-washing, mask-wearing, etc. and uses these terms correctly.			
Candidate is able to explore the multiple perspectives involved when coming up with preventative measures (ex. economic impact, mental health of those isolating, etc.)			
Candidate articulates points clearly.			
Candidate responds appropriately to follow-up questions.			
Candidate thanks interviewer for their time.			
Total mark			

EXAMINER'S CARD

MMI STATION SCENARIO

1



How has the UK responded to the COVID-19 pandemic? Do you think it has been effective in reducing the number of cases seen in the UK? **Why do you think the outcomes have been vastly different in other countries?**

GOOD ANSWER

- **Identifies successful legislation.** Picks countries that have more successfully combatted COVID-19 numbers i.e. Australia.
- **Explores what worked.** Discusses why measures worked well in these places. Explores why the UK did not do the same.
- **Identifies unsuccessful legislation.** Picks countries that have less successfully combatted COVID-19 numbers i.e. Brazil.
- **Explores what did not work.** Discusses why measures did not work as well in these places, non-judgmentally.

BAD ANSWER

- **Cannot identify countries with different outcomes.** Speaking vaguely about what could have been better/worse as opposed to using examples from other countries.
- **Poor exploration as to why.** Not exploring the difference between the UK and other countries and exploring why these differences make implementing govt advice more/less challenging.
- **Judgmental.** Biased voicing of concerns in countries that manage COVID numbers differently than the UK.

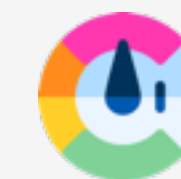
Interview
Top Tip



This question asks students to compare the pandemic handling in the UK to that in other countries, therefore needs a fundamental understanding of both what has happened in the UK and in other countries, to understand our relative successes/obstacles. For further reading about the COVID-19 pandemic and its handling in other countries, visit: <https://www.counterpointresearch.com/coronavirus-weekly-update/> or <https://www.movehub.com/blog/best-and-worst-covid-responses/>.



EXAMINER'S CARD



Countries that could have been mentioned*:

<u>Country</u>	<u>Total Cases</u>	<u>Total Deaths</u>	<u>Population Rank</u>
United Kingdom	1.4 million	53,274	21
USA	11.88 million	256,311	3
Brazil	5.9 million	167,497	6
Australia	27,785	907	55
New Zealand	2,010	25	126
Italy	1.27 million	47,217	23

* Data as of 19 November 2020, via *WorldOMeter*. For updated information, visit: <https://www.worldometers.info/coronavirus/countries-where-coronavirus-has-spread/>

Points that could have been mentioned

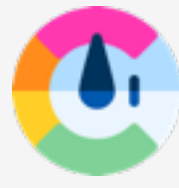
- **Closing local borders** - shutting borders in countries early on and for long enough has proven effective in reducing case load (ex. Taiwan)
- **Enforcing of government policies** - countries have varying speeds by which they have employed COVID-blocking advice; equally they have varying methods by which they enforce this advice (arrest, fines, nil, etc.)
- **Countries' relative populations and population densities** - densely populated countries will face increased adversity when combatting a disease with high infectivity
- **Country geography** - how affected are their neighbouring countries, if any?
- **Level of development** - less developed countries have poorer access to safety measures (PPE), more developed countries will face bigger detriments to their economies by prolonged nationwide shutdown



MARK SCHEME



Written by official university examiner



DIFFICULTY: HARD



NHS HOT TOPICS

Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate is aware of the UK's global standing in the combatting of the COVID-19 pandemic.			
Candidate acknowledges that certain countries have had vast successes in tackling the outbreak, and is able to mention at least one by name.			
Candidate discusses what this country (or similar) have done that is successful.			
Candidate explores why the UK did not do similar.			
Candidate draws upon differences between the UK and this other country to bolster their argument.			
Candidate acknowledges that certain countries have had poorer handling of the outbreak, and is able to mention at least one by name.			
Candidate discusses what this country (or similar) have done that has not been successful.			
Candidate discusses what this country (or similar) have done that <i>has</i> been successful.			
Candidate explores why measures have been less successful than in the UK.			
Candidate draws upon differences between the UK and this other country to bolster their argument.			
Candidate summarises the obstacles governments face in finding methods to most accurately fight the spread of COVID-19.			
Candidate responds appropriately to follow-up questions.			
Candidate thanks interviewer for their time.			
Total mark			




