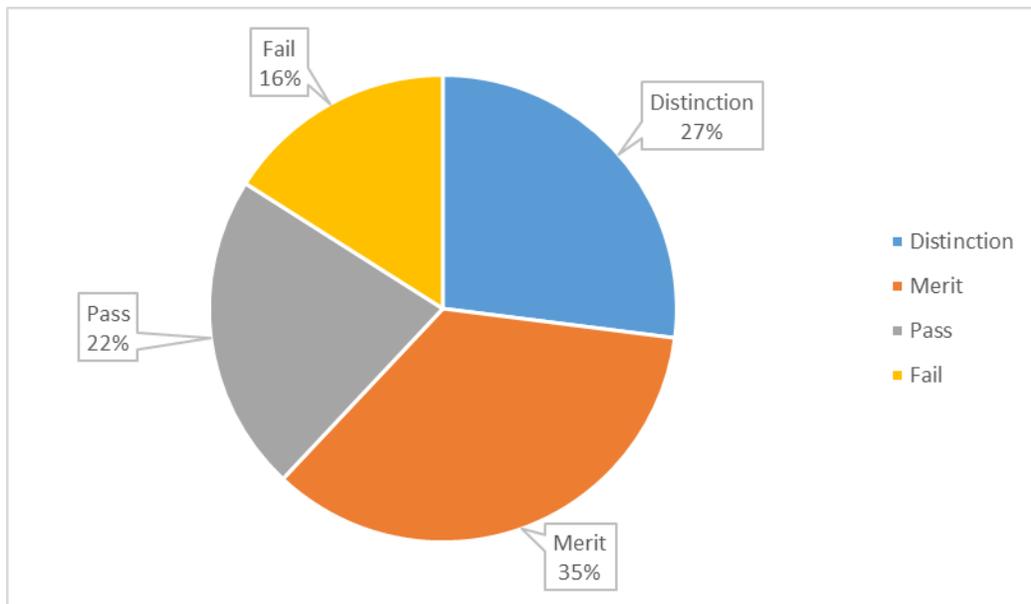




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**5519-220 - Level 2 Award in Medical Terminology**

**Examiner's report - February 2017 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.*

**General Comments**

The overall standard for this paper appeared to be high with a pass rate of 84%. 62% of candidates achieved a credit or distinction. Several candidates gained 100% of the available marks.



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### **Areas of good performance**

The majority of Centres are to be commended for ensuring the syllabus appendices are fully utilised and the prescribed word part lists, human body systems, medical specialities content, and the pharmaceutical abbreviations are learned by the candidates. As a result, the majority of candidates achieved either full or nearly full marks in questions 1, 3 and 5.

Q1 This question posed no problems for many of the candidates. All the words asked on the paper are in common use in the medical field and many students achieved 100% of the available marks. The least well recognised answers were number 10 'myelo' and number 14 'stasis'. Some candidates incorrectly gave the answer 'brain' instead of 'head' for number 5. Brain is 'encephalo' literally meaning 'inside the head'.

Q 3 In this question the written word aids memory and the small number of terms used in each part makes the question very easy although the use of distracters tempers this a little. A high percentage of candidates were able to achieve at least 8 of the 10 available marks and these marks, plus those attained in questions 1 and 5, allowed several otherwise quite weak candidates to scrape a pass grade in this examination.

Q5 This very short question only requires rote learning from a given list and does not require a real understanding of the use of the pharmaceutical abbreviations. Many candidates were awarded 100% of the available marks. Several weaker candidates found difficulty with BP giving the non-pharmaceutical answer 'Blood Pressure' rather than. 'British Pharmacopoeia'.

### **Areas for improvement**

Q's 2 and 4a

55% of the marks available for this examination are awarded to Learning outcome 2 in the syllabus and some of these terms may not be built using the word parts seen in the word lists provided by C&G. Learning outcome 2 states 'Know the meaning of medical terms relating to the human Body.' The seven body systems that may be examined under this outcome can be seen in appendix 2 of the course handbook.

Candidates fared better in questions 2, 3a and 4a when medical terms included the prescribed word parts found in the syllabus. However, some Centre candidates struggled with medical terms which illustrate a broader knowledge and understanding of the vocabulary used in medicine, which can be found in the recommended text books.

Q2 Whilst the more able candidates, and those who had been well prepared for this examination, found no difficulty with this question, many weaker candidates still cannot identify words in common use concerning the anatomy, physiology, diseases and conditions and procedures of the seven listed body systems.

It is important that the tutor is conversant with a wide range of medical terms connected with the human body so that they can teach candidates the meaning of the words commonly used in connection with each of the seven listed body systems. Many of these words cannot be broken down and identified from the word parts on the prescribed lists. Candidates themselves should



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widen their knowledge of the terms by making use of appropriate textbooks, dictionaries, etc. Literal answers may not be sufficient to explain the full meaning of these terms. Several candidates lost vital marks by repeating the medical term from the question in their answer instead of fully describing the meaning of the whole word e.g. Q2;12 To gain both available marks, the answer should read 'a new opening formed in the bowel/large intestine' and not 'an opening in the colon'.

Q4a This question was generally poorly answered with only a handful of candidates gaining all the available marks. All the words required in the answers are in common use in the medical field and many of them could have been built from very basic/common word parts which should have been taught during their course. Marks were often forfeited due to poor spelling and the inappropriate use of the combining vowel. Some candidates gave more than one answer to each question and some gave no answers at all. Only the first answer attempted was marked. I was surprised at the number of candidates who answered No 1 'surgical removal of the breast' incorrectly giving the answer 'mamnectomy' rather than 'mastectomy'. Few gave and spelt the term 'ophthalmoscope' correctly as the answer for no 8 even though this medical term could have been easily built from word parts included in the lists provided. Care must be taken to differentiate between the suffixes meaning 'an instrument to examine' and 'examination of'.

Q4b It was worrying how many candidates gave incorrect answers to these medical specialities when the answers only require recall from a limited given list. Many gave one word answers instead of writing the answer in full and several just rewrote the medical term given in the question e.g. no 6 'rheumatism' without giving the full meaning of the term. Several candidates mixed up the terms 'psychiatry' and 'psychology'.

### **Recommendations and Tips**

There were several very poor papers that were either, almost unreadable, or contained very few attempts at the answers, and in general spelling is still very weak. A couple of centres had entered candidates who were clearly unprepared for this examination.

Centres must ensure that their tutors have a wide working knowledge of the subject being taught. Rote learning of the lists provided and practicing past papers alone is not sufficient preparation for this award as all the words used in a paper may not have been used in previous papers. When candidates are in the workplace, it is imperative that they can write clearly and accurately and that they understand the meaning of what they are writing and reading so that they can recognise mistakes and prevent inaccuracies. Self-taught candidates should read a good deal from suitable textbooks (Anatomy and Physiology and medical dictionaries) to ensure they have a wide knowledge of the terms used in connection with the body systems.