IPMA® USA

international project management association

ipma-usa.org

Level D

Candidate Guidance



For Inquiries

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CANDIDATE GUIDANCE

IPMA LEVEL D:
CERTIFIED PROJECT MANAGEMENT ASSOCIATE

INTRODUCTION

HOW TO USE THIS GUIDANCE

This guidance brings together the advice from the IPMA-USA.

The booklet includes guidance for the exams and revision techniques including the IPMA command words in addition to the syllabus and learning outcomes that candidats will need to learn to be successful in the exam.

Candidates with English as a second language qualify for 25% additional exam time, that is: 15 minutes for a 60-minute / 1-hour exam or 30 minutes for a 120-minute / 2-hour exam.

We will require a copy of your passport to request this additional time.

Please contact your Accredited Training Organization or APMG if you have any problems or need to make specific arrangements for taking the exams.

IPMA LEVEL D OVERVIEW

LEVEL DEFINITION:

Knowledge of the IPMA competence elements related to project management.

All syllabuses developed for IPMA qualifications are based on the IPMA Individual Competence Baseline, version 4.0 (ICB4).

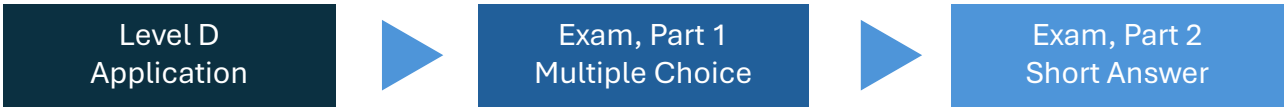
The IPMA Level D: Certified Project Management Associate requires candidates to demonstrate knowledge of competence elements in non-complex projects.

This means that candidates are examined on the 28 project competence elements described in ICB 4, Section 4.

CERTIFICATION PROCESS

The certification is a two-stage process:

- Stage one: the application
- Stage two: the exam



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LEVEL D EXAM OVERVIEW

- Candidates must pass both parts of the exam to achieve Level D certification.
- The IPMA time limit is 18 months to complete the certification.
- Each exam covers 50% of the syllabus which means 14 competence elements.
- The passing score for each exam is 60%.
- Multiple Choice: All 60 questions should be answered.
- Short Answer: 12 out of 14 questions must be answered.

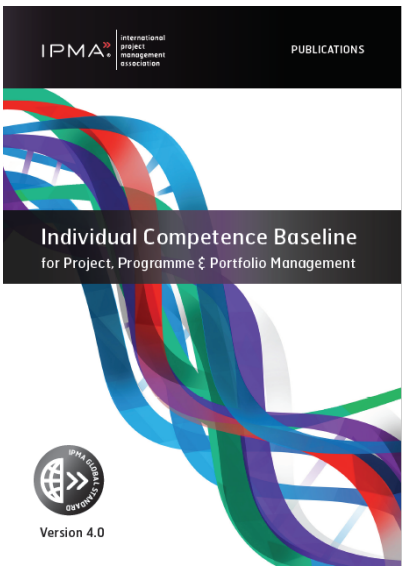
	Duration	Number of Questions	Syllabus Coverage	Passing Grade
Part 1: Multiple Choice	60 minutes	60	50%	60%
Part 2: Short Answer	120 minutes	14	50%	60%

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IPMA COMPETENCE FRAMEWORK

IPMA certifications are all based on the same competence framework but with increasing levels of knowledge and understanding examined at each level from Level D to Level A

IPMA INDIVIDUAL COMPETENCE BASELINE VERSION 4



IPMA certifications are all based on the IPMA Individual Competence Baseline (ICB 4), and candidates need to have a copy of the baseline to support the training and for revision.

Candidates can download the ICB 4 from our E-Learning or download free of charge from the IPMA site: https://www.ipma.world/