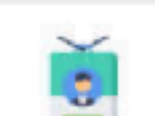



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MMI STATION 2



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 1 of 2)

Discuss the ways in which the COVID-19 pandemic has affected the delivery of healthcare services in the UK. **Which groups of people do you think have been particularly impacted?**





MMI STATION 2



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 2 of 2)

Discuss the ways in which the COVID-19 pandemic has affected the delivery of healthcare services in the UK. **What are your opinions on telephone and video consultations in light of social distancing guidelines?**



EXAMINER'S CARD

MMI STATION SCENARIO 2

Discuss the ways in which the COVID-19 pandemic has affected the delivery of healthcare services in the UK. **Which groups of people do you think have been particularly impacted?**

GOOD ANSWER

- **Resource reallocation.** Mentions more resources and staff being devoted to COVID management and fewer to other areas.
- **Impact on healthcare staff.** Considers additional burdens placed on healthcare staff.
- **Impact on non-COVID patients.** Considers increased wait-times for particular services and poor prioritisation for non-COVID patients.
- **Impact on patients' families.** COVID patients are unable to have visitors due to the infectiousness of the disease.

BAD ANSWER

- **Does not reference resource reallocation.** Misses the first part of the brief and jumps into the second.
- **Fewer than two groups mentioned.** Mentioning one or fewer concrete groups that have been affected by these changes.
- **Lack of empathy.** Does not make efforts to empathise with the groups that have been negatively impacted by strained NHS services at this time.

Interview
Top Tip



This station is fairly vague, which means that there are multiple directions in which a student can guide their response. While it's important to discuss more than one affected group, continue to elaborate about the topics you know more about (ex. immunocompromised patients accessing hospital care), as interviewers will likely ask follow-up questions about the topics you bring up.



EXAMINER'S CARD

MMI STATION SCENARIO 2

Discuss the ways in which the COVID-19 pandemic has affected the delivery of healthcare services in the UK. **What are your opinions on telephone and video consultations in light of social distancing guidelines?**

GOOD ANSWER

- **Defines terms.** Knows what social distancing is and how these types of consultations are helpful in maintaining it.
- **Demonstrates knowledge.** Is aware of increased usage of these methods across primary and secondary care.
- **Acknowledges both pros & cons to staff.** Discusses how this puts less staff at risk, but how limited face-to-face interaction makes patient examination difficult.
- **Acknowledges both pros & cons to patients.** Discusses how this can be more convenient for patients, but getting seen in-person can take longer.

BAD ANSWER

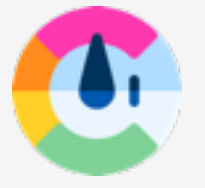
- **Poor insight.** Demonstrates a lack of understanding of the advantages or challenges that this medium of consultations add.
- **One-sided.** Focuses too heavily on the pros or the cons, or takes a very strong opinion on them.
- **Does not discuss how this impacts both staff and patients.** Does not approach the question from the perspectives of both healthcare staff and patients, as each are affected differently.
- **No examples.** Does not give examples to support the points they are making about the effectiveness of video consultations.



MARK SCHEME



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DIFFICULTY: EASY



NHS HOT TOPICS



Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate greets the interviewer.			
Candidate introduces the brief.			
Candidate identifies that changes have been made to the delivery of healthcare services that impact patients and staff.			
Candidate speaks about additional challenges faced by healthcare staff (increased work burden, finding new ways to deliver care, etc.)			
Candidate speaks about additional challenges faced by patients (longer waiting/referral times, fewer available beds) that do not have COVID-19.			
Candidate speaks about challenges faced by coronavirus patients and their families (lack of socialisation, isolation, etc.)			
Candidate uses examples to bolster their response, whether from external reading, clinical observation, or hypothetical.			
Candidate considers safety of both patients and healthcare providers when articulating their response.			
Candidate exhibits empathy when speaking about groups that have been affected adversely by COVID-19.			
Candidate speaks about reallocation of NHS resources to COVID-related services.			
Candidate demonstrates awareness of the increased usage of telephone and video consultations and explains why this is the case.			
Candidate makes insightful comments about the benefits to healthcare providers regarding virtual consultations (ex. increased safety).			
Candidate makes insightful comments about the benefits to patients regarding virtual consultations (ex. ease of access).			
Candidate thoughtfully considers disadvantages to healthcare providers (ex. difficulty in diagnosis).			
Candidate thoughtfully considers disadvantages to patients (ex. longer time passes before they can be seen).			
Candidate summarises pros and cons of video consultations.			
Candidate empathises with the difficulties involved in providing and accessing healthcare services during the pandemic.			
Candidate thanks interviewer for their time.			
Total mark			



MMI STATION 3



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 1 of 2)

1. What is an RNA vaccine?
2. What is herd immunity? Why is herd immunity important?





MMI STATION 3



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 2 of 2)

What do you know about vaccines for COVID-19? Should they be made compulsory?



