

# Revision Strategies & Exams Information



# MOCK EXAMINATION TIMETABLE- AUTUMN 2024



Date	Start time	Exam	Length of exam	Year group
Monday 25 <sup>th</sup> November	9.15am	GCSE English Literature	2 hours	11
	1.30pm	GCSE Biology GCSE Double Science (Biology) GCSE Applied Science	45mins 45mins 1hour	11
Tuesday 26 <sup>th</sup> November	9.15am	GCSE Mathematics - Unit 1	1hr 45mins (Higher & Intermediate Tier) 1hr 30mins (Foundation Tier)	11
	1.30pm	GCSE Chemistry GCSE Double Science (Chem)	45mins 45mins	11
Wednesday 27 <sup>th</sup> November	9.15am	GCSE Mathematics - Unit 2	1hr 45mins (Higher & Intermediate Tier) 1hr 30mins (Foundation Tier)	11
	1.30pm	GCSE Physics GCSE Double Science (Physics)	45mins 45mins	11
Thursday 28 <sup>th</sup> November	9.15am	GCSE Welsh - Unit 3	1hr 30mins	11
	1.30pm	GCSE Media - Unit 1	1hr 30mins	11
Friday 29 <sup>th</sup> November	9.15am	GCSE History - Unit 3	1hr 15mins	11
Monday 2 <sup>nd</sup> December	9.15am	GCSE Business Studies - Unit 1, Section A	1 hour	11
		GCSE French - Unit 3	1hr 15mins	11
	1.30pm	GCSE Computer Science	1hr 30mins	11
		GCSE French - Unit 4	1hr 30mins	11
Tuesday 3 <sup>rd</sup> December	1.30pm	GCSE Product Design - Unit 1	1hr 30mins	11
Wednesday 4 <sup>th</sup> December	1.30pm	GCSE PE	1hr 30mins	11

## REAL Exam!!!:

Wednesday 8 <sup>th</sup> January 2025	9am	GCSE English Literature Unit 1	2 hours	11
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# What does work?

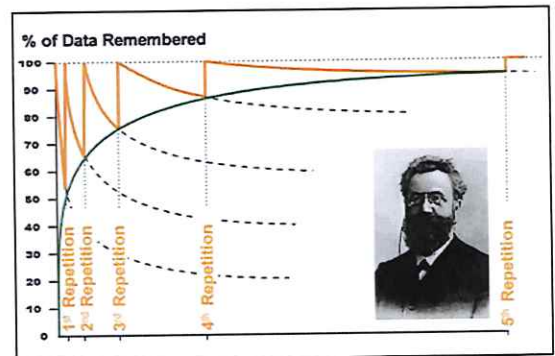


## Retrieval practice

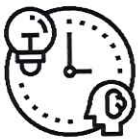
Retrieval is trying to remember information you have previously learned, so you can access it easily at a later date. When we are asked a question, our brain makes connections to other things we know. By repeating the question regularly, those connections are strengthened, and eventually the information transfers to our long term memory.

## What does the research say?

This is one of the most extensively researched areas of learning - dating back to Ebbinghaus in 1885. If we only learn something once, we are more than likely to forget it; we need to force ourselves to remember and re-learn the information if we want to cement it in our long term memory. Look back at the study on the previous page – those students who self-tested 3 times before the exam were far more successful than those who just re-read the text.

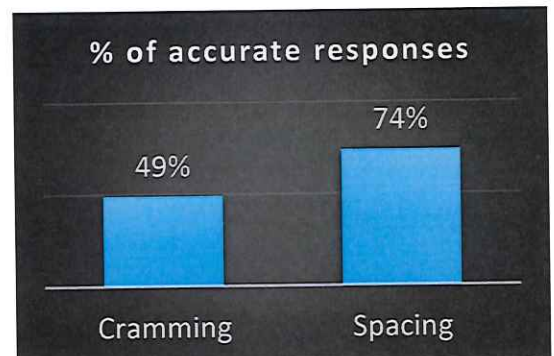


## How can you make it even more effective?



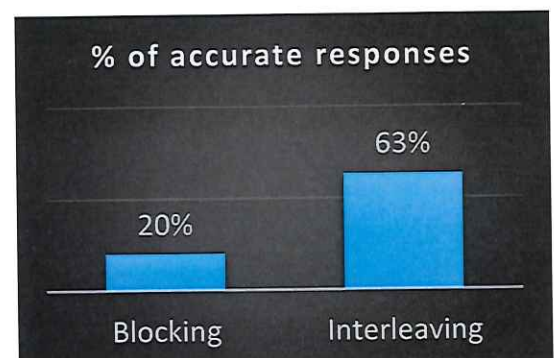
### Spacing

Cutting up your revision into smaller chunks and spacing them out over a period of time is much more beneficial than cramming an entire subject in a day. An hour of Physics each day for 5 days is much more effective than 5 hours in one day.



