

# Level 3 Advanced Technical Diploma in Site Carpentry (7906-30)

March 2018 Version 1.2

**Guide to the examination**

## Document version control

Version and date	Change detail	Section
<b>1.1</b> <b>March 2018</b>	<ul style="list-style-type: none"><li>• Examination duration updated</li></ul>	Details of the exam
<b>1.2</b> <b>June 2019</b>	<ul style="list-style-type: none"><li>• Amendment to number of resit opportunities</li></ul>	Details of the exam

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Diploma in Site Carpentry**. 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/s.

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 is 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

This qualification has one pathway.

- **Site Carpentry** – Theory exam (2 hours and 30 minutes).

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?

This qualification involves a one year programme of study. 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>.

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 or online.

## Can candidates resit the exam?

Candidates who have failed an exam or wish to retake in an attempt to improve their grade, can do so **twice**. The third and final retake opportunity applies to Level 3 only. The best result will count towards the final qualification. If the candidate fails the exam three times then they will fail the qualification.

## How the exam is structured

Each exam has a total of 70 marks available.

Each exam is made up of:

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

Multiple choice and 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 <b>Recalls knowledge</b> from across the breadth of the qualification	41%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	42%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	17%

## **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](http://www.jcq.org.uk).

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

### Carpentry

The exam assesses:

- **Unit 301: Principles of organising, planning and pricing construction work**
- **Unit 305: Principles of maintenance and repair**
- **Unit 306: Set up and use fixed and transportable machinery**

Each 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 Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes 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 Learning Outcome.

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	MC Quest	Number of marks
301 Principles of organising, planning and pricing construction work.	L01 Understand the way the construction industry is regulated	1.1 Health and Safety regulations 1.2 Planning permission and building control	4	7
	L02 Understand energy efficiency and sustainable materials for construction	2.1 Sustainable development 2.2 Thermally insulated materials 2.3 Construction methods for insulation 2.4 Energy saving measures		

	LO3 Understand how to estimate quantities and price work for construction	3.1 Tendering process 3.2 Estimate quantities of building materials 3.3 Prepare a quote		14
	LO4 Understand how to plan work activities for construction	4.1 Planning construction works 4.2 Risk assessments and method statements		
	LO5 Understand how to communicate effectively in the workplace.	5.1 Written and oral communication		
	LO6 Understand and use drawings and associated software	6.1 Manual drafting 6.2 Computer Aided Design (CAD) 6.3 Building Information Modelling (BIM)		
305 Principles of maintenance and repair	LO1 Understand the causes and prevention of deterioration and decay	1.1: Causes of deterioration and decay 1.2: Types of maintenance 1.3: Costs and implications	2	6
	LO2 Understand how to repair and maintain carpentry	2.1: Structural 2.2: Non-structural		
306 Set up and use fixed and transportable machinery	LO1 Understand and use legislation and documentation relating to the safe use of woodworking machinery	1.1: Legislation 1.2: Manufacturer's literature and maintenance schedules 1.3: Supervision and training records 1.4: Risk assessments	2	8
	LO2 Carry out the inspection and maintenance of fixed and transportable	2.1: Inspection, fault diagnosis and maintenance 2.2: Change tooling		13



LO3 Use sawing machines	3.1: Saw materials to size and shape 3.2: Use safety aids, features and extraction 3.3: Use workpiece support		
LO4 Use planing machines	4.1: Plane timber to size and shape 4.2: Use safety aids and features 4.3: Use workpiece support		
LO5 Use a morticing machine	5.1: Cut mortices 5.2: Use workpiece support		
		Total marks for sections: 10	48 marks
		Integration across units*:	12 marks
		<b>Total marks for exam:</b>	<b>70 Marks</b>

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

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<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	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
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

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## 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.