EXAMINER'S CARD

MMI STATION 3

SCENARIO

1. What is an RNA vaccine?
2. What is herd immunity? Why is herd immunity important?

GOOD ANSWER

- **Understands the science.** Understands the biology of how vaccines work as well as what herd immunity is.
- **Defines appropriately.** Confidently provides definitions that are easy to understand.
- **Logical answer.** Explains that herd immunity helps provide immunity for conditions even when not everyone gets vaccinated (whether they are unable to or elect not to have a vaccine).
- **Uses examples.** I.e. explores lack of polio incidence in the UK due to routine childhood vaccine.

BAD ANSWER

- **Does not mention 'RNA' vaccine.** Speaking about vaccines in general without mentioning RNA vaccines in particular.
- **Lack of knowledge.** Cannot define the terms or is unable to describe the science behind the two concepts being asked about.
- **Poor insight.** Unable to appropriately discuss the importance of herd immunity, including inability to mention that not everyone does get vaccinated.



EXAMINER'S CARD

MMI STATION SCENARIO 3

What do you know about vaccines for COVID-19? Should they be made compulsory?

GOOD ANSWER

- **Has an up-to-date knowledge.** Is aware of multiple vaccines already developed and in development across multiple countries.
- **Explores why vaccines are promising.** Presents a chance to greatly reduce the damage of COVID-19.
- **Explores why vaccines may not be promising.** Discusses the speed of creation of the vaccines compared to other vaccines and questions this may raise.
- **Discusses compulsory vaccination.** Defines the concept and weighs pros and cons to make an informed decision.
- **Mentions autonomy.** Mention detriment to autonomy that compulsory vaccination may pose.

BAD ANSWER

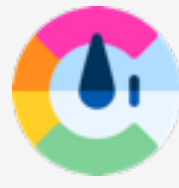
- **Not up-to-date knowledge.** Provides information regarding vaccines that is out-of-date.
- **Lack of COVID-specific insight.** Speaking about vaccines being compulsory in general without enough exploration as to the specific implications that arise with coronavirus vaccines.
- **One-sided.** Takes a stance too early and argues only one side of the argument (yes or no).
- **Does not take a stance at all.** Not taking a stance at all on whether the vaccine should be compulsory, thereby not properly answering the question.
- **No ethical exploration.** Does not explore ethical pillars and their relation to this question.



MARK SCHEME



Written by official university examiner



DIFFICULTY: MEDIUM



NHS HOT TOPICS

Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate greets the interviewer.			
Candidate adequately defines vaccine, and explains the biology behind it.			
Candidate defines RNA vaccine, and explains the biology behind it.			
Candidate adequately defines herd immunity.			
Candidate describes herd immunity's importance.			
Candidate uses an example of a near-extinct disease as support for why herd immunity is important.			
Candidate demonstrates knowledge about the presence of developed COVID-19 vaccines.			
Candidate demonstrates knowledge about additional COVID-19 vaccines that are still in development.			
Candidate is able to speak about the process by which they were developed (where, by who, and how).			
Candidate speaks about the benefits of the vaccine.			
Candidate speaks about the potential negatives of the vaccine.			
Candidate uses their own insight to critically evaluate the vaccines that are currently available.			
Candidate discusses the concept of compulsory vaccination.			
Candidate thoughtfully discusses the concept of compulsory vaccination against COVID-19.			
Candidate considers 'autonomy' when speaking about compulsory medical services.			
Candidate mentions justice, beneficence, and non-maleficence when considering a vaccine for COVID-19.			
Candidate weighs pros and cons of a compulsory COVID-19 vaccine being made available.			
Candidate articulates whether or not they believe it should be, based on the arguments they have set forth through the course of the station.			
Candidate thanks interviewer for their time.			
Total mark			



MMI STATION 4



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 1 of 2)

Do you agree with the UK government's decision to keep schools and universities open during the COVID-19 pandemic?





