

**Level 3 Advanced Technical
Extended Diploma in Digital
Technologies (720) (5220-32)
Level 3 Digital Technologies
5220-037 / 5220-537
(Web Design and Social Media)**

November 2017 Version 1.1

Guide to the examination

Who is this document for?

This document has been produced for centres who offer

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Extended Diploma in Digital Technologies (720) (5220-32)**. 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. This pathway is assessed by the following examination:

- **Level 3 in Digital Technologies (037/537) (Web Design and Social Media)** – Theory exam (2) (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 links at the end of this document).

When does the exam take place?

The exam is offered on two fixed dates in March and 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-adminhttp://www.cityandguilds.com/~media/techbac/documents/Technical%20timetable%202018%20v1.2%205%20Sept%202018%20pdf.ashx>

At the start of the programme of study for each of the two years, 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 it 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 **80 marks** available.

Each exam is made up of:

- Approximately 10-12 short answer questions;
- 1-2 extended response questions.

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

The extended response questions are to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. These questions also ensure 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.	57.5%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	22.5%

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 Advanced Technical Extended Diploma in Digital Technologies (720) (5220-32)

The exam assesses:

- **Unit 330: Set up e-commerce websites**
- **Unit 331: Social media**
- **Unit 332: Digital Media**
- **Unit 333: Digital advertising**
- **Unit 334: Manage e-commerce websites#**
- **Unit 335: Database systems for e-commerce websites**

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	Number of marks
330 Set up e-commerce websites	LO1 determine e-commerce website functionality	1.1 Functions of an e-commerce website 1.2 Considerations for an e-commerce website 1.3 Customer interactions with an e-commerce website 1.4 Back end maintenance within an e-commerce website	
	LO2 Identify e-commerce hardware and software	2.1 E-commerce website hardware architecture and security considerations	

	architecture	2.2 E-commerce website software architecture 2.3 Legal and ethical considerations	11 marks
	LO3 Design e-commerce solutions	3.1 How search engines use keywords 3.2 Use keywords to inform web design 3.3 E-commerce websites design	
	LO4 Create e-commerce solutions	4.1 Configure a Content Management System (CMS) 4.2 Use back end 4.3 Manage the online store	
	LO5 Evaluate e-commerce solutions	5.1 Test e-commerce websites 5.2 Reflect on e-commerce websites	
331 Social media	LO1 develop a social media strategy for e-commerce businesses	1.1 How social media aligns with the marketing plans of e-commerce businesses 1.2 The brand, tone and voice to use on social media for e-commerce businesses 1.3 The audience for e-commerce businesses 1.4 The social media resources available for e-commerce businesses 1.5 The social media channels for e-commerce businesses 1.6 Create a social media policy for e-commerce businesses	
	LO2 Create a social media content plan for e-commerce businesses	2.1 Types of social media content 2.2 Analyse content published on social media for e-commerce businesses 2.3 Sources for sharing content for e-commerce businesses 2.4 Produce a social media content plan for e-commerce businesses	10 marks

	LO3 Use social networks and blogs on behalf of ecommerce businesses	3.1 Analyse how other e-commerce businesses use social networks and blogs 3.2 Create profiles on social networks to reflect the brand of e-commerce businesses 3.3 Engage with others on behalf of e-commerce businesses using social networks	
	LO4 Use video and image sharing on behalf of e-commerce businesses	4.1 The importance of video and image sharing on behalf of e-commerce businesses 4.2 Differences between tools:to create videos/to share images 4.3 Create videos to share for e-commerce businesses 4.4 Share images for e-commerce businesses	
	LO5 Measure success of using social media for ecommerce businesses	5.1 The importance of measuring the impact of social media on e-commerce businesses 5.2 The importance of setting SMARTER targets 5.3 Tools to measure social media impact	
332 Digital Media	LO1 Determine the use of images and videos	1.1 The benefits of using image and video 1.2 Types of images, formats and sizes 1.3 The optimisation of images for the web 1.4 Types, formats and conversion of videos 1.5 Legal and ethical guidelines	
	LO2 Create images for use on the Internet	2.1 Produce photographs 2.2 Edit photographs 2.3 Produce infographics 2.4 Produce animated graphics 2.5 Develop original digital artwork	12 marks
	LO3 share images on the Internet	3.1 Tools for sharing images	

