#### **Examples of written answers.**

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The ability to pass your diploma exam isn't just dependant on learning the theory work (although this is essential), it is also having the ability to get all the information out of your head and onto the paper in an orderly and accurate manner. The diploma exam is not a test of your memory, it's an exam to test your competence and understanding.

Set out in this section are 3 answers to the same question. One is answered at fail level, one at pass level and one at honours level. I have highlighted the areas where the answers below are good, bad & outstanding.

All answers were written in real time with closed book. The time taken to produce each answer is written at the end of each one. Have a read through each answer and try to see if you can highlight the good and poor areas for the answers. At the end of each Answer I have written some points of note about the way the candidate answered the question.

The question being answered for all 3 answers is

### What are Epiphyseal cartilages and why are they important to us as farriers? (20marks)

This is a stock Diploma question that comes up often, the wording may change slightly but it's essentially the same question. This is a 20-mark question so care must be taken to fully answer it. It's worth a large amount of marks. It is basically asking two things. The first part is a straight anatomy question and the second part is farrier theory. You need to mentally assign 10 marks for each part.

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#### The fail answer.

The answer from this candidate starts with an incorrect statement. "Epiphyseal cartilages are cartilages that grow bone" They don't grow bone; they turn to bone or they increase the overall length of bone. Be careful with your wording on statements like the one above.

The diagram the candidate draws would be unacceptable for block 1 let alone the diploma exam.

- It's not labelled correctly
- · No heading saying what it is showing
- Its anatomically incorrect
- It should be on a separate page
- It shows absolutely nothing and the examiner will not know what the candidate is trying to show.

Underneath the diagram there is another 2 lines of vague writing which tell the examiner almost nothing. This ends the candidate's anatomy section of their answer,

Ask yourself; Of the 10 marks available

- How many, realistically will this candidate be awarded.
- How many would you award?
- Has the candidate demonstrated competency?

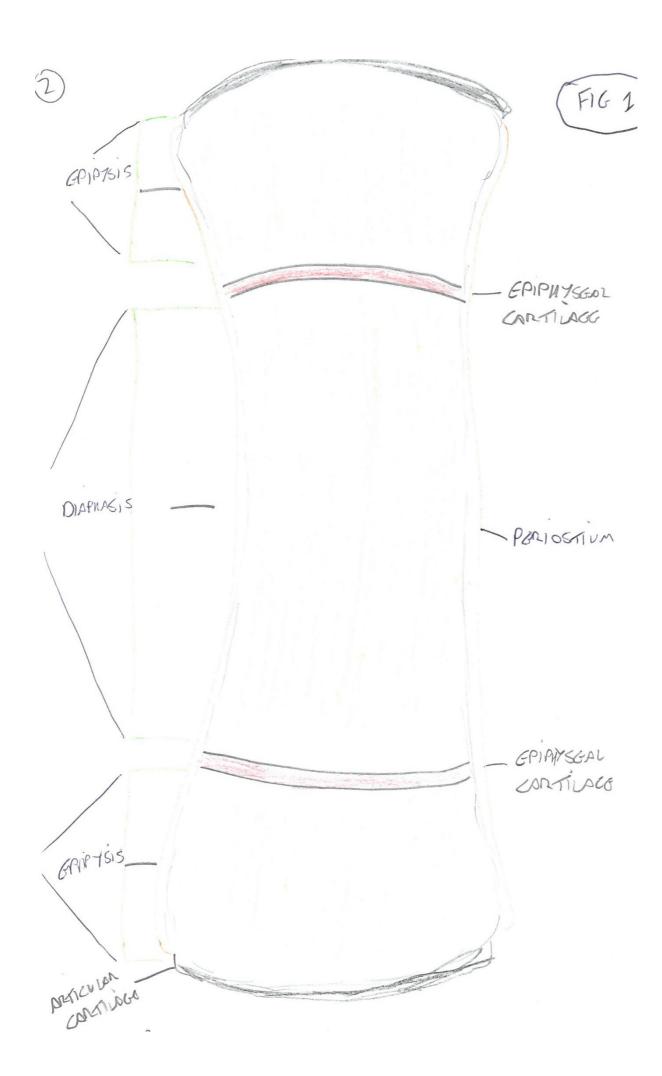
Next the candidate moves onto the second part of the question. The Why is it important to us as farriers?