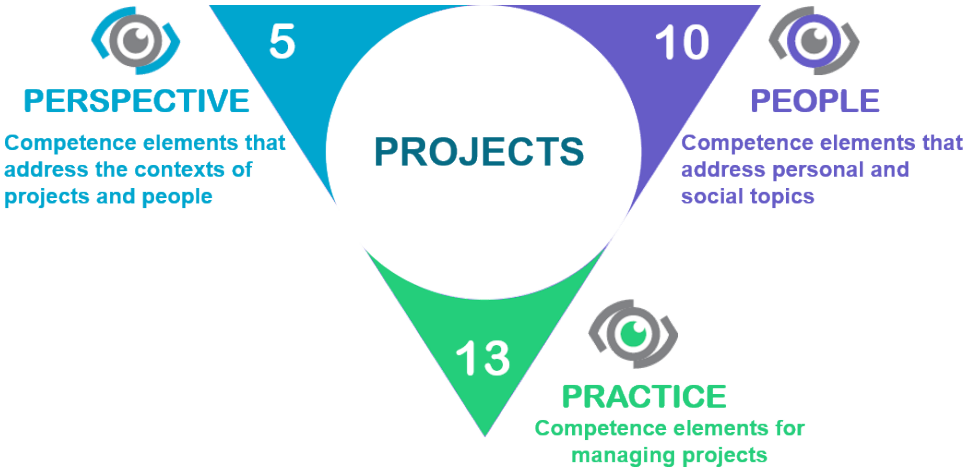
The IPMA Level D qualification is based on the Project Management Section of ICB 4, which is Section 4

ICB 4 COMPETENCE FRAMEWORK

IPMA group the competence elements in the framework into 3 sections:

- Perspective competences, People competences and Practice competences.

The IPMA "Eye of Competence" shown below is taken from ICB4:



There are 28 project competence elements, and the Level D is examined against all 28.

- 50% (14 competence elements) examined in Part 1: Multiple Choice.
- 50% (14 competence elements) examined in Part 2: Short Answer.

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ICB 4 COMPETENCE ELEMENTS

PERSPECTIVE (4.3)	PEOPLE (4.4)	PRACTICE (4.5)
STRATEGY (4.3.1)	SELF-REFLECTION AND SELF-MANAGEMENT (4.4.1)	PROJECT DESIGN (4.5.1)
GOVERNANCE, STRUCTURES AND PROCESSES (4.3.2)	PERSONAL INTEGRITY AND RELIABILITY (4.4.2)	REQUIREMENTS AND OBJECTIVES (4.5.2)
COMPLIANCE, STANDARDS AND REGULATION (4.3.3)	PERSONAL COMMUNICATION (4.4.3)	SCOPE (4.5.3)
POWER AND INTEREST (4.3.4)	RELATIONSHIPS AND ENGAGEMENT (4.4.4)	TIME (4.5.4)
CULTURE AND VALUES (4.3.5)	LEADERSHIP (4.4.5)	ORGANISATION AND INFORMATION (4.5.5)
	TEAMWORK (4.4.6)	QUALITY (4.5.6)
	CONFLICT AND CRISIS (4.4.7)	FINANCE (4.5.7)
	RESOURCEFULNESS (4.4.8)	RESOURCES (4.5.8)
	NEGOTIATION (4.4.9)	PROCUREMENT (4.5.9)
	RESULTS ORIENTATION (4.4.10)	PLAN AND CONTROL (4.5.10)
		RISK AND OPPORTUNITY (4.5.11)
		STAKEHOLDERS (4.5.12)
		CHANGE AND TRANSFORMATION (4.5.13)



The split between the two types of exams is shown on the following pages.

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IPMA LEVEL D SYLLABUS

LEVEL D SYLLABUS OVERVIEW

The IPMA Level D is assessed by the two exams:

- **Multiple Choice Question (MCQ) exam covering 14 competence elements**
- **Short Answer Question (SAQ) exam covering 14 competence elements**

SYLLABUS UNIT 1:			**ICB 4 SECTION 4.3 PERSPECTIVE**	
MCQ			**SAQ**	
CE	**COMPETENCE ELEMENT NAME**		**CE**	**COMPETENCE ELEMENT NAME**
4.3.1	Strategy		**4.3.2**	Governance, structures and processes
4.3.3	Compliance, standards and regulation		**4.3.4**	Power and interests
			4.3.5	Culture and values
SYLLABUS UNIT 2:			**ICB 4 SECTION 4.4 PEOPLE**	
MCQ			**SAQ**	
CE	**COMPETENCE ELEMENT NAME**		**CE**	**COMPETENCE ELEMENT NAME**
4.4.1	Self-reflection and self-management		**4.4.4**	Relationships and engagement
4.4.2	Personal integrity and reliability		**4.4.5**	Leadership
4.4.3	Personal communication		**4.4.6**	Teamwork
4.4.9	Negotiation		**4.4.7**	Conflict and crisis
4.4.10	Results orientation		**4.4.8**	Resourcefulness
SYLLABUS UNIT 3:			**ICB 4 SECTION 4.5 PRACTICE**	
MCQ			**SAQ**	
CE	**COMPETENCE ELEMENT NAME**		**CE**	**COMPETENCE ELEMENT NAME**
4.5.1	Project Design		**4.5.4**	Time
4.5.2	Requirements and objectives		**4.5.5**	Organization and information
4.5.3	Scope		**4.5.6**	Quality
4.5.9	Procurement		**4.5.7**	Finance
4.5.10	Plan and control		**4.5.8**	Resources
4.5.11	Risk and opportunity		**4.5.12**	Stakeholders
4.5.13	Change and transformation			

