

# Apprenticeship and Certification Study Guide



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## INTRODUCTION

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This “Study Strategies and Exam Preparation Guide” helps you prepare to write the Red Seal exam. It provides direction and information on such areas as study habits, test preparation, and test taking techniques.



Exams are supervised by the Apprenticeship and Trades Certification Division. For a list of designated Red Seal trades, visit the Department of Education and Early Childhood Development website at <https://www.gov.nl.ca/atcd/designated-trades/list-of-designated-trades/> If you are approved to write an exam, and need further assistance, please contact your regional office for further information. (See Page 22)

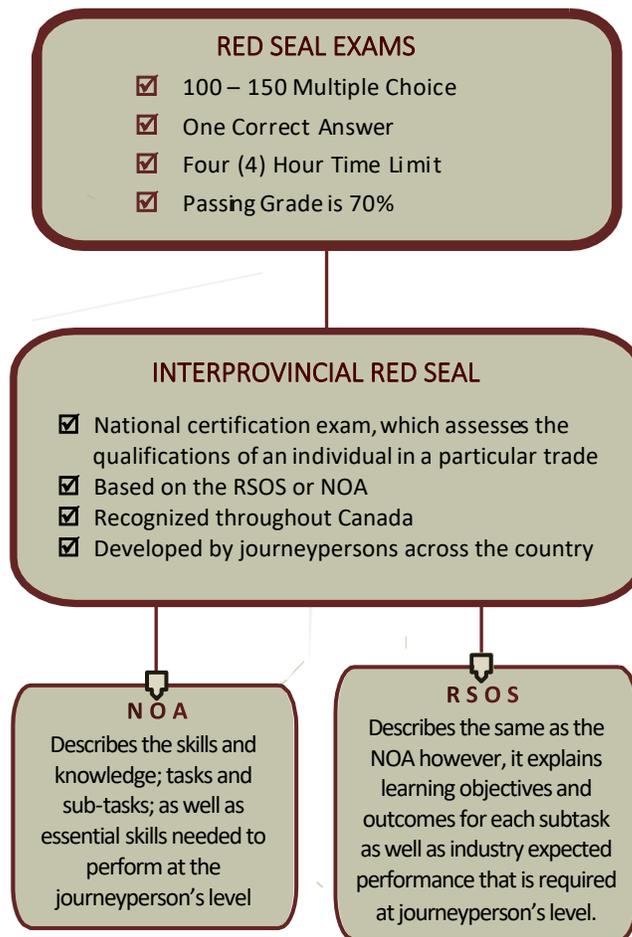
# PREPARING FOR THE RED SEAL EXAM

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## Understanding the Examination Process

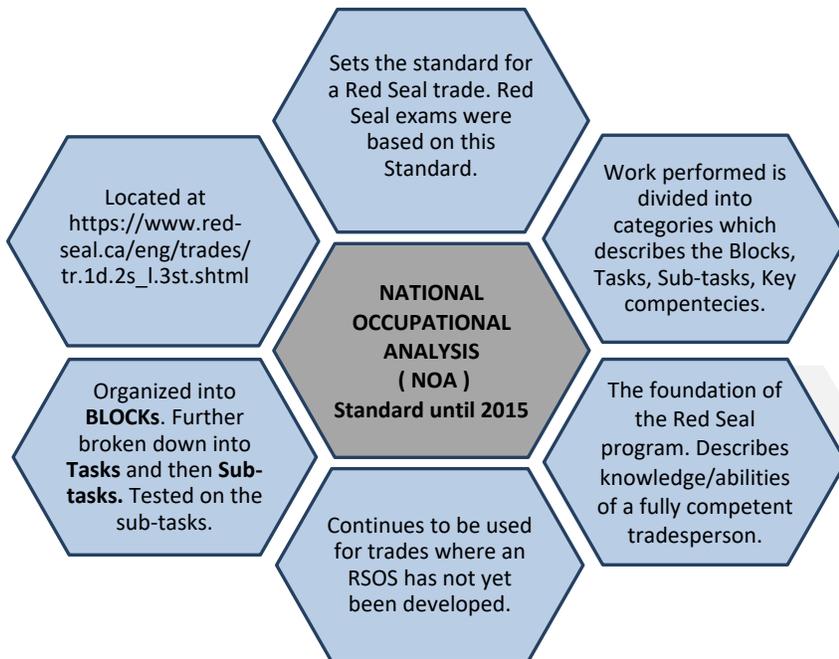
The Red Seal Certification exams are written across Canada. The exam format is multiple-choice.

- ⇒ The **Red Seal** exam is based on the Red Seal Occupational Standard (**RSOS**) or National Occupational Analysis (**NOA**).