### Interleaving

To improve your results further, also consider interleaving. This is where you mix up the subjects and topics you revise: 30 minutes of Shakespeare, 30 minutes of algebra, 30 minutes of Poetry, 30 minutes of Ratio - rather than an hour of English and an hour of Maths.



A 2007 study (*Rohrer and Taylor*) found that students who spaced out their revision over a week, compared to one sitting, achieved a much higher average mark in their final exams. In a second study, students were given a mock test after blocking or interleaving and another test a week later. Even though blocking was effective in the mock test the next day, the students who used interleaving did considerably better a week later in the final exam.

Need some examples of effective retrieval strategies?  
Read on...

# What doesn't work?

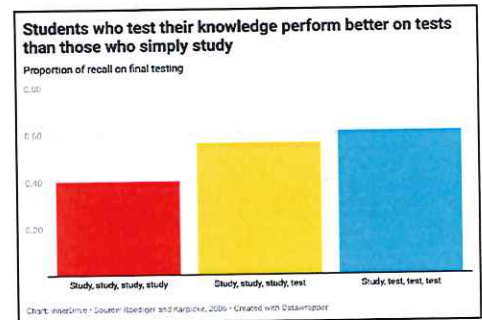


## Re-reading notes and highlighting key points

According to research, 84% of students admit to using this technique to revise, and 55% claim it is their favourite technique. But is it really effective? Reading a whole chapter of a textbook, or reading through 3 previous essays, is quite a lot of work, so surely it's beneficial? But how much do you actually remember the next day, next week, next month?

## What does the research say?

A study in 2006 (*Roediger and Karpicke*) compared the learning of three groups who used a combination of re-reading and retrieval practice to prepare for a test. When asked, those who just relied on re-reading *believed* it was an effective strategy for learning and felt really confident about the final test. The results said the opposite, though - those who used retrieval practice did at least 30% better in the final test.



Another study in 2016 (*Smith et al*) took similar groups and subjected half of them to stressful environments before testing how much they could remember. Students who had just re-read their notes performed 32% worse in stressful situations, whereas students who had used retrieval practice were not negatively affected by increased stress. This is clearly beneficial in exam situations.

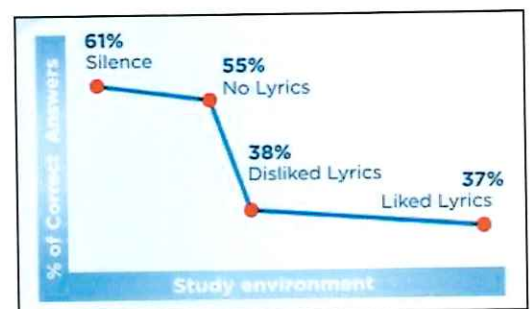


## Listening to music when revising

Music can be beneficial for certain tasks - it can improve our mood, boost our motivation and increase creativity. But is it helpful when revising? According to research, 47% of students believe music helps them concentrate and 29% claim it keeps them calm.

## What does the research say?

A 2014 study (*Perham and Currie*) compared four study groups: one group working in silence; another revising to songs they liked; a third group revising to songs they didn't like; the final group listening to music without lyrics. Those revising in silence performed significantly better than those listening to songs with lyrics, and it made no difference if they liked the songs!



Despite what many students think, listening to your favourite songs is not the best way to revise; music takes up processing space in the brain, leaving less space to process revision materials.



Lots of testing – also known as retrieval practice – done in silence, is the best strategy when revising.  
How can you make this even more effective? Read on...



# Retrieval strategies



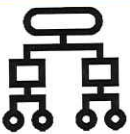
## Brain dump

Choose a topic and write down as much as you can remember, without referring to your notes. Check your notes and see what you missed then try to fill the gaps without the notes. Check your notes a third time and add the missing information.



## Flash cards

Write flashcards for each topic, in all subjects, then mix them up for the most effective revision. Check out the Leitner System for effective spacing and interleaving. Keep your flashcards simple – one question, one answer per card.



## Map it out

Take an essay question or writing question and map out your answer, without writing a full response. Look at the mark scheme and decide if your plan meets the criteria. Do this for a number of questions, then choose one and write the full response.



## Past papers

Ask your teacher for practice questions or exam papers. Complete them without notes in exam conditions, then check your answers and identify the gaps in your knowledge, so you can target your revision.