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DETAILED MCQ SYLLABUS

The syllabus comprises all the Competence Elements (CE's) and corresponding Key Competence Indicators (KCI's)from the IPMA Individual Competence Baseline Version 4 (ICB 4)

MCQ SYLLABUS UNIT 1: ICB 4 SECTION 4.3 PERSPECTIVE

CE	CE NAME	KCI	KCI NAME
4.3.1	**Strategy**	**4.3.1.1**	Align with organizational mission and values
		4.3.1.2	Identify and exploit opportunities to influence organizational strategy
		4.3.1.3	Develop and ensure the ongoing validity of the business / organizational justification
		4.3.1.4	Determine, assess and review critical success factors
		4.3.1.5	Determine, assess and review key performance indicators
4.3.3	**Compliance, standards and regulation**	**4.3.3.1**	Identify and ensure that the project complies with all relevant legislation
		4.3.3.2	Identify and ensure that the project complies with all relevant health, safety, security and environmental regulations (HSSE)
		4.3.3.3	Identify and ensure that the project complies with all relevant codes of conduct and professional regulation
		4.3.3.4	Identify and ensure that the project complies with relevant sustainability principles and objectives
		4.3.3.5	Assess, use and develop professional standards and tools for the project
		4.3.3.6	Assess, benchmark and improve the organizational project management competence

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MCQ SYLLABUS UNIT 2: ICB 4 SECTION 4.4 PEOPLE

CE	CE NAME	KCI	KCI NAME
4.4.1	**Self-reflection and self-management**	**4.4.1.1**	Identify, and reflect on the ways in which own values and experiences affect the work
		4.4.1.2	Build self-confidence on the basis of personal strengths and weaknesses
		4.4.1.3	Identify, and reflect on, personal motivations to set personal goals and keep focus
		4.4.1.4	Organize personal work depending on the situation and own resources
		4.4.1.5	Take responsibility for personal learning and development
4.4.2	**Personal integrity and reliability**	**4.4.2.1**	Acknowledge and apply ethical values to all decisions and actions
		4.4.2.2	Promote the sustainability of outputs and outcomes
		4.4.2.3	Take responsibility for own decisions and actions
		4.4.2.4	Act, take decisions and communicate in a consistent way
		4.4.2.5	Complete tasks thoroughly in order to build confidence with others
4.4.3	**Personal communication**	**4.4.3.1**	Provide clear and structured information to others and verify their understanding
		4.4.3.2	Facilitate and promote open communication
		4.4.3.3	Choose communication styles and channels to meet the needs of the audience, situation and management level
		4.4.3.4	Communicate effectively with virtual teams
		4.4.3.5	Employ humor and sense of perspective when appropriate
4.4.9	**Negotiation**	**4.4.9.1**	Identify and analyze the interests of all parties involved in the negotiation
		4.4.9.2	Develop and evaluate options and alternatives with the potential to meet the needs of all parties
		4.4.9.3	Define a negotiation strategy in line with own objectives that is acceptable to all parties involved
		4.4.9.4	Reach negotiated agreements with other parties that are in line with own objectives
		4.4.9.5	Detect and exploit additional selling and acquisition possibilities
4.4.10	**Results orientation**	**4.4.10.1**	Evaluate all decisions and actions against their impact on project success and the objectives of the organization
		4.4.10.2	Balance needs and means to optimize outcomes and success
		4.4.10.3	Create and maintain a healthy, safe and productive working environment
		4.4.10.4	Promote and ‘sell’ the project, its processes and outcomes
		4.4.10.5	Deliver results and get acceptance

