Level 3 Technicals in Animal Management 0172-041/541

Part of 0172-33

Guide to the examination

Version and date	Change detail	Section
V2.0 28 May 2019	Level 3 third retake opportunity guidance added	1. Details of the exam

Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Extended Diploma in Animal Management (Wildlife 1080).** 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

All candidates will take the following exam in the first year of the qualification:

- **0172-031/531 Level 3 Animal Management** – Theory exam (1).

This qualification has two possible pathways. The exam to be a taken in the second year by a particular candidate will depend on the pathway chosen:

- **Zoos** – Theory exam (2 hours).
- **Wildlife** – Theory exam (2 hours).
- **Animal Management** – Theory exam (2 hours).
- **Science** – Theory exam (2 hours).

In addition to the exams, synoptic assignments 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.

This guide covers the **Wildlife** pathway theory exam. This exam is graded and a candidate must achieve at least a pass grade in order to be to be awarded the qualification.

When does the exam take place?

This qualification involves a two year programme of study. Candidates must take the exam at the end of the second year of study. The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin.*

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 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 60 marks available.
Each exam is made up of:
- 11-14 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
City and Guilds Technical 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 are:

Assessment objective *The candidate..*	Mark allocation (approx %)
AO1 **Recalls knowledge** from across the breadth of the qualification	23%
AO2 **Demonstrates understanding** of concepts, theories and processes from a range of learning outcomes.	57%
AO4 **Applies knowledge, understanding and skills** 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 .

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

Wildlife (1080)

The exam assesses:

- **Unit 308: Wildlife Ecology and conservation**
- **Unit 309: Wildlife management and rehabilitation**
- **Unit 328: Ecological concepts and application**
- **Unit 364: Business management in the Land-Based sector**

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
308 Wildlife Ecology and conservation	LO1 Understand changes in global ecosystems	1.1 Global changes in ecosystems 1.2 Wildlife population changes in ecosystems 1.3 Reasons for global wildlife population fluctuations	13
	LO2 Understand national and international conservation strategies for wildlife and their habitats	2.1 National conservation strategies for wildlife and their habitats 2.2 International conservation strategies for wildlife and their habitats	

	LO3 Understand population dynamics	3.1 Predator prey interactions within wildlife populations 3.2 Types of evolution within animal populations	
309 Wildlife management and rehabilitation	LO1 Conduct a field study of wildlife populations	1.1 Plan and carry out a wildlife population survey	16
	LO2 Understand how to rehabilitate wildlife	2.1 Initial assessment of wildlife casualties 2.2 Rehabilitation plan for a wildlife casualty	
	LO3 Understand wildlife and human interaction	3.1 Human threats to wildlife populations and individuals 3.2 Ethical implications of wildlife intervention strategies	
	LO4 Understand how to manage wild animal populations	4.1 Wild animal species and behaviour patterns 4.2 Species habitat management 4.3 Population management plan for a wildlife species	
328 Ecological concepts and application	LO1 Understand the principles of behavioural ecology for life history strategies	1.1 Aspects of behaviour that influence reproductive success 1.2 Relationships between parental investment and breeding systems	13
	LO2 Understand the principles of population dynamics and metapopulation theory	2.1 The metapopulation cycle 2.2 Habitat fragmentation and extinction	
	LO3 Plan and carry out ecological surveys for flora	3.3 Potential sources of survey error	
	LO4 Plan and carry out ecological surveys for fauna	4.3 Potential sources of survey error	
364 Business management in the Land-Based sector	LO1 Understand the breadth and importance of an industry in the	1.1 Importance to the economy 1.2 Associated businesses	6

