

Level 2 Technical Certificate in Business Support 4406-021 / 4406- 521

Part of 4406-02

November 2017 Version 1.0

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Business Support**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

1. Details of the exam

External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

Exam requirements of this qualification

- **Level 2 Business Support** – Theory exam (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable*
<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the *Qualification Handbook*.

Form of exam

The exam for this qualification can be taken either on paper (4406-521) or online (4406-021).

Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

How the exam is structured

The exam has a total of 60 marks and is made up of:

- approximately 10 – 12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about, and examples of, question types are given in Section 3 of this document.

Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx. %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification.	20 %
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	60 %
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20 %

Booking and taking the exam

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

Special consideration

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at www.jcq.org.uk.

To make a request for special consideration, please contact: policy@cityandguilds.com

Access arrangements

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)
[Applying for access arrangements on the Walled Garden](#)

2. Content assessed by the exam

Level 2 Business Support

The exam assesses:

- **Unit 201: Supporting business improvement**
- **Unit 203: Supporting business efficiency**

The exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's units are covered by the exam and the number of **marks** available per unit (ie **not** the number of *questions* per unit). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to each unit and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each unit/Learning Outcomes. The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per unit
201 Supporting business improvement	L01 Know how businesses are organised	1.1 Characteristics of different types of business 1.2 Supply chain industries 1.3 Business functional areas	24
	L02 Understand the culture of businesses	2.1 Relationship between business values and the operation of a business 2.2 Ethical behaviours in business	

	LO3 Understand relationship between employee rights and responsibilities	3.1 Equality 3.2 Health and safety 3.3 Employee rights	
	LO4 Understand how change impacts on business performance	4.1 Characteristics of drivers for change 4.2 Impacts of change 4.3 Measurement of business performance	
203 Supporting business efficiency	LO1 Understand business processes	1.1 Characteristics of business processes 1.2 Process financial transactions 1.3 Maintain office supplies 1.4 Organise business events 1.5 Organise business travel 1.6 Incoming and outgoing mail processes	24
	LO2 Manage information	2.1 Security of information records 2.2 Storage of information 2.3 Knowledge management processes	
	LO3 Use data entry software	3.1 Suitability of data entry software 3.2 Use spreadsheet software 3.3 Use database software	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
		Total marks for exam:	60 Marks

* *Integration across units.* These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

3. Guidance

Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
Analyse	Study or examine a complex issue, subject, event, etc. in detail to explain and interpret, elements, causes, characteristics etc.
Calculate	Work out the answer to a problem using mathematical operations
Compare (...and contrast) (or describe the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc.
Define	Give the meaning of, technical vocabulary, terms, etc.
Describe	Give a detailed written account of a system, feature, etc. (..the effect of...on...) the impact, change that has resulted from a cause, event, etc. (..the process..) give the steps, stages, etc.
Differentiate between	Establish and relate the characteristic differences between two or more things, concepts, etc.
Discuss	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
Distinguish between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
Evaluate	Analyse and describe the success, quality, benefits, value, etc. (of an end product, outcome, etc.)
Explain	Make (a situation, idea, process, etc.) clear or easier to understand by giving details (..how..) Give the stages or steps, etc. in a process, including relationships, connections, etc. between these and causes and effects.
Give example(s) illustrate/	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc.
Give a rationale	Provide a reason/reasons/basis for actions, decisions, beliefs, etc.

Identify	Recognise a feature, usually from a document, image, etc. and state what it is
Justify	Give reasons for, make a case for, account for, etc. decisions, actions, conclusions, etc., in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
Label	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc.
List	Give as many answers, examples, etc. as the question indicates (candidates are not required to write in full sentences)
Name	Give the (technical) name of something
Propose	Present a plan, strategy, etc. (for consideration, discussion, acceptance, action, etc.).
Select	Choose the best, most suitable, etc., by making careful decisions
State	Give the answer, clearly and definitely
Summarise	Give a brief statement of the main points (of something)

Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Note: The test specifications for the 2018 exams have changed. The content sampled will vary from that sampled by the example questions below.