MMI STATION 4



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus (Part 2 of 2)

Do you agree with the UK government's decision to keep schools and universities open during the COVID-19 pandemic? **What are some alternatives that could be used to limit large groups of people mingling together?**



EXAMINER'S CARD

MMI STATION SCENARIO 4

Do you agree with the UK government's decision to keep schools and universities open during the COVID-19 pandemic?

GOOD ANSWER

- **School knowledge.** Knows that schools remain open but there has been changing policy to exams.
- **University knowledge.** Knows that universities remain open but there has been a heavy shift toward online teaching.
- **Two-sided answer.** Speaks about the pros and cons of keeping these institutions open.
- **Considers impact.** Explores effect on students *and* those students come into contact with.
- **Logical conclusion.** Weighs pros and cons to decide whether or not it makes sense for schools and universities to remain open, albeit a tricky decision.

BAD ANSWER

- **Too opinionated.** Firmly argues either 'yes' or 'no' without much exploration of the opposing point of view.
- **Does not consider multiple perspectives.** Poor exploration of how this affects students, teachers, their families, etc.
- **Does not reach a conclusion.** Wavers between 'yes' and 'no,' and unable to answer the question.
- **Lack of awareness.** Demonstrates poor knowledge the effect coronavirus has had on schools and universities in the UK.



EXAMINER'S CARD

MMI STATION SCENARIO 4

Do you agree with the UK government's decision to keep schools and universities open during the COVID-19 pandemic? **What are some alternatives that could be used to limit large groups of people mingling together?**

GOOD ANSWER

- **Suggests at least two options.** Demonstrates creative problem-solving in strategising ways to revolutionise socially-distant teaching; this may include online learning, small-group teaching, utilising 2-metre distance between students in classes, etc.
- **Specifically answers the brief.** Has concrete ideas that limit large groups from mingling as opposed to general ways to minimise spread of COVID (ex. sanitising spaces)
- **Acknowledges difficulty in implementation.** Realises that adapting to changes in learning is challenging for both students and teachers and expresses empathy to both in this regard.

BAD ANSWER

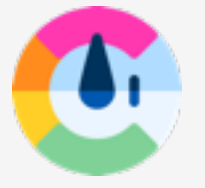
- **Suggestions are not relevant.** Discusses ways to minimise spread of coronavirus that are not related to distancing, as the station asks.
- **Poor empathy or poor practicality.** Does not acknowledge the challenges that come along with radicalising teaching methods.
- **Not enough suggestions.** Struggles to think of innovative ways to limit large groups mingling together in a close setting.
- **Does not draw from personal experience.** Does not mention how their own school adapted to COVID-19 and whether or not they found it effective.



MARK SCHEME



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DIFFICULTY: MEDIUM



NHS HOT TOPICS

Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate greets the interviewer.			
Candidate is aware of the current laws in place keeping schools and universities in the UK open.			
Candidate is aware of the current laws in place that mean that while these institutions are open, there have been changes made to ensure the safety of those attending.			
Candidate speaks about online learning (and online teaching).			
Candidate speaks about mask-wearing when attending in-person sessions.			
Candidate identifies pros of keeping these institutions open and running (ex. data show young students learn better with face-to-face learning).			
Candidate identifies cons of keeping these institutions open and running (risk to them and those around them, etc).			
Candidate explores the difficulties that would come with closing schools and universities.			
Candidate suggests at least 2 options to reduce mingling in large groups (ex. have students in the same small group of 5 for multiple classes).			
Candidate suggests topical mitigating solutions as is laid out by the brief, as opposed to ones that are purely preventative such as not attending school.			
Candidate acknowledges the difficulty of the situation for both students and for teachers.			
Candidate speaks about adaptability being vital to everyone's personal safety for the duration of this pandemic.			
Candidate makes a decision on whether or not schools/universities should remain open or not, weighing the points they have made for and against this over the course of the station.			
Candidate thanks interviewer for their time.			
Total mark			



MMI STATION 5



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus

How has the Covid-19 pandemic impacted your motivation to become a doctor? How have your ideas about healthcare in general changed through the course of this pandemic?