Again this starts badly with more vague statements and some dangerous inaccuracies. The candidate states at one point "it gets much harder to correct when the horse gets old". This will worry the examiners reading it as the candidate is suggesting that it is fixable later in life and they will try and do so. Again this does not display competence. The candidate also says in this section "correct the problem with special shoes "THIS IS A FARRIERY EXAM. The candidates answer needed to at least tell the examiner what shoe, special shoes is not acceptable. The rest of the answer is filled with more inaccuracies and waffle without getting anywhere near the level of answer required for a pass. Remember, a veterinary examiner will also be looking at and making your exam. This means that ½ of your theory mark is made up from the vet. Remember to including them as much as possible in your answer.

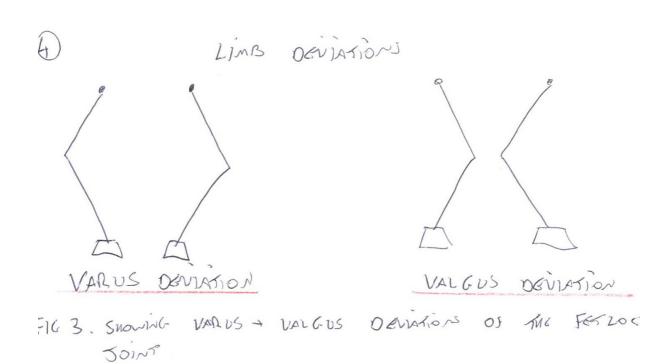
- Has this candidate demonstrated competency?
- Will the examiner be happy to let this candidate loose?
- Is this a diploma level answer?

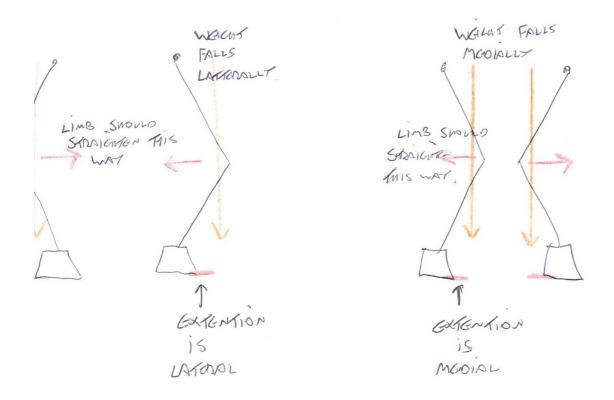
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AND AM NORG OF CROND IS REDUCED. (FIG 2)
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#### The pass answer:

The answer starts with a good opening paragraph explaining what epiphyseal cartilages are, good use of words with good and accurate terminology. Words like the ones listed below are good examples of words that should be used to answer a question like this.

- Long bones
- Growing in length
- Juvenile
- Endochondral ossification

Also note the drawings in this answer are numbered and referred to at the relevant point. There can be no confusion from the examiner as to which diagram refers to which bit of the answer.

The candidate then goes onto talking about the cartilage enlarging and growing the bones length, again good use of words and terminology. The candidate also states that articular and epiphyseal cartilage are different in both make up and function. Again this just shows the examiner a higher level of knowledge and thus competence. The next part the candidate explains and demonstrates understanding of rapid growth periods, different closure times of growth plates. All the information in this anatomy section is correct and relevant.

The closure times of growth plates is covered well by this candidate and I want to make a good point here. Notice that the table is referenced to Hickmans Farriery (1977). Hickmans farriery is on the Worshipful Company Of Farriers (WCF) approved reading list for the diploma syllabus. By referencing it (and assuming you have remembered it correctly) the examiners will mark it correct, even if they know it to be incorrect or out of date, things change often in science and anatomy and tables can differ between books. Remember one set of tables and reference them, remember to check they are on the WCF reading list if you are going to reference published literature.

The diagrams in figure 4 are simple diagrams, your diploma is not an art exam although it is worth noting that they do need to be anatomically correct, especially when drawing ligaments and tendons etc. in this case the candidate is showing varus and valgus deviations so the anatomy can be very basic as it's not part of the answer. The diagrams are relevant with the top ones showing what the deviations look like whilst the bottom ones describe the desired effects of extensions.

The last bit of the answer covers corrections to deviations while always giving relevance to why it's important to us as farriers. It's always important to remember what the question is asking. Deep or high level corrective farriery was not asked for directly in the question.

The second to last paragraph is an important one. Talking about veterinary assistance, the dangers of over correction and the need to remain in your skill set are always great to include in answers to questions like this. It shows competence and safety to the examiners.

