

International School of Bremen



IGCSE

Handbook

2017 - 2019

International School of Bremen

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Introduction

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The International School of Bremen (ISB) offers a selection of subjects at International General Certificate of Secondary Education (IGCSE) level. All subjects are currently examined by Cambridge International Examinations (CIE). However, from August 2017, students at ISB will no longer follow Cambridge syllabuses in three of their subjects and, in June 2019, students will sit IGCSE examinations with two examination boards: Cambridge International Examinations and Pearson Qualifications (sometimes referred to as Edexcel). Please see the table below which shows by which board each subject will be examined:

Cambridge International Examinations (CIE)	Pearson Qualifications (Edexcel)
Coordinated Science	Art and Design
Economics	History
English Language	Mathematics
English Literature	
French (Foreign Language)	
German (First Language)	
German (Foreign Language)	
Spanish (Foreign Language)	

The purpose of this handbook is to provide all the information you need to be fully informed of the nature of the programmes of study that are offered and taught at ISB throughout Grades 9 and 10. The General Information section contains an overview of the curriculum, and of the (IGCSE) programmes. Our IGCSE Coordinator and IGCSE subject teachers will be able to answer specific questions about the programmes, but the following information will give you a good working knowledge of the IGCSE.

General Information

The IGCSE is a two-year educational programme that is set and externally examined in the United Kingdom by the University of Cambridge International Examinations (CIE) and, from 2019, Pearson Qualifications. Its standards are derived from the UK standards set in the General Certificate of Secondary Education (GCSE), but the programme is driven by curriculum content specifically tailored to the needs of students studying in international schools around the world. The programme is designed to stand alone and so no previous knowledge is required to be a part of the programme. However, students need to be at a functional level of English to have reasonable expectations of success from enrolment in the IGCSE programme. Students who have followed courses designed to prepare them with the skills and attitudes that are an integral part of the IGCSE programme, such as the ISB International Middle Years Curriculum, have a considerable advantage. At the end of Grade 10, most students will sit individual IGCSE

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examinations in at least eight of the following subjects: Art and Design, Co-ordinated Sciences, Economics, English Language, English Literature, French Foreign Language, German First Language, German Foreign Language, History, Mathematics and Spanish Foreign Language. Additionally, we offer the opportunity and strongly encourage native speakers of other languages such as Arabic, Chinese and Russian, for example, to sit for an additional IGCSE language qualification.

The Cambridge (IGCSE) is a rigorous and specialised English language curriculum that fosters high academic standards, together with an ability to put knowledge into practice. Similarly, Edexcel International GCSEs were developed by subject specialists to include specific international content to make them relevant to students worldwide. Subjects offered by both examination boards provide a sound basis for entry to higher-level study in the school's International Baccalaureate (IB) programme.

The pages that follow contain specific course outlines for each of the courses that are on offer within the programmes, including those that are compulsory. In addition to the examination subjects, students are required to take part in Drama, Music and Physical Education. Although these subjects are not offered for examination at IGCSE, they are internally assessed and are essential parts of a balanced curriculum. These important subjects allow students to develop fundamental skills and qualities such as teamwork, creativity and leadership and offer opportunities for risk-taking that lead to personal growth and increased self-esteem. These are both assets to the whole process of learning, as well as useful life skills.

Students are also encouraged to take an active part in the many extra-curricular opportunities that are on offer at ISB. Such opportunities provide important preparation for Community, Action, Service (CAS), which is a mandatory requirement of the IB Diploma.

General Assessment

Each subject within the Cambridge IGCSE programme is currently assessed on an eight-point scale of grades from A* to G. A student failing to reach a grade G is awarded a grade U (Unclassified). An A* is an exceptional grade, given to approximately the top 7 % of students within each subject.

In some subjects (notably English, Mathematics and Science) there is a choice between Core (Foundation) and Extended (Higher) examination papers, allowing teachers to use their professional judgement in deciding on the most appropriate level of testing for each candidate. The Core or Foundation paper in each subject is within the ability range of all students. It provides a full overview of the subject and targets students expected to achieve between grades C and G. The Extended or Higher curriculum comprises the Core/Foundation curriculum, plus additional and more challenging material. This has been designed for the more academically able student who is expected to achieve a grade between A* and E. The majority of students at ISB are

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expected to sit their examinations at the Extended/Higher levels. In subjects where there is no entry level option, the full range of grades – A*-G – is available.

Pearson qualifications are subject to the new 9-1 grading system introduced in the United Kingdom in the summer of 2017. According to The Office of Qualifications and Examinations Regulation (Ofqual), which is the British government department that regulates qualifications and exams accredited by Cambridge and Pearson, the new grades are being brought in to signal that GCSEs have been reformed and to better differentiate among students of different abilities. The infographic below shows what you need to know and reveals that there is no direct correlation between the old and the new grades.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DFE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

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Methods of Assessment

The precise method of assessment varies from subject to subject and board to board. In all subjects, however, a significant percentage of the final grade will be based on the examination results taken at the end of Grade 10 (16 years old). In some subjects there is a coursework or practical component.