## Understanding the NOA and the RSOS

### NATIONAL OCCUPATIONAL ANALYSIS (NOA)



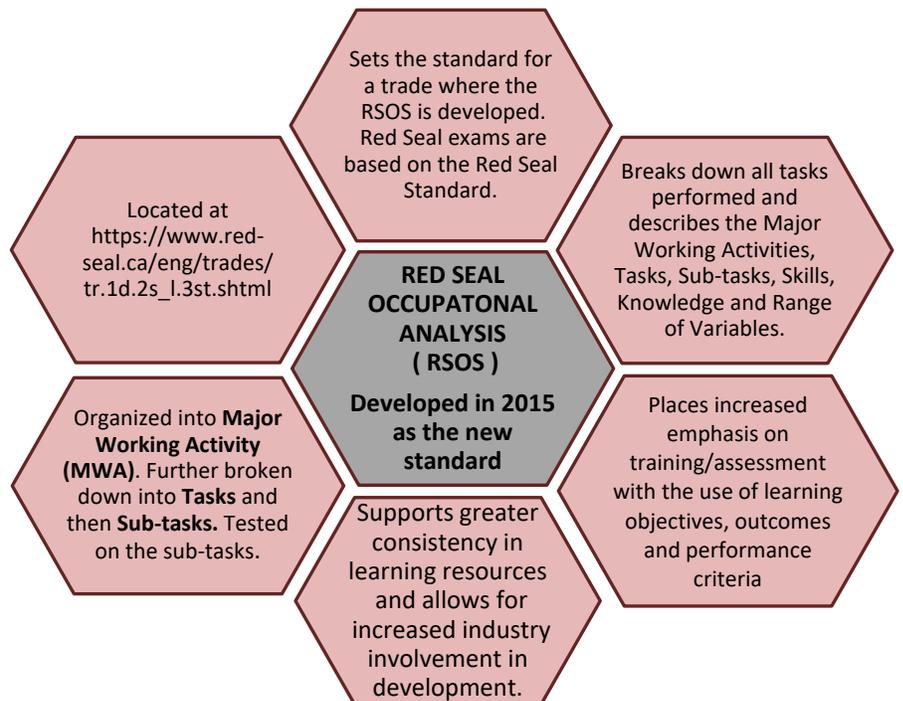
Check your Trade Specific Study Guide, located at: <https://www.gov.nl.ca/atcd/exams/study-guides/trade-specific-study-guides/> for total number of questions on the exam you are writing. The breakdown illustrates how many questions, per section, will be on the exam.

### RED SEAL OCCUPATIONAL STANDARD (RSOS)

**HELPFUL TIP**

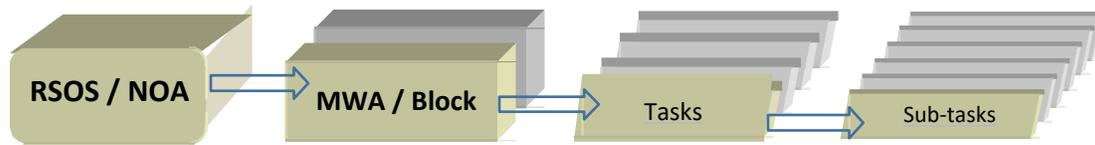
*KNOW:*

Trade Terminology, Tools & Equipment as well as the Acronyms included in the NOA/RSOS could be referenced in the Red Seal exam.



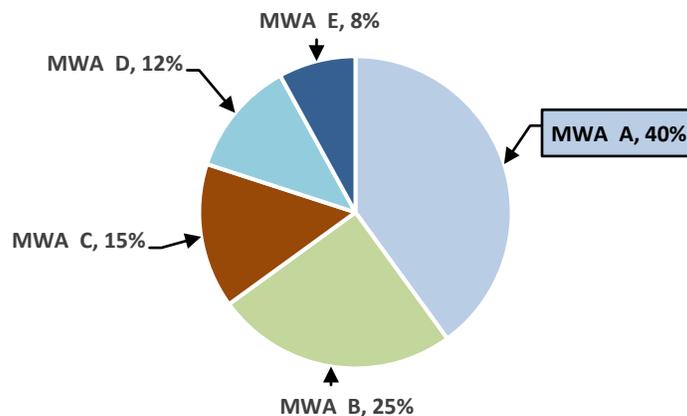
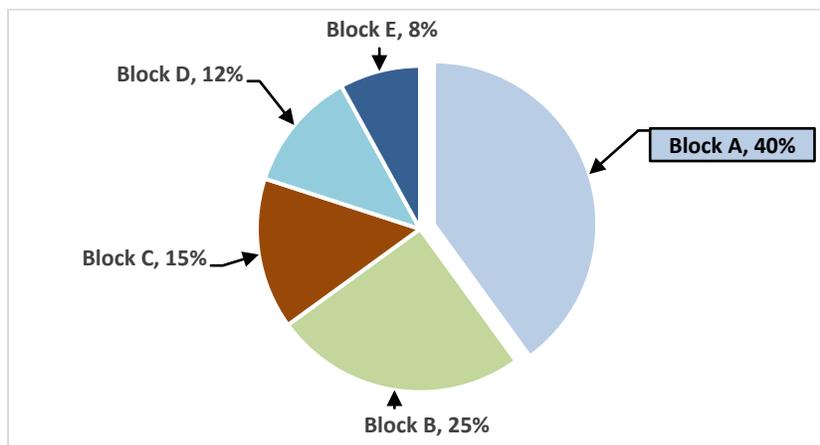
# SELF – ASSESSMENT

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In the pages of a NOA / RSOS, you will find a **pie chart** identifying the percentage of Red Seal exam questions for each Block or MWA (Major Working Activity). It is essential to know these percentages because they help you determine where to concentrate and focus your study time. For **example**: If the Red Seal exam for your trade has 100 questions, based on the pie chart, there will be 40 questions on the exam for Block A / MWA A as illustrated below. The exam is based on the activities/tasks/subtasks included in the NOA or RSOS **Task Profile Checklist**.

