

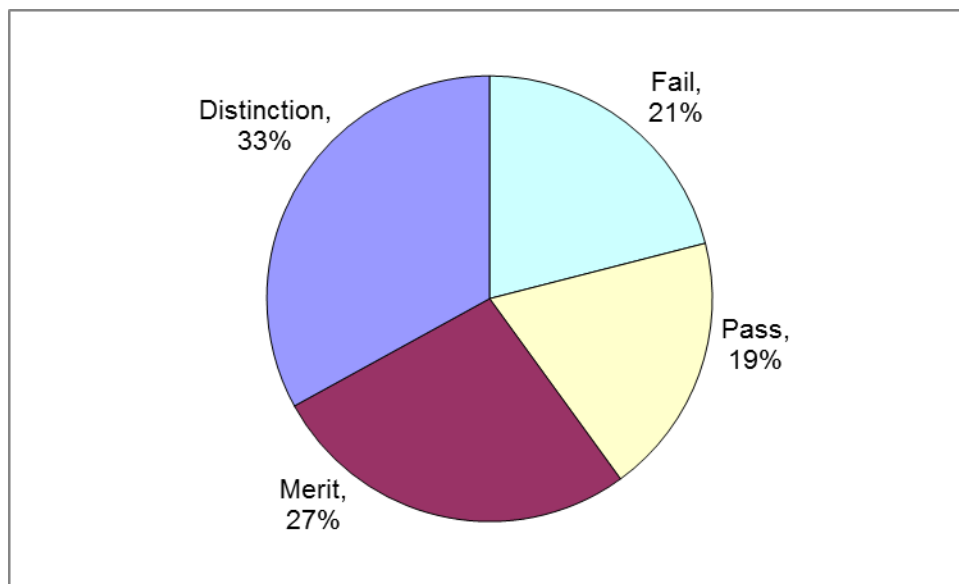


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**November 2011 series - Examiner's report**

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

**4419-01/02-220 Level 2/3 Certificate/Diploma in Medical Administration/Secretaries**



**Areas of good performance**

It was pleasing to see that there were a number of candidates who gained very high marks in this revised format of the examination. Congratulations are deserved for both candidates and tutors.

Question 3a (1.4, 2.2 & 2.3) and 3b (1.4)

Although these questions now contain distracters, they were well answered by almost every candidate.

Question 4b (3.1)

A majority of candidates produced correct answers to this question, which concerned the meaning of medical specialties.

Question 5 (4.1)

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 several candidates, whose knowledge was of a poor standard generally, achieved high marks from this question.



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## **Areas for improvement**

Question 1a (1.1) and 1b (1.2 & 1.3)

Although there were some excellent answers, spelling is an area which needs to be improved; and in particular correct usage of the combining vowel which was generally poor.

Unfortunately many candidates failed to read the question carefully and gave examples of terms composed from the incorrect word parts required. Only the first four word parts are requested.

Some candidates continue to produce terms, which do not exist. Many candidates' answers show a lack of understanding of the context of medical terminology. It is essential that tutors teach their candidates 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.

Question 2 (1.2, 2.1 & 3.1)

Again, some candidates were unable to identify common words in this question and also showed a 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. It is necessary to further explain a term such as bronchiectasis, stating to what bronchio- refers. Candidates may use their own words to show that they have an understanding of the term eg 'small tubes in the lung'. (See guidelines in City & Guilds example paper). When interpreting 'radius', the correct part of the arm needs to be stated ie 'a lower arm bone' or 'forearm', in order that it is not confused with the 'humerus' or 'upper arm bone'.

Question 4a (1.2, 1.5 & 2.1)

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 candidates did do so. Spelling of medical terms was often poor by weaker candidates and there was indication of some candidates having no knowledge of terms for some common areas of the body (eg 'inflammation of the throat')



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### Medical terms least known

Dia-	Ortho-	Oligo-	Onycho-	-para
Bronchiectasis	Macroglossia	Contusion	Uraemia	Leucocytosis
Dysphagia	Duodenal	Orthopaedics		

### Meanings

Discharge from the nose	Inflammation of the throat
Artificial opening into the wind-pipe	A stone in the bladder

### Abbreviations

TTA    ac    mcg

### Recommendations and Tips

It is essential that candidates take the time to read and understand what is asked in the questions. Some candidates lost marks by not reading the questions carefully.

Tutors should ensure that candidates understand word parts and their context. **Common examples** for each one should be taught together with their context, 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 all the body organs and its areas are necessary in order that candidates understand the terms they are learning. Common medical terms relating to each body system in outcome two should also be taught. The recommended textbooks cover these requirements.

Tutors need to have a wide knowledge of medical terminology and its application. Rote learning is not enough. Due to the nature of word accuracy in the medical world is vital.

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