		3.2 Share images	
	LO4 Create videos on the Internet	4.1 Storyboard videos 4.2 Capture videos 4.3 Edit videos	
	LO5 Publish videos for sharing on the Internet	5.1 Methods of publishing videos for sharing 5.2 Videos published for sharing	
333 Digital advertising	LO1 Recognise digital advertising concepts	1.1 Paid digital advertising including advantages and disadvantages 1.2 Cookies in digital advertising 1.3 Methods of paying for advertisements to be displayed	
	LO2 Identify methods of digital advertising	2.1 Digital vouchers including advantages and disadvantages 2.2 Adwords including advantages and disadvantages 2.3 Social network advertising including advantages and disadvantages 2.4 Web banner or display advertising including advantages and disadvantages 2.5 Mobile advertising	
	LO3 Create digital advertising campaigns for e-commerce businesses	3.1 Set SMART targets 3.2 Calls To Action (CTA) on digital advertisements for e-commerce businesses 3.3 Target audiences for digital advertisements for e-commerce businesses 3.4 Visuals and text for digital advertisement for e-commerce businesses 3.5 Develop the elements of digital advertising campaigns 3.6 Review digital advertisements for e-commerce businesses	18 marks

	LO4 Determine the monitoring of digital advertising campaigns	4.1 The importance of monitoring digital advertising campaigns 4.2 Digital advertising reporting tools	
334 Manage e-commerce websites	LO1 determine e-commerce website hosting technologies	1.1 E-commerce website hosting technologies 1.2 E-commerce website hosting functions 1.3 Server side scripting technologies	
	LO2 recognise cross-device e-commerce website strategies	2.1 Multi-device use 2.2 Multi-device e-commerce website options 2.3 The cross-device user experience	
	LO3 manage e-commerce websites safely and securely	3.1 Administer e-commerce websites 3.2 Security considerations 3.3 Legal and ethical considerations	10 marks
	LO4 evaluate the performance of e-commerce websites	4.1 The importance of setting targets to measure performance 4.2 E-commerce website performance tools	
335 Database systems for e-commerce websites	LO1 Determine relational database features	1.1 The concept of relational databases 1.2 Entities, relationships and attributes in relational databases 1.3 Database relationships 1.4 Benefits of relational databases	
	LO2 Design relational databases for e-commerce websites	2.1 Relational databases design 2.2 Document designs	4 marks
	LO3 Produce relational databases for e-commerce websites	3.1 Create relational databases 3.2 Populate relational databases 3.3 Manipulate data in relational databases	

		3.4 Test relational databases	
	LO4 Link relational databases to e-commerce websites	4.1 How to link relational databases to e-commerce websites 4.2 Create links between relational databases and e-commerce websites	
	LO5 Determine non-relational database concepts used in e-commerce websites	5.1 Object Oriented database systems 5.2 Hybrid database systems 5.3 Data mining 5.4 NoSQL databases for mobile platforms	
		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.

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:

Mark scheme:

State **two** areas that need to be tested on an e-commerce website.

(2 marks)

Answer:

Accept any of the following or any other reasonable answer

- links and navigation (1)
- content (1)
- shopping cart functionality (1)
- payment functionalities (1)
- compatibility with a range of devices (1)
- against WC3 compliance (1)
- browser compatibility (1)
- security (1)
- intrusion detection (1)

One mark for each area stated, maximum of two marks.

