



# **Level 2 Technical Certificate in Healthcare, Care and Childcare (3625-20)**

October 2017 Version 1.1

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Healthcare, Care and Childcare**. 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

- **Level 2 Health, Care and Childcare** – Theory exam (2 hours).

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

## When does the exam take place?

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

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

## Form of exam

The exam for this qualification can be taken either on paper (3625-520) or online (3625-020).

## 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

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

- approximately 16-18 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 <b>Recalls knowledge</b> from across the breadth of the qualification	50%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	30%
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.	20%

## **Booking and taking the exam**

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

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

## **Special consideration**

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

The exam assesses:

- **Unit 201: Working in healthcare and care**
- **Unit 202: Working with babies, children, young people and families in care and education**
- **Unit 205: Working safely in healthcare, care and childcare environments**
- **Unit 206: Safeguarding and protecting vulnerable individuals**
- **Unit 208: Principles and theories of human growth and development**

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
201 Working in healthcare and care	LO1 Understand healthcare and care services and settings	1.1 Terms and definitions used within health and care services 1.2 Structure of healthcare services 1.3 The difference between care and support services 1.4 Settings used to deliver services 1.5 Services provided by the healthcare sector 1.6 Services provided by the adult care sector	10
	LO2 Understand reasons why individuals may access healthcare and care services	2.1 Reasons people require healthcare and care services 2.2 Conditions, illnesses and diseases that require healthcare services	
	LO3 Understand factors that affect delivery of healthcare and care services	3.1 Funding of services 3.2 Personal choice and capacity 3.3 Legislation and regulation 3.4 Differences between healthcare providers 3.5 Challenges facing the sectors	
202 Working with babies, children, young people and families in care and education	LO1 Understand what childcare is and why it is provided for babies, children and families	1.1 Definitions of terms used in services for babies, children and young people 1.2 Supporting and engaging with parents 1.3 Specific needs in services for babies, children and young people 1.4 Why babies, children and families may require care and support	10
	LO2 Understand types of services for babies, children and young people	2.1 Settings that offer services to babies, children, young people and families	

		2.2 Services available to babies, children, young people and families	
	LO3 Understand factors that affect access to services for babies, children and young people	3.1 Structure of services for babies, children and young people 3.2 Funding of services 3.3 Legislation and regulation relating to services for babies, children and young people 3.4 Impacts of legislation on practice and services	
205 Working safely in healthcare, care and childcare environments	LO1 Understand principles of health and safety legislation, workplace policies and procedures	1.1 Health and safety legislation, policies and procedures 1.2 Terminology used in health and safety 1.3 Hazards and risks	7
	LO3 Follow infection control measures	3.1 Infection and infestation 3.2 Infection control measures	
206 Safeguarding and protecting vulnerable people	LO1 Understand safeguarding legislation and policies	1.1 Defining safeguarding 1.2 Safeguarding legislation, guidance, policies and procedures 1.3 Safeguarding considerations for different groups	7
	LO2 Understand when safeguarding practices are needed	2.1 Types of abuse, harm and neglect 2.2 Signs and symptoms	
208 Principles and theories of human growth and development	LO1 Understand how theories emerge, become recognised and used	1.1 Terms and definitions relating to theories 1.2 Reasons for using theories 1.3 Support for theories	10



	LO2 Understand theories of human growth and development	2.1 Life stages and milestones 2.2 Influences on development	
201 Working in healthcare and care	LO4 Understand career opportunities in healthcare and care	4.1 Job roles and career opportunities in healthcare services 4.2 Clinical and non-clinical job roles in healthcare 4.3 Job roles and career opportunities in care 4.4 Transferrable skills when working in healthcare and care settings 4.5 Training and development for health and care work	4
202 Working with babies, children, young people and families in care and education	LO4 Understand career opportunities in services for babies, children and young people	4.1 Career opportunities in services for babies, children and young people 4.2 Job roles in children and young people's services 4.3 Transferrable skills when working in services for babies, children and young people 4.4 Training and development opportunities in services for babies, children and young people	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
<b>Total marks for exam:</b>			<b>60 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:

#### 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

Identify **six** different services or professionals that provide health and educational services to children under the age of 5 years. (6 marks)

### Example question:

One mark for each of the following, up to a maximum of six marks.

- Day nursery
- Pre-school
- Speech and language therapist
- GP practice
- Midwife
- Health visitor
- Immunisation clinic
- Social worker
- Child-minder
- Nanny
- Baby sitter
- Breakfast club
- Foster care.