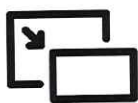
## Quizzes

Write a set of questions and answers and ask someone else to test you. It's important to either write or say your answers aloud. Reading through quizzes in your head can give you a false sense of security.



## Practise introductions

For essay subjects, take a past exam question and practise writing effective introductions and conclusions. Look back at your notes and remind yourself of the important things to remember. Practise for different topics, texts and papers.



## Thinking hard: reduce

Read a section of your notes then put them aside and reduce what you read to 3 bullet points, each one no more than 10 words. Look back at the notes and decide if you missed anything important. Hide the notes and write a fourth bullet point.



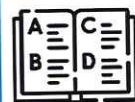
## Thinking hard: transform

Read a paragraph from your notes or a text book and transform it into a diagram, chart or sketch – no words allowed. Look at a diagram in Science, for example, and transform it into a paragraph of explanation.



## Thinking hard: connect

For each subject, consider the exam papers and group together questions that require the same technique to answer. Write down the requirements of each type. Find a previous example you've completed and identify where you've met the criteria.



## Key vocabulary

For a particular topic, make a list of key vocabulary, then do the following: define each word; use each term in a sentence; create a question where the key word is the answer; identify other words which connect to each of the words in your list.

## 5

### Step Study Plan

It's never too late to plan your revision!

This simple plan from @KateJones\_teach & @Inner\_Drive is a great place to start. 



#### Make a list

What do you need to know? Break it down into topics and units. When you can retrieve it without effort, cross it off the list. It might help with motivation and organisation to have a 'to do' and 'have done' list.



#### Timetable a spaced schedule

Look back at the notes about spacing and interleaving. Study each topic little and often and mix up subjects and topics so you are revising a mixture each day. Be sure to leave yourself enough time to cover everything.



#### Use effective study strategies

That's what this booklet is all about. Keep re-reading and highlighting to a minimum. Highlight what you need to learn – but that won't make you learn it. Test yourself, using retrieval strategies. Think twice before loading up your favourite playlist!



#### Identify the gaps in your knowledge

Having used the retrieval strategies, where are the gaps? What are you confident with? What do you need to go back to? What do you need to study more? Be honest with yourself – don't just focus on what you *do* know.



#### Close the gaps

Repeat the third and fourth steps of the plan until you are confident with everything. Some parts will be difficult, but don't give up. The harder you have to think, the more likely you are to remember in the end. 'Memory is the residue of thought.' (*Dan Willingham*)



# What else helps?



## Get some sleep

How many hours of sleep do you get each night? On average, teenagers claim to get 6-7 hours a night, when they should really be aiming for 9-10 hours. If you are only getting 6-7, you are depriving yourself of over 1000 hours of sleep each year. You must be exhausted!

### What does the research say?

Put very simply, we experience two types of sleep: deep sleep, which helps our body to recover; and REM, which helps restore our mind. Without enough REM sleep, you are much more prone to anxiety, stress, lack of concentration, mood swings and poor decision making.

A 2009 study (*van der Helm and Walker*) found a 40% reduction in memory when sleep deprived. Not only that, but you are more likely to forget positive memories when tired, just recalling and retaining negative memories. Excessive sleep loss therefore impacts on our mental health and stress levels.



## Limit your screen time

Mobile phones can be great tools for learning but are they having a negative impact on your learning? Catching up with friends, social media, movies and box sets is great – but when is the best time to do these things?

### What does the research say?

A 2014 study (*Thornton et al*) found that just having a mobile phone nearby can lead to a 20% reduction in attention, concentration and performance.

Another study in 2013 (*Wood et al*) found that the glare from phones and iPads tricks our brain into thinking it is daytime, therefore stopping melatonin (the sleep hormone) being triggered. Two hours on your phone or iPad at night results in 20% less melatonin being released. At the very least, dim your screen prior to bedtime - or better still, don't use it at all.



## Look after yourself

Being kind to yourself each day can have a big impact on your performance during revision and exams. Take a break and get some exercise. Aim to start the day with cereal or toast – but be sure to treat yourself later on in the day. Find time to do the things you love. Reward yourself for your hard work.

### What does the research say?

A range of studies in 2016 (*Miller and Krizen*) found that students who took a 12 minute walk reported a 20% increase in happiness, attentiveness and confidence, compared to those who spent that time sitting down. Even taking a 5 minute walk resulted in similar benefits. Break up your study sessions with a quick stroll and see for yourself.

When exams get closer, we should increase the amount of time that we spend revising and make a plan for revision.

However, it is important to identify how you best study and revise early on. This will help you throughout your studies.

