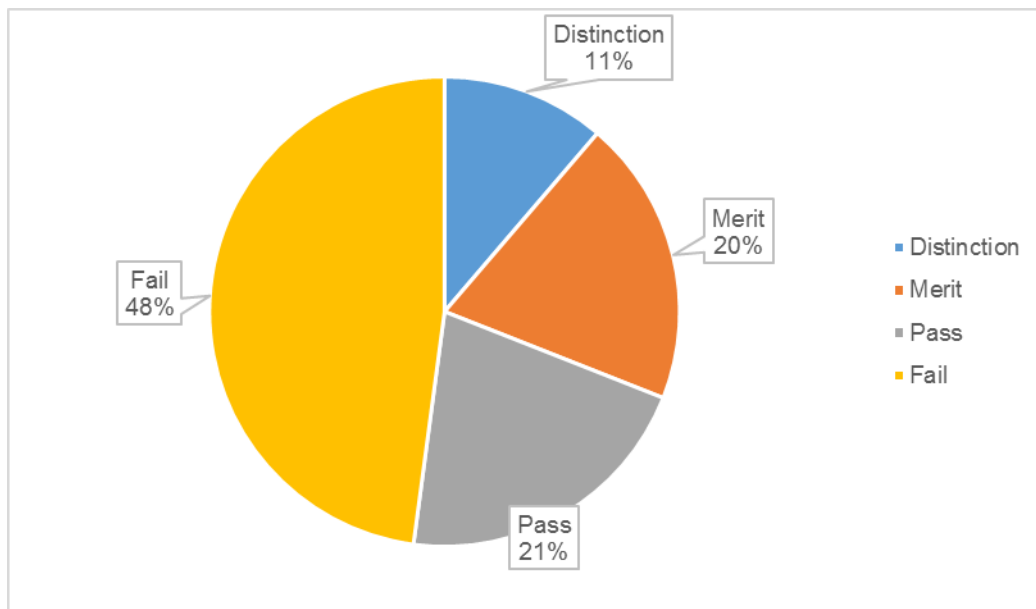




5528-265 - Level 2/3 Award in Medical Terminology

Examiner's report – February 2018



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

Centres standards varied considerably, fluctuating from several that were excellent to a number of centres that were very poor, showing a wide variation between centres. The more able candidates demonstrated their comprehension and wide knowledge of medical terminology very well.

The weaker candidates, some of whom may have self-taught must receive clearer guidance from their centres on how best to learn and test their knowledge and understanding prior to their examination in order to avoid common examination mistakes. Some candidates omitted to answer several questions- there were a large number of blank spaces.



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Areas of good performance

Questions 1

This question posed no problems for many of the candidates and many candidates achieved 100% of the available marks. The least well recognised answers were numbers 1 "auto" 5 "oligo" and 10 "chondro". Some candidates gave answers such as auto= body system instead of self, oligo = increased flow instead of scanty/deficiency flow, and chondro = curvature instead of cartilage.

Question 3a & 3b

A significant number of candidates answered this question very well. Very few candidates made any errors. The word parts that few candidates found challenging were ab and ad. Candidates recorded "ab" = "towards" instead of "away from" and ad = away from instead of towards.

Questions 4b

The stronger candidates performed very well achieving full or near full marks for this question. Surprisingly however, a few candidates could not define the meaning of gastroenterology, or pathology.

Question 5

Very well answered by the majority of candidates. However the abbreviations BP was translated by some candidates as Blood Pressure instead of British Pharmacopoeia.

Areas for improvement

Question 2

The poorer candidates performed badly and struggled to define most of the words leaving lots of blank spaces. For those who attempted to define the terms it was clear that their understanding of medical prefixes and suffixes was very weak.

Examples of definition recorded were as follows: - platelets = a blood cell instead of clotting cells or thrombocytes, glycosuria = infection of the blood instead of presence of sugar in the urine. lymphadenitis = inflammation of the adenoids instead of inflammation of the lymph glands, ureterectomy = removal of the bladder instead of surgical removal of the tube from the kidney to the bladder, oesophagoscopy = removal of the stomach instead of looking inside the gullet or food pipe with a lighted instrument, blepharoptosis = inflammation of the blepharo instead of drooping of the eyelid.



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Question 4a

Whilst the stronger candidates gained full marks for this question, the weaker candidates really struggled to define the medical terms. Knowledge was also hampered by poor spelling of terms. Candidates could not spell colectomy, haemostasis, dyspnoea and hepatosis. Medical terms that were poorly answered were "pain in a joint, and "the muscle layer of the womb". "Pain in the joint" was recorded as - arthritis instead of arthralgia and "the muscle layer of the womb" was recorded as hysterectomy instead of myometrium.



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Recommendations and Tips

There were several very poor papers that contained very few attempts at the answers and, in general spelling is still very weak.

Some centres may have entered candidates who were clearly unprepared for the examination. Centres must ensure that their tutors have a wide knowledge of the subject being taught. Rote learning the lists provided and practicing past examination papers alone is insufficient preparation for this qualification. It is imperative that words are spelt correctly. Self-taught candidates should use one of the recommended textbooks to ensure that they have a wide knowledge of the terms used in connection with the body systems.

Tutors should used a text book that fully embraces effective teaching of medical terminology.