Question type:	Example question:	Mark Scheme
<p><b>Multiple Choice questions</b></p> <p>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>Where is multi-foil insulation <b>most</b> commonly placed in a building?</p> <p>a) Under joists. b) Between joists. c) Between rafters. d) Behind dry lining.</p>	<p><b>Correct answer: D</b></p>
<p><b>Short answer questions (restricted response)</b></p> <p>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>Describe how strongboys can be used when forming an opening in a masonry structure. (2 marks)</p>	<p><b>Answer</b></p> <p>Description could include a similar answer as below for <b>two</b> marks.</p> <p>Strongboys are positioned in a cut out horizontal mortar joint to support the weight of the structure over the proposed opening.</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.

- a) State **one** Regulation that applies to safe working in the construction industry. (1 mark)
- b) Identify **one** part of the building regulations and what it controls. (2 marks)

### Answer

- a) Answer could include any **one** of the following for **one** mark
- Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - Control of Substances Hazardous to Health (COSHH)
  - Construction, Design and Management (CDM) regulations ,
  - Provision and Use of Work Equipment Regulations (PUWER)
  - Manual Handling Operations Regulations
  - Personal Protective Equipment (PPE) at Work Regulations
  - Work at Height Regulations
  - Control of Noise at Work Regulations
  - Control of Vibration at Work Regulations
  - Electricity at Work Regulations
  - Lifting operations and Lifting Equipment Regulations (LOLER)
- b) Answer could include any of the following for **two** marks, **One** mark for identifying the part and **one** mark for its content.
- Part A: Structural safety
  - Part B: Fire safety
  - Part C: Site preparation and damp proofing
  - Part D: Toxic substances
  - Part E: Soundproofing

- Part F: Ventilation
  - Part G: Hygiene
  - Part H: Drainage and waste disposal
  - Part J: Heating appliances
  - Part K: Stairs, ramps and guards
  - Part L: Conservation of fuel and power
  - Part M: Access and facilities for people with disabilities
  - Part N: Glazing materials and protection
  - Part P: Electrical safety
  - Part R: High speed electronic communication networks
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### **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**

A client has bought an old house which has suffered from a lack of maintenance and repair.

On entering the hall way there is strong damp musty odour, upon investigation it is found that, in one of the ground floor rooms, there is damage to the skirting. The skirting and adjacent floor boards display cuboidal cracking and is unstable. You have been asked to carry out remedial works

Discuss the likely causes of this decay and what actions should be taken to complete the remedial works. (12 marks)

### **Indicative content**

#### **Decay**

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- Dry rot

Possible causes

- Lack of air flow
- Excess moisture
- DPC broken down/bridged/absent
- Rising damp
- Porous brick work
- Fail pointing
- Defective drain/down pipe/gutter
- Leaking roof

**Remedial action**

- appropriate to the possible causes given by the candidate
- removal of all timber 1 m beyond all signs of fungal decay
- appropriate disposal to minimise recontamination
- all areas treated with fungicide
- plaster removal and wall treated as required
- replace with treated timber
- finish as required

**Band 1 (1-4 marks)**

Response shows limited understanding of the brief and the task. Candidate has not identified the decay and showed lack of knowledge of the causes of the decay. Listed some of the causes without much detail, lack clarity or structure. Showed little or no knowledge of remedial action. No consideration given to protection of the finished work. To access higher marks, response showed some attempt at structuring their discussion in a logical order.

**Example band 1 response**

1. The floor has wet rot and all damaged bits that will need changing, replace all rotten pieces with new timber.
2. Problem: I would say Dry rot because there being a musty smell by rising damp.

Remove skirting and floor boards and burn on site  
Treat affected area with chemical spray and replace joists where needed  
Replace skirting boards like for like.

**Band 2 (5- 8 marks)**

Response shows good understanding of the brief and the task. Correctly identified the decay and showed some knowledge of the causes of the decay. Showed some knowledge of remedial action with some detail and clarity. Discussion was clear and well structured. Some consideration given to protection of the finished work. To access higher marks, the stages within the process is in a clear sequence.