**SAMPLE PIE CHART #1 (Based on NOA)**



**SAMPLE PIE CHART #2 (Based on RSOS)**

## HOW TO MAKE USE OF THE TRADE SPECIFIC STUDY GUIDE

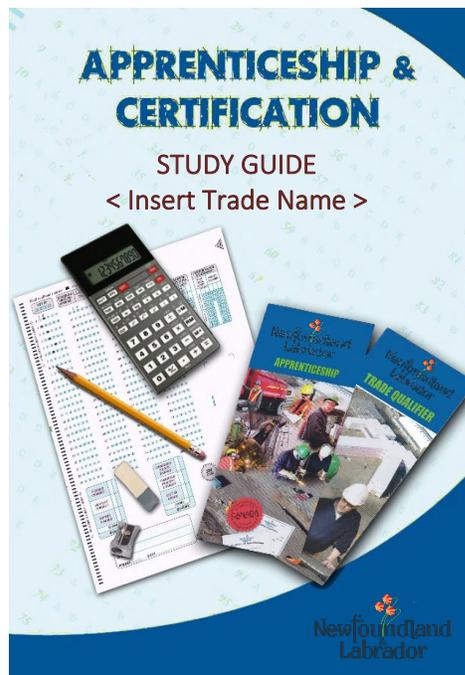
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The “**Task Profile Checklist**” found in your Trade Specific Study Guide (See *Sample #3 and #4 on Pages 8 & 9*) could help you assess your knowledge of the tasks and sub-tasks. Review each sub-task on the checklist and place a checkmark (✓) next to those, you understand fully. Place more focus on the sub-tasks you do not understand and study material related to those until you are comfortable with it.

To help you better understand the material; summarize the information in your own way:

- Write brief summaries of major topics
- Prepare diagrams or charts
- Sort information in tables
- Talk about it with others, especially others in the trade who have experience with the tasks contained in the NOA or RSOS
- Teach it to others
- Analyze it
- Apply the new information in your personal life or in the workplace

If you find you are weak in areas that contain many of the questions, you may need more exposure to the tasks and abilities through more practical work experience.



**Figure 1: Trade Specific Study Guide**

Example of Task Profile CHECKLIST based on the [National Occupational Analysis \(NOA\)](#)

**BLOCK A: COMMON OCCUPATIONAL SKILLS**

**Task 1: Uses and maintains tools and equipment**

- |                  |  |
|------------------|--|
| <i>Sub-Tasks</i> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Maintains tools and equipment</li> <li><input type="checkbox"/> Uses hoisting and lifting equipment</li> <li><input checked="" type="checkbox"/> Operates access equipment</li> <li><input type="checkbox"/> Uses personal protective equipment (PPE) and safety equipment</li> </ul> |
|------------------|--|

**Task 2: Performs general maintenance and inspections**

- |                  |  |
|------------------|--|
| <i>Sub-Tasks</i> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains fluids</li> <li><input checked="" type="checkbox"/> Services fasteners, sealing devices, adhesives and gaskets</li> <li><input checked="" type="checkbox"/> Services hoses, tubing, piping and fittings</li> <li><input checked="" type="checkbox"/> Services bearings and seals</li> <li><input type="checkbox"/> Services safety features</li> <li><input type="checkbox"/> Performs scheduled maintenance procedures</li> <li><input checked="" type="checkbox"/> Identifies operational faults</li> <li><input checked="" type="checkbox"/> Performs operational checkout</li> </ul> |
|------------------|--|

**Task 3: Organizes work**

- |                  |   |
|------------------|---|
| <i>Sub-Tasks</i> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses documentation and reference materials</li> <li><input type="checkbox"/> Completes documentation</li> <li><input type="checkbox"/> Communicates with others</li> <li><input type="checkbox"/> Prepares job action plan</li> <li><input type="checkbox"/> Maintains safe work environment</li> </ul> |
|------------------|---|

**Task 4: Performs routine trade activities**

- |                  |  |
|------------------|--|
| <i>Sub-Tasks</i> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Heats materials</li> <li><input type="checkbox"/> Cools materials</li> <li><input type="checkbox"/> Cuts materials</li> <li><input type="checkbox"/> Welds materials</li> <li><input type="checkbox"/> Cleans parts and materials</li> </ul> |
|------------------|--|

Example of Task Profile CHECKLIST based on the Red Seal Occupational Standard (RSOS)**MWA B: PERFORMS RIGGING AND HOISTING** **Task 6: Plans lift**