EXAMINER'S CARD

MMI STATION SCENARIO 5

How has the Covid-19 pandemic impacted your motivation to become a doctor? How have your ideas about healthcare in general changed through the course of this pandemic?

GOOD ANSWER

- **Strengthened motivation.** Demonstrates a reaffirmed interest in the medical profession by understanding the vital work of healthcare professionals.
- **Practical.** Not overly idealistic answer, and is able to empathise with the difficulties of working in healthcare during a pandemic.
- **Personal experience.** Discusses work experience, if any, during the Covid-19 pandemic.
- **Considers wider perspectives.** Considers massive extent of doctors' impact throughout this pandemic, and the different ways their skills have been utilised (promoting health in hospital and to those isolating).

BAD ANSWER

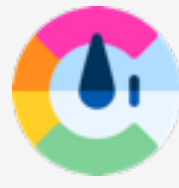
- **Little change.** Approaching this question like a 'why medicine' question as opposed to discussing how coronavirus has particularly impacted your motivations.
- **Idealistic.** Demonstrates poor level of insight into the challenges that face healthcare staff, which have been emphasised during this pandemic.
- **Poor exploration of related health topics.** Speaks only about treating Covid-19 patients, as opposed to considering how all types of doctors have had to adapt the type and manner of care that they provide.



MARK SCHEME



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DIFFICULTY: EASY



NHS HOT TOPICS

Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate greets the interviewer.			
Candidate summarises key changes that COVID-19 has had to healthcare.			
Candidate mentions both changes in providing and accessing/receiving healthcare services.			
Candidate demonstrates a keen enthusiasm in pursuing a medical career that has been undeterred by the pandemic.			
Candidate identifies particular ways in which the pandemic has reinforced this motivation.			
Candidate speaks about the many roles doctors have played in managing the COVID-19 pandemic.			
Candidate speaks about how these inspire them to want to pursue medical careers.			
Candidate draws on their work experience to bolster their response.			
Candidate is practical and realistic about how COVID-19 has dramatically changed the landscape of healthcare services over the last several months, including the additional challenges staff have faced.			
Candidate demonstrates an understanding and empathises with the demands of the profession, particularly in a time of pandemic.			
Candidate summarises their points.			
Candidate responds appropriately to any follow-up questions.			
Candidate thanks interviewer for their time.			
Total mark			

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MMI STATION 6



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus: Role Play

Interviewer Instructions

Eloise is a 53 year old woman who has a cough and her major concern is that she has Covid-19. She has asthma which she manages with two inhalers that she uses regularly. She is also diabetic and has hypertension and had a heart attack 5 years ago. She takes medications for all of these. Eloise believes that she has a compromised immune system due to her past medical history, hence her increased worries about getting the disease. She is increasingly worried by what she's been reading in the papers, watching on TV, and reading online about how certain medications make you more at risk of contracting Covid. Eloise is considering stopping some of her heart medications as she feels her conditions are 'probably fine' and she's more 'worried about Covid anyway.' She currently works from home and is a self-employed artist. Eloise lives alone and has been unable to visit her children lately as they work far away and lockdown has made travelling difficult. On the whole, she has a pleasant disposition but is easily swayed and worried by what the media is saying (and this should be the bulk of what you discuss unless asked about other things), and does not have anyone explicitly telling her otherwise.



EXAMINER'S CARD

MMI STATION SCENARIO 6

You are a GP and are conducting a video consultation with a patient, Eloise, that has a cough. Have a conversation with her addressing any concerns she may have.

GOOD ANSWER

- **Develops rapport.** Uses a mix of verbal and non-verbal language to develop rapport with the patient.
- **Explores beliefs.** Does not criticise the ideas the patient has, but rather explores her concerns together, trying to understand where she is coming from, and in doing so, exhibits empathy.
- **Thinks about Covid symptoms.** Demonstrates a knowledge of Covid-19 symptoms and asks about these.
- **Considers validity of information.** Evaluates or asks patient to consider the credibility of the sources she has received her information from.

BAD ANSWER

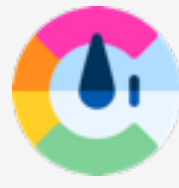
- **Little personal conversation.** Simply asks about symptoms or focuses on dispelling beliefs without developing rapport with the patient.
- **Poor empathy.** Impaired ability to see where the patient is coming from, thereby coming across as judgmental or critical.
- **Lack of Covid-19 knowledge.** Unable to ask about related Covid-19 symptoms which should be relevant in this case.
- **Telling the patient what to do.** Telling her not to stop taking her medications without doing sufficient enquiry as to why she wants to stop them and involving her in the decision-making process.



