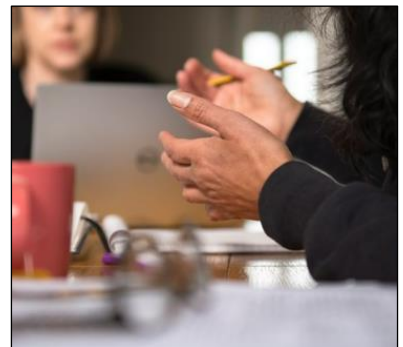


# Level 1/2 Technical Awards non-exam assessment (NEA) and examined assessment (EA)

## Learner Support Pack



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## Introduction

If you are a learner studying a V Cert Technical Award and preparing for your exam and non-exam assessment, then this support pack is for you.

We know that the examined assessment (EA) and non-exam assessment (NEA) can seem daunting, and there are so many points to consider and skills to develop, but we at NCFE are here to help. This support pack contains guides about various areas to help with your assessment preparation, as a supplement to your classes at school, and will support your independent learning. The support ranges from exam techniques, information about English reading and written communication, a framework for extended-response questions (ERQs) and more.

We do not recommend going through all sections at once, as the information can be a lot to digest.



## Non-exam assessment (NEA) and examined assessment (EA)

### Assessment weightings

| Level 1/2 V Cert Technical Award              | Non-exam weighting (%) | Exam weighting (%) |
|---|------------------------|--------------------|
| <b>Business and Enterprise</b>                | <b>60</b>              | <b>40</b>          |
| Child Development and Care in the Early Years | <b>50</b>              | <b>50</b>          |
| Creative Design and Production                | <b>60</b>              | <b>40</b>          |
| Engineering                                   | <b>60</b>              | <b>40</b>          |
| Food and Cookery                              | <b>60</b>              | <b>40</b>          |
| Graphic Design                                | <b>60</b>              | <b>40</b>          |
| Health and Fitness                            | <b>60</b>              | <b>40</b>          |
| Health and Social Care                        | <b>50</b>              | <b>50</b>          |
| Interactive Media                             | <b>60</b>              | <b>40</b>          |
| Music Technology                              | <b>60</b>              | <b>40</b>          |
| Sport Studies                                 | <b>60</b>              | <b>40</b>          |

### Assessment objectives (AOs)

NEA stands for non-exam assessment. It is like a big project, where your teacher will assess how well you can use everything you have learned over your two-year programme. You will need to show that you really understand the whole subject, putting your knowledge and practical skills into action.



EA stands for examined assessment; it is an assessment at the end of your course. It will check if you know all the important stuff you have learned. This will be in an exam format, with a mixture of question types.

Both the NEA and the EA will assess how well you:

- recall and understand the subject (AO1)
- apply what you know (AO2)
- use your analytical and thinking skills (AO3)

The NEA will also check how well you:

- demonstrate and apply knowledge to practical things related to the subject (AO4)
- analyse and evaluate how well you complete practical tasks (AO5)

|   |  |
|--|--|
| <b>AO1</b>   | <b>Recall knowledge and show understanding</b><br>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.   |
| <b>AO2</b>   | <b>Apply knowledge and understanding</b><br>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.  |
| <b>AO3</b>   | <b>Analyse and evaluate knowledge and understanding</b><br>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.  |
| <b>AO4</b>   | <b>Demonstrate and apply relevant technical skills, techniques and processes</b><br>The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.   |
| <b>AO5</b>   | <b>Analyse and evaluate the demonstration of relevant technical skills, techniques and processes</b><br>The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector. |

**Health and Social Care/Child Development and Care in the Early Years have slightly different AO4 and AO5 to all the other V Certs. Please check the AOs of your qualification.**

Basically, the **NEA** is like showing off all your skills and knowledge, while the **EA** is like answering questions to show what you know.

So for example, if you are studying the Level 1/2 Technical Award in **Health and Fitness**, you could think of the AOs like a game, each AO could be the different challenges you need to complete to become a health and fitness superstar!