- |                  |   |
|------------------|---|
| <b>Sub-Tasks</b> | <input type="checkbox"/> Determines load<br><input type="checkbox"/> Performs per-lift analysis<br><input checked="" type="checkbox"/> Selects rigging and hoisting equipment<br><input type="checkbox"/> Secures lift area |
|------------------|---|

 **Task 7: Rigs load**

- |                  |   |
|------------------|---|
| <b>Sub-Tasks</b> | <input checked="" type="checkbox"/> Inspects rigging equipment<br><input checked="" type="checkbox"/> Fabricates rigging equipment<br><input type="checkbox"/> Attaches rigging equipment to load |
|------------------|---|

 **Task 8: Hoists load**

- |                  |   |
|------------------|---|
| <b>Sub-Tasks</b> | <input type="checkbox"/> Inspects hoisting equipment<br><input type="checkbox"/> Assembles hoisting equipment<br><input type="checkbox"/> Performs hoisting operation<br><input type="checkbox"/> Secures load before rigging removal |
|------------------|---|

 **Task 9: Performs post-lift activities**

- |                  |  |
|------------------|--|
| <b>Sub-Tasks</b> | <input type="checkbox"/> Conducts post-lift inspection<br><input type="checkbox"/> Disassembles hoisting equipment<br><input type="checkbox"/> Maintains rigging equipment |
|------------------|--|

**\* NOTE \***

In addition to the above, please observe your Occupational Standard (NOA or RSOS) to make use of the Red Seal Exam Self-Assessment Guide. It is a self-assessment tool to rate your knowledge and experience with the tasks of the trade that are on the Red Seal Examination.

Your trade profile provides the link to your **Self-Assessment**. Profiles are located at <https://www.gov.nl.ca/atcd/designated-trades/trade-profiles/>

## ANSWERING MULTIPLE CHOICE QUESTIONS

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A multiple-choice question consists of a stem (a complete question) followed by the options (a, b, c, d). The stem contains all the information necessary to answer the question. The options consist of the correct answer and three “distracters.” Distracters are incorrect.

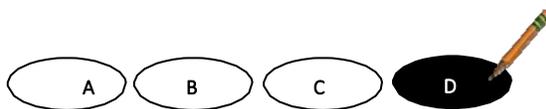
**REMEMBER:** One question may ask you to recall facts while another may ask you to apply facts to a situation testing your ability to problem solve.

### SAMPLE 1

Stem asks a direct question and you choose one correct answer.

If 5 litres of paint cover 20 square meters, how many litres are required to cover 400 square meters?

- a. 40 litres
- b. 52 litres
- c. 80 litres
- d. 100 litres



### SAMPLE 2

Stem appears to identify a false (not true) statement. In this case, the negative word (**NOT**) will be in bold letters.

Which of the following is **NOT** personal protective equipment?

- a. hard hat
- b. safety glasses
- c. contact lenses
- d. ear protection



### Note

Negative questions are not often used on certification exams; however, they can appear from time to time.

## DURING THE EXAM

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- ⇒ Arrive early.
- ⇒ Listen carefully to instructions given by the exam coordinator.
- ⇒ Read directions carefully, then re-read.
- ⇒ Read questions carefully to understand what the question is asking.
- ⇒ Answer what you know first.
- ⇒ Do not spend too much time on one question; however, do not rush through the exam.
- ⇒ Focus on your own exam, as individuals may write an exam differently.
- ⇒ When choosing your answer go with your instinct. Do not second-guess yourself.
- ⇒ Read all options before choosing.
- ⇒ Use the process of elimination; treat each OPTION as a true/false.
- ⇒ Re-read, very carefully, all questions containing negative wording such as “not” or “least” to ensure you understand it fully.
- ⇒ Check for qualifying words such as “all, most, some, none”; “always, usually, seldom, never”; “best, worst” or “smallest, largest.” These words can cue a statement as true or false.
- ⇒ If you encounter a question that you think you cannot answer, move on and return to it later; BUT never leave it unanswered.
- ⇒ Check over your exam, and if time permits then check it over a second time. Make sure you have answered all questions.



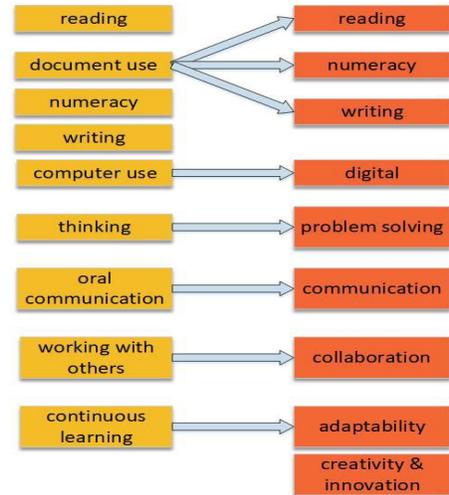
## ESSENTIAL SKILLS/SKILLS FOR SUCCESS

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Key essential skills have been identified that are used in nearly every job and at different levels of complexity. They provide the foundation for learning all other skills and enable people to progress with their jobs and adapt to workplace change. In response to the growing labour market and changing skill needs, in 2021 the Government of Canada launched a new “Skills for Success” model: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/new-model.html>.

