

Level 3 Advanced Technical Diploma in Coordinating Business Support 4406-031 / 4406-531

Part of 4406-03

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 3 Advanced Technical Diploma in Coordinating 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 3 Coordinating Business Support** – Theory exam (2 hours 40)

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 (4406-531) or online (4406-031).

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 80 marks and is made up of:

- approximately 15 – 17 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.	25 %
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	56 %
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	19 %

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 3 Coordinating Business Support

The exam assesses:

- **Unit 301: Coordinating support for business development**
- **Unit 305: Coordinating support for business communication**

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
301 Coordinating support for business development	L01 Understand how businesses are organised	1.1 Characteristics of organisations 1.2 Advantages and disadvantages of organisational structures 1.3 Governance of organisations	33
	L02 Understand human resources processes	2.1 Human resource processes 2.2 Impact of employment law on business	

Unit	Learning outcome	Topics	Number of marks per unit
	LO3 Understand development of others in business environments	3.1 Characteristics of leadership styles 3.2 Benefits of leadership qualities to business 3.3 Suitability of techniques for developing others	
	LO4 Understand approaches to business development	4.1 Requirements for business development 4.2 Stakeholder engagement in business 4.3 Application of change management models in business	
305 Coordinating support for business communication	LO1 Understand the importance of communication to business	1.1 Characteristics of types of information communicated 1.2 Conventions of communication records 1.3 Apply principles of communication	32
	LO2 Monitor quality of business communication	2.1 Methods of monitoring communication 2.2 Suitability of feedback methods	
	LO3 Understand the importance of customer service to business	3.1 Characteristics of customers 3.2 Applications of customer service principles 3.3 Contribution of functional areas to customer service 3.4 Importance of customer service	
	LO4 Understand complaint handling in business	4.1 Complaint handling procedures 4.2 Complaint investigation processes	
	LO5 Communicate business information	5.1 Application of rapport building principles 5.2 Application of verbal communication principles	

Unit	Learning outcome	Topics	Number of marks per unit
		5.3 Application of non-verbal communication principles 5.4 Application of techniques for dealing with difficult situations 5.5 Producing word-processed business records	
			Total marks for sections: 65 marks
			Integration across units*: 15 marks
			Total marks for exam: 80 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:

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.

Example question

Describe **three** stages of the project lifecycle.
(6 marks)

Example mark scheme:

Award **1 mark** for **each** relevant point to a **maximum 2 marks** for **each** of **three** stages. If more than three stages are included in the response, the **best three** should be marked.

- Initiation (1)
 - Defining the project goals, objectives, scope, risks, issues, budget, timescale and approach (1)
 - Obtaining stakeholder approval (1)
 - Establishing business case and scope of project (1)
- Planning (1)
 - Creating a project plan (1)
 - Setting milestones and work packages (1)
- Executing (1)
 - Delivering the product, service or result (1)
 - Carrying out tasks to meet project goals (1)
- Monitoring (1)
 - Regular reporting of issues, risks, progress (1)
 - Reviewing business case and project (1)
- Closure (1)
 - Obtaining formal sign off (1)
 - Formally ending the project with no more work to be carried out (1)
 - Developing lessons learned (1)

Question type:

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.

Example question

Festival Music Ltd is a retailer. It began in 1976 with a market stall, but moved to a small shop close to the city centre twenty years ago. It sells different types of music products including:

- Small musical instruments
- Sheet music and 'how to play' guides
- CDs
- Vinyl.

The business has a website maintained by the Assistant Manager, who also carries out all business support activities. It does not have an online sales facility and there are no plans to introduce one.

It has seen no significant change to its market over the last ten years. There is a loyal customer base that is identified as mainly:

- 35-55 years old
- Male
- Music professionals and serious amateurs.

The business is concerned that it needs to attract a new target market segment if it is to continue. The target market has been identified as male and female 18-24 year olds.

a) Explain **one** way target marketing could be used by Festival Music Ltd. (3 marks)

Example mark scheme:

a) Award **1 mark** for **each** relevant point to a **maximum 3 marks**. For **maximum** marks, the response **must** be related to **one** way.