Question type:	Example question	Example mark scheme:
<p>Multiple Choice questions These are objective questions with a predetermined answer. These consist of a question (or stem) and four options. The candidate should select the correct option (the key). The other 3 options (the distractors) will be plausible, but incorrect in some significant respect so that the candidate is required to consider and reject these in order to identify the correct option.</p>	<p>This question type is not used in this examination.</p>	

Question type:	Example question	Example mark scheme:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>What is the definition of marketing? (2 marks)</p>	<p>Award 1 mark for a basic definition, 2 marks for a detailed definition. Marketing is how a business meets customer needs. (1) Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably. (CIM) (2)</p>
<p>Structured Response Questions These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a ‘recall’/‘state’/ ‘describe’ question followed by an ‘explain’ to draw out understanding of the topic. They usually have a shared introductory ‘stem’, and the number of marks may increase through the question.</p>	<p>A client with a severe hearing impairment comes into an organisation to make an appointment. a) Explain two ways to overcome communication barriers to assist the client. (4 marks) b) Describe one other barrier to communication. (2 marks)</p>	<p>a) Award 1 mark for each relevant point made to a maximum 2 marks for each way explained. If more than two ways are included in the response, the best two should be marked.</p> <ul style="list-style-type: none"> • Use written communication (1) so the appointment slots available can be written down (1) • Face the client when speaking (1) so that they can lip read/to aid hearing (1) • Use the appointment book/computer booking system (1) so the client can see what appointments are available (1) • Use body/sign language (1) to clarify numbers/times (1)
		<p>b) Award 1 mark for a basic description (eg one or two words) or 2 marks for a more detailed description.</p> <ul style="list-style-type: none"> • Sight impairment (1) where clients would have difficulty finding their way to reception area (1) • Lack of email/mobile phone (1) to receive appointment reminders (1) • Emotional issues such as scared (1) where the client cannot take in information (1)

Extended response questions

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

Example question

Bistro BJ is a restaurant in a city centre. It has been in existence for 60 years. It is a popular restaurant that receives positive comments on local review websites. However, the following posting was made on the website of the local newspaper.

16 Feb 09.17

Last week, I visited Bistro BJ with my mother and father to celebrate their 60th wedding anniversary. I booked and made the reservation, asking for a particular table. I made it clear when making the reservation that the table was important as it was where my father proposed to my mother 60 years ago. I also knew that it was accessible for a wheelchair user. The person taking the booking introduced themselves as Front of House Manager and promised that my request would be met. In fact, he was so interested in the story and how it was linked to the year the restaurant first opened, that he would arrange a small celebration from the restaurant. I knew my parents would really appreciate that.

Imagine my disappointment to find that on arrival, although there was a record of my reservation, the table was not available and was being used by a large group. The alternative we were offered was towards the back of the restaurant, near to the kitchen. In order to get there, we had to ask several people to move their chairs so that we could get the wheelchair through. My father was constantly pushed by waiting staff trying to get through to the kitchen. He was so embarrassed. I asked to speak to the Front of House Manager, who was not on duty at that time. The person in charge simply apologised and said that this was the only table available and no celebration.

I wanted people to know that they should not rely on this restaurant to help make an event special. They might be celebrating 60 years since they opened, but it will be another 60 years before I go back there again.

Maria

The business support staff have identified the name and address of the couple as: Ted and Annie Derry, 9 Rowan Street, Beatrice Village, LE4 4DD
Write a letter to the couple, responding to the complaint proposing a solution.

Mark scheme

Indicative content:

- Style: formal and personal
- Tone: apologetic, empathetic, positive
- Conventions: letters, spelling, grammar, layout
- Content: times, activities, location, anniversary, 60 years, accessibility, family restaurant

Band 1 (1 – 3 marks)

Basic – letter is factual, conventions mainly accurate, minor errors or omissions in spelling and grammar, tone and style formal and impersonal, limited customer service content. Proposed solution is limited in detail and does not take full account of issues.