The Employment and Social Development Canada (ESDC) website provides information about the Skills for Success:

- a brief description of the skill;
- why the skill is important;
- tools to help you improve on each of the skills, and
- videos to help you improve on each of the skills.



<https://noc.esdc.gc.ca/Oasis/OasisWelcome?GoCTemplateCulture=en-CA> and training tools for skills success <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html>

The development and improvement of these Skills for Success is essential throughout the apprenticeship training program as apprentices work towards achieving journey person status.

## SUCCESSFUL STUDY PLAN

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A study plan provides a roadmap to help you learn. It takes into account your strengths and weaknesses while establishing study habits you can follow. Follow the steps below to make your own study plan:

1. Define the content areas.
2. Determine your strengths and weaknesses.
3. Identify resources such as your textbook, your instructor, the Internet, local libraries.
4. Create a study schedule and stick to it.



## SAMPLE STUDY PLAN

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### Workplace Skills

Content Covered	Content Description	How Well do I Know the Content?	What Resources do I Need to Access?	Study Date
Worker's Compensation (WHSCC)	<ol style="list-style-type: none"> <li>1. describe the aims and regulations of the WHSCC</li> <li>2. explain the internal review process</li> </ol>	Strong	Workplace Health, Safety and Compensation Regulations Manual	
Employment Insurance	<ol style="list-style-type: none"> <li>1. explain the insurance regulations</li> <li>2. describe the application process</li> <li>3. explain the appeals process</li> </ol>	Weak	Labour Standards Act, Newfoundland and Labrador, Manual	
Gender Sensitivity	<ol style="list-style-type: none"> <li>1. explore gender issues in the workplace</li> <li>2. explore stereotyping issues in the workplace</li> </ol>	Average	Video	

## GETTING THE MOST FROM CLASS: LISTEN, TAKE NOTES AND LEARN

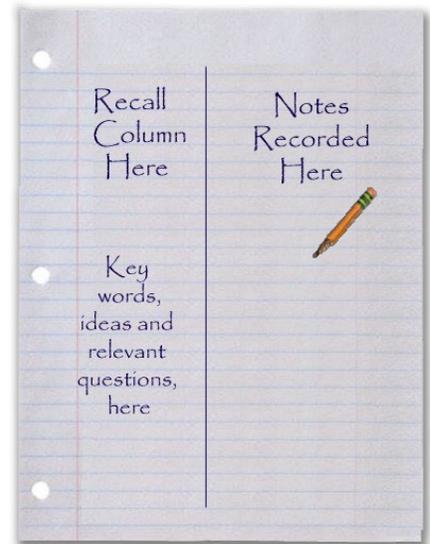
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During class, the instructor discusses important information, which is likely to be included on exams. Good note-taking and listening skills are critical.

1. Prepare for class by reviewing any readings and material.
2. Listen actively by sitting near the front and paying attention.
3. Take notes by putting in your own words what is covered in class.
4. If you are missing something or do not understand what you wrote, go over your notes with the instructor or a classmate.
5. Within 24 hours of attending the class, review your notes, spending at least ten minutes on each set of class notes.
6. Organize your notes so you can effectively study.
7. Use a large, loose-leaf notebook. Use only one side of the paper.

Draw a vertical line about 2 inches from the left side of your paper. To the left of the line is the **recall column**. Write key words, phrases, or ideas from your class.

Record your notes to the right of this line. **Record notes** in paragraph form. When you review, you can cover up the right column of notes and see if you can remember the ideas of the lecture from the recall column.



## STUDY SKILLS

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Performance on exams is determined largely by the nature of your preparation. The way you prepare for an exam is much more important than the length of time you prepare. The following eight areas are suggestions to help improve your study habits.

### *Start NOW!*

Check off one or two techniques from the list below that you can commit to this week:

- Define clear goals. Make sure your expectations are reasonable.
- It is difficult to concentrate 100% of the time, so minimize distractions.
- Organize your workspace. Be comfortable. Sit in a comfortable chair with plenty of light.
- Do your most important tasks when you are most energetic, and then you can get them over with first.
- Make material you are learning or reading as interesting as you can by using association. Associating content with personal or work experiences can help you understand.
- Study in **little** time blocks **instead of long** periods. This will help you retain information. It is a good idea to change the subject or task every hour. Take breaks when needed.
- Study, repeatedly, pieces of information. Studies indicate that individuals only retain a small amount of the information they hear or read. You can learn successfully through repetition as opposed to just reading something once.
- SOURCE: <https://www.psychotactics.com/art-retain-learning/>
- Review your notes at the end of the day and again at the end of each week.
- Reward yourself when you have completed a goal.



## GETTING THE MOST FROM YOUR STUDY MATERIAL

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It is important to read your study materials thoroughly. They provide more information on topics learned in class as well as a better understanding of the theory to be applied outside the classroom.

