



3134-20 Level 2 Technical Certificate in Working in Dental Settings

November 2017 Version 1-0

Guide to the examination

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 2 Technical Certificate in Working in Dental Settings**. 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

- **Dental Settings** – 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 May. 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 (3134-520) or online (3134-020).

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 15-17 short answer questions
- 1 extended response question.

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

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

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

Assessment Objectives

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

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

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

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 Recalls knowledge from across the breadth of the qualification	46%
AO2 Demonstrates understanding of concepts, theories and processes from a range of learning outcomes.	39%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	15%

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

The exam assesses:

- **Unit 201: Principles of health and safety in dental settings**
- **Unit 202: Principles of infection prevention and control in the dental environment**
- **Unit 205: Principles of safeguarding in dental settings**
- **Unit 206: Standards and principles in dental settings**
- **Unit 207: Dental anatomy and charting**
- **Unit 209: Introduction to dental treatments**

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 Principles of health and safety in dental settings	LO1 Understand the legal requirements for health, safety and welfare in the dental settings	1.1 Key legislation in dental settings 1.2 Employer and employee responsibilities 1.3 Consequences of non-compliance	9
	LO2 Know the procedures in relation to accidents, injuries and reporting	2.1 Hazards and risks in dental settings 2.2 Causes and prevention of accidents and injury 2.3 Reporting accidents	

	LO3 Understand safe manual handling	3.1 Manual handling principles 3.2 Safe handling of chemicals	
	LO4 Understand the fire safety procedures	4.1 Types and uses of fire extinguishers 4.2 Raising a fire alarm 4.3 Evacuation procedures	
202 Principles of infection prevention and control in the dental environment	LO1 Know the causes and transmission of infection	1.1 Types of micro-organisms 1.2 Pathogenic and non-pathogenic micro-organisms 1.3 Transmission of micro-organisms 1.4 Preventing the transmission of micro-organisms	9
	LO2 Know legislation, policies and risks relating to the prevention and control of infections	2.1 Infection control requirements and legislation 2.2 Individuals at risk in dental settings	
	LO3 Know systems, procedures, roles and responsibilities in infection prevention and control within the dental environment	3.1 Responsibilities of the dental team 3.2 Personal hygiene and personal protective equipment (PPE) 3.3 Decontamination area ergonomics and zoning 3.4 Disinfectants and cleaning agents	
	LO4 Decontamination/sterilisation of dental instruments, equipment and materials	4.1 Journey of contaminated instruments 4.2 Sterilisation methods	
	LO5 Know the role of waste management legislation in the prevention of the spread of infection	5.1 Types of waste in dental settings 5.2 Risks associated with waste 5.3 Handling and disposal of hazardous waste	

205 Principles of safeguarding in dental settings	LO2 Know safeguarding legislation and policies	2.1 Legislation and guidance relating to safeguarding 2.2 Information sharing and confidentiality	6
	LO4 Understand the role and responsibilities of the dental team in relation to safeguarding in the work environment	4.1 Practices that promote safeguarding 4.2 Reporting and recording safeguarding concerns 4.3 Outside agencies that support safeguarding practice	
206 Standards and principles in dental settings	LO1 Know the purposes of regulatory bodies and legislation	1.1 Regulatory bodies influencing dental settings 1.2 Mandatory legislation relating to working in dental settings	9
	LO2 Know how regulations and regulatory bodies impact on members of the dental team	2.1 Patient-centred approaches in dental settings 2.2 Inspections in dental settings 2.3 Registration of dental settings 2.4 Professionalism requirements and importance in dental settings 2.5 Considerations for consent in dental settings	
	LO3 Know the level of professionalism required in the dental setting	3.1 The nine GDC standards 3.2 Protecting the patient and others in dental settings 3.3 Principle of confidentiality	
	LO4 Understand the importance of equality, diversity and inclusion	4.1 Terms and definitions relating to equality, diversity and inclusion 4.2 Protected characteristics under the Equality Act 4.3 Implementation the Equality Act in dental settings	

	LO5 Know the roles and responsibilities of the dental team	5.1 Roles and responsibilities of the dental team	
207 Dental anatomy and charting	LO1 Know facial anatomy and the structure of the skull	1.1 Composition of the skull 1.2 Muscles and nerves associated with facial movement and expression	9
	LO2 Know the structure of the oral cavity and the associated functions.	2.1 Salivary glands 2.2 Supporting structures of the teeth 2.3 The tongue	
	LO3 Know tooth morphology and methods of dental charting.	3.1 Tooth composition and function 3.2 Tooth morphology 3.3 Principles of dental charting	
209 Introduction to dental treatments	LO1 Know the different treatments offered in dental settings	1.1 Types of dental examinations 1.2 Types of dental treatments	9
	LO2 Know instruments and materials used for dental treatments	2.1 Instruments used in dental treatments 2.2 Materials used in dental treatments	
		Total marks for sections:	51 marks
		Integration across units*:	9 marks
		Total marks for exam:	60 Marks