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MCQ SYLLABUS UNIT 3: ICB 4 SECTION 4.5 PRACTICE

CE	CE NAME	KCI	KCI NAME
4.5.1	**Project design**	**4.5.1.1**	Acknowledge, prioritize and review success criteria
		4.5.1.2	Review, apply and exchange lessons learned from and with other projects
		4.5.1.3	Determine complexity and its consequences for the approach
		4.5.1.4	Select and review the overall project management approach
		4.5.1.5	Design the project execution architecture
4.5.2	**Requirements and objectives**	**4.5.2.1**	Define and develop the project goal hierarchy
		4.5.2.2	Identify and analyze the project stakeholder needs and requirements
		4.5.2.3	Prioritize and decide on requirements and acceptance criteria
4.5.3	**Scope**	**4.5.3.1**	Define the project deliverables
		4.5.3.2	Structure the project scope
		4.5.3.3	Define the work packages of the project
		4.5.3.4	Establish and maintain scope configuration
4.5.9	**Procurement**	**4.5.9.1**	Agree on procurement needs, options and processes
		4.5.9.2	Contribute to the evaluation and selection of suppliers and partners
		4.5.9.3	Contribute to the negotiation and agreement of contractual terms and conditions that meet project objectives
		4.5.9.4	Supervise the execution of contracts, address issues and seek redress where necessary
4.5.10	**Plan and control**	**4.5.10.1**	Start the project and develop and get agreement on the project management plan
		4.5.10.2	Initiate and manage the transition to a new project phase
		4.5.10.3	Control project performance against the project plan and take any necessary remedial actions
		4.5.10.4	Report on project progress
		4.5.10.5	Assess, get agreement on, and implement project changes
		4.5.10.6	Close and evaluate a phase or the project
4.5.11	**Risk and opportunity**	**4.5.11.1**	Develop and implement a risk management framework
		4.5.11.2	Identify risks and opportunities
		4.5.11.3	Assess the probability and impact of risks and opportunities
		4.5.11.4	Select strategies and implement response plan to address risks and opportunities
		4.5.11.5	Evaluate and monitor risks, opportunities and implemented responses

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CE	CE NAME	KCI	KCI NAME
4.5.13	**Change and transformation**	**4.5.13.1**	Assess the adaptability to change of the organization(s)
		4.5.13.2	Identify change requirements and transformation opportunities
		4.5.13.3	Develop change or transformation strategy
		4.5.13.4	Implement change or transformation management strategy

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DETAILED SAQ SYLLABUS

The syllabus comprises all the Competence Elements (CE's) and corresponding Key Competence Indicators (KCI's)from the IPMA Individual Competence Baseline Version 4 (ICB 4)

SAQ SYLLABUS UNIT 1: ICB 4 SECTION 4.3 PERSPECTIVE

CE	CE NAME	KCI	KCI NAME
4.3.2	**Governance, structures and processes**	**4.3.2.1**	Know the principles of project management and the way they are implemented
		4.3.2.2	Know and apply the principles of program management and the way they are implemented
		4.3.2.3	Know and apply the principles of portfolio management and the way they are implemented
		4.3.2.4	Supporting functions
		4.3.2.5	Align the project with the organization's decision-making and reporting structures and quality requirements
		4.3.2.6	Align the project with human resource processes and functions
		4.3.2.7	Align the program with finance and control processes and functions
4.3.4	**Power and interests**	**4.3.4.1**	Assess the personal ambitions and interests of others and the potential impact of these on the project
		4.3.4.2	Assess the informal influence of individuals and groups and its potential impact on the project
		4.3.4.3	Assess the personalities and working styles of others and employ them to the benefit of the project
4.3.5	**Culture and values**	**4.3.5.1**	Assess the culture and values of the society and their implications for the project
		4.3.5.2	Align the project with the formal culture and corporate values of the organization
		4.3.5.3	Assess the informal culture and values of the organization and their implications for the project

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SAQ SYLLABUS UNIT 2: ICB 4 SECTION 4.4 PEOPLE