So let this guide give you a helping hand with some tips about revision and exams.

**Happy revising!**

## WHAT TYPE OF REVISER ARE YOU? TAKE THE QUIZ!



You have to study 'Of Mice and Men' for your English exam. How do you prefer to revise?



You have to do a report for media studies on a piece of popular news. How do you prepare?



In classes like chemistry, what type of lessons do you enjoy the most?



Your friend wasn't in class and you have to tell them what they missed. How would you go about it?

Everyone's brain works differently and it can be good to use a variety of different techniques when revising. Are flash cards your thing? Or do you prefer diagrams or mind maps? Take this quiz to find out.

**A**

Watch the film or see it on stage

**B**

Listen to an audio book or to the teacher

**C**

Read the book alone

**A**

Gather loads of newspapers and highlight the important bits

**B**

Discuss the news stories with your classmates

**C**

Make notes on current news stories

**A**

Experiments or demonstrations

**B**

Listening to the teacher explain theories and discussing them

**C**

Reading from your textbook and taking notes on the key points

**A**

Draw a flowchart to show each part of the theory

**B**

Explain in your own words or simplified terms

**C**

Show them your notes and summarise



### If you mostly answered As

You remember things better when you see something visual that explains the topics you're studying.

#### Try these revision tips:

- Draw your own diagrams, cartoons or illustrations to remember big or difficult topics.
- Watch a video or documentary.
- You can't draw everything – add smaller doodles to your notes.
- Find infographics, posters and other visual resources online to help you.



### If you mostly answered Bs

You learn best by listening to someone talk about a subject and then discussing it through.

#### These tips are also worth a try:

- Teach someone. This involves discussion, understanding and interpretation, and is ideal for remembering your topic.
- Use audiobooks.
- Record yourself and play it back to yourself on the bus. Or recite what you know about a topic when you're doing the washing up.



### If you mostly answered Cs

Old fashioned written notes work best for you, but try these tricks to save time and avoid boredom.

#### Why not have a go with these ideas?

- Post-it notes. Everywhere!
- Flash cards. For the epic note taker, these smaller cards help you focus on what's important.
- Try blurring. Write your notes down over and over again until you remember everything.



# YOUR SECRET WEAPON AGAINST REVISION

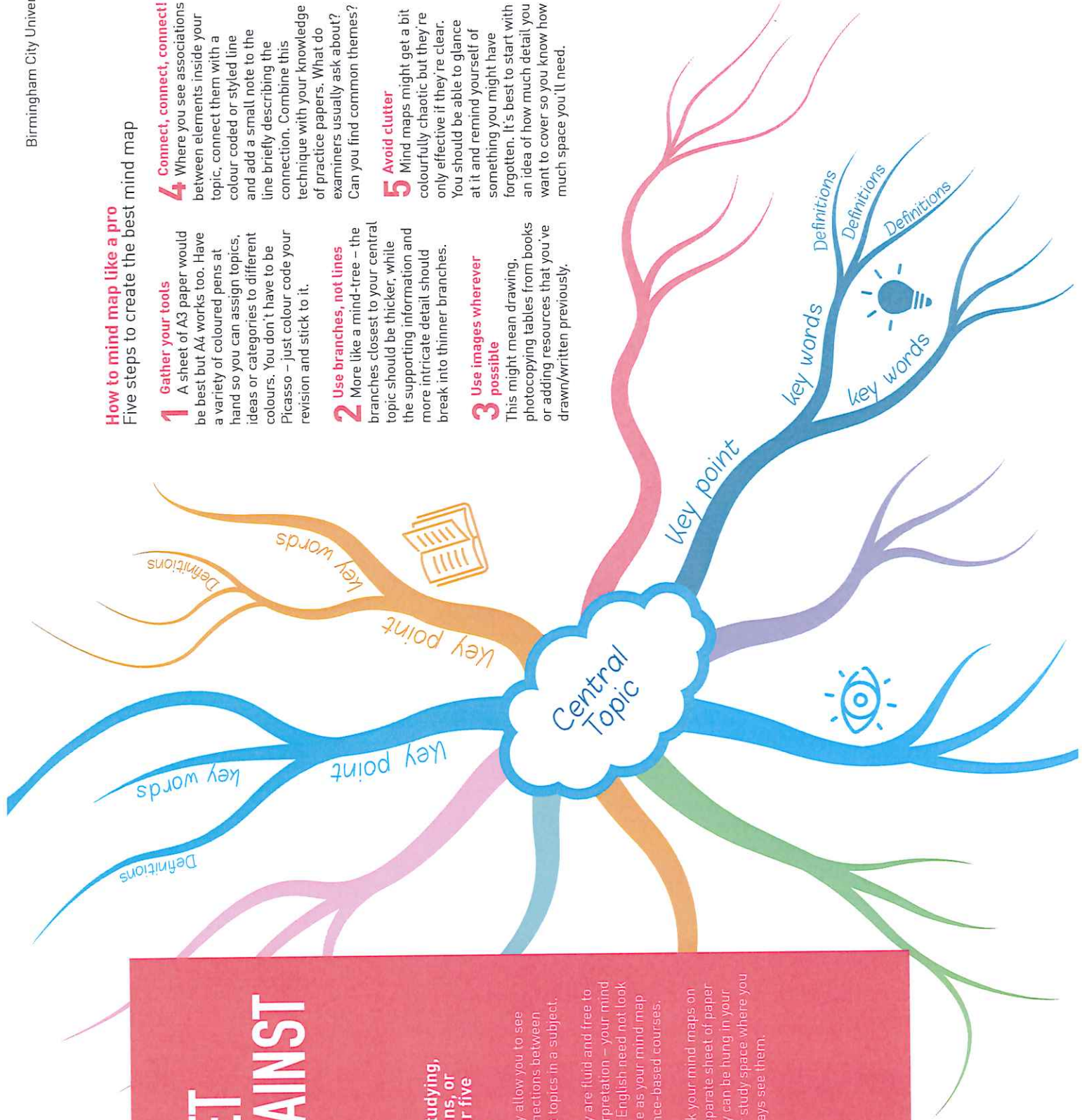
Mind maps work for any type of studying, be it essays, revising, presentations, or coursework projects. Here are our five reasons why we love mind maps!