#### **AO1: know your stuff**

- **Recall knowledge and show understanding:** this is like remembering the rules of the game. You need to know the basics about your body, like what nutrients it needs or how muscles work.

#### **AO2: put it into action**

- **Apply knowledge and understanding:** now it is time to use what you know! This is like putting your gaming skills to the test. Can you use your knowledge of nutrition to plan a healthy meal?

#### **AO3: think deeply**

- **Analyse and evaluate knowledge and understanding:** this is where it gets interesting! You need to think critically about what you have learned. Can you compare different diets and decide which is best for you?

#### **AO4: show what you can do**

- **Demonstrate and apply relevant technical skills, techniques, and processes:** this is like mastering a new skill in a game. Can you perform different exercises correctly and safely?

#### **AO5: be a critic**

- **Analyse and evaluate the demonstration of relevant technical skills, techniques, and processes:** imagine you are a game coach. Can you watch someone else exercise and give helpful feedback?

By mastering these objectives, you will be a total health and fitness pro!



## Command words

One thing to look for in the NEA and EA are the command verbs (words), such as **demonstrate**, **apply**, **analyse** or **evaluate**. Getting used to what the command verb is asking for, should help to maximise the marks gained in the questions.

If you are studying a Level 1/2 Technical Award in **Food and Cookery**, look out for command words in your assessments. These are words like 'explain', 'compare', or 'evaluate'. They tell you exactly what you need to do. For example, if a question asks, 'explain how...', you need to write a clear and detailed answer about cooking something. If it says 'compare...', you need to show the similarities and differences between the two dishes.

The more you understand command words, the better your answers will be.

Try making up your own questions using different command words. This will help you get used to them. For example, if you are learning about pasta, you could ask:

- Explain how to make fresh pasta.
- Compare fresh and gluten-free pasta dishes.
- Evaluate the nutritional value of different pasta sauces.

Remember: knowing your command words is like having a secret weapon for your cooking examinations!

**Refer to your subject area for command words linked to your subject area, see example below.**

| Command word | Target | Use / requires learners to...   |
|--------------|--------|---|
| Assess       | AO3    | Consider information in order to make decisions.  |
| Analyse      | AO3    | Separate information into component parts. Make logical, evidence-based connections between the components.   |
| Apply        | AO2    | Link existing knowledge to new or different situations.   |
| Calculate    | AO2    | Work out the value of something, showing relevant working   |
| Choose       | AO1    | Select from a range of alternatives (MCQ)   |
|              | AO2    | Select from a range of possible solutions to address a specified problem such as 'choose the best / cheapest / most appropriate course of action in the given circumstances'. |
| Classify     | AO2    | Organise according to specific criteria.  |
| Compare      | AO2    | Identify similarities and / or differences  |
|              | AO3    | Cannot be used on its own for AO3 as it would not elicit the conclusions and or judgements required of AO3.   |
| Complete     | AO1    | Finish a task by adding to given information.   |
|              | AO2    | Finish a task by applying knowledge, skills and techniques.   |
| Define       | AO1    | Give a definition or specify meaning of an idea or concept.   |

