



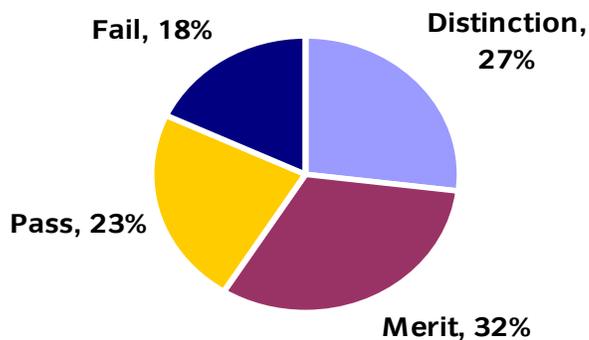
AMSPAR

January 2010 series – Examiner’s report

4415-01-200 – Level 2 Award in Medical Terminology

4419-01-220 – Level 2/3 Certificate/Diploma in Medical Administration/Secretaries

Overall Performance



Areas of good performance

The majority of candidates achieved good marks in this examination. The matching questions were very well answered by most centres. Many students achieved 100% for both parts of this question.

Questions 3 and 5 were particularly well answered by most candidates with many gaining full marks. However, some candidates failed to appreciate that **pharmaceutical** abbreviations are used (as stated in the question) and interpreted BP as blood pressure or British Petroleum.

Areas for improvement

Question 1 Some candidates had no idea of the meaning of these word parts and many continue to produce words which do not exist. This demonstrates a complete lack of understanding of the context of medical terminology. It is essential that tutors ensure an understanding of terms by their students and their application. An understanding of areas of the body and its organs is essential.



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Question 2 This question caused the most difficulty for students who were unable to identify medical words in common use. Many candidates failed to explain their answers fully (eg 'tarsals' was identified as 'foot' – instead of 'foot bones'. The marker is unsure whether the candidate is aware that these are bones). Every effort is given to award marks to students but this lack of explanation makes it difficult for the examiner to exercise accurate judgement.

Question 4a Very few candidates achieved full marks for this question – all words in common use, which could have been built from a thorough knowledge of word parts. It showed a lack of understanding of basic terms and areas of the body. Many used the word 'laparostomy' instead of 'gastrostomy' and the use of '-otomy' instead of 'ostomy' was another common error. This of course completely changed the meaning of the term. Spelling of medical terms was often poor by weaker students.

Question 4b Several candidates did not appreciate the difference between 'psychiatry' and 'psychology' in their answers and 'immunology' was often not fully explained.

Medical terms least known

Dia-	inter-	chondro-	-lysis
Necrosis	pyelitis	amniocentesis	epididymitis
Psychiatry	immunology	fibula	femur

Abbreviations

BP	mg	qgh	pc
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Recommendations and Tips

Read the question. Some candidates made silly mistakes by not reading the questions carefully.

A basic knowledge of body organs and its areas will help students to understand the terms they are learning. These body systems form a foundation for medical terminology. The recommended text- books cover these requirements.

Tutors should have a wide knowledge of medical terminology and its application. Rote learning is not enough. Accuracy in the medical world is vital.