- 1 You know how you get tired of looking at revision books? It might be because you find them boring but it's also because you're only consuming one type of information. Mind maps, on the other hand, harness the full range of skills – word, image, number, logic, rhythm, colour and spatial awareness – all at once. This activates more parts of your brain and improves your memory.
- 2 Mind maps allow you to present large amounts of information on one page by creating associations between image, word and colour.
- 3 They allow you to see connections between different topics in a subject.
- 4 They are fluid and free to interpretation – your mind map for English need not look the same as your mind map for science-based courses.
- 5 Stick your mind maps on a separate sheet of paper and they can be hung in your room or study space where you can always see them.

## How to mind map like a pro

Five steps to create the best mind map

- 1 **Gather your tools**  
A sheet of A3 paper would be best but A4 works too. Have a variety of coloured pens at hand so you can assign topics, ideas or categories to different colours. You don't have to be Picasso – just colour code your revision and stick to it.
- 2 **Use branches, not lines**  
More like a mind-tree – the branches closest to your central topic should be thicker, while the supporting information and more intricate detail should break into thinner branches.
- 3 **Use images wherever possible**  
This might mean drawing, photocopying tables from books or adding resources that you've drawn/written previously.
- 4 **Connect, connect, connect!**  
Where you see associations between elements inside your topic, connect them with a colour coded or styled line and add a small note to the line briefly describing the connection. Combine this technique with your knowledge of practice papers. What do examiners usually ask about? Can you find common themes?
- 5 **Avoid clutter**  
Mind maps might get a bit colourfully chaotic but they're only effective if they're clear. You should be able to glance at it and remind yourself of something you might have forgotten. It's best to start with an idea of how much detail you want to cover so you know how much space you'll need.







# REVISION HACKS

**YOU'VE LEARNED YOUR STUFF. YOU'VE BEEN TO CLASSES, BUT ASSESSMENTS AND EXAMS ARE APPROACHING AND IT'S TIME TO REVISE. NOW YOU'RE WONDERING WHERE TO START.**

Revision can be useful not only in exam season, it can also be handy for brushing up before completing your assignments too. Helping the information you have learned stay fresh in your mind, so you cover all those important points in your submissions and achieve better results.

We have compiled a list of tips and tricks to ensuring you get the best out of your revision.



## QUICK TIPS

- 1** Type in a sans-serif font like Arial. They are fast fonts to read which is why they are used for nearly everything!
- 2** Spray an unfamiliar scent. This can make you more alert if you're tired.
- 3** Listen to music but not something you like, it's distracting! Try something instrumental.

### Problem:

*I'm completely unmotivated.*

### THE HACK:

Reward yourself with sweets or a healthier snack. Use small food that comes in large quantities and space them out across the pages of your work books and notes. Once you've completed a page you can treat yourself.