Test spec reference: 330 5.1

Total marks: 2

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:

Mark scheme:

- | | |
|---|-----------|
| a) State two laws that must be taken into account when managing an e-commerce website. | (2 marks) |
| b) For each law stated in Question a), describe the impact on an e-commerce website. | (4 marks) |

Answer:

a) Accept any of the following or any other reasonable answer

- Copyright Law 1988 (1)
- Data Protection Act 1998 (1)
- Distance Selling Act 2000 (Distant Selling Regulations 2013) (1)
- Electronic Commerce (EC Directive) Regulations 2002 (1)
- Human Rights Act 1998 (1)
- Consumer Protection Act 1987 (1)
- Consumer Protection from Unfair Trading Regulations 2008 (1)
- Privacy and Electronic Communications (EC Directive) Regulations 2003 (1)
- General Data Protection Regulations (GDPR) (1)

One mark for each law stated, maximum of two marks.

Answer:

b) Accept any of the following or any other reasonable answer

Copyright law 1988 - Many e-business owners and their employees operate under the false belief that if they find something on the Internet, they have a right to use it for free. (1)

The content on any website enjoys copyright protection and permission may be needed to use the content. (1)

Data protection act 1998 - The Data Protection Act contains a set of principles that govern how you deal with customers' personal details (1). Whether you are collecting data for marketing purposes or storing address details of people who have placed an order online, must comply with these principles (1).

Distance Selling Act 2000 (Distant Selling Regulations 2013) – The regulations protect consumers when buying goods/services online (1). Failure to meet the requirements of the Act may result in financial penalties/imprisonment being imposed (1).

Two marks for each description, maximum of four marks.

Test spec reference: 330 2.3

Total marks: 6

Question type:

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:

Mark scheme:

You have been asked to plan an e-commerce website to sell tickets for an amateur football club group that uses the local college's facilities. The football club maintains junior, youth and senior squads each of which have their own merchandise.

Discuss the planning of an e-commerce website, making recommendations for website management following implementation.

(9 marks)

Answer

Indicative content

- E-commerce website planning, storyboards, content, code/scripting
- Website management, security, administration, legal/ethical considerations
- Database integration, relational database design, documentation

0 – No awardable material

Band 1:

1– 3 marks

The response demonstrates a limited understanding of the processes and technologies involved and is mostly a statement of facts which are not developed. The approach to the task is inconsistent. Statements may be occasionally incorrect and the use of precise technical language is sparse.

Band 2:**4 – 6 marks**

The candidate has produced a discussion that expands on the factual knowledge but lacks detail in some areas. They show an adequate understanding of the processes and technologies involved including some reasons for their selection. They have provided some valid reasons for their choices. The response is structured and presented in a logical order.

Band 3:**7 – 9 marks**

The candidate has produced a thorough discussion in a logical and professional manner. They show a thorough understanding of the processes and technologies involved and have covered these in the correct logical order, including reasons behind the processes and technologies, the factors that need to be considered and the impact these factors may have on the implementation. They have clearly understood how all of the processes and technologies link to one another in terms of order and importance. They have provided valid reasons for their choices. The response is clear, coherent and all information has been presented in a logical order.

Test spec reference:

330: 1.1, 1.3, 1.4, 2.1, 2.3, 3.3, 5.1, 5.2

332: 1.1, 1.2, 1.3, 1.4, 1.5

333: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4

334: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2

335: 1.1, 1.2, 4.1

Total marks: 9

Band 1

1– 3 marks

Example band 1 response

The website designer must sit down with someone from the football club and agree all the details of the website like the club logo and any pictures and where the next matches will be played. These must be written down and used in storyboards to design the website. When the storyboards are finished and the football club agrees with them the proper website can be created on a server from a company like Go Daddy. The website will need a database of all the match tickets for sale and the different prices.

A visitor to the website can see all the details and click on a link to buy tickets for the match. The link will take them to a secure page that shows a little padlock to mean that it is secure, where they can put in their card details and buy the tickets and have them posted out to them the next day.