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

3. Guidance

Vocabulary of the exam: use of 'command' verbs

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

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

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

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

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

Question types

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

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

Question type:	Example question	Example question:
<p>Short answer questions (restricted response) These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State two categories of hazardous waste that may be found in a dental practice. (2 marks)</p>	<p>One mark for each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • sharps • clinical waste • special waste • gypsum waste.
<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</p>	<p>a) List three instruments used in a dental examination. (3 marks) b) Describe the use of each of the instruments identified in a). (3 marks)</p>	<p>a) One mark for each of the following instruments up to a maximum of three marks:</p> <ul style="list-style-type: none"> • mirror • probe • BPE probe. <p>b) One mark for each of the following descriptions up to a maximum of three marks:</p>

introductory 'stem', and the number of marks may increase through the question.

- mirror – enables vision of soft and hard tissues of the oral cavity / mouth , reflects light/ retract soft tissues (lips, cheeks, tongue)
 - probe – detects caries
 - BPE probe – to diagnose gingivitis and periodontal disease / coding of pocket depths.
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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

William is 15 years old. He attends his NHS appointment for impressions for an orthodontic assessment so a fixed appliance can be fitted.

Discuss a variety of considerations the dental nurse should take into account for the treatment. (9 marks)

Mark scheme

Indicative content to include:

Indicative content

- Legal requirements – consent
 - Ways to obtain consent – contact parents, re-schedule appointment
 - How to prepare for the impression, type of material to use for the impression, assist during the procedure
 - Prepare instruments and materials for the dentist to use
 - Disinfection of the impression and surgery post-treatment
 - Sending the impression to the laboratory.
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Band 1 (1 – 3 marks)

Basic response with minimal considerations listed and little or no justification for decisions. Limited breadth of knowledge and depth of understanding on the treatment instruments, materials, processes and procedures. Candidate provides a basic analysis of consent with very limited reference to legal implications and explanation. Discussion is not well developed or balanced.

To access higher marks in the band, the response will contain some relevant considerations with limited reasoning.

Example band 1 response

The dental nurse should prepare for the treatment by setting up instruments and having the patient's notes available for the dentist. Instruments and materials to be set would be impression material, mirror, probe and fitting of the appliance instruments and materials.

The patient attending for treatment is only 15 and not able to give consent themselves therefore treatment may need to be postponed. The dentist could overcome this by gaining contact from the patients parents via telephone and accept as verbal consent.

Once the patient has arrived in surgery the nurse should be welcoming and provide the patient with a bib and goggles. The nurse will place on their personal protective equipment. When the dentist instructs he is ready the nurse will measure and mix the alginate for study models and provide the dentist with this to take the impression. After monitoring the patient it is important that the impressions are disinfected and stored in a lab bag ready to be sent to the laboratory.

The dentist will then be ready to fit the orthodontic appliance, which the dental nurse will assist by passing instruments as and when required trying to be one step ahead of the dentist at all times.

Once the appliance has been fitted and as the patient leaves the surgery the impressions are taken to reception to be sent to the laboratory.

Band 2 (4 – 6 marks)

Response includes a variety of considerations explained with some justification for decisions. Response includes adequate breadth of knowledge and some depth of understanding on the treatment instruments, materials, processes and procedures. Candidate provides a reasonable analysis of consent with some detail on the legal implications. Discussion is clear and detailed in some areas, but not all.

To access higher marks in the band, the response will be structured well with detailed consideration that are supported with justifications.

Example band 2 response

The dental nurse should prepare for the treatment by setting up instruments on the dentist trolley including a mirror, probe, ruler and distal end cutters and on their working side fitting instruments ready to be passed to include bracket holders, brackets, archwire, alastiks and bonding

materials. They should also have ready a selection of different size impression trays, alginate, mixing bowls and spatula. The patient's clinical records including orthodontic assessment should be readily available.

The patient attending for treatment is only 15 which could cause an issue for consent due to the patient's age and not able to give consent themselves, therefore treatment may need to be postponed. The dentist could overcome this by gaining contact from the patients parents via telephone and accept as verbal consent. The dentist should take in to consideration the general dental council standards with regards to consent and if it is valid.

Once the patient has arrived in surgery the nurse should be welcoming and provide the patient with a bib and goggles to protect their clothes and eyes for their health and safety. The nurse will place on their personal protective equipment to include a face mask, goggles and gloves.