CE	CE NAME	KCI	KCI NAME
4.4.4	**Relationships and engagement**	**4.4.4.1**	Initiate and develop personal and professional relationships
		4.4.4.2	Build, facilitate and contribute to social networks
		4.4.4.3	Demonstrate empathy through listening, understanding and support
		4.4.4.4	Show confidence and respect by encouraging others to share their opinions or concerns
		4.4.4.5	Share own vision and goals in order to gain the engagement and commitment of others
4.4.5	**Leadership**	**4.4.5.1**	Initiate actions and proactively offer help and advice
		4.4.5.2	Take ownership and show commitment
		4.4.5.3	Provide direction, coaching and mentoring to guide and improve the work of individuals and teams
		4.4.5.4	Exert appropriate power and influence over others to achieve the goals
		4.4.5.5	Make, enforce and review decisions
4.4.6	**Teamwork**	**4.4.5.1**	Initiate actions and proactively offer help and advice
		4.4.5.2	Take ownership and show commitment
		4.4.5.3	Provide direction, coaching and mentoring to guide and improve the work of individuals and teams
		4.4.5.4	Exert appropriate power and influence over others to achieve the goals
		4.4.5.5	Make, enforce and review decisions
4.4.7	**Conflict and crisis**	**4.4.7.1**	Anticipate and possibly prevent conflicts and crises
		4.4.7.2	Analyze the causes and consequences of conflicts and crises and select appropriate response(s)
		4.4.7.3	Mediate and resolve conflicts and crises and/or their impact
		4.4.7.4	Identify and share learning from conflicts and crises in order to improve future practice
4.4.8	**Resourcefulness**	**4.4.8.1**	Stimulate and support an open and creative environment
		4.4.8.2	Apply conceptual thinking to define situations and strategies
		4.4.8.3	Apply analytic techniques to analyzing situations, financial and organizational data and trends
		4.4.8.4	Promote and apply creative techniques to find alternatives and solutions
		4.4.8.5	Promote a holistic view of the project and its context to improve decision-making

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SAQ SYLLABUS UNIT 3: ICB 4 SECTION 4.5 PRACTICE

CE	CE NAME	KCI	KCI NAME
4.5.4	**Time**	**4.5.4.1**	Define / Establish the activities required to deliver the project
		4.5.4.2	Determine the work effort and duration of activities
		4.5.4.3	Decide on schedule and stage approach
		4.5.4.4	Sequence project activities and create a schedule
		4.5.4.5	Monitor progress against the schedule and make any necessary adjustments
4.5.5	**Organization and information**	**4.5.5.1**	Assess and determine the needs of stakeholders relating to information and documentation
		4.5.5.2	Define the structure, roles and responsibilities within the project
		4.5.5.3	Establish infrastructure, processes and systems for information flow
		4.5.5.4	Implement, monitor and maintain the organization of the project
4.5.6	**Quality**	**4.5.6.1**	Develop, monitor the implementation of, and revise a quality management plan for the project
		4.5.6.2	Review the project and its deliverables to ensure that they continue to meet the requirements of the quality management plan
		4.5.6.3	Verify the achievement of project quality objectives and recommend any necessary corrective and/or preventive actions
		4.5.6.4	Plan and organize the validation of project outcomes
		4.5.6.5	Ensure quality throughout the project
4.5.7	**Finance**	**4.5.7.1**	Estimate project costs
		4.5.7.2	Establish the project budget
		4.5.7.3	Secure project funding
		4.5.7.4	Develop, establish and maintain a financial management and reporting system for the project
		4.5.7.5	Monitor project financials in order to identify and correct deviations from the project plan
4.5.8	**Resources**	**4.5.8.1**	Develop strategic resource plan to deliver the project
		4.5.8.2	Define the quality and quantity of resources required
		4.5.8.3	Identify the potential sources of resources and negotiate their acquisition
		4.5.8.4	Allocate and distribute resources according to defined need
		4.5.8.5	Evaluate resource usage and take any necessary corrective actions
4.5.12	**Stakeholders**	**4.5.12.1**	Identify stakeholders and analyze their interests and influence
		4.5.12.2	Develop and maintain a stakeholder strategy and communication plan
		4.5.12.3	Engage with the executive, sponsors and higher management to gain commitment and to manage interests and expectations
		4.5.12.4	Engage with users, partners, suppliers and other stakeholders to gain their cooperation and commitment

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CE	CE NAME	KCI	KCI NAME
		4.5.12.5	Organize and maintain networks and alliances

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LEVEL D EXAM KEY FACTS

MULTIPLE-CHOICE EXAM (MCQ)

A one-hour multiple-choice exam containing 60 compulsory questions with a passing score of 60%

KEY FACTS

- The syllabus covers 14 competence elements.
- Candidates should answer all 60 questions.
- Each correct answer scores one point
- No deductions are made for incorrect answers.