The very last paragraph about trimming belongs further up the answer, it was a mistake by me and I forgot to put it where I wanted it, by this time I was running out of time, I could and should have written more but time was against me by this point, that said I did get the main points in about good balance and level landing/loading.

Time management for your answers is critical on your written exam, spending longer on certain answers is fine as long as its accounted for, if you go over time on one answer you need to ensure you go under time on another answer. Failing to plan and stick to your timings will result in not enough time to answer the last question. Use the 10 minute reading time at the start of the exam to pick the questions that might require more time and offset them against other questions that you can answer in less time. Make sure your timings work and ensure you stick to them.

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LONG BONGS. ALLS PRO MELL ARE A PRINSVERSE DISC OF CARTILLES.
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LONG BONG GROWS IN 2 DISTINCS WATS
NDOCHONDAL - A BONG GROWING IN LENGTH.
ER-MEMBRADOUS-A BONE GROWING IN WISTM + MASS.
EPIPHTSEAL CARTILOGUES ARG SMALL CARTLAGGES FOUND IN-BORNEON 16 DIAPHTSIS + GPIPHTSIS OF LONG BONGS IN AN ARGA KNOWN  5 MILL MCKAPHTSIS. (FIG. 1). CPIPHTSEAL CARTINGG IS MADE UP  5 COLL'S CALLED CHONOROCTAGES, KILLS ARG KILL ONLT  COLLS FOLND IN UN-DEVELOPED CPIPHTSEAL CARTILOGG. AS MIG-  SPIPHTSEAL CARTILAGGE DEVELOPES MIGSE CHONOROCTAGES ARE REPARCED  37 BONG FOLLOWING OSGO-PERIVINI FROM BONG COLLS  CALLED OSGOBIAGIS (FIG. 2) OSGOBBUGIS ARG BONG PRODUCTING  LLS HAM DORIVE FROM MESENMAGUER SIGM COLLS. MOT DORT  DE FOLND IN ABONDENCE IN MIG INNER LATER OF MIG PERIOSIUM.

FIG 1: SNOWING FINE LOCATION OF THE EPIPHYSEAL CARRILACE EPIPHYSIS DIRECTION METAPHYSIS OF Ground PERIOSTIUM DIAPHYSIS MERAPHYSIS DIRECTION OF cravin EPIPH7515

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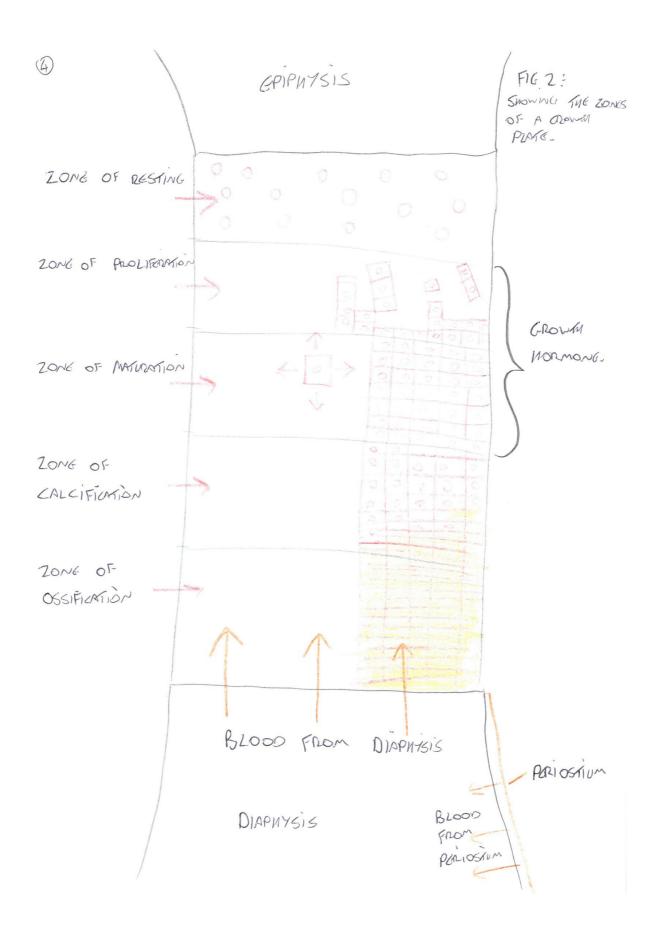
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COLLS, (ANGSE LATER FORM INTO OSTEOBRASIS). AND OSTEOBRASIS EXPLOIT
AND CAPS LEST BY AND CHONOCHES AND RECEIN TO BULLD
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Charles OBSIST from ALL DIAPHYSIS KO MAE



(5)

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IS WIDE AND ITS CROWN AFTER BIRMY IS RAPID. LATER MAE
PLATE MARROWS AND RATE OF CROWN IS REQUISED. FINALLY
ME PLATE IS REPUGED BY BONE AND LE DIAPHYSIS AND
EPIPHYSIS FUSE KOCKMER. ALL MIR IS LETT IS A VERY
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BONES OFTEN BUGAL ALONG MIS LINE.