I recommend using Go Daddy for the website as it is not expensive and appears very reliable with good figures for uptime. It has special software like Java that helps create the website quickly and allows the designer to make it secure so that they are meeting the regulations in the data protection and copyright laws.

Band 2

4 – 6 marks

Example band 2 response

Planning begins by studying the user requirements and creating a specifications document. This must identify and explain all the website requirements so that storyboards showing how the site will look can be created for the client. Specific content showing the items for sale should be included and the e-commerce relational database specification should be created and included in the specifications document. The designers need to make sure they comply with the Data protection Act and the Customer Protection Act and all Copyright, making sure that what is going to be advertised on the site is legal, honest and decent and that all the customer details are kept safe from identity theft.

When the specs are finalised and approved by the client, the website hosting can be identified that meets the requirements. To register the site they will need a domain name or URL on the internet and a company to host the website on their servers. This website must be secure if it is to sell anything so it should use SSL when you connect to it so your connection is encrypted. This means that it will be safe to buy from this site.

Once the design is finished, the website can be built using a package from the hosting company. This makes it easier to do and makes sure that what has been designed will work on their servers. The package will have tools to write scripts in languages like Java that will allow people who visit the site to buy match-day tickets. There should be different ways of paying for tickets such as credit card and PayPal and the website administrator should be able to update the site with new tickets for sale when they are available.

Band 3

7 – 9 marks

Example band 3 response

The planning must take account of the functions required, eg ticket and merchandise selling; the potential payment types and the associated security; the way in which purchaser information is captured and securely stored; and both usability and accessibility features to meet or exceed industry standards. The website will need a registered Domain Name and web hosting space containing the individual linked web pages and the product / purchasing database. The hosting space should be able to accommodate expansion if needed but with a small organisation, hosting and bandwidth costs must not exceed agreed limits.

The site design would begin with storyboards to allow the client to comment and make any changes / suggestions before actual construction, saving costs and time. These must clearly identify the style, image placement and business identity. Site construction must take account of legal and ethical considerations such as: The Data Protection Act 1998, Law relating to Copyright, the Consumer Protection Act 1987, the Unfair trading Regulations, and W3C industry standards for web page rendering. The hosting site must not breach any legal or regulatory guidelines due to its physical location. Prior to construction, a strategy for Search Engine Optimization using keywords, which maximises the potential visibility and minimises any barriers to search engines, should be established. The website and purchasing activities should be optimised for both regular and mobile users. The site should be protected via a firewall and full anti-virus / anti-malware software.

The product database should not be seen by the user and should be a relational database in order to reduce the amount of storage required and to retain data integrity. It must be easily updated on a daily basis to accommodate the ticket sales. The type of database will depend on the both the hosting platform and the scripting language used eg ASP.net and Microsoft SQL Server or PHP and MySQL. Crucially the database design must be fully documented including context and entity relationship diagrams, a data dictionary and a Data Flow Diagram. These will enable the future maintenance to be correctly conducted by those not involved in the original design.

Before first operation, an SSL security certificate should be obtained from a certificate provider. This will enable all transactions via the site to be encrypted, maintaining confidentiality of user details.

Before beginning operations, the ongoing website management and maintenance must be established. The organisation should appoint an “administrator” to manage the site; eg the maintenance of the database and product / pricing updates.

I would recommend the admin uses a Content Management System such as “Wordpress” or similar, that uses PHP as the scripting (query) language and MySQL as the database, enabling the website and database to be created and linked, following the designs. This arrangement is suitable for most of the available hosting platforms (Linux / Oracle etc.)

The ‘Admin’ should also maintain daily backups of the database, any transactions and the web pages, to an alternative location.

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/it/it-professional/5220-technical-in-digital-technologies#tab=information> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

Technical Qualifications, Resources and Support:

<http://www.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