EXAM FORMAT AND GRADING

- All IPMA Level D exams are managed by APMG.
- All IPMA exams are scored by IPMA-USA Accredited Assessors managed by APMG.
- MCQ exams are typically scored within 5 working days of the exam date, and results are provided from APMG.
- APMG or your Accredited Training Organization releases results to candidates
- The result provided for the MCQ is a pass/fail percentage score, with no additional feedback.

MCQ COMPETENCE ELEMENTS

MCQ TOPICS		
PERSPECTIVE	**PEOPLE**	**PRACTICE**
STRATEGY	SELF-REFLECTION AND SELF-MANAGEMENT	PROJECT DESIGN
COMPLIANCE, STANDARDS AND REGULATION	PERSONAL INTEGRITY AND RELIABILITY	REQUIREMENTS AND OBJECTIVES
	PERSONAL COMMUNICATION	SCOPE
	NEGOTIATION	PROCUREMENT
	RESULTS ORIENTATION	PLAN AND CONTROL
		RISK AND OPPORTUNITY
		CHANGE AND TRANSFORMATION

EXAM TECHNIQUE

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Multiple-choice exams assess the ability to recall facts about the competencies. Questions are presented in a uniform style.

For each MCQ question, there will be a short question followed by a choice of four possible answers. Candidates are required to use their knowledge to select the correct answer.

TIMING

The MCQ exam must be completed in one hour. In this hour candidates will be required to answer all 60 questions, so time management is critical as there is only a maximum of 1 minute to answer each question.

KEY WORDS

The exam questions are written with key words underlined, and candidates must use this indication to help them reach the correct answer.

Example of key words which will be emboldened include:

- Most appropriate – this is used when there is potentially more than one correct response, but candidates are required to select the most appropriate based on the context of the question.
- Best – this is used when, out of all the options, only one is the best explanation/description based on the context of the question.

APPROACH TO MCQ EXAMS

There are a number of equally acceptable ways to approach the MCQ exam.

One technique which candidates could use is to read a question, try to think of an answer before looking at the options. Then look at the options to see if there is an option which is similar to that thought of and select that one.

Another technique is to read the question then the options, discount the options which are viewed as definitely incorrect, then select an answer from the remaining options. Once this has been done for all questions then any remaining questions will need to be looked at in more detail.

If the answer is not obvious, move on to the next question, and come back to it at the end.

EXAM TIPS

- Candidates MUST ensure they answer all questions, otherwise they are assessed as a FAIL.
- As the exam is 60 mins and there are 60 questions, it is recommended candidates spend one minute per question.
- Candidates will be entirely wrong if an answer is not given for a question but remember there is a 25% chance of getting it correct by selecting one answer out of the 4 options.
- Leave sufficient time at the end of an exam to read through each question, briefly, to confirm you are content with the chosen answer.
- Make sure you have answered all 60 questions before the 60 minutes is up.

SHORT-ANSWER EXAM (SAQ)

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A two-hour essay-style exam containing 14 questions, with a passing score of 60%

KEY FACTS

- The syllabus covers 14 competence elements.
- Each question is worth five marks.
- **The passing grade is 36/60 or 60%**
- **Candidates MUST answer 12 out of 14 questions, if you do not answer 12 questions then you will be marked as a fail.**
- ~~**Candidates MUST score at least one mark in each question answered, otherwise you will be marked as a fail.**~~
- If a candidate answers more than 12 questions, then only the first 12 in numerical order will be marked.

EXAM FORMAT AND GRADING

- All IPMA Level D exams are managed by APMG.
- All IPMA exams are scored by IPMA-USA Accredited Assessors managed by APMG.
- SAQ exams are typically scored within several weeks of the exam date, and it can sometimes take longer.
- Results are provided from APMG.
- APMG or your Accredited Training Organization releases results to candidates
- For successful candidates, the result for the SAQ is a percentage mark, with no additional feedback.
- Candidates who do not meet the assessment criteria at this point will receive feedback on those questions that did not achieve a passing grade.