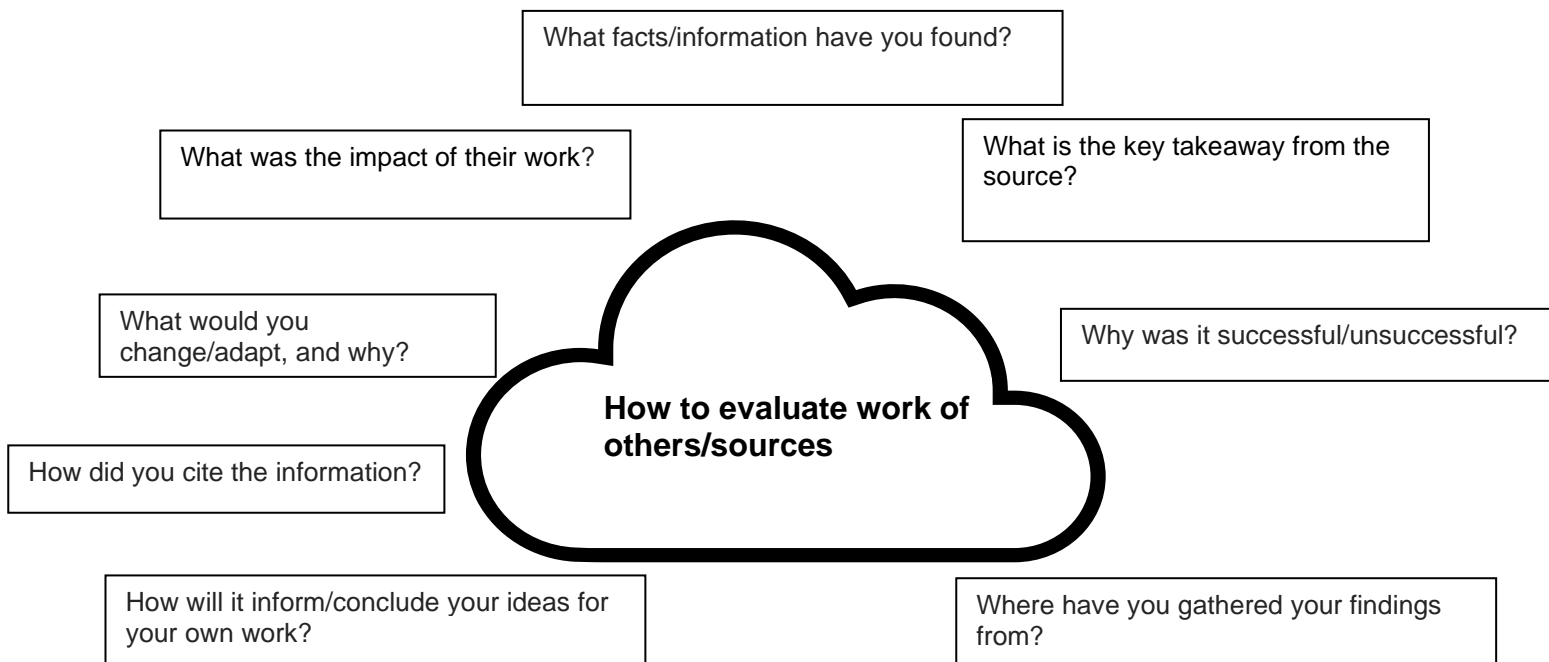
# Evaluating your own work and evaluating work of others

## Evaluating work of others

To empower your evaluation effectively, focus on developing skills:

How to gather evidence to supports your claims and demonstrate your understanding. Giving yourself the ability to critically analyse the work of others and your own work. Identify strengths, weaknesses, and potential improvements through your evaluation.

To support your NEA here are some key ways to evaluate your own work and work of others. Below the question clouds show key points to consider when evaluating your own work and work of others.