- They can design their promotional materials (1) designed around a specific age range (1) or lifestyle (1)
- They can select products to sell (1) that meet the needs of professional and serious amateur musicians (1) such as sheet music or musical instruments (1)
- They can lower their prices (1) to attract a younger age group (1) who will have less disposable income (1)
- They could offer online purchases (1) to attract a younger age group (1) who are more inclined to use technology (1)

b) Award **1 mark** for **each** relevant point to a **maximum 3 marks**.

- It is a credible source as it comes from the government (1), however, it has national coverage and limited information on a local area (1) and is more than five years old (1)
- Local authority business development department (1) would have information on market segments and social trends in the area (1) which is credible and current (1)
- Conduct a survey (1) amongst local further and higher education providers (1) where people aged 18-24 will frequent (1)

Question type:**Example question**

- b) i) Evaluate the suitability of using the 2011 census as a source of information for identifying the potential market for the business. (3 marks)
- ii) Suggest **one** other source of information suitable for identifying the potential market for the business. (3 marks)
- c) Justify **two** methods of promotion for Festival Music Ltd to use to target their new market. (6 marks)
- d) Explain the **best** way for Festival Music Ltd to obtain feedback on their promotion. (3 marks)

Example mark scheme:

- c) Award **1 mark** for **each** relevant point to a **maximum 3 marks** for **each** of **two** methods. For **maximum** marks, there **must** be a justification. If more than **two** methods are included in the response, the **best two** should be marked.
- Website (1) – as it already exists (1) and a member of staff is already monitoring it (1)
 - Social media (1) – as young people are more likely to access this (1) and trust it (1)
 - Events/or an example of an event (1) – young people have a high proportion of leisure time (1) and it provides an opportunity for socialising (1)
- d) Award **1 mark** for an appropriate method of feedback and up to **2 marks** for explanation. For **maximum** marks, response **must** clearly explain. If more than **one** method is included in response, then the **best one** should be marked.
- An online survey (1) if a website was used as customers are already familiar with it (1) and this is where they found the original information (1)
 - Data (Attendance/Sales) (1) to show differences in performance (1) before and after promotion (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

Members of the Birstall Allotment Group are wanting to set up a small business to sell the organic produce grown on their allotments. They have a high priority for being seen as ethical. All of their produce is grown without the use of chemicals and they see this as being a key attraction to their target audience: affluent, educated and fashion conscious. They are initially considering a pop-up enterprise and are unsure of how long this venture would last. They have approached their local authority's Business Development department who have advised them to develop a marketing strategy.

Discuss the factors Birstall Allotment Group need to consider when developing a marketing strategy.

Mark scheme

Indicative content:

- Measuring performance
- Process for developing strategies
- Project management lifecycle
- Market segmentation
- Business communication
- Business profile
- Sustainability
- Legislation
- Marketing principles
- Organisational culture and leadership
- Governance
- Marketing mix.

Band 1 (1 – 5 marks)

Basic – limited range of information provided which is generalised with limited reference to the scenario. Information is generally accurate with minimal errors. General consideration is given to factors with limited reference to the case study. No conclusion or recommendations. Response is mainly focussed on marketing and business profiles with limited reference to wider factors. Response lacks clear structure of information. Content is focussed on one aspect of the business.

Example band 1 response

Bristall Allotment Group.

We are made up of 12 members who grow organic produce on our allotments. We want to set up a small business to sell the excess produce grown on the allotments. We are looking for funding to help with setting up the business to sell our goods at the farmers markets.

Our vegetables and fruit are organic and we don't use any chemicals. We will have fair prices to attract the type of people who buy organic already in the supermarkets.

We don't have a lot of money to set up the business so we will be selling at local farmers' markets and we will be promoting this through friends, flyers and notice boards.

We have worked hard on growing our organic vegetables so we would like to talk to you about what we need and how we are going to set up the business.

Band 2 (6 – 10 marks)

Clear – information in the case study is analysed to provide information which is mainly relevant to the scenario. There are some relevant areas for consideration. Information provided is generally accurate with minimal errors. There is consideration of a range of factors and their consequences. Judgements are mainly reasoned with straightforward conclusions. Information is organised and structured in a way that is accessible to an audience. There are some links to different knowledge and understanding from across the qualification, although these are not always clear.

