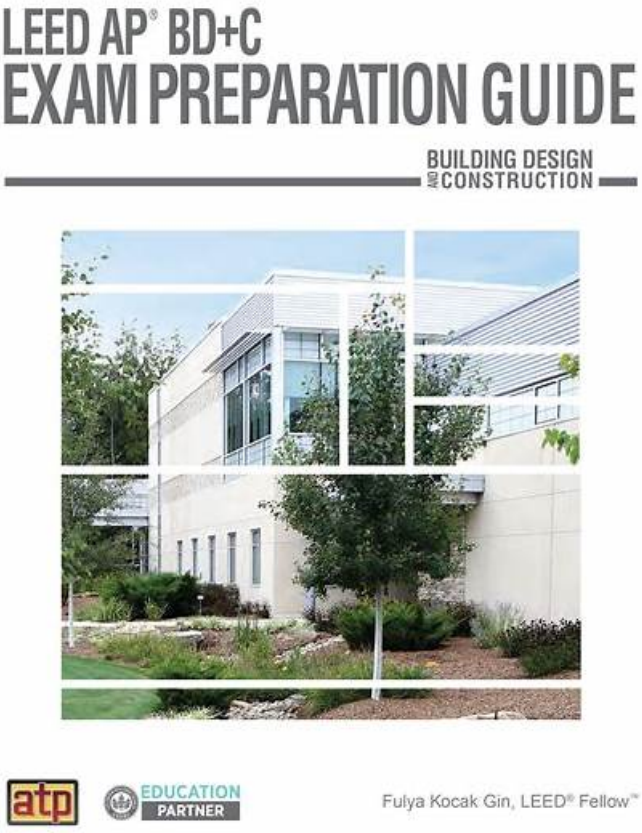
LEED-AP-BD-C Question Explanations - Exam LEED-AP-BD-C Registration



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USGBC LEED-AP-BD-C Exam Syllabus Topics:

Topic	Details
Topic 1	• Indoor Water Use Reduction: This section measures the skills of LEED Green Associates in minimizing indoor water consumption to reduce water use effectively, including toilets, urinals, faucets, and showerheads. Additionally, candidates will examine appliance types that consume water, such as cooling towers and washing machines.
Topic 2	• Sustainable Sites: It covers site assessment and planning that involves evaluating various site characteristics, such as topography, hydrology, climate, vegetation, and soil conditions. It also covers assessing a site's potential as a resource for energy flows while addressing construction activity pollution prevention measures.
Topic 3	• LEED Process: This topic tests the skills of LEED Green Associates involved in green building initiatives. It focuses on various methods to achieve LEED goals, such as developing credit interpretation rulings and utilizing Regional Priority Credits to explore synergies within the LEED system.
Topic 4	• Energy and Atmosphere: In this topic, LEED Green Associates focuses on building reuse, including historic building renovations. It covers material reuse strategies, enclosure materials, and permanently installed interior components into new designs.
Topic 5	• Project Surroundings and Public Outreach: LEED Green Associates learn about promoting sustainable practices, regional design considerations that incorporate green construction measures, cultural awareness issues related to historic or heritage impacts, and ensuring that sustainability efforts are respectful of local values.

USGBC LEED AP Building Design + Construction (LEED AP BD+C) Sample Questions (Q111-Q116):

NEW QUESTION # 111
A design team is pursuing Indoor Environmental Quality Credit, Indoor Air Quality Assessment. The building is 1,000 ft2 (93 m2) and has a 10 ft. (3 m) ceiling height. In order to earn the credit, what is the required volume of supply air for the entire building flush-out?

- A. 10,000,000 ft3 (283 168 m3)
- B. 3,500,000 ft3 (99 108 m3)
- C. 14,000,000 ft3 (396 435 m3)
- D. 35,000,000 ft3 (991 089 m3)

Answer: C

Explanation:
According to the LEED Reference Guide for Building Design and Construction1, the Indoor Environmental Quality Credit, Indoor Air Quality Assessment, Option 1. Flush-Out requires the project to perform a building flush-out by supplying a total air volume of 14,000 cubic feet of outdoor air per square foot of gross floor area while maintaining an internal temperature of at least 60°F and no higher than 80°F and relative humidity no higher than 60%. The gross floor area of the building is 1,000 ft2 and the ceiling height is 10 ft, so the required volume of supply air for the entire building flush-out is:
14,000 ft3/sf x 1,000 sf = 14,000,000 ft3

NEW QUESTION # 112

During a review of the HVAC equipment submittal, the Commissioning Authority (CxA) determined that the contractorsubstituted a higher efficiency piece of equipment. Which of the following is the priority for the CxA to consider?