MARK SCHEME



Written by official university examiner



DIFFICULTY: HARD



NHS HOT TOPICS

Marking Criteria	Candidate makes no reference to this (0)	Candidate makes some reference to (1)	Candidate formulates an eloquent answer and provides good reasoning behind answer (2)
Candidate greets and introduces themselves to the patient appropriately.			
Candidate allows the patient to express their concerns first, allowing the patient to elaborate on what is bothering her.			
Candidate demonstrates empathy with the way the patient is feeling.			
Candidate makes effort to build rapport to the patient, through verbal and non-verbal language.			
Candidate employs a mix of asking questions and allowing Eloise to elaborate on their experience and symptoms.			
Candidate explores the patient's beliefs.			
Candidate gently explores the validity of the sources by which Eloise has obtained her information.			
Candidate does not tell the patient what to do.			
Candidate suggests strategies and involves Eloise in the decision-making process.			
Candidate demonstrates an awareness of COVID-19 symptoms, and is able to ask about each of them.			
Candidate listens actively to the patient.			
Candidate adopts a non-judgmental approach in order to maximise good communication.			
Candidate uses appropriate language for an adult with a non-medical background.			
Candidate is able to allay some of the patient's concerns.			
Candidate attempts to dispel some of the patient's incorrect beliefs.			
Candidate thanks Eloise for her time.			
Total mark			



MMI STATION 7



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus

You are the head of the World Health Organisation. A new virus has just broken out in Mexico City. There are 154 cases in Mexico City, but no other cases to date elsewhere. Devise a strategy to prevent this virus becoming a pandemic.



EXAMINER'S CARD

MMI STATION 7

SCENARIO

You are the head of the World Health Organisation. A new virus has just broken out in Mexico City. There are 154 cases in Mexico City, but no other cases to date elsewhere. Devise a strategy to prevent this virus becoming a pandemic.

GOOD ANSWER

- **Quarantine individuals.** The individuals infected should be placed in a hospital where they cannot spread the infection.
- **Conduct research.** Medical teams need to find out the symptoms, incubation period, route of transmission of the virus, etc. Research should also go toward optimising treatment strategies and finding a vaccine.
- **Sequence the genome.** China quickly sequenced the genome of Covid-19 and released it to the WHO. This meant that the worldwide search for a vaccine could begin.
- **Release a briefing to world media.** This way, people in other countries can take measures to reduce transmission.
- **Invest in medical equipment.** Consider the equipment and facilities needed to manage the disease and invest in this.
- **Find the source.** Find the source to prevent transmission (ex. if it is from a particular food market, close the market).
- **Quarantine the city.** Mexico City (or the affected local area) may need to shut down. Advise people to stay indoors.
- **Possibly ban travel to/from Mexico City.** Limit travel to/from Mexico City, or Mexico, so as to prevent the cases from spreading to other cities or countries.
- **Encourage good hygiene.** Promote hand-washing, mask-wearing, covering mouth when sneezing/coughing. Disinfect public spaces regularly.





MMI STATION 8



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus

The coronavirus outbreak may have arisen from eating snakes or bats in a food market in Wuhan. One individual argues, “China are at fault. They should ban consumption of wild animals like snakes, bats, and rats, to prevent these outbreaks, which end up affecting the whole world.” Discuss this point of view.



EXAMINER'S CARD

MMI STATION SCENARIO 8

The coronavirus outbreak may have arisen from eating snakes or bats in a food market in Wuhan. One individual argues, "China are at fault. They should ban consumption of wild animals like snakes, bats, and rats, to prevent these outbreaks, which end up affecting the whole world." Discuss this point of view.

ARGUMENT FOR

- **Reduces risk of viruses.** Many infections can spread from wild animals (zoonotic viruses), such as coronavirus and Sars.
- **Outbreaks impact the world.** Use coronavirus as an example to illustrate how an outbreak can affect the whole world, so it is a wider issue beyond just Chinese culture.
- **Poor hygiene.** No matter how much governmental control is put, hygiene levels are still not being met.