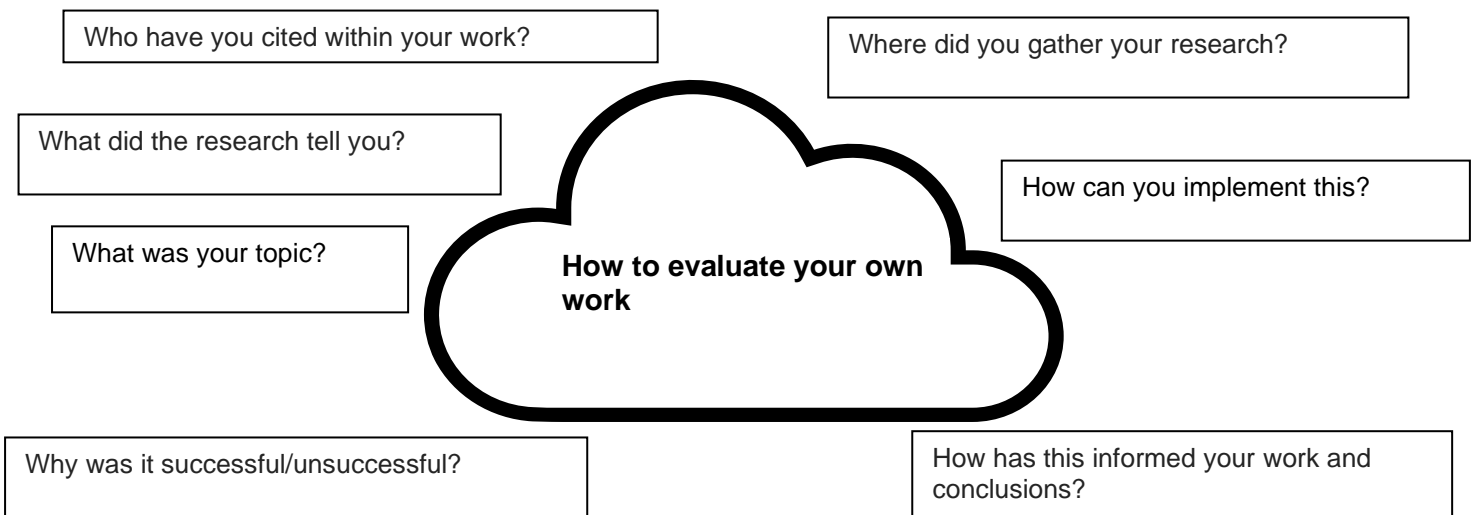
## Evaluating your own work

### Self-reflection

- **Review your work thoroughly** – go through your work carefully, paying attention to every detail.
- **Identify strengths** – recognise areas where you excel.
- **Identify weaknesses** – be honest about areas where you need improvement.
- **Consider feedback** – reflect on any feedback you have received from teachers or peers.

### Use a checklist

- **Create a checklist** – based on the AOs, create a checklist to evaluate your work systematically.
- **Tick off completed tasks** – ensure you have covered all required elements.
- **Identify areas for improvement** – use the checklist to pinpoint areas that need further attention.





## Assessment time management

### Examined assessment (EA)

#### Before the exam:

- **Understand the exam format** – know the structure, question types, and time allocated for each section.
- **Practice time management** – simulate exam conditions by practising with past papers.
- **Prioritise topics** – identify your strengths and weaknesses to allocate time accordingly. Spend more time revising areas you are not as confident with.
- **Create a study schedule** – plan your revision effectively to cover all topics.

#### During the exam:

- **Read instructions carefully** – understand the requirements of each question.
- **Allocate time** – divide your time based on the marks allocated to each question.
- **Start with easier questions** – build confidence and manage time effectively.
- **Manage your pace** – avoid spending too much time on a single question.
- **Review your answers** – if time permits, check for errors and omissions.



#### General tips:

- **Practice timed exercises** – develop a sense of urgency and improve your speed.
- **Avoid distractions** – focus on the exam and minimise interruptions.
- **Take short breaks** – rest your mind to improve concentration.
- **Stay calm** – manage exam anxiety through relaxation techniques.
- **Remember** – effective time management is a skill that improves with practice. By following these tips and consistently applying them, you can significantly enhance your exam performance.

## Non-exam assessment (NEA)

### Before the NEA:

- **Read the instructions carefully** – understand exactly what is expected of you in each task.
- **Plan your time** – work out how much time you should spend on each task.
- **Gather your resources** – make sure you have everything you need, like your preparation pack that will include your notes from books, intranet and the internet that you prepared from the initial brief.

### During the NEA:

- **Attempt all tasks** – even if you are not sure about something, give it a try. You might surprise yourself!
- **Manage your time wisely** – keep an eye on the clock. If you finish a task early, use the extra time to check your work.
- **Show your working out** – if your task involves calculations or problem-solving, show all your steps. This helps the assessor understand your thinking.
- **Include evidence** – if the task asks for evidence, make sure to include it. This could be photos, diagrams, or written explanations.
- **Work in a logical order** – this will help you stay focused and make sure you cover everything.
- **Check your work** – once you have finished, go back and check for any mistakes.