		environmental and land-based sector	
	LO2 Understand business resources and structures	2.1 Legal structure and organisation 2.2 Physical resource requirements 2.3 Job roles and responsibilities	
	LO3 Understand the business marketplace	3.1 Marketplace, customers and competitors 3.2 Supply chain 3.3 Quality management	
	LO4 Understand how to use financial and physical record keeping systems	4.1 Financial records 4.2 Physical records 4.3 Monitor business performance and progress	
		Total marks for sections:	48 marks
		Integration across units*:	12 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 C*ity & 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 response:
Short answer recall 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.	State **two** human threats to wildlife populations. (2 marks)	**Indicative content:** 1 mark for any of the following, maximum of 2 marks • Road Traffic Collisions (RTC) (1) • Hunting (1) • Illegal Trade (1) • Habitat Destruction (1)
Short answer understanding 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.	Explain the main roles and responsibilities of a supervisor in a land-based business. (4 marks)	**Indicative content:** 1 mark for any of the following, maximum of 4 marks • Discipline staff for inappropriate conduct in the workplace (1) • Develop employee skills through support and training (1) • Ensure jobs are completed to industry standard (1) • Monitor productivity and performance of staff (1) • Provide support and training (1) • Manage conflict amongst staff (1) • Set departmental/divisional standards and targets (1) Any other appropriate response.
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	a) Define the terms 'Divergent Evolution' and 'Convergent Evolution'. (2 marks)	a) **Indicative content:** 1 mark for each definition, maximum of 2 marks • Divergent Evolution - The process where members of a species become more and more different, eventually resulting in two new species (1) • Convergent Evolution – The process by which unrelated organisms evolve similar physical characteristics (1)

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.

b) Describe an example of each type of evolution in part a.
(2 marks)

b) **Indicative content:** 1 mark for each description of each evolution, maximum of 2 marks

- Divergent examples: Darwin's finches have different shaped beaks due to different food sources on each island in the Galapagos where they are found (1)

- Convergent examples: Wings (birds, bats, butterflies) (1) Prehensile Tail (monkeys, opossums) (1) Prickles (hedgehogs, porcupines, echidnas) (1)

Extended response questions
Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

You have been selected, for an Interview with the Worldwide Fund for nature (WWF). As part of their selection process you have been asked to discuss a species on an international Project.
For a species of your choice, discuss what has led to the species population as it is now in their natural habitat, and the role of organisations monitoring this.

Indicative content:
- International Conservation strategies
- Threats to populations
- Habitat fragmentation

Band A (1-4 marks): The candidate identified an international conservation strategy for the species and gave a brief description of the role of the strategy with reference to a relevant organisation. The candidate was able to state a threat to the population of the animal with minimal explanations. Technical terminology is used infrequently or inaccurately.
To access the higher marks within the band, the candidate attempted to link the effects of humans to the changes to the natural habitat of the animal, but these may not be accurate.

The World Wide Fund for Nature is an organisation that has been involved in saving wild animals for a number of years. The giant panda comes from china and is an endangered species. The WWF spends quite a sum of money on trying to save the giant panda from extinction, they even have the panda as their logo. The WWF works with the Chinese government to try and set up sanctuaries for pandas so they are not killed. The main reason the pandas are becoming extinct is because they eat bamboo as they are herbivores meaning they do not eat meat and local farmers cut this down to farm the land. With local people cutting down the bamboo for farming, the pandas have to travel further to reach a bamboo forest as they are bamboo predators, this means that the pandas are more spread out over a bigger area and therefore they are less likely to meet a mate and have babies. Another reason the panda is going extinct is because they are being hunted for food as local people have no money and eat them.

The Chinese giant panda is one of the rarest bears in the world. They live in the forest in the mountains of China where their main diet is bamboo as they are herbivorous. They need to consume a large quantity of bamboo as like other bears they have a carnivore digestive system. The World Wide Fund for nature (WWF) is an independent organisation that has dedicated its role to the conservation of species around the globe. The giant panda is actually on the logo for the WWF and their current role in the conservation of pandas is to prevent habitat loss caused by human development and encroachment. This means that the local population were cutting down bamboo forests and building houses to support the family that was moving in and would also start to farm the land. When farming, the animals that are supporting the family require grazing so this encourages more of the bamboo to be cut down and turned into agricultural land. The Royal Zoological Society of Scotland (RZSS) is aiding the conservation of pandas from the UK. The RZSS have established a breeding programme to try and reintroduce into the wild to boost the current population of approximately 2000 pandas. Between the deforestation of the bamboo forests in china and defragmentation (splitting up) of the populations of wild pandas, this breeding programme could help to restock the wild populations. In China the pandas are heavily protected and anyone found hunting or taking the pandas from the wild is severely punished so there is little in the way of illegal trade. The biggest and most harmful threat is the loss of habitat through deforestation as the pandas will move around to eat the bamboo as they prefer it at certain stages of growth. As the forests are

reduced the less growth there is and therefore the less edible material for the pandas.