When the dentist instructs he is ready the nurse will select the correct size of impression tray and measure the correct amount of alginate and luke warm water and mix the alginate in preparation for study models to be made at the laboratory, they should then load the impression tray and ass this safely to the dentist. The patient should be monitored as the impression is being taken and once complete the impression should be rinsed under running water and disinfected in diluted solution.

When the dentist indicates they are ready to fit the orthodontic appliance, the dental nurse will assist by passing instruments safely over the patient's chest as and when required trying to be one step ahead of the dentist at all times. Whilst fitting the brackets to the teeth the dental nurse will also pass bonding materials such as etch which will then be washed away so the nurse will be required to aspirate, bond and composite which is sometimes light cured, whilst using the light cure the safety shield should be held over the patients face to protect the dentist and nurses eyes.

Throughout the procedure the nurse will monitor and reassure the patient.

Once the appliance has been fitted the nurse should politely ask the patient for their bib and goggles and as the patient leaves the surgery the impressions should be taken out of the disinfectant and rinsed then being stored in a damp napkin in a lab bag along with the completed lab ticket with all correct details requesting study models to be made and accurate patient details.

Band 3 (7 – 9 marks)

Comprehensive response with a variety of considerations mostly explained with justification for decisions. Response includes detailed breadth of knowledge and depth of understanding on the treatment instruments, materials, processes and procedures. Candidate provides a well-developed analysis of consent with reference to legislation/GDC Standard. Discussion is well developed and balanced.

To access higher marks in the band, the response will include considerations and decisions that are fully justified and laid out in a structured and logical way.

Example band 3 response

The dental nurse should prepare for the treatment by setting up instruments on the dentist trolley including a mirror, probe, ruler to measure the overjet / overbite and distal end cutters to cut trim the archwire. On their working side fitting instruments will be set up ready to be passed to include

bracket holders, brackets, archwire, elastiks and bonding materials such as etch bond and composite. They should also have ready a selection of different size impression trays, alginate, mixing bowls and spatula. The patient's clinical records including an orthodontic assessment should be readily available, this can either be paper based or computerised. All clinical records should be stored in accordance with the Data protection act 1998.

The patient attending for treatment is only 15 which causes an issue for consent due to the patient's age and not able to give consent themselves until they are 16 years of age, therefore treatment may need to be postponed. The dentist could overcome this by gaining contact from the patient's parents or someone who has parental responsibilities via telephone and accept as verbal consent. The dentist should take in to consideration the general dental council standard "obtain valid consent". Once the patient has arrived in surgery the nurse should be welcoming and provide the patient with a bib and goggles to protect their clothes and eyes for their health and safety due to using instruments and materials during the procedure which may splash and cause harm the patient's eyes. The nurse will place on their personal protective equipment to include a face mask, goggles and gloves, the nurse will be adhering to the health and safety at work act.

When the dentist instructs he is ready the nurse will select the correct size of impression tray and confirm this with the dentist and measure the correct amount of alginate and lukewarm water and mix the alginate in preparation for study models to be made at the laboratory, this is done by mixing and beating the mixture against the bowl to ensure there are no air bubbles in the mixture, the consistency should be smooth and mixed quickly within the working time, if this is mixed slowly there is a risk the mixture will set before loading the impression tray. When passing the loaded impression tray to the dentist this should be passed over the patient's chest or behind the patients head to prevent accidentally dropping on the patient. The patient should be monitored as the impression is being taken as the patient may gag. Once the impression is set the nurse should rinse the impression under running water to remove any debris and place in diluted disinfectant solution for no longer than 10 minutes as any longer could distraught the impression.

When the dentist indicates they are ready to fit the orthodontic appliance, the dental nurse will assist by passing instruments safely over the patient's chest as and when required trying to be one step ahead of the dentist at all times, again to prevent any instruments or materials falling in the patient's mouth and choking them. Whilst fitting the brackets to the teeth the dental nurse will also pass bonding materials such as etch which will then be washed away so the nurse will be required to aspirate to prevent the patient from choking and to remove the acid etch as this could burn the patients mouth if left. Bond and composite are then passed in turn which is sometimes light cured, whilst using the light cure the safety shield should be held over the patients face to protect the dentist and nurses eyes. Throughout the procedure the nurse will monitor and reassure the patient.

Once the appliance has been fitted the nurse should politely ask the patient for their bib and goggles and as the patient leaves the surgery the impressions should be taken out of the disinfectant and rinsed then being stored in a damp napkin in a lab bag along with the completed lab ticket with all correct details requesting study models to be made and accurate patient details.

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: <https://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/dental-nursing/3134-level-2-technical-certificate-in-working-in-dental-settings#tab=documents> which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

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

Joint Council for Qualifications

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