### General tips:

- **Stay calm and focused** – take deep breaths if you feel stressed.
- **Ask for clarification** – if you do not understand something, ask your teacher for help.
- **Believe in yourself** – you have worked hard, so trust your abilities.

Remember, the key to success is preparation and a positive attitude. Good luck!

## English reading and written communication

**You will cover this within your GCSE English, reminders below to support your non-exam assessment (NEA) and examined assessment (EA).**

Think about the **register** and **tone** of what you are going to write:

- what will be the tone/attitude of the writing? Think of extended-response questions (ERQs) as professional evaluations; therefore, what is the tone of the question formal or informal?

Proofread your writing for readability:

- check one area at a time:
  - **spelling** – this includes looking for commonly confused words; for example, homophones such as **there**, **their** and **they are** or **practice** and **practise** – words that have the same pronunciation but different meaning or spelling
  - be aware of your own ‘common’ mistakes, and check for these (for example, mistyping letters the wrong way round in certain words)
  - **punctuation** – you could take one area at a time, for example:
    - checking for correct use of capital letters
    - using a full stop to end a sentence
    - using commas to make meanings clearer and to separate clauses in a sentence
    - using colons to explain or expand on something
    - using apostrophes to show possession or omission
    - using a question mark when asking a direct question
  - **grammar** – have you written in full sentences? Have you used the correct subject-verb agreement and tense? Do you jump from past to present tense?
- ways to proofread:
  - place a ruler underneath each line as you read
  - proofread backwards (for example, start on the last paragraph)
- read your writing aloud or in your head when in exam conditions – put yourself in the reader’s shoes
- proofread after you have answered the question and then again at the end of the assessment if there is time
- read slowly and carefully – do not skim read!

## Tenses activity

This will support your NEA and EA to make sure you are writing in the correct tense relevant to the task or the question.

There are three main tenses in English: past, present and future.

The past describes things that have already happened, for example: 'I went on a park run last week'.

The present tense describes things happening right now, for example: 'It smells delicious in the kitchen'.

The future tense describes things yet to happen, for example: 'Next year I am going to Australia'.

Identify the tense of the following sentences.

| Sentence                                  | Tense: past/present/future |
|---|----------------------------|
| 1. We will go to the cinema on Saturday.  |                            |
| 2. Rashid is eating his lunch.            |                            |
| 3. Mario is walking to the shops.         |                            |
| 4. Viktoria slept all day yesterday.      |                            |
| 5. Mr and Mrs Perez are speaking Spanish. |                            |
| 6. My parents flew from Gatwick airport.  |                            |
| 7. I am going to read a book.             |                            |
| 8. Elena is writing a story.              |                            |

## Assessment ready – top tips to get you started

### Tips for non-exam assessment

1. Read the whole task. Check what is required of the task to get a good understanding of how you will approach it.
2. Think hands-on! This is a practical task so show off your skills that are essential to your subject as you respond to the brief.
3. To Get The Marks I Must (TGTMI). Circle or underline the important elements of the task and make sure you respond to each of these in your work.
4. Focus. Make sure your responses are focused on the given brief and relevant task.
5. Good reading and writing skills. When completing your work try your best to write in a logical order using well-constructed sentences as well as showing good use of grammar, punctuation with limited spelling mistakes and include subject-specific related terminology.
6. Make your point and back it up. When making judgements, decisions, and conclusions, when referring to your clients' results and targets as well as their training programme and diet plan, support them with explanations and data where applicable.
7. Source information. If your task allows you to access the internet and you have gathered information, make sure if you have sourced where the information has come from, and you have rewritten it into your words.