Unless all governments help with saving the panda and more importantly their habitat, then they will become extinct in the wild.

Band C (9-12 marks): *The candidate identified international conservation strategies for the species and gave a comprehensive description of the role of the strategies with reference to a range of relevant organisations. The candidate was able to explain the key points in relation to threats to the population of the animal with coherent explanations. Technical terminology is used frequently and accurately.*

To access the higher marks within the band, the candidate accurately linked the effects of humans to the changes to the natural habitat of the animal and explained the consequences for the animal.

The giant panda originates from the mountains of Western China. There are currently just under 2000 individuals remaining in the wild and the status has recently changed from endangered to vulnerable. Although the giant panda has an omnivorous digestive system designed for eating mostly meat with some plant matter, they tend to eat mostly bamboo shoots as their staple diet. Pandas will consume approx. 10Kg of bamboo but will be able to digest as little as 17%.

As previously stated the main diet is Bamboo shoots. One of the major causes of the decline in numbers of the panda is the fact that large portions of the area in western china mountains, are now being inhabited by humans. This is mainly due to the human population growing so much that they need to move further out of towns and settlements. Due to the poor economics of the locals it is also cheaper for them to go into the forest and cut down areas and build a farm than it is for them to buy one that already exists. This human encroachment not only brings in families but also their animals. When a family moves into an area they will cut down enough forest for them to build a house and have land to farm. This means less food for the pandas but also the pandas will move further away from the area that is now inhabited by human.

The Worldwide Fund for Nature (WWF) not only raises money to fund these projects but also raises awareness to the rest of the world, so much so they even have a Panda as their logo. The WWF works alongside the Chinese government to educate local farmers to ensure they are not doing any further encroachment into the forests. Large areas of the forests are now protected by law and farmers and locals are no longer permitted to even enter these areas. The WWF is also aiding in the re-forestation (planting) of bamboo to encourage dense areas of bamboo forests. Another organisation that is concerned with the survival of the panda is the Royal Zoological Society of Scotland (RZSS). This organisation has a multi-pronged approach to saving the pandas. Firstly they are funding researchers to examine the habitat and distribution of the pandas to examine if there are patterns within their feeding migrations. The RZSS are working alongside the Chinese government to conduct research on how the pandas are actually digesting the bamboo as they have discovered that there are different strengths of bacteria in the stomachs of pandas in late autumn than spring. This would suggest that the diet of the panda changes, and could co-inside with the fact that there are more bamboo shoots in spring and more bamboo leaves and stalks (much harder to digest) in autumn. Another approach from the RZSS is that they have secured a breeding pair of pandas from the Chinese government, taken them to Edinburgh zoo and they are currently breeding these pandas so they can release the young back into the wild to help boost the current population of 1864 in the wild.

As stated previously, the current deforestation of bamboo and human encroachment into the habitat has meant that the pandas have had to move further into the mountains. This means the pandas are becoming more sporadic in their distribution. As this occurs the likelihood of a panda finding a suitable mate becomes even harder. Other threats to the panda have diminished recently as they used to be hunted and captured but the government has placed strict laws regarding the pandas that people can face long jail term or even death sentences in extreme cases. Poaching and hunting of the giant pandas is now almost non-existent. As humans were the main cause of the pandas becoming endangered, now humans are the reason the pandas are increasing in population and are now down-graded to vulnerable. Continued support of research to determine the survivability of the pandas

along with support to re-establish the feeding grounds and protect the large areas of bamboo forest will aid this population growth. Supporting local farmers to discontinue destroying the habitat and now employ those farmers to actually plant and grow bamboo has had a positive effect on the regeneration of some of the lost areas of forest. With the help of breeding programs such as the RZSS breeding program, there will be genetically diverse pandas that can be reintroduced into the area to aid the population growth. If this continues then in years to come the pandas should then move away from being vulnerable, to being a sustainable population.

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 be 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/land-based-services/animal-management/0172-technicals-in-animal-care-management-and-equine-care-management#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