SAQ COMPETENCE ELEMENTS

SAQ TOPICS		
PERSPECTIVE	**PEOPLE**	**PRACTICE**
GOVERNANCE, STRUCTURES AND PROCESSES	RELATIONSHIPS AND ENGAGEMENT	TIME
POWER AND INTEREST	LEADERSHIP	ORGANISATION AND INFORMATION
CULTURE AND VALUES	TEAMWORK	QUALITY
	CONFLICT AND CRISIS	FINANCE
	RESOURCEFULNESS	RESOURCES
		STAKEHOLDERS

EXAM TECHNIQUE

- Each SAQ question is worth five points.
- Each question addresses one syllabus topic.
- Candidates must read the short question and provide a response.
- The exam assesses a candidate's level of comprehension of a topic and contains command verbs such as explain and describe, more detail provided later in the section.

TIMING

Time management in the SAQ exam is very important as the candidate must provide answers to 12 questions in 2 hours (120 minutes).

This means that, having allowed time to read through the question paper and to review the responses, candidates have an average of two minutes to read a question and eight minutes to answer each question.

READING THE QUESTION

It is VERY important to read the SAQ questions carefully and to build your answer on what is actually being asked.

COMMON ISSUES:

- If a question asks for **two** explanations/descriptions, then **two** must be given to achieve a higher score.
- Often candidates confuse 'how' with 'why' and do not give an appropriate response.
    - **'Why'** refers to the cause of something, for example "Explain why a motivated project team performs effectively." In this example an appropriate response would focus on reasons such as to achieve key performance indicators or to deliver a quality service.
    - **'How'** refers to what makes something happen. Consider the question "Explain how a motivated project team performs effectively." In this instance, an appropriate response would focus on topics such as performing effectively through proactive collaborative working or by reducing the number of quality errors.
- When reading a question, it is important for candidates to understand its components. Candidates must recognize the command verb and what it means (detailed later).
- A candidate must also recognize the broad topic area or context, and the specific aspect of a question.
    - Consider the question "Describe how motivation is used to improve the performance of a project team." In this question the verb is 'describe', the broad topic area or context is 'improve the performance of a project team', with the specific aspect being 'motivation'. A response which focuses on motivation as a general concept would receive very few marks, but a response which places the use of motivation in the context of improving the performance of a project team has a greater chance of being awarded high marks.
- The style of response influences the number of marks which are awarded. If the response is not clear and/or disjointed, it will be difficult for an assessor to be confident that candidates have demonstrated secure knowledge.
- Candidates must present a response through a logical and easy to understand structure which focuses on the exact requirement of the question. An assessor must be able to understand what it is they are saying so that the assessor can determine if the candidate has provided a relevant response.

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INDICATIVE CONTENT

Each question has indicative content which assessors use to mark candidates' scripts.

Level D SAQ indicative content often starts with:

- Identify the 'how' in relation to the question (1 mark)
- Substantive points developed by the candidate relating to their initial statement (4 marks)

These are not model answers but marking guidance. It is useful to know what assessors are looking for when marking the exams.

APPROACH TO SAQ EXAMS

One technique is to read through all the questions and make a note of those which you are more confident of answering effectively and those where they have less confidence.

THE RYG APPROACH COULD BE USED HERE WHERE:

- R: for Red indicates low confidence
- Y: for Yellow indicates medium confidence
- G: for Green indicates high confidence.

Candidates could, after the initial review, begin with "G" questions, followed by "Y", followed by "R".

This would give candidates the greatest chance of achieving the highest points possible.

It could also mean that more consideration could be given to timing to determine how best to score extra marks.

However, remember that candidates should answer 12 out of the 14 questions.

EXAM TIPS

- This is a two-hour (120 minute) exam.
- It is recommended candidates spend two minutes to read a question and eight minutes to answer the question.
- Leave sufficient time at the end of an exam to review each answer to see if there is any additional information that could be provided in the time.

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SAQ COMMAND WORDS

- Candidates must become familiar with the definition of the command words used in the IPMA Level D assessments.
- A command verb itself is simply an instruction to do something.

SAQ COMMAND WORDS

VERB	DEFINITION
Discuss	Write about a topic taking into account different concepts or ideas
Explain	Give an account of the purpose(s) or reason(s)
Describe	Give an account, including all the relevant characteristics, qualities and events

FINAL POINT – READ THE QUESTION

So many times, people answer the question they thought they had been asked rather than the actual exam question.

- Read the question at least twice and analyze its content.
- The questions should be clear, and it should be obvious what is required.
- Remember the difference between a why question and a how question.

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