### Tips for examined assessment

1. Read the question more than once.
2. Make notes of keywords in the questions – you could underline or highlight these to remind you to define or use them in your answer.
3. Look at how much space you have been given for the response, if there is a big space it means it will require an extended or in-depth answer.
4. Take a note of the number of marks the question has – the bigger the mark, the more detail required.
5. Remember, you do not have to do the exam in a sequenced order – if you do not know an answer, move on to another question and go back to any unanswered questions once you have answered all the questions you know.
6. Take note of plural words in questions – it may be asking for more than one, for example, what are the effects of smoking and age?
7. If you have mathematics questions, set them out correctly, show working out and add units – this can be useful if you input incorrectly into a calculator or if you get an incorrect answer; you could still be awarded marks for the method and working out.
8. What verb is being used in the question? Is it asking you to describe, explain, identify, justify, or assess? Each verb has a different meaning, so how and what you respond with will depend on this.
9. Plan long response questions so they are constructed in a way that answers the question (for example, quite often people just write everything they know about the topic and the question is left unanswered).
10. Do not leave blank responses – if you cannot think of an answer but know something about the topic, by writing something this gives you the opportunity of being awarded some marks rather than zero if it is not attempted.

# Understanding the different types of exam questions

## Multiple-choice questions (MCQs)

Now some handy tips around MCQs, first and foremost, read the MCQ in its entirety before looking at the answer options, do not go to the answers first.

### Tip 1: question requirements

The first thing to check is what the question is asking you to address, as there can be some examples that could easily be missed.

- which option would be **unsuitable** for the situation described?
- which of the following is **not subject** to...
- explain the **impact** of...
- choose the **best** data type for...
- which **primary** sources of research should be used for...

For example, using Graphic Design. Some questions can be tricky. They might ask you something you do not expect. You need to be really careful to read them properly.

Look out for questions that ask you to find things that **do** or **do not apply** to a design. For example, a question might ask about all types of fonts, but it really only wants to know about one kind.

Also, check if the question is asking about something specific, like a certain type of design style or software.

Tip: circle or highlight important words in the question to help you answer it correctly.

### Tip 2: try before checking

#### Be aware of similar options

- A. Pixel based
- B. Saturation
- C. Scan resolution
- D. Stencil

Read the question carefully to identify exactly what type of response is required.

There may be more than one option, so circle or highlight any correct answers that apply (for example, choose one option, tick two boxes, or choose all that apply).

Sometimes, but not always, the number of marks available will indicate the number of options to choose.

### Tip 3: elimination

| Choose the correct option |   |
|---------------------------|---|
| A. Option 1               | ✗ |
| B. Option 2               | ? |
| C. Option 3               | ? |
| D. Option 4               | ✗ |

Finally, even if you do not know what the right answer is, you may know what the wrong answers are. Start to think about the question and rule out different options. It is worth noting this on the paper so you can refer back to it. Then just by considering the remaining choices and carefully re-reading the question could help to gain the marks.

## Study tips for MCQs

Take a range of sample questions to explore this process. This will increase your confidence when choosing the correct answer from your own knowledge base.

Write your own MCQs as part of a revision activity. You could do this with peers, where you could each write MCQs to explore existing knowledge, then provide answer choices that could be correct or incorrect.

## Short-answer questions (SAQs)

Now some tips around SAQs, it is really important the question is read carefully. Here are a few things to look for:

- **Remember that SAQs require short answers!** The marker is looking for very specific points in the answer and it is a waste of time to add extra information that was not asked for. Keep answers concise and to the point, focus on hitting all the points you need to and give examples if/where appropriate
- **Read carefully and think about what you should be showing in your answer** – in SAQs you are probably being asked to **demonstrate and apply knowledge and understanding**
- **Take note of the important words and phrases** in the question and rephrase the question's important terms in your answer – this should help to ensure you stay on topic and include the relevant points
- **Refer to the first point and use the marks available** for each question to inform what you write – two marks normally means you should make two points, three marks you should make three points and so on; be aware of and apply this when you are answering this type of question
- **Practise different command verbs:**
  - identify the purpose of...
  - describe the meaning of...
  - explain how these two methodologies could be...
  - discuss the importance of...
  - assess why using...
- **Does the question have two parts or multiple command words**, such as describe **and** explain – or explain and justify?
- **Know the style of questions you could be asked:**
  - explain which methodology would be unsuitable for the situation described
  - discuss the potential impact
  - explain how a technique can be used to resolve an issue
  - describe the actions you would take and the impact they would have
  - circling and highlighting this key information on the exam paper is encouraged and will help ensure the question is correctly addressed



