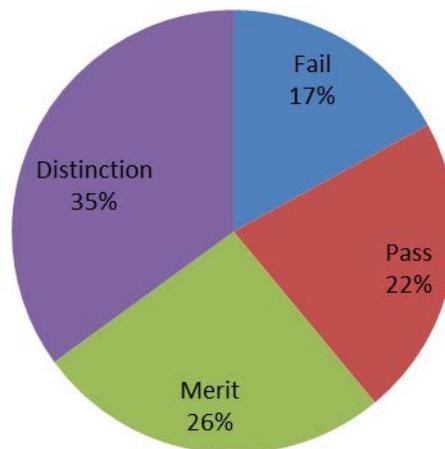




Examiner's report

**4415-200 Nov 2012 series – Level 2 Award in Medical Terminology
4419-220– Nov 2012 Series**



The pass mark range for this examination is 70%. However, as each examination paper is unique there can be slight variations of difficulty from series to series – which means that students are required to gain either more or fewer raw marks to compensate and to gain a pass.

Areas of good performance

It was pleasing to see that there were a number of candidates who gained very high marks in this examination. A high number of candidates achieved distinction grade. Both candidates and tutors have worked hard to achieve this

Question 3a and 3b

Although these questions now contain distracters, they were well answered by a high number of candidates although a small number of candidates scored very poor marks. These questions do not test the candidate's ability to understand the terms and can provide high marks for even weaker students. The term 'kyphosis' which was a differential question was least well known despite the fact that this is specifically mentioned in the C&G guidelines for outcome two.

Question 4b



This question concerning medical specialities produced correct answers for a majority of candidates.

Question 5

This was also generally well answered by many candidates with several candidates gaining full marks. Much of this requires rote learning without demonstrating any understanding and as is usual, several candidates, whose knowledge was generally of a poor standard, achieved high marks from this question.

Areas for improvement

Question 1a & b

Although there were some excellent answers, spelling remains poor from some candidates who showed no understanding of the correct use of the combining vowel. Able candidates are easily able to answer this question.

Unfortunately many candidates failed to read the question carefully and gave examples of terms composed from word parts not requested, so losing valuable marks. Only the first four word parts are required.

Some answers showed a lack of understanding of the context of medical terminology. It is essential that tutors teach their students an understanding of terms and their application. Tutors need to ensure that candidates have a basic understanding of areas of the body and its organs which is essential if medical terminology is to be used correctly. Weaker candidates appear to make wild guesses when translating meanings and composing medical terms, some of which simply do not exist.

Question 2

Again, some candidates were unable to identify common words in this question and also showed a complete lack of understanding of their context in relation to the body. Many candidates failed to explain their answers fully, in order to show understanding of the term. The term, 'oedema', was answered by many students as 'swelling'. This is insufficient to gain full marks as it is the fluid present that determines the term ie 'free fluid in the tissues' (causing swelling).

Question 4a

This question again caused difficulty for weaker candidates. A thorough knowledge is necessary to achieve full marks for this question. All these questions can be answered from the list of given word parts. A few excellent students did do so. Spelling of medical terms was often poor by weaker students and there was indication of some candidates having no knowledge of terms for some common areas of the body eg jejunum.

Where the medical word is present in the question, it is required to explain what the body part is in lay terms eg part of the small intestine.



Medical terms least known

-lysis		chondro-	spondylo-	
oedema	pericardiotomy	jejunum	uraemia	rheumatology

Meanings

Disease of the liver	discharge from the ear	inflammation of the mouth
A lighted instrument used to examine the vagina		a red blood cell

Abbreviations

BNF	om	PPI	ml
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Recommendations and Tips

Read the question! Some candidates lost marks by not reading the questions carefully especially in question 1b. In question 4a many candidates gave the term 'colposcopy' for a 'lighted instrument used to examine the vagina' instead of 'colposcope'.

Tutors should ensure that students understand word parts and their context. As a basic requirement, **common examples** for each one should be taught together with their context, so that the candidates have a sound knowledge of medicine and common procedures. This will help them to avoid making errors in their interpretation. Rote learning is insufficient in this subject as many terms do not translate literally eg anaemia. The patient would be dead if it did!

A basic knowledge of all the body organs and its areas are necessary in order that students understand the terms they are learning. Common medical terms relating to each body system in outcome two should also be taught. Literal meanings are not always the correct translation (see above). This underpinning knowledge enables the student to have an understanding of the various conditions and procedures.

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



Tutors need to read the guidelines for this qualification, carefully. C&G provide detailed information within the specification.

December 2012