Below is a five-step reading strategy commonly called **SQ3R** (**S**urvey, **Q**uestion, **R**ead, **R**ecite, **R**eview), which helps you sharpen your reading skills and makes it easier to remember what you read and study.

<b>S</b> urvey the chapter before you read	<ul style="list-style-type: none"><li>▪ Think about the title. Guess what will be covered in the chapter.</li><li>▪ Read the introduction. These main ideas will help you make sense of the details.</li><li>▪ Read the main headings since these are the main ideas.</li><li>▪ Read the summary. It will help connect all the main ideas.</li><li>▪ Read the questions at the end of the chapter. These repeat the main points.</li></ul>
<b>Q</b> uestion what you are reading	<ul style="list-style-type: none"><li>▪ Write down your questions so you can go back to them later.</li><li>▪ Turn titles, headings, and sub-headings into questions.</li><li>▪ Keep in mind what information your instructor focused on in class.</li></ul>
<b>R</b> ead	<ul style="list-style-type: none"><li>▪ Read only one section at a time.</li><li>▪ Read groups of words, one at a time. Look for answers to your questions.</li><li>▪ Reread difficult portions of the chapter.</li><li>▪ Sort out information and decide what is important.</li></ul>
<b>R</b> ecite after you read a section	<ul style="list-style-type: none"><li>▪ Ask yourself questions about what you have just read, or summarize, in your own words, what you read.</li><li>▪ Take notes from the text, but put it in your own words.</li><li>▪ Highlight important points.</li></ul> <p><b>Note:</b> If you <i>cannot</i> answer the questions or summarize the section in your own words, read the section again. If you <i>can</i> answer the questions, you are ready to move to the next section repeating the question, read, and recite process.</p>
<b>R</b> eview to make sure you have memorized the information	<ul style="list-style-type: none"><li>▪ Review your questions and see if you can answer them within 24 hours and again within a week.</li><li>▪ Review is an ongoing process; do it often.</li></ul>

### SOURCE:

<https://learningmode.ca/wp-content/uploads/2025/09/SQ3R-Reading-Method.pdf>

## GETTING THE MOST FROM STUDYING: PREPARE FOR EXAMS

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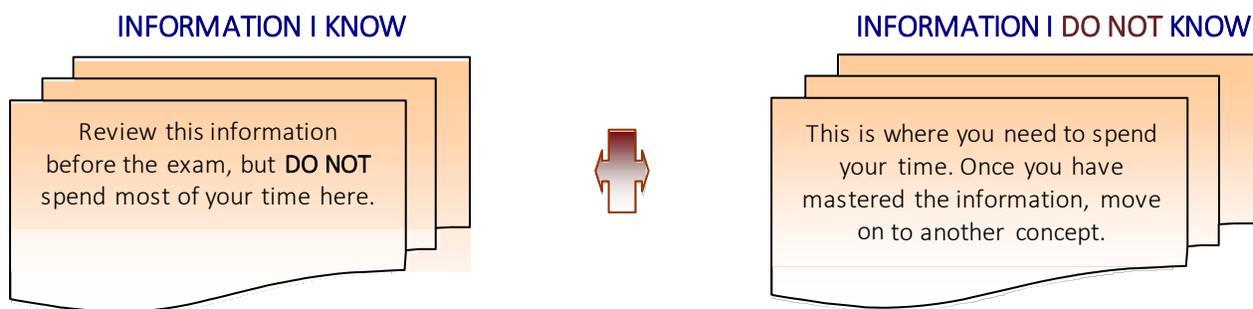
Understanding, not memorizing, is the basis for learning. The goal is to understand **and then remember** what is important. Give yourself plenty of time to study for exams. Study early and often.

1. Start well in advance, break your study into chunks, and review often.
2. Review your learning objectives found in the **Plan of Training** before you begin to study. Then review your notes and text. This will help determine how much to study and you can organize your time.
3. Study using the “top down” method by beginning with the course’s main ideas, then following with the sub-topics and supporting information.
4. Decide which study technique would work best for you such as forming study groups or using flash cards.
5. Test yourself often.

## REVIEW

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When reviewing, always try to divide your information in two sections: This ensures you do not waste time by practicing and reviewing what you know.



**REMEMBER:** You should not try to learn new material the night before an exam. At that point, you should review what you know and not worry about what you do not know.

## FLASH CARDS

Flash cards can be constructed from index or file cards, which can be purchased in any office supply store in a variety of colors. They can be used to study *vocabulary, facts, formulas, and events*.