ALL CHOWTH PLAKES MAVE A RAPID CHOWN PERIOD, SER OUT IN INTE TOBLE BOTTON ARE FINE CLOSURE FINES AND ROPHO CHOWNE PARIODS OF MAY DIFFERENCE CROWNE PLATES.

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(MICHANS FARRIANT 1977)

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REASONS CHOWAR PLAKES SOMETIMES DUNLOP PROBLEMS

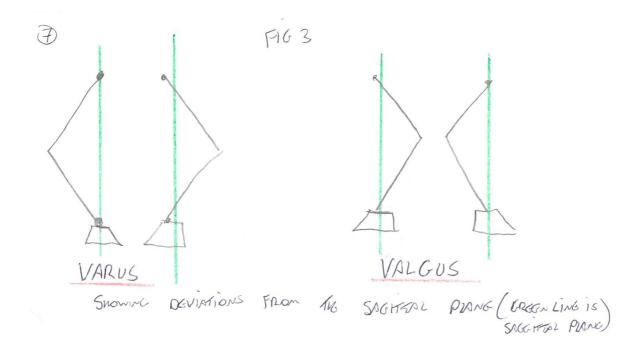
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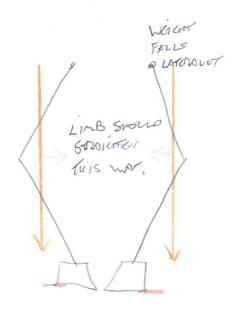
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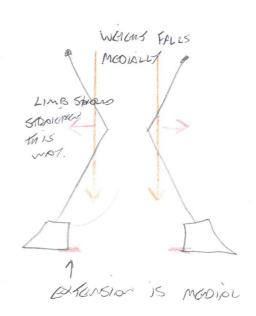
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VARRIERT,

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FLEXURAL DEFORMITS: A CHONDE PROTE PROBLEM CAN
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## The honours answer

This answer is very similar to the pass answer. It just has a slightly deeper level of knowledge and it is full of extra depth threaded throughout the answer. Points to note on this answer

- The core answer and information is always written and covered first before all the extra honours bits are included.
- Depth of knowledge is evident and above that of a good pass answer.
- The time was 37 minutes, this answer took longer than the allotted time, the candidate would need to make up time on another answer (the exam usually has at least 1 question can comfortably take less than 30mins to answer).

The opening paragraph was very similar to the pass answer but the terminology was slightly better. A transverse disc of cartilage and longitudinal growth just display a slightly higher level of understanding, the same applies to Osteogenisis and the candidate including intermembranous ossification into the answer.

The candidate then starts getting into cell level stuff about Chondrocytes and the make-up of the growth plates, followed by a comprehensive drawing and write up about what actually happens inside a growth plate. All of that info is totally irrelevant if you cannot first demonstrate competence by answering the question well and accurately, this is a big danger area for the potential 'A' student. DO NOT get too technical too soon. The question first needs answering, do not forget the basics first, I can't stress this enough, don't go chasing honours and totally miss the question altogether.

The farrier theory side of the answer is also very similar to the pass answer. It just has a slightly higher level of answer. Defining Valgus and Varus is a good thing to do. Mentioning Developmental Orthopaedic Disorder (DOD) compression of one side of the cartilage and poor hoof capsule morphology again just demonstrate a good command of the subject.

Again, all relevant trimming and veterinary assistance information is in the answer as well as a mention of flexural deformities (including a definition of flexural deformities) Epiphysitis was included and the possible consequences of it.

37 minutes to answer the question was something the candidate was aware of. This question is a difficult to write out in 30 mins (especially with the growth plate cell level stuff in there) the candidate made a conscious decision to go over time on this answer but would have made the time back up again on another question. Please don't ever go over time chasing an extra 1 or 2 marks on a question and leave yourself no time to answer the final question because that one is worth 20 marks. Think and plan, especially if you are pushing for an 'A' grade.