ARGUMENT AGAINST

- **Creates black market.** If it is banned, it may be less regulated with even poorer hygiene measures (consider any currently illegal substances).
- **Slippery slope.** One could argue that eating a bat is no worse than eating a chicken, and this is the basis of the slippery slope argument.
- **Laws will not stop its sale.** In the Wuhan market, some things were being sold illegally so laws are unlikely to stop outbreaks of this nature.





MMI STATION 9



READING ⌚ 1m

SPEAKING ⌚ 6m

Coronavirus: Role Play

Mrs Thompson is an anxious mother who has come to see you, a GP. She has decided to withdraw all her children from schools in the UK, despite the fact that the coronavirus is still “very low risk” in the UK with only 3 registered infections. Discuss her concerns.

Interviewer: Mrs Thompson



EXAMINER'S CARD

MMI STATION SCENARIO

9

Mrs Thompson is an anxious mother who has come to see you, a GP. She has decided to withdraw all her children from schools in the UK, despite the fact that the coronavirus is still “very low risk” in the UK with only 3 registered infections. Discuss her concerns.

GOOD ANSWER

- **Advise her to let her children stay in school.** Although it is key to address her concerns, if there are only 3 infections in the UK, her actions are a bit drastic and it is not advisable for her children to miss school for a long time.
- **Be empathetic.** Address her concerns and do not be dismissive; she has a serious concern, so an empathetic and kind approach is required.
- **Show good knowledge.** Show a good level of knowledge about coronavirus and relay this to Mrs Thompson as this may help soothe her. Explain how children can reduce risk of transmission.

BAD ANSWER

- **Dismissing her concerns.** Although her actions are drastic, if you take a rude or tough approach, it will lead to conflict.
- **Lack of knowledge.** Talking generally without any awareness of coronavirus is and the current themes are in the news.
- **Force your opinion.** You should not be too forceful, as ultimately it is not your place to make the decision for her (autonomy). You should present your opinions in a considerate and reasoned manner, and offer her leaflets and information.



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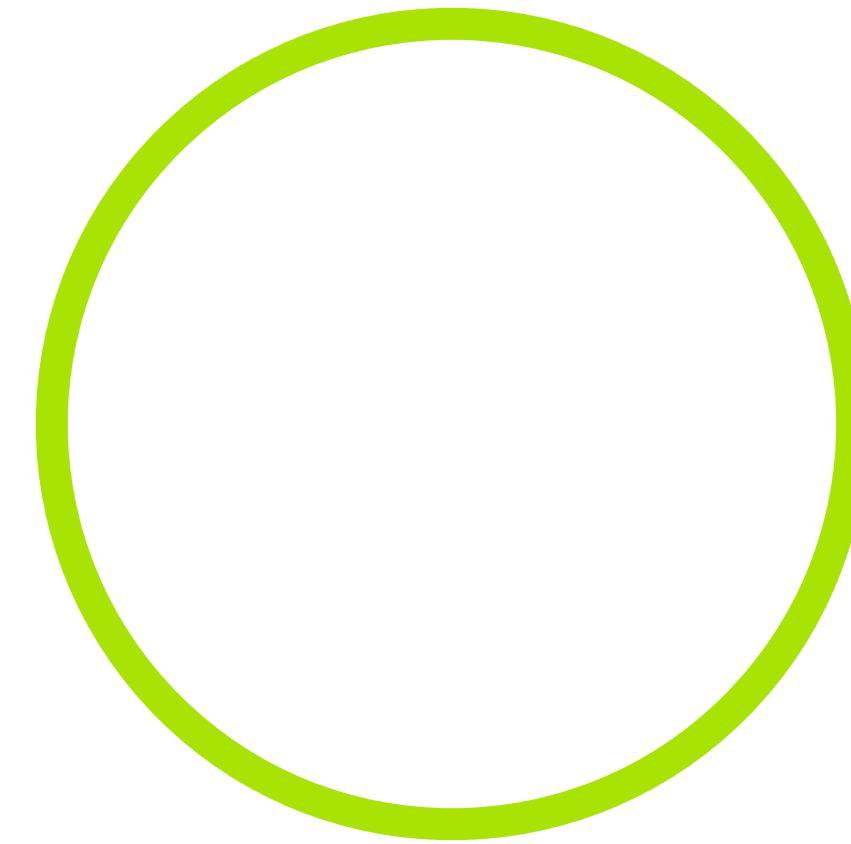
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