

NUMS MDCAT CURRICULUM

ENGLISH

Aim

The aim of the English section of MDCAT is to measure the applicants' skills in English language and to evaluate how prepared they are for undertaking graduate studies in medicine in English. The test applies a common standard to everyone to be able to evaluate the preparation of the applicants from different sectors, regions and socio-economic backgrounds.

The benchmarks for the test have been developed in the light of the curriculum used in HSSC and CIE. Since the students who take the MDCAT come from a wide range of educational contexts, the test comprises items that may be applied to a broadband of language competencies that are not exclusive to one particular type of curriculum.

Objectives

- i. To ensure complete alignment between the English curriculum used in various sectors at the HSSC and CIE level and the test items
- ii. To create a balance of items from different benchmarks of the English curriculum outlined for MDCAT
- iii. To make sure that difficult and ambiguous items beyond the scope of high school education are not included
- iv. To design the test specifications
- v. To design, select, and arrange test task items

| Objective | Benchmark | Contents |
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| 1. Comprehend key vocabulary | Use one or more of the following strategies to determine meaning of key vocabulary: 1.1 contextual clues and illustrations 1.2 background or prior knowledge 1.3 morphology, syntax, phonics, knowledge of word relationships 1.4 knowledge of synonyms, antonyms, homophones | High and low frequency words from the course book or to be selected from similar contexts or the contexts the HSSC and CIE students may be familiar with |
| 2. Demonstrate control of tenses and sentence structure | 2.1 Use correct tenses and sentence structure in writing 2.2 Identify mistakes in the use of tenses and sentence structure in written texts | <ul style="list-style-type: none"> • All the present tenses • All the past tenses • Four types of sentences • Conditionals • Types of clauses • Fragments |
| 3. Demonstrate correct use of subject-verb agreement | 3.1 use correct subject-verb agreement in written texts 3.2 Identify mistakes in the use of subject verb-agreement in written texts | Use the texts prescribed/ used in HSSC or CIE for selecting test items as well as determining the degree of their complexity |
| 4. Demonstrate correct use of articles and prepositions | 4.1 Use appropriate articles and prepositions in different written contexts 4.2 Identify mistakes in the use of articles and prepositions in sentences or short texts 4.3 Select the appropriate article or preposition for a particular Context | The test items to be selected from the contexts common to the texts at HSSC and CIE level |

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| <p>5. Demonstrate correct use of writing conventions of spelling, capitalization and punctuation to clarify meaning</p> | <p>5.1 Use capitalization and punctuation such as semi colons, commas in a series, apostrophes in possessives, proper nouns, and abbreviations</p> <p>5.2 Avoid and identify the following punctuation</p> | <p>The test items to be selected from the type of texts written by HSSC and CIE students and from the contexts common to both the streams</p> |
| | <p>mistakes in sentences or short written texts:</p> <p>5.2.1. Run on sentences</p> <p>5.2.2. Comma splices</p> <p>5.2.3. Fragments</p> <p>5.2.4 Faulty coordination</p> | |

Vocabulary

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| <p>A</p> <p>appalling astounded apparently attached to appraised alas abruptly accentuated anxieties</p> | <p>B</p> <p>boon bewilderment briskly bead brimming baffling bashful beckoned</p> | <p>C</p> <p>coveted credentials capacious collided with crudely confront compelled crudely coaxed comprehension curious casually confining crammed confirm cautioned captivated condescended compelled criteria</p> |
| <p>D</p> <p>daintily dispensing dispute distract drummed dilapidated disconsolately delicately dank dilapidated disguise definite</p> | <p>E</p> <p>enchanted encouraged fringed exude eccentric excursion elaborate exasperation expansive exaggeration evaluates</p> | <p>F</p> <p>fatality flicked flawlessly friction fluttered</p> |
| <p>G</p> <p>gingerly glistening glared groggy</p> | <p>H</p> <p>heap hideous habitat haggard haphazardly harmony haughty havoc hearsay</p> | <p>I</p> <p>intended in vain illumination invariably irritable insinuated intently industry intolerable imperceptibly</p> |

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| <p>J judgment judicial junction juvenile jeopardy jealousy jubilant</p> | <p>K Kindred Knack knickers knick knack</p> | <p>L likelihood labyrinth ludicrous limp</p> |
| <p>M menaced mustered mean mass mounting minimum mayhem miniature mumbled meditated moulded menacing</p> | <p>N nuisance naïve native nauseous negate negligence nemesis neutral niggle</p> | <p>O opted for on the wrong foot occasionally operation</p> |
| <p>P plopped presume precautions panting purchase persisted pensively prime placidly peered propelling passion promptly practically prone to paraphernalia prerogative path precision pizzazz potential</p> | <p>Q qualitative qualm quantitative quarrel quench query queue quirk quiver quizzical quotation</p> | <p>R rituals reinforce reprimanded riot refuge regret rarely reproachful ragged revolving resonant</p> |

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| <p>S</p> <p>swarmed up scenario swathe subsequently struck up string sternly solemnly succulent shuffled sailed stunt sauntered splendour sagged off speckled with stable</p> | <p>T</p> <p>tentatively tackle tumultuous tomfoolery tangle troughs tangled</p> | <p>U</p> <p>urge unburdened unprovoked</p> |
| <p>V</p> <p>ventured vulnerable</p> | <p>W</p> <p>whipped weighing up writhing waft</p> | <p>Y</p> <p>Yearning Yelp yield</p> |
| <p>Z</p> <p>zealous zenith zest</p> | | |