### Problem:

*I have four exams and a resit. I don't know what to focus on first!*

### THE HACK:

Start with the subject that gives you the most trouble. Even if the exam you're dreading the most is the last one you sit, you will need to spend more time on it. You'll feel more confident if you dedicate more time to it.

### Problem:

*I find it really hard to start because I get distracted.*

### THE HACK:

When you're revising, everything else seems more fun and it's hard not to sneak a little look at social media after you've written a paragraph of notes. To stop your phone distracting you, try:

- Putting it on airplane mode
- Placing it in another room or with a family member
- Using a mobile app that rewards you for not using your phone for a period of time.

### Problem:

*I'm finding it hard to manage my time.*

### THE HACK:

How does anyone have time to do everything with exams coming up?! The answer? Lots of planning. Start with filling out the revision timetable in this booklet, but for your study sessions the Pomodoro technique is king. It involves setting a timer for 25 minutes and working on an activity until the timer rings, then taking a five-minute break. Repeat this three times and then take a 30 minute break.

### Problem:

*I just haven't got a clue how to get started.*

### THE HACK:

Show what you know. Pick a topic and write down everything you know about it. This will show you what you need to learn and which areas you need to focus on.



# MY REVISION TIMETABLE

## How to plan your timetable

Having trouble starting your revision? Get motivated with a timetable. If you don't know how to make a good one, we've got your back. Just follow these five steps:

- 1. Colour code your sessions**  
to match your syllabus. Having trouble with biology? Mark it red.
- 2. Use the Pomodoro method**  
(which this timetable is built around). Split your revision into 25 minute slots with a five minute break.
- 3. Be sure to build in a break**  
when you come back from work or college - beware of burnout!
- 4. Avoid distractions**  
by turning off your phone or putting it on airplane mode with the internet turned off.
- 5. Traffic light your syllabus**  
Find out what topic needs the most attention and which ones you know well - do this by marking your syllabus. This will allow you to timetable more sessions for the subjects you're struggling with and highlight specific topics in those subjects.

### Follow this rule:

If this came up in the exam, I'd have no idea what to write about.

I know what this topic is about but couldn't answer an in-depth question.

I've got a good understanding of this and I've performed well with this topic on practice papers. I just need to have a regular review.



“Set concrete goals, reward yourself when you complete the goal and think about what you will achieve by studying for the exam.”

SOTON MANUEL  
Sociology student

“Make your revision timetable as realistic as possible. Don't bother filling the whole day with revision if you know you won't stick to it, instead start off with revising for one or two hours a day and then increase the time as you get more into it.”

TINA KODRA  
Psychology student

Download your blank weekly template at

[bcu.ac.uk/revision-table](http://bcu.ac.uk/revision-table)

## MONDAY

8.30-10.30AM	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	30 MIN BREAK
<div>Highlight specific topics inside a subject that need extra attention</div>					
	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	30 MIN BREAK
LUNCH					
2-4 PM	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	30 MIN BREAK
<div>Biology</div>					
4.30-6.30 PM	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	5 MIN BREAK	30 MIN BREAK
DINNER					
Evening	<div>Fit your timetable around your days off. Sometimes you might have work or college so slot in morning and evening sections accordingly.</div>				

## KEY DATES



Mock exams  
STARTS DEC



Exams begin  
STARTS MAY



BTEC exams are over!  
MID JUN



GCSE and A Level exams are over!  
END JUN



(Onwards) BTEC results  
MID JUL



GCSE and A Level results days  
MID AUG



# ANSWERING EXAM QUESTIONS

**YOU'VE LEARNED, YOU'VE REVISED,  
BUT NOW YOU'RE SAT IN THE EXAM  
HALL, WONDERING HOW ON EARTH  
YOU'RE MEANT TO GO ABOUT  
ANSWERING THE QUESTIONS IN  
FRONT OF YOU...**

Getting all that knowledge out of your head and down onto paper is more than tricky. So here's some key dos and don'ts to remember when it comes to the exam.

If you're doing a coursework-only subject or qualification, your uni degree may well include exams, so these tips will be useful to help prepare you for all kinds of assessments.



## DO

### Prep prep prep!

Get to know your exam. How many questions are there? How many marks are at stake? How long should your answers be? Ask your teachers, practise with old exam papers and get in the know!

### The question!

The question is your friend, it's there to help. Make sure you understand it. Identify key words and what it's asking you to do. Discuss? Evaluate? Compare? Outline?

### PEE!

Always remember to PEE all over your exam. Point: Evidence. Explain. A nice easy structure that's easy to remember and carry out. Make your point, back it up with some evidence and then explain it. Structure can make or break a good exam answer and this technique, as recommended by our student Soton, is a winner.