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### 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. They sometimes have a shared introductory 'stem', and the number of marks may increase through the question.

- a) Describe what is meant by 'domiciliary care'. (1 mark)
- b) Give **five** examples of the type of physical support and care that could be given when supporting an older adult using a domiciliary care service. (5 marks)
- a) Domiciliary care refers to the care or support provided to a person in their own home.
- b) One mark for each example, up to a maximum of five marks:
- dressing
  - grooming
  - washing and bathing
  - assistance with eating and drinking
  - assistance with mobility
  - assistance with use of the toilet
  - preparing meals
  - helping getting into and out of bed
  - carrying out treatments
  - giving medication
  - taking blood
  - taking physiological measurements.

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### Short Answer Questions

These are questions that require candidates to show their understanding of the topic. They usually start with 'describe'/'explain'/'compare'.

Describe how a nursery can use 'wrap around care' to support children and working parents. (4 marks)

Maximum one mark to be awarded if a definition of 'wrap around care' is given.

Wrap around care is the term used to explain services that families can use to support children of working parents (1).

One mark each for identifying a type of wrap around care, and one mark to be awarded for related description.

- Introducing breakfast clubs (1) will help children receive a meal if their parents have to leave early for work (1).
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- After school clubs (1) will help support parents that do not get home until later (1) and allows the child to continue to be involved in activity (1).
  - Holiday activity weeks (1) support parents that are unable to take time off from work (1).
  - Homework club (1) will help facilitate the child with their educational development if parents are unable to support (1).
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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**

Rojan has just started work in the care home. He is working with another carer to support Mr Johnson who is 92, frail and very immobile. Mr Johnson needs a bath as he has been incontinent which has caused him to feel very distressed. The hoist is required to transfer Mr Johnson from his chair into the bathroom.

Discuss the actions that should be considered to support Mr Johnson in this scenario. (12 marks)

### **Mark scheme**

Indicative content to include:

- Actions to take before using the hoist – consent, check care plan and which hoist to use, ensure bathroom and hoist are free to use, ensure the bathroom is warm and clean
  - key legislation and regulation which Rojan and the carer need to know about in order to move and handle Mr Johnson safely and to stay safe themselves– Health and Safety, hygiene, preventing infection, Manual handling regulation, other relevant training, use of PPE and COSHH
  - potential hazards when using a hoist and when transferring Mr Johnson in and out of the bath
  - Following processes in the care home
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- Communication between staff with Mr Johnson, reporting and recording activity
- Catering for individual needs - ensuring dignity and respect
- Safeguarding of those requiring extra support
- Individual care package
- Ranges of support – specialist practitioners such as continence advisors, mobility risk assessments, GPs, Occupational therapists, nurse, and social worker.

### **Band 1 (1 – 4 marks)**

The response covers a narrow range of considerations with limited reference to health and safety and individual needs. Basic discussion with the use of bullet points displaying mostly recall of knowledge and limited understanding on the different aspects of the scenario. Brief or no description of analysis and recommendations. Limited or no reference to sources of support or examples. Minimal justification for decisions which may relate back to process/legislation/regulation.

To access the higher marks in the band, the candidates' response will cover an adequate range of considerations and show understanding of health and safety.

#### **Example band 1 response**

Mr Johnson will be upset and unhappy because he has messed the bed. Rojan will need to understand that he feels bad and show him this by talking to him calmly and in a kind way. He should make sure that Mr Johnson knows that he is going to be moved by a hoist and is going to the bathroom. When Rojan uses the hoist he should know how to use it properly as he will have to follow health and safety rules to make sure Mr Johnson is safe. The carers should wear gloves and aprons because Mr Johnson is soiled so they do not get an infection. When they use the hoist it will be dangerous if it is too small or too big and they need to check that the hoist is not broken. If Mr Johnson doesn't know what is happening, he might wriggle in the hoist and not listen to the care people so he will still be upset and even scared about what is happening. If he wriggles too much he might fall so talking to him will help.

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

The response makes a reasonable attempt to cover a variety of considerations displaying a good level of knowledge and understanding of health and safety and individual needs. Discussion is mostly relevant and likely to be detailed in some areas more than others. Some analysis and recommendations with reference to some sources of support given. Some justification for decisions which may relate back to processes, best practice, legislation, regulation and individual needs.

To access the higher marks in the band the overall discussion is presented in a clear, logical format, detailed and contains relevant justifications.