## SAQs top tips

### Example SAQ

Here is a SAQ in relation to Engineering and computer-aided machine (CAM).

A laser cutter is a computer-aided machine (CAM) often found in an engineering workshop. Justify the need for full training prior to using this computer-aided machine.

**[2 marks]**

### Tip 1: read the question and identify context

In this question, you are presented with the context of a laser cutter. In terms of context, the CAM is something that could be found in an engineering workshop.

In relation to this, the question asks you to justify the reason why full training is needed prior to using the laser cutter.

### Tip 2: identify the command verb

Identifying the command verb as justify tells you that you must explain your knowledge to the situation to provide a reasoned explanation.

**Justify** – explain the reasons or make something clear in relation to a particular situation. An explanation requires understanding for the why and the need.

### Tip 3: use plain and direct language

Use easy-to-understand words when you answer the question. Be clear and to the point. Short answers are often the best!

### Tip 4: apply your knowledge

Safety first! That is why you need proper training before using the CAM.

Imagine if you tried to drive a car without learning how first – it would be super dangerous, right? It is the same with this machine. You need to know how to use it safely to protect yourself and others.

To get full marks, you need to say what safety rules you need to follow **[1 Mark]** and why they are important **[1 Mark]**

For example, you might say:

'Wear safety goggles to protect your eyes from flying bits'.

'Turn off the machine when you are not using it to stop accidents'.

## Extended-response questions (ERQs)

### ERQs written response tips

ERQs (those super long questions) might seem scary, but do not worry! Here is how to tackle them:

- **Read it twice** – make sure you really understand what the question is asking.
- **Brain dump** – jot down ideas, make a list, or draw a mind map to get your thoughts organised.
- **Use the question words** – words like 'explain', 'compare', or 'evaluate' tell you what to do.
- **Stay on track** – keep checking your answer matches the question.
- **Write it right** – use proper grammar and sentence structure.
- **Show off your vocabulary** – use technical words related to the topic.
- **Weigh up the options** – if you need to, talk about the good and bad sides of something.
- **Get started** – even if you are stuck, look at the question for clues.
- **Check your work** – look for any mistakes in spelling or grammar.

Remember, your writing skills matter, so take your time and make it awesome!

## Common problems/issues

### Common writing mistakes

Here are some things to watch out for when you write:

- **Apostrophes** – only use them to show that letters are missing (like 'cannot') or to say something belongs to someone (like 'Alex's book').
- **Plurals** – do not add an apostrophe to make words plural (like 'cats' not 'cat's').
- **Capital letters** – use them for names of people, places, and important words.
- **Commas** – use them to separate words in a list and to break parts of a sentence.
- **Formal writing** – use proper, grown-up language.
- **Spelling** – double-check your words, especially tricky ones. Use British spellings (for example 's' not 'z!').
- **Do not talk like you speak** – write in the correct English way, not like you are chatting with friends. Not in text speak!
- **Contractions** – do not use words like 'do not' or 'cannot' too much in formal writing.
- **Punctuation** – use things like colons, semicolons, and dashes to make your writing clear.

If you do not understand any of this, ask your English teacher for help!

## Tips for ERQs key focus areas

ERQs are often asking you to do similar things. Here are three common types:

1. **Compare and contrast** – you will need to say how two things are alike and different and explain why you picked one over the other.
2. **Evaluate** – you will need to judge something, like how well a plan works or if a rule is fair. Explain why you think what you think.
3. **Impact** – you will need to say what effect something has on something else.