## DON'T

### Panic!

You've got this. You've done your prep, you know your structure, so don't dive straight in. You have time so use it. Flick through the paper, read all the questions and spend a few minutes planning your answer.

### Waffle!

Absolutely make sure you avoid waffle! You need to be clear and concise. Our student Andreea suggests writing down everything about the topic and then selecting the relevant bits to include in your answer.

### Post-mortems!

It's over. The exam paper has been collected in. You can't change anything. Make sure you get it out of your head and focus on your next exam. Then when they're over, go and enjoy summer!

## COPING WITH EXAM ANXIETY

Worried your exam didn't go well or you haven't revised enough? Taking care of yourself during the exam period is important, so make sure you:

- Talk to someone. Tell your friends, family and teachers about how you're feeling. Even if you're not feeling anxious, talking to others can help you feel less alone in your revision struggles.
- Find something you love and that will distract your mind. Even if it's just playing a video game for an hour a day or making a cake, do something that switches off your brain.
- Don't forget to eat, drink and sleep!
- When exams are looming, it can be tempting to pull an all-nighter or skip lunch, but staying healthy and alert is key to maintaining concentration.



# On your exam day

This checklist will help you to be as prepared as possible for your exams so that you can focus on doing your best on the day.

## Before sitting your exams, ensure you know:

- ☐ the date, time and location of each of your exams. You might find it helpful to write this information in a calendar or planner.
- ☐ who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam.

## What you will need:

- ☐ a clear pencil case
- ☐ at least two black ink pens – blue pens are **not acceptable**
- ☐ an approved calculator for relevant exams
- ☐ appropriate apparatus such as a ruler or protractor for relevant exams
- ☐ a clear water bottle if you wish to take one in – it **must not** have a label

## What you cannot take into exams:

- ☐ any type of phone
- ☐ revision notes
- ☐ any type of watch (this includes analogue, digital and smart watches)



## Other important information:

- ☐ Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator to respond.
- ☐ Fill in your details on the front of your answer booklet.
- ☐ If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet.
- ☐ If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- ☐ Remember to stay silent – talking to a fellow candidate could result in disqualification from all your exams.

## Contingency sessions:

- ☐ There are contingency sessions within the Summer 2025 exam timetable – the afternoon of 11 June 2025 and the morning and afternoon of 25 June 2025. Make sure you are available on all three dates even if you do not have an exam.

If you have any questions about your exams, please ask your teacher or exams officer.



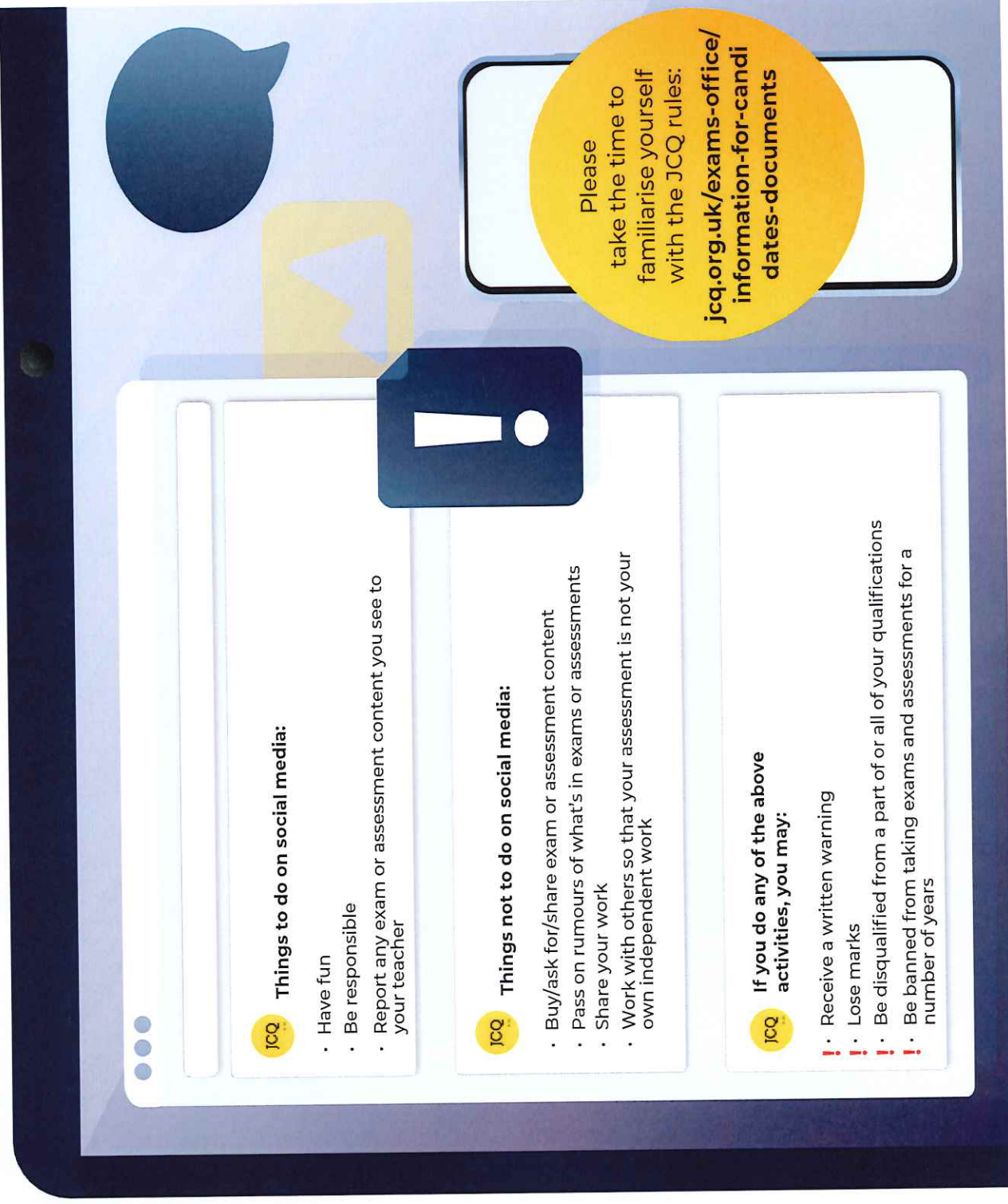
You can also find useful information about preparing for exams at [www.jcq.org.uk/exams-office/information-for-candidates-documents](http://www.jcq.org.uk/exams-office/information-for-candidates-documents)