### **Example band 2 response**

It is good that there are going to be two people looking after Mr Johnson as this will be safer for everybody. Rojan and the other carer should see straight away that Mr Johnson is distressed and talk to him to reassure him that they are going to help. They should make sure that he is always covered up so his dignity is kept and when they get him out of bed the bedroom door is shut so that nobody else can see. Before they move him, they need to ask him if it is OK to move him and explain they will use a hoist to get him to the bathroom. They should make sure that he is always safe and not uncomfortable when they move him.

Because Mr Johnson is soiled he will feel undignified and might be embarrassed so Rojan could talk to him about something else that will interest him while he is helping. The staff should have washed their hands properly and wear their gloves and aprons to keep them from contacting an infection. These have to be supplied by the care home as part of COSHH.

Before Rojan uses the hoist, he needs to make sure that it is the right hoist for moving Mr Johnson and this should be in the care plan. There should be some records in the care home which are kept to show that the equipment is checked and safe. This is part of the Health and Safety law. The staff should also be trained to use the hoist to make sure they know what they are doing. Rojan needs to check that when they use the hoist there isn't anything in the way and there is nothing to trip over and the floor isn't slippery.

Rojan and the other carer need to communicate with each other about what they will be doing to move Mr Johnson but they also need to talk to Mr Johnson all the time, so he knows what is happening. It will be frightening for him if he doesn't know what they are doing. Mr Johnson should not be left alone in the hoist, he might have an accident. He shouldn't be left alone in the bath, he is very immobile so might drown because he won't be able to support himself.

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

The response is both thorough and detailed covering a variety of considerations displaying excellent breadth of knowledge and depth of understanding of health and safety and individual needs. A comprehensive discussion supported with sound analysis and recommendations with reference to a range of sources of support. Good justification for decisions which may relate back to processes, legislation, best practice, regulation and individual needs.

To access the higher marks in the band response will be well balanced, comprehensive and the recommendations fully justified. Mr Johnson's emotional well-being will be taken into consideration.



### **Example band 3 response**

Rojan needs to know what the policies and procedures are in the care home before Mr Johnson is moved at all. The care home should have PPE equipment such as disposable gloves and aprons for staff to use to make sure they do not spread any infection especially as Mr Johnson is incontinent. They need to have this equipment due to COSHH Regulations. Mr Johnson needs to be moved following manual handling regulations which say that an assessment of the risks should be done to make sure that using a hoist is the best way to move Mr Johnson.

Because the staff are going to use a hoist they need to make sure that it has been serviced and there are up to date records to prove it. Mr Johnson should have a care plan which says which hoist and sling should be used so that Mr Johnson is safe when he is in the sling. If Rojan used the wrong one, it could cause an accident and Mr Johnson could be hurt. It could be that a hoist is not the best equipment to use to move him, but the care plan should show what is best for him and the staff involved. Staff need to check that Mr Johnson's condition is the same now as when he was assessed for being moved in a hoist for safety.

Before they use the hoist, the carers need to have had training so they are competent and there should be a training record in the care home. They need this as part of Health and Safety at Work Regulations. They need to know the risks and how to reduce them before they move Mr Johnson because his safety and comfort is the most important thing.

They also need to make sure that there are no obstacles and the floor does not have slip and trip risks and there is enough space for Rojan and the carer to get around the hoist.

Mr Johnson is frail and immobile and because of his incontinence he will be embarrassed and unhappy, so the carers must make sure that they reassure him and keep his dignity when helping him. They should make sure he is covered with a dressing gown or blanket and talk to him about what they are going to do. They might talk to him about his family to distract him and make him not feel so embarrassed. They should ask his permission to do anything to move him and reassure him at all times and involve him as much as possible.

The care home could contact a continence advisor who is a specialist nurse to help Mr Johnson with incontinence problems. The nurse would check his records, ask questions and do a physical assessment to find out more about the problem. The nurse might refer him to a GP to prescribe medication. As he is immobile and frail he will be at risk from falling so a nurse could do a risk assessment to identify what else could be done to help Mr Johnson. They might look at any falls in the past he had, or he might be frightened of falling. They can check his shoes to make sure they fit properly so he is not at more risk because he might be incontinent because he is frightened of falling rather than a physical problem. It will make him feel happier if the problem could be fixed.

## 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: [www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/care/3625-technical-qualifications-in-health-and-care](http://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/care/3625-technical-qualifications-in-health-and-care) which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

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