- A. Equipment Maintenance Plan
- B. Coordination of other contractors
- C. Energy meter location
- D. Owner's Project Requirements

Answer: D

Explanation:
Explanation
The Owner's Project Requirements (OPR) is a document that defines the goals, expectations, and performance criteria of the project, as established by the owner or the owner's representative1. The OPR is one of the key deliverables of the commissioning process and serves as the basis for the design, construction, and operation of the building systems. Therefore, the priority for the Commissioning Authority (CxA) to consider when the contractor substitutes a higher efficiency piece of equipment is whether the substitution meets or exceeds the OPR. The CxA should verify that the new equipment is compatible with the OPR and does not compromise the performance, functionality, or reliability of the system. The CxA should also communicate the substitution to the owner and the design team and document the change in the commissioning plan and report.
References:
* LEED Reference Guide for Building Design and Construction v4
* The Role of a Commissioning Agent (CxA) - cxplanner.com
* Commissioning Authority | WBDG - Whole Building Design Guide
* General Commissioning Requirements - Northwestern University

NEW QUESTION # 113
In addition to Materials and Resources Credit, Building Life-Cycle Impact Reduction, Option 3. Building and Materials Reuse, salvaged materials contribute to the achievement of

- A. Materials and Resources Credit, Construction and Demolition Waste Management
- B. Materials and Resources Credit, Building Product Disclosure and Optimization - Environmental Product Declarations
- C. Materials and Resources Prerequisite, Storage and Collection of Recyclables
- D. Materials and Resources Credit, Building Product Disclosure and Optimization - Material Ingredients

Answer: A

Explanation:
Materials and Resources Credit, Construction and Demolition Waste Management Salvaged materials are materials that have been recovered or diverted from the waste stream for reuse. They can contribute to the achievement of the Construction and Demolition Waste Management credit, which aims to reduce the amount of waste generated by construction and demolition activities and divert it from landfills and incinerators. By reusing salvaged materials, projects can reduce the demand for new materials, conserve natural resources, save energy, and lower greenhouse gas emissions. Salvaged materials can be counted as part of the total waste diverted from disposal, as long as they are not counted for the Building Life-Cycle Impact Reduction credit1.

NEW QUESTION # 114
For schools intended for grades eight and below (or ages 14 and below), which of the following scenarios would demonstrate compliance with Location and Transportation Credit, Access to Quality Transit, Schools, Option 2. Pedestrian Access?

- A. 30% of the students live no more than a 3/4 mi. (1.20 km) walking distance from a functional entry of a school building
- B. 50% of the students live no more than a 1 1/2 mi. (2.40 km) walking distance from a functional entry of a school building
- C. 30% of the students live no more than a 1 1/2 mi. (2.40 km) walking distance from a functional entry of a school building
- D. 50% of the students live no more than a 3/4 mi. (1.20 km) walking distance from a functional entry of a school building

Answer: D

Explanation:
For schools intended for grades eight and below (or ages 14 and below), Option 2. Pedestrian Access requires that at least 50% of the students live no more than a 3/4 mi. (1.20 km) walking distance from a functional entry of a school building. This option aims to encourage schools to locate in areas where students can walk or bike to school, reducing vehicle trips and emissions, and promoting

physical activity and health. Option 2 is available only for projects that do not meet the requirements of Option 1. Transit-Served Location, which requires access to quality transit service within a 1/4 mi. (400 m) walking distance for at least 50% of the students.
Reference:
Access to Quality Transit credit in LEED BD+C: Schools v4 - LEED v41
LEED Certification- Requirements for LT CREDIT: ACCESS TO QUALITY TRANSIT2 Understanding the LEED BD+C: Location and Transport credit3

NEW QUESTION # 115
An HVAC system consists of an air handler supplying conditioned air (mixture of return air and outdoor air) to an office, corridor, conference room and lobby. For Indoor Environmental Quality Prerequisite, Minimum Indoor Air Quality Performance, the ventilation rate procedure calculations must be based upon what HVAC system configuration?

- A. Single-zone system
- B. Multiple-zone system
- C. Mixed-mode system
- D. 100% outdoor air system

Answer: B

Explanation:
A multiple-zone system is a system that has one or more air handlers supplying conditioned air to more than one zone. A zone is a space or group of spaces within a building with heating and cooling requirements that are sufficiently similar so that desired conditions (e.g., temperature) can be maintained throughout using a single controlling device. The ventilation rate procedure calculations must be based on the multiple-zone system configuration because the HVAC system in the question serves different zones with different ventilation requirements. Reference: LEED v4 Reference Guide for Building Design and Construction, p. 6881; ASHRAE Standard 62.1-2010, Section 6.2.52

NEW QUESTION # 116
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Having a good command of professional knowledge for customers related to this LEED-AP-BD-C exam is of superior condition. However, that is not certain and sure enough to successfully pass this exam. You need efficiency and exam skills as well. Actually, a great majority of exam candidates feel abstracted at this point, wondering which one is the perfect practice material they are looking for. We have gained high appraisal for the high quality LEED-AP-BD-C Guide question and considerate serves. All content is well approved by experts who are arduous and hardworking to offer help. They eliminate banal knowledge and exam questions out of our LEED-AP-BD-C real materials and add new and essential parts into them. And they also fully analyzed your needs of LEED-AP-BD-C exam dumps all the time.

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