THE UNIVERSITY OF HONG KONG  
LI KA SHING FACULTY OF MEDICINE  

Grade Descriptors for MBBS IV and V (5-year curriculum)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
<th>General expectations of student performance</th>
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| **Distinction#** | **Above 80** | **The Final Examination**  
Excellent result. Students with this grade must show outstanding performance in the distinction viva held by the specialty concerned and in the following components of the final examination:  

*Continuous Assessment*  
Students should show active participation in class. Effectively communicates and collaborates, consistently showing organizational and leadership skills when appropriate as well as critical thinking ability.  

*Clinical Competency Test (CCT) and Objective Structured Clinical Assessment (OSCA)*  
Students must be able to apply knowledge appropriately and effectively in a clinical context and show outstanding, clinical, clinical interpersonal and information technology skills; demonstrate skillful, careful and correct patient care and management; demonstrate correct clinical treatment with skillful, neat and orderly execution of all the stages of the clinical procedures; able to conduct clinical procedures independently without unnecessary assistance.  

*Written Examination*  
Students must demonstrate evidence of comprehensive and deep knowledge of the course content; gives evidence of strong logical development and synthesis of information as well as critical thinking ability. |
| **Pass** | **60 – 79** | **The Final Examination**  
Satisfactory result. Students with this grade should achieve satisfactory result in the specialty concerned and in the following components of the final examination:  

*Continuous Assessment*  
Students are willing to participate in class and show some independent thought and/or critical analysis; demonstrate reasonable organizational, rational and presentation skills and communicates in a satisfactory manner.  

*Clinical Competency Test (CCT) and Objective Structured Clinical Assessment (OSCA)*  
Students are able to apply knowledge in a clinical context and show satisfactory clinical, clinical interpersonal and information technology skills; demonstrate correct patient care and management; demonstrate correct clinical treatment of the key stages of the clinical procedures in an orderly manner; able to conduct clinical procedures with minimal assistance.  

*Written Examination*  
Students show evidence that the relevant course content is adequately understood; demonstrate a general critical stance and the ability to express the knowledge or application with clarity. |
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<th>Fail Bad Failure*</th>
<th>50 – 59 Below 50</th>
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**The Final Examination**
Unsatisfactory result. Students with this grade obtain unsatisfactory result in the specialty concerned and in the following components of the final examination:

**Continuous Assessment**
Students show little participation in class; lack of confidence to engage in self-reflection, collaboration and communication with others; display weak analytical and evaluative skills; OR failure to meet specified assessment requirements.

**Clinical Competency Test (CCT) and Objective Structured Clinical Assessment (OSCA)**
Students lack the ability to apply knowledge in a clinical context; demonstrate poor patient care and management skills; show deficiency in the execution of some key stages of the clinical procedures and/or final clinical outcome; conduct clinical procedures with significant assistance; OR failure to meet specified assessment requirements.

**Written Examination**
Students demonstrate little or no evidence of familiarity with the course content; demonstrate little or no evidence of critical evaluation of material; OR failure to meet specified assessment requirements.

# Note: Distinction in a specialty shall be awarded to a candidate who obtains 80 marks or above in the first attempt at the discretion of the Board of Examiners.

*Note: The category of “bad failure” will not be entered into the transcripts but may be used as reference for the Board of Examiners when making recommendations to the Faculty Board.