**Example band 2 response**

1.  
The likely cause of this decay could be due to dry rot affecting the timber. Dry rot is likely to be the problem because a musty smell is one of the signs of dry rot occurring. If this is the case then the skirting boards will need to be ripped up as well as the floorboards because they will be unsafe to walk on if they are cracking and becoming unstable. New floorboards will then need to be fitted and treated as well as the skirting board to ensure that the hall way is free of dry rot and safe to be used. When ripping the floorboards up you must check thoroughly that it's not just the skirting boards and floorboards where the smell is coming from because it may be timber near to where the skirting boards and floorboards are placed that are causing



the smell and may need to be replaced as well as the skirting board. All of the materials that have been taken out must be disposed of correctly which would be to burn the timber.

2.

Due to lack of maintenance and repair on the old house .I suspect that when entering the hallway and seeing and smelling damp and a musty odour

I say there is a case of dry rot which may be off water physically entering the property and creating the correct environment for dry rot to develop and due to lack of maintenance it probably has spread on the ground floor the skirting is probably cracking either to access of water on the property or old age and same with the floorboards, firstly when doing the remedial work I would source and replace the timber containing the rot to take away from site and burn it. Cut floorboards out and check for damp and check if joists are infected so they are structurally sound and if they are infected replace if not replace floorboards and skirting boards. When all signs of rot has been removed and burnt.

3.

On first inspection it looks as if dry rot has caused damage to the skirting through the floorboards and into the skirting. This could be caused by a small amount of water seeping through into them, which causes the wood to decay. The ground / foundations could be cracked which could let the water from below the ground on which could also effect the timber.

A way to treat this could be to put some DPC down to stop the water coming through. New skirting and floorboards will be needed which should keep up the look and stability of the room intact. If the problem re-occurs the concrete slab might need some repair works, this can be done by, repairing some of the slab then replacing the DPC and floorboards.

### **Band 3 (9-12 marks)**

Response shows extensive understanding of the brief and the task. Correctly identified the decay and showed in-depth knowledge of possible causes. Response listed all of the stages within the remedial action with comprehensive detail. Response was in a logical order. Use of component terminology was good and relevant to the brief. Detail consideration to given to protection of the finished work. In order to access higher marks, the response will include strong attention to detail through a cohesive and thorough discussion.

#### **Example band 3 response**

Cuboidal cracking and a musty smell are one of the easily identifiable symptoms of a dry rot attack.

Dry rot requires a moisture content of 20% or more before the fungus that causes the damage can take hold.

A thorough investigation requires carrying out to find out what has allowed moisture content to get so high ,So when remedial action is carried out there will not be a recurrence.

Possible causes and actions to be taken:

DPC broken down/bridged/absent: remove any debris that might be bridging DPC both externally and under the floor internally check replace and broken down DPC on dwarf walls etc. ensure all air bricks are clear.

Rising damp: check for signs of rising damp if found remove affected plaster and have a damp proof injection installed

Porous brickwork: replace any damaged brickwork or treat with an appropriate brick sealer.

Failed pointing: rake out and repoint as required

Defective drain/down pipe/gutter: repair / replace all defective guttering

Leaking roof: make any repairs required to ensure building is watertight.

Remedial action:

Remove all affected timber to at least a metre past any visible signs of infection.

Remove plaster around affected area and treat bare brick with fungicide.

Safely remove all affected timber and dispose off without contaminating any other timber.

Spray all adjacent timber with a suitable anti-fungal spray to kill any remaining spores.

Replace any damaged joists with treated timber ensuring all cut ends are treated.

Replace flooring re-plaster bare walls and fit new skirting boards.

## 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 exam paper 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: <http://www.cityandguilds.com/qualifications-and-apprenticeships/construction/construction/7906-carpentry-joinery> which includes:

- Qualification handbook
- Synoptic assignment
- Sample assessments

Technical Qualifications, Resources and Support: [cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

Instructions for Conducting Examinations: [www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations](http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)