# Information for candidates Using social media and examinations/assessments

While we like to share our experiences online, when it comes to exams and other assessments, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers





# Warning to candidates



 AQA	 City & Guilds	 CCEA	 OCR	 Pearson	 WJEC
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1

You **must** be on time for all your examinations.

2

**Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.

3

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4

You **must** follow the instructions of the invigilator.

5

You **must not** sit an examination in the name of another candidate.

6

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

7

If you are confused about anything, only speak to an invigilator.

**The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.**



Joint Council for  
Qualifications<sup>CIC</sup>

# Information for candidates

Written examinations

With effect from 1 September 2024

Produced on behalf of:



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**This document has been written to help you.  
Read it carefully and follow the instructions.**

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

## **A. Regulations – Make sure you understand the rules**

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your exams.
- 4 You **must not** take into the exam room:
  - (a) notes;
  - (b) AirPods, Earphones/Earbuds, an iPod, a mobile phone, a MP3/4 player or similar device, a watch, smart glasses or any other smart device.

Any pencil cases taken into the exam room **must** be see-through.

**Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.**

- 5 If you have a watch, the invigilator will ask you to hand it to them.
- 6 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 7 **Do not** talk to or try to communicate with, or disturb other candidates once you have entered the exam room.
- 8 You **must not** write inappropriate, obscene or offensive material.
- 9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 10 **Do not** borrow anything from another candidate during the exam.

## B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
- 2 If you arrive late for an exam, report to the invigilator running the exam.
- 3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 4 Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
- 5 You **must** write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

## C. Calculators, dictionaries and computer spell-checkers

- 1 You may use a calculator unless you are told otherwise.
- 2 If you use a calculator:
  - (a) make sure it works properly; check that the batteries are working properly;
  - (b) clear anything stored in it;
  - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
  - (d) **do not** bring into the exam room any operating instructions or prepared programs.
- 3 **Do not** use a dictionary or computer spell checker unless you are told otherwise.



## D. Instructions during the exam

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
  - (a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;
  - (b) the question paper is incomplete or badly printed.
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 **Do not** start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and or the answer booklet. **Do not** open the question paper until you are told that the exam has begun.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers.

Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.

## E. Advice and assistance

- 1 If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
  - (a) you have a problem and are not sure about what you should do;
  - (b) you do not feel well;
  - (c) you need more paper.
- 3 **You must** not ask for, and will not be given, any explanation of the questions.

## F. At the end of the exam

- 1 If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order.

Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use. For CCEA examinations, any loose additional answer sheets should be placed **behind** your script.

- 2 **Do not** leave the exam room until told to do so by the invigilator.
- 3 **Do not** take any stationery from the exam room. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.