



AMSPAR

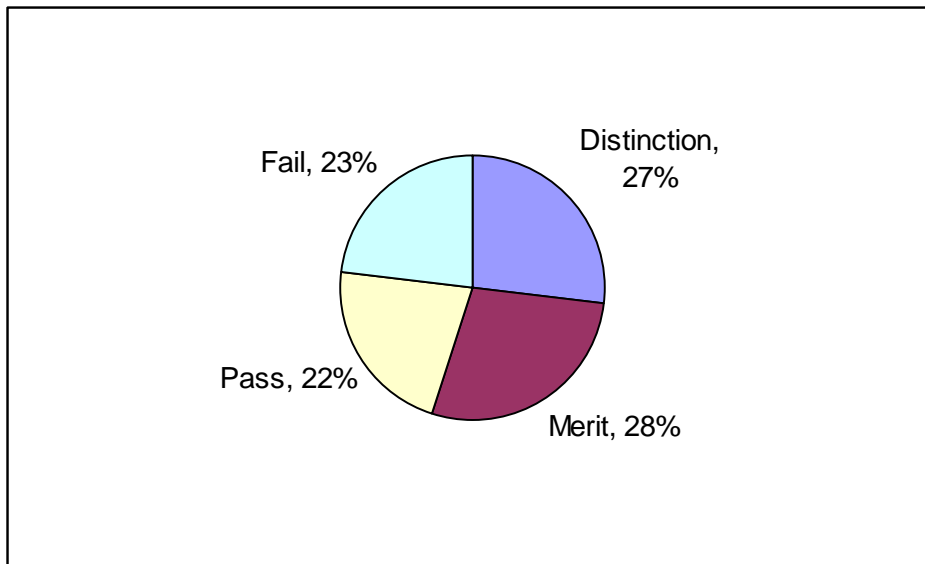


June 2011 Series – Examiner's report

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 standard achieved by a large number of candidates was very good. Tutors and candidates are to be congratulated.

Question 1a): This was generally well answered by most candidates, although -pexy was often confused with -plasty

Question 3a) and 3b): These questions were well answered by many candidates. At present these questions do not contain any distracters, allowing some guesswork to be used by weaker candidates.

Question 5: This was also generally well answered, with some gaining full marks. The question requires rote learning without any demonstration of understanding. Several candidates, whose knowledge generally was poor, managed to achieve sufficient marks from this question to obtain a pass in the examination.



AMSPAR



Areas for improvement

Question 1b): Spelling remains poor from some candidates with some showing no understanding of the correct use of the combining vowel. Some candidates produce medical terms, which do not exist. Many candidates show 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. This knowledge is necessary if candidates are to avoid producing words indicating procedures that are impossible to perform. Accuracy is essential in medical work and is a primary requirement of the employer.

Question 2: 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 eg laryngoscopy.

Question 4a) and 4b): This question caused difficulty for some candidates. A thorough knowledge is necessary to achieve full marks for this question. A few excellent students did do so. Spelling was often poor by weaker students and there were some careless mistakes caused by not reading the question carefully. The combining vowel was often included where not required in the answers to question 4a). Although a list of specialities is provided by C&G, many candidates didn't know the meaning of orthopaedics.

Medical terms least known

Diplo- iso- pulmono- -iatric -genic -pexy

Myringotomy pleurisy ventricular

Meta forensic pathology orthopaedics genitourinary

Meanings

Blueness of the skin and mucous membranes protein in the urine

Abbreviations

GSL TTA NP SI qqh L



AMSPAR



Recommendations and Tips

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

Tutors should ensure that students understand word parts and their context. **Common examples** for each one should be taught as a basic requirement so that the candidates have a sound knowledge of medicine and common procedures. This will help them to avoid making errors in their interpretation.

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.

Rote learning is not enough. Accuracy in the medical world is essential.

It is imperative that tutors carefully read the guidelines for this qualification. C&G provide detailed information within the specification. This particularly applies to outcome two, which can include common terms that are not simply produced by combining word parts provided in the given lists.