### When making flash cards:

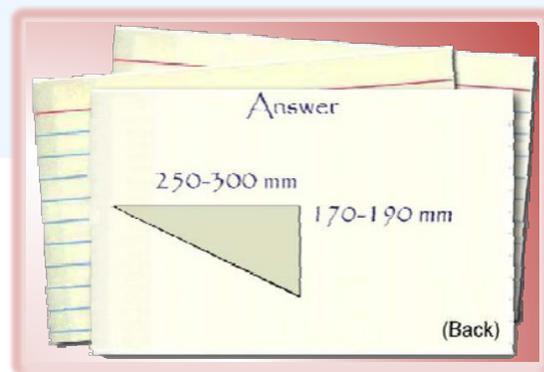
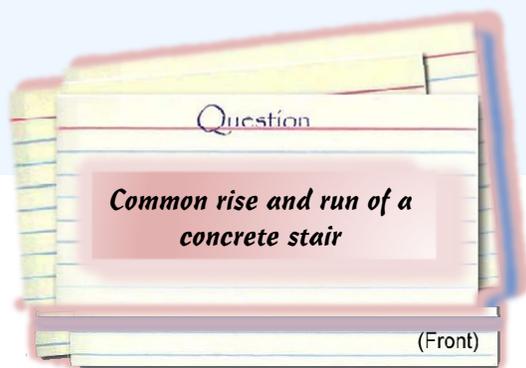
- Write only one question along with its answer on each flash card.
- Write the question on one side and the answer on the other side.
- Use point form. Put information into your own words.
- Add diagrams and examples to the answer side.

### When studying flash cards:

- Test yourself by dividing the cards into two piles: “I know it” and “I don’t know it.”
- Test yourself both ways: once asking the question, and once asking the answer.
- Stop practicing only when all of the cards are in the “I know it” pile.
- Review all cards regularly to ensure you know them all 100% for your exam.

### Organizing your cards:

- Store cards in a recipe/index card box.
- Dividers can be purchased so that cards can be organized by subject.
- Cards can be color-coded. If you purchase a variety of colors, each subject can be a separate color.



## MEMORY TECHNIQUES

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Memory and understanding are crucial to learning. In order to relate information you have learned to the exam, you must have instant recall of information *along* with an understanding of that information. Memory techniques are clues that help you to relate the information you need to remember with a visual image, a sentence, or a word. The following are some techniques you can use when you need to recall information:

### Sentences

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Use the first letter of each word you are trying to remember to make a sentence. For example: You want to remember the mathematical order of operations which are *brackets, exponents, divide, multiply, add* and then *subtract* so take the first letter of each of the six operations B, E, D, M, A & S. Now make a sentence such as “Bears Eat Doughnuts, Muffins, Apples, & Smarties”.

Now if given a multiple choice question and asked the correct order of mathematical operations, it may be easier to remember that simple sentence. The first letter of each word will help you remember the correct order: **B**rackets (The ‘B’ in Bear), **E**xponents (The ‘E’ in Eat), **D**ivide (The ‘D’ in Doughnuts), **M**ultiply (The ‘M’ in Muffins), **A**dd (The ‘A’ in Apples), and **S**ubtract (The ‘S’ in Smarties).

### Chunking

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Use this technique to remember a long number or a long list of items. Chunking is based on the idea that short-term memory is limited in the number of things it can hold. A common rule is that a person can hold between five and nine *items* or *chunks* in short-term memory. Have you ever wondered why a telephone number is, on average, seven numbers?

When you use *chunking* to remember, you decrease the number of items you are holding in memory by increasing the SIZE of each item. For example, the number 64831996 are eight numbers individually. Try thinking about the number as 64, 83, 19, and 96. Now, instead of eight individual numbers, you are remembering four larger numbers.

Sometimes, it may be helpful to form *chunks* that are meaningful or familiar to you; so instead of 64, 83, 19, and 96, you may remember the whole number as 64, 83, and 1996 because 1996 represents a year and is more easily remembered.

## Rhymes and Songs

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Rhythm, repetition, and tune can all help with memory. Many children learn the letters of the alphabet to the jingle of “Twinkle, Twinkle, Little Star.”

Other examples include “*i* before *e*, except after *c*” to help you remember how to spell words like “brief” or “receive” OR “spring ahead, fall back” to remember Daylight Savings Time.

Using this technique can be fun especially if you are imaginative. Rhymes and songs draw on your acoustic memory (hearing) and may be particularly useful for those who can learn tunes, songs, or poems.

### REMEMBER

Do not spend too much time creating rhymes and songs.

## First Letter (Acronyms)

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This strategy involves the use of first letters in a list of information or from a group of words to form a NEW word. This is useful when you need to remember words in a specified order. *First letter* is very common in ordinary language and in many fields.

Some examples of common *first letter* include NBA (National Basketball Association), MUN (Memorial University of Newfoundland), USA (United States of America), and WIST (Women in Skilled Trades). The *first letter* examples help you to remember a much longer group of words. Can you think of any?

Here is an example of using this technique to remember a list of key items relating to workplace safety. As you know, workplace safety depends upon Awareness, Common Sense and Training. As you can see, the first letter of each item spells the word “ACT.”

### REMEMBER

The above techniques are meant to help you recall information not understand it.

## TIME MANAGEMENT

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### Start NOW!

Observe how you use your time and decide how you can make changes.

