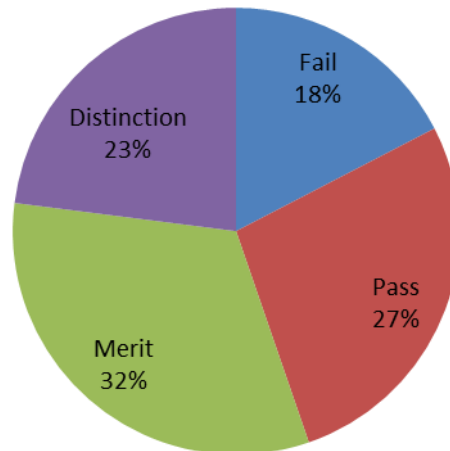




AMSPAR

**Level 2 Award in Medical Terminology
4415-200 & 4419-220 February 2013 Examiner's Report**



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

There were some excellent answers in this examination and a large number of candidates gained high marks. Both the candidates and their tutors deserve congratulations on their achievement.

Question 3a and 3b

These questions were well answered by most candidates and involve matching medical terms and word parts with given definitions. This type of question usually enables candidates to gain good marks.

Question 4b

The majority of candidates also answered this question well although answers to the terms radiology, biochemistry and psychiatry caused some problems. Some candidates confused psychiatry with psychology. The required definitions are provided in the qualification handbook, provided by C&G so this question should have produced no problems for candidates.

Question 5

This was also generally well answered by many candidates with several candidates gaining full marks. A large number of students, who showed a lack of knowledge in other areas of the paper, achieved full marks for this rote learning of pharmaceutical abbreviations.



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Areas for improvement

Question 1a

There were some very good answers here but several of the word parts proved difficult for many students, specifically the word parts meta-, myelo- and -desis.

Question 1

Again several candidates failed to answer the required first four word parts given in question 1a and used other word parts. This reduced the total marks of some otherwise very good papers. There were also some poor answers given for this question with some candidates showing a severe lack of knowledge with very poor spelling of medical words and the use of the combining vowel. Others simply made up so called medical words, which do not exist. 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, as this is essential if medical terminology is to be used correctly.

Question 2

Some candidates were unable to identify common words in this question and showed a complete lack of understanding of their context in relation to the body. Many candidates failed to explain their answers fully. As is instructed in the Course Handbook, where part of the answer is in the question eg pharyngitis, it is necessary to fully describe what the pharynx is ie inflammation of the throat or inflammation of the pharynx ie the throat. The least well known terms in this question were dialysis and iatrogenic. The literal translation of a medical term is often an incorrect interpretation and tutors should ensure that candidates understand this.

Question 4a

There were some very good answers by a few candidates but this question as always caused difficulty for the weaker ones. A thorough knowledge of the subject is necessary to achieve full marks for this question. A few students did give excellent answers, gaining full marks, which demonstrated an extensive knowledge of the subject. Spelling of medical terms was often poor by weaker students and there was indication of some candidates having no knowledge of terms for some very common medical terms. (eg lack/deficiency of clotting cells).

Spelling, in general, continues to be a problem for some candidates both in English and in medical terms. This is of concern in the medical field where accuracy is essential in order to avoid errors.

Medical terms least known

Intra-	meta-	myelo-	-desis	-ectasis		
Pharyngitis	myalgia	endocardium	osteomalacia	pulmonary	dialysis	iatrogenic
Radiology	biochemistry	psychiatry				



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Meanings

Disease of the windpipe lack/deficiency of clotting inflammation of the eardrum
cells/platelets

Abbreviations

NP qqh

Recommendations and Tips

Read the question! Candidates lost marks by not reading the questions carefully. This was especially common in question 1b. Tutors should ensure that students understand word parts and their context. **Common examples** for each one should be taught together with their context, as a basic requirement. In this way, candidates will have a sound knowledge of medicine and common procedures. This will help them to avoid making errors in their interpretation.

A basic knowledge of the body organs and its areas is essential 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. The recommended text- books cover these requirements.

It is essential that tutors have a wide working knowledge of medical terminology and its application. Many medical terms have a completely different meaning than the literal interpretation.

Accuracy in the medical world is imperative.

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