Example band 2 response

Birstall Allotment Group consists of 12 members who grow organic produce on their allotments. It is the aim of the group to set up a small business to sell the excess produce grown on the members' allotments. This business will follow the ethical practices the group promotes. As part of our approach for funding to assist with the setting up of a business we have produced the following marketing strategy.

Our produce will be organic and will cover a wide range of vegetables and fruit. All sales will be of our surplus produce in order to comply with the original contract that the allotments are to be used for the growing of products for our own use, only selling our surplus crops. Produce will be grown without the use of chemicals to be attractive to our key target audience we will be affluent, educated and fashion conscious. We will though aim to sell at fair prices ensuring our products can also be afforded by ordinary families who recognise the value of organic produce where chemicals are not used.

We intend a pop-up approach to sell direct to our customers ensuring we keep costs to a minimum. We will use this approach to allow us to assess the profitability of the business. It is likely we will be selling at local farmers' markets and we will be promoting the pop-up through the markets and their promotional points. We will also be advertising in local villages and towns at public points eg notice boards and through flyers, promoting the produce as organic and healthy. It will also be marketed as high-end but competitively priced against supermarket organic produce.

Our allotment members have knowledge of the produce and its organic background, about which they will be passionate which they will promote. They will also want to promote its benefits for all who wish to eat healthily. We have had to deal with many barriers over the years until we now have crops that allow us to take what we require with enough to now sell to others, allowing others to appreciate the good food we are already enjoying.

The above marketing strategy can be further discussed with a small group of our members who are willing to speak on behalf of the Birstall Allotment Group.

Band 3 (11 – 15 marks)

Detailed – information in the case study is analysed to provide a wide range of information clearly relevant to the scenario. Relevant areas for consideration are highlighted. Information is accurate with no errors. There is consideration of a wide range of factors and their consequences. Judgements are reasoned, with supporting evidence. Conclusions are clear and appropriate with relevant recommendations. Response is well organised and structured in a clear and coherent way with clear links between knowledge and understanding from across the qualification.

Example band 3 response

Birstall Allotment Group Marketing Strategy

Birstall Allotment Group consists of 12 members who grow organic produce on their allotments. It is the aim of the group to set up a small business to sell the produce, grown on the members' allotments, which is surplus to requirements. This business will follow the ethical practices the group promotes, ensuring the organic method of cultivation is maintained at all times. As part of our approach for funding to assist with the setting up of a business we have produced the following marketing strategy.

Product – our produce will be organic and will cover a wide range of vegetables and fruit. All sales will be of our surplus produce in order to comply with the original contract that the allotments are to be used for the growing of products for our own use, only selling our surplus crops. Produce will be grown without the use of chemicals.

Price – our key target audience will be affluent, educated and fashion conscious however we will aim to sell at fair prices ensuring our products can also be afforded by ordinary families who recognise the value of organic produce where chemicals are not used.

Place – we will be selling direct to our customers using a pop-up approach through local farmers' markets minimising transport and set up costs. This will also allow us to take things slowly to assess the profitability of the pop-up.

Promotion – as we will be selling at a market we will be promoting the pop-up through the market and its promotional points. We will also be advertising in local villages and towns at public points eg notice boards and through flyers.

Position – the produce will be marketed as organic and healthy. It will also be marketed as high-end but competitively priced against supermarket organic produce.

People – those involved will be the allotment members. All will have knowledge of the produce and their organic background, about which they will be passionate.

Our aim is to promote the value of locally grown, organic produce along with its benefits for all who wish to eat healthily. The members realise there will be barriers, but we already work together as a group and have had to deal with many barriers over the years until we now have crops that can be classed as organic and that allow us to take what we require with enough to now sell to others, allowing them to appreciate the good food we are already enjoying. We feel passionate about the benefits of organic produce and the quality of the products we will offer with the aim of the pop-up being to promote this while making a profit to reinvest in the work of the Birstall Allotment Group with hopefully a small payment to the members.

The Birstall Allotment Group is run by an elected committee and the above marketing strategy and financial matters can be further discussed with a small number of our committee who are willing to speak on behalf of the Group.

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>