Example band 1 response

Bistro BJ

20/2/2017

Dear Ted and Annie

I am sorry we did not meet your expectations when you visited. We were very busy and I was not working that night so could not check the arrangements you made for your anniversary.

We are a popular family restaurant and we do not often have people complain.

We are sorry you did not enjoy the visit but hope you will visit us again at some time in the future when we can try to make up for the disappointment of your last visit. Please ask for me on your next visit and I will ensure you have a good visit when we can make up for the disappointment you had.

Yours

James Smith.

Front of House Manager

Band 2 (4 – 6 marks)

Clear – letter shows some consideration of customer and situation in the application of style and tone, conventions are accurate, some reference to business values and equality, some attempt at damage control with reference to changes in processes, some attempt to show good customer service, acknowledgement of issue is clear. Proposed solution includes some detail with consideration of most issues.

Example band 2 response

Mr and Mrs T Derry,
9 Rowan Street,
Beatrice Village,
LE4 4DD

17th February 2017

Dear Mr and Mrs Derry,

My apologies that you found your recent visit disappointing. I was unfortunately on holiday on the day concerned and the details of your visit and your requirements were not seen by the staff on duty. Your experience is not the experience we like our customers to have and we apologise that we did not meet your expectations.

I do indeed remember your call and am very sorry we did not on the night meet your requirements. I have ensured that all special requests are now noted in the booking sheet to ensure such an issue does not re-occur. Also, we now contact customers to discuss alternatives if the requirements cannot be met. We are a family restaurant and pride ourselves in offering good service and a memorable experience, but we unfortunately appreciate you did not have the experience you expected.

We do realise how special the occasion was to you and we would like to welcome you and your party again to the restaurant allowing us to offer the good service and the hospitality we are known for.

Please contact me personally when you wish to make the booking and I will ensure we will make the evening the special event you expected.

Your sincerely

James Smith
Front of House Manager

Band 3 (7 – 9 marks)

Detailed – style and tone of letter appropriate to situation and business values, all letter conventions are applied accurately, content shows clear understanding of situation and impact on customer, shows clear understanding of good customer service. Proposed solution is detailed and feasible with consideration of most issues.

Example band 3 response

Mr and Mrs T Derry,
9 Rowan Street,
Beatrice Village,
LE4 4DD

17th February 2017

Dear Mr and Mrs Derry,

I understand that you recently booked a table with us for a special occasion but that you found your visit very disappointing. Your experience is not the experience we would want our customers to have and I apologise that we did not meet your expectations. We are a well-established family restaurant and we pride ourselves in offering a memorable meal with excellent service. We did not it seems offer this on the night.

I do indeed remember your daughter's call and am very sorry we did not meet your requirements, which were to you very special. I have looked at what happened as I was not there on the night and have ensured that all special requests are now talked over with staff to guarantee such an issue does not recur. Unfortunately, a staff member allowed a large group to move tables and this made the table you expected unavailable. Also, I understand staff did not make any allowances for your situation, spoiling what should have been a positive and memorable experience.

We do realise how special the occasion was to you and we would like to welcome you and your party again to the restaurant allowing us to offer the good service and the hospitality we are known for. The meal and wine for a party of four will of course be at our expense and we will ensure the table which holds such fond memories is available.

Please contact me personally when you wish to make the booking and I will ensure we will make the evening the special event you originally desired.

Your sincerely
James Smith
Front of House Manager

Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions)
- be aware of the amount of time they have in total to complete the exam
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc. rather than full sentences.

Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

Towards the end of the exam

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

City & Guilds

Qualification homepage: [4406 Business Support Technical](#) which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support: www.cityandguilds.com/techbac/technical-qualifications/resources-and-support

Joint Council for Qualifications

Instructions for Conducting Examinations: <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>