- Check off one or two techniques from the list below that you can commit to this week:
- Make a daily “to do” list and prioritize it.
- Create a Monday to Friday file system:
  - ⇒ Prepare five folders, one for each day (Monday to Friday).
  - ⇒ Work needing to be done for a particular day is placed in the previous day’s folder.
  - ⇒ Review and update daily.
- Use a weekly planning schedule. Allocate specific periods each day for your study.
- Balance and control time spent on the telephone, television, and computer.
- Organize your study materials, clothes, and lunch the night before.
- Make class attendance a priority. Be punctual.
- Set up a regular routine of eating, sleeping, exercising, and studying. Develop a good balance.
- Break major tasks down and take one small step at a time.
- Set false deadlines. Make the deadline for completion of a task at least one week in advance of the actual deadline.
- Avoid putting things off. Anytime you do another activity instead of working on your goal, you are rewarding yourself for procrastinating.



### **Be Careful!**

Postponing or putting something off is a learned habit and can be unlearned and replaced with actions that are more productive.

## WRAP UP

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The Study Strategies and Exam Preparation guide has been developed to help you prepare for the Red Seal exams. Its intention is to help you understand the organizational process of studying for an exam. It offers many tips, techniques, and tricks. We hope after using this guide, you will feel much more comfortable and confident and be better prepared for writing your exam.

If you have any questions, comments, or suggestions please feel free to contact one of the following regional offices for further information:

Department of Education and Early Childhood Development  
Apprenticeship and Trades Certification Division  
Toll Free: 1-877-771-3737  
<https://www.gov.nl.ca/atcd/>

Corner Brook
1-3 Union Street Aylward Building, 2ND Floor Corner Brook, NL A2H 5M7
Telephone: (709) 637-2366 Facsimile: (709) 637-2519

Grand Falls-Windsor
42 Hardy Avenue Grand Falls-Windsor, NL A2A 2J9
Telephone: (709) 292-4215 Facsimile: (709) 292-4502

Clarenville
45 Tilley's Road Clarenville, NL A5A 1Z4
Telephone: (709) 466-3982 Facsimile: (709) 466-3987

St. John's
P.O. Box 8700 1170 Topsail Road Mount Pearl, NL A1B 4J6
Telephone: (709) 729-2729 Facsimile: (709) 729-5878

Happy Valley – Goose Bay
163 Hamilton River Road Bursey Building Happy Valley – Goose Bay, NL AOP 1E0
Telephone: (709) 896-6348 Facsimile: (709) 896-3733

We welcome any feedback and/or recommendations pertaining to the usefulness of the Study Strategies and Exam Preparation Guide. The feedback form at the end of this guide is provided for this purpose.

## RESOURCES

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Below you will find a list of study materials and resources to aid in the process of studying. You should also look for practice questions in study materials. You can contact the Apprenticeship and Trades Certification Division for a list of study materials for your trade. Try to visit the college library, public library, and the Internet. Additional materials may be available for purchase.

The Department of Education and Early Childhood Development does not endorse or account for the validity of these resources. They are provided as additional resources. The following links will direct you to a variety of sites and resources that could be beneficial. Please note, however, that sample exam questions **may** or **may not** be applicable to Newfoundland and Labrador or Red Seal.

- Brain Teasers  
<https://www.braingle.com/>
  
- 5 Tips for Powerful Flashcards and Better Exam Revision  
<https://chloeburroughs.com/flashcards/>
  
- Assess Your Learning Style. A 44-question survey that assesses your study habits.  
<https://www.webtools.ncsu.edu/learningstyles/>
  
- Five Day Test Preparation Plan  
<https://www.keene.edu/office/aspire/study-skills/>
  
- Learning Strategies  
<http://sim.kucrl.org/learning-strategies>
  
- Reducing Anxiety  
<https://cmhc.utexas.edu/anxiety.html>
  
- 6 Steps to Effective Self Learning  
<https://www.pickthebrain.com/blog/6-steps-to-effective-self-learning/>

# FEEDBACK FORM

Please answer the following:

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(1) This Study Strategies and Exam Preparation Guide helped me understand study strategies.

strongly agree  agree  disagree  strongly disagree

(2) The topics contained in the guide are arranged in a logical order.

strongly agree  agree  disagree  strongly disagree

(3) The design and format of the guide caught my attention.

strongly agree  agree  disagree  strongly disagree

(4) The instructions throughout the guide are clear and to the point.

strongly agree  agree  disagree  strongly disagree

(5) The resources are suitable and valuable.

strongly agree  agree  disagree  strongly disagree

(6) The graphics, hints and tips were clear.

strongly agree  agree  disagree  strongly disagree

(7) The guide should contain more information.

strongly agree  agree  disagree  strongly disagree

**Suggested information to include:** \_\_\_\_\_

\_\_\_\_\_

(8) The Study Strategies and Exam Preparation Guide was helpful.

strongly agree  agree  disagree  strongly disagree

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

**Please complete this form and return via fax or mail to the following:**

Department of Education and Early Childhood Development

Apprenticeship and Trades Certification Division

Standards and Curriculum Unit

45 Tilley's Road

Clareville, NL A5A 1Z4

Fax: (709) 466-3987