The more you practice answering these kinds of questions, the better you will get. Try to come up with your own ERQs and answer them. Use tricky words in your questions to challenge yourself!

### Tip 1: understand

The first thing you need to do is really understand what the question is asking. It is easy to miss important bits.

### Tip 2: what is it about?

Figure out what the question is about. What topic does it cover? Underline or circle the important parts.

### Tip 3: what is the deal?

- What is the situation in the question?
- Are you comparing things?
- Evaluating something?
- Or looking at what happens next?

### Tip 4: what is the focus?

Is there a specific part of the topic you need to write about? Think about what the question is really asking you to do. For example, if it is about health and social care, do they want you to talk about services available to support a person with their mental health, or do they want you to discuss the role of a mental health practitioner?

### Tip 5: make a plan and identify the topic/content area that is being addressed

Once you know what the question wants, it is time to plan your answer. You need to identify the topic and content area that is being addressed. Identify the circumstances given in the question.

### Tip 6: check your work (proofread)

Once you have finished writing your answer, it is super important to check it over. This will help you get better marks!

Look for these things:

- Does it make sense?
- Is your answer clear and easy to follow?
- Did you use words from the question? Use key terminology related to the question.
- Check your spelling and grammar. Are your sentences correct? Did you use full stops and commas in the right places?
- Use the right words. Did you use special words that show you know your stuff? For example, if you are writing about market research, use words like 'Primary market research' and 'Secondary market research'.

## Exam revision tips:



Get ready for your EA

**Extra lessons** – go to those after-school help sessions. They will boost your confidence.

**Know your stuff** – figure out what you know well and what you need to work on. Make a plan to improve the stuff you do not know.

**Learn the words** – write down important words and their meanings on flashcards or sticky notes. Quiz yourself often.

**Review your work** – look over your notes and books. Teaching someone else what you know is a great way to learn.

**Ask yourself questions** – when you study, ask yourself ‘who, what, where, when, why, and how’ about the topic.

**Quiz time** – make your own quizzes with your friends. It is a fun way to learn.

**Mind maps** – draw pictures to help you remember things. For example, draw a brain with all the parts labelled.

### Exam Time

**Practice makes perfect** – try answering different types of questions, like multiple choice and long answer.

**Read carefully** – make sure you understand the question before you start writing. Check how many marks it is worth.

**Break it down** – figure out what the question is really asking. What information do you need to use?

**Past papers** – try past examinations to get used to the style of questions. Time yourself to practice working quickly.

**Plan your answer** – for long answers, make a quick plan before you start writing. This will help you stay on track.

**You have got to practise to be good at something** – doing past papers might not be fun, but it is a super helpful way to get ready for your examinations. Do not just stick to the stuff you know – try questions about things you are not so sure about. This will help you figure out what you need to learn.

**Start early, not late** – cramming the night before is a bad idea! Give yourself plenty of time to learn everything. Aim to start revising at least a month before your examinations.

**Find your learning style** – everyone learns differently. Try out different ways of making notes until you find one that works for you. Mind maps, lists, or flashcards might help.

**Make a plan** – write down what you need to revise and when you are going to do it. This will help you stay organised and make sure you cover everything.

**Get some sleep** – sleep is really important for your brain. It helps you remember stuff. Aim for around 8 hours of sleep each night.

Good luck with your examinations!

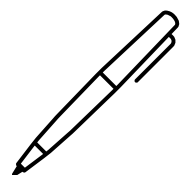
## Useful generic websites

- [BBC Bitesize](#)
- [Good notes – The best note-taking methods for college students and serious note-takers](#)
- [University of Oxford – Exam wellbeing and preparation](#)
- [Childline – Preparing for exams](#)
- [The Open University – Revision techniques](#)
- [The Guardian – How to prepare for exams more efficiently](#)

Your school will offer help and support if you need it.

## Notes

Use this space to add any of your own notes.



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