(Cambridge) Coordinated Sciences

Cambridge IGCSE Coordinated Sciences gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. It is a double award, earning two grades. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

They learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

All Coordinated Sciences candidates take Paper 1, a 45 minute, Multiple-Choice paper consisting of 40 items worth 30% of the total marks; and either Paper 2, a 2 hour, Theory paper consisting of short-answer and structured questions, based on the core curriculum worth 50% of the total marks or Paper 3, a 2 hour, Extended Theory paper consisting of short-answer and structured questions also worth 50% of the total marks. There is also a Practical Assessment worth 20% of the total marks.

For more detailed information about the Coordinated Sciences course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-sciences-co-ordinated-double-0654/>

(Cambridge) Economics

The Cambridge IGCSE Economics syllabus develops an understanding of economic terminology and principles and of basic economic theory. Learners study the economics of developed and developing nations and how these interrelate. They also learn to handle simple data and undertake economic analysis, evaluate information and discriminate among facts and value judgements in economic issues.

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A foundation for further study, the syllabus also encourages a better understanding of the world in which learners live, and helps them play an active part in the decision-making process, whether as consumers, producers or citizens of the local, national and international community.

The assessment has two components, Paper 1, a 45 minute, Multiple Choice paper consisting of 30 items worth 30% of the total marks and Paper 2, a 2 hour, 15 minute Structured Questions paper consisting of one compulsory question, which requires candidates to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six worth 70% of total marks.

For more detailed information about the Economics course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-economics-0455/>

(Cambridge) English First Language

Cambridge IGCSE First Language English is designed for learners whose first language is English. Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

English First Language candidates must take two components, either Paper 1, a 1 hour, 45 minute, Core Reading Passages paper consisting of three questions on two passages; or Paper 2, a 2 hour Extended Reading Passages paper also consisting of three questions on two passages. Both papers are set and marked by Cambridge and each is worth 50% of the total marks. All candidates take Paper 3, a 2 hour Directed Writing and Composition paper consisting of one question on a passage or passages. Candidates must also complete a composition task from a choice of four titles. This component is also set and marked by Cambridge and is worth 50% of the total marks.

For more detailed information about the English First Language course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-first-language-0500/>

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(Cambridge) English Literature

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

English Literature candidates take Component 1, 3 and 4. Component 1 consists of a 1 hour, 30 minute Poetry and Prose paper. Candidates answer two questions on two texts: one poetry and one prose. There is a choice of two questions on each text, (one passage-based and one essay). This component is externally marked and is worth 50% of the total marks. Candidates also take component 3 which consists of a 45 minute Drama (Open Text) paper. Candidates answer one question on the text they have studied. There is a choice of two questions (one passage-based and one essay). This component is externally marked and is worth 25% of the total marks. Component 4 consists of a 1 hour, 15 minute Unseen paper. Candidates answer one question from a choice of two (one based on literary prose and one based on a poem or extract of a poem) requiring critical commentary. This component is externally marked and is worth 25% of the total marks.

For more detailed information about the English Literature course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-english-literature-0486/>

(Cambridge) French Foreign Language

This syllabus is designed for learners who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

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- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

All French Foreign Language candidates take components 1, 2, 3 and 4. Paper 1 is a 45 minute Listening paper. Candidates listen to a number of recordings and answer questions testing comprehension. The component is externally assessed and worth 25% of the final marks. Paper 2 is a 1 hour Reading paper. Candidates read a number of texts and answer questions testing comprehension. The component is externally assessed and is worth 25% of the final marks. Paper 3 is a 15 minute Speaking test. Candidates complete two role plays, a topic presentation and conversation and a general conversation. This component is internally assessed, but externally moderated and is worth 25% of the total mark. Component 4 is a 1 hour Writing paper. Candidates respond in the target language to three tasks. The component is externally assessed and is worth 25% of the final marks.

For more detailed information about the French Foreign Language, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-french-foreign-language-0520/>

(Cambridge) German First Language

Cambridge IGCSE First Language German is designed for learners whose first language is German. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

Cambridge IGCSE First Language examinations comprise two papers. All candidates take Papers 1 and 2 and are eligible for the award of grades A* to G. Paper 1 is a 2 hour Reading paper. Candidates answer two questions consisting of a series of comprehension questions based on Reading Passage 1 and a summary which must be written based on Passage 1 and Passage 2. This component is worth 50% of the total marks. Paper 2 is a 2 hour Writing paper. Candidates write two compositions of 350–500 words each. This component is also worth 50% of the total marks.

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For more detailed information about the German First Language course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-german-first-language-0505/>

(Cambridge) German Foreign Language

This syllabus is designed for learners who are learning German as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where German is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

All German Foreign Language candidates take components 1, 2, 3 and 4. Paper 1 is a 45 minute Listening paper. Candidates listen to a number of recordings and answer questions testing comprehension. The component is externally assessed and worth 25% of the final marks. Paper 2 is a 1 hour Reading paper. Candidates read a number of texts and answer questions testing comprehension. The component is externally assessed and is worth 25% of the final marks. Paper 3 is a 15 minute Speaking test. Candidates complete two role plays, a topic presentation and conversation and a general conversation. This component is internally assessed, but externally moderated and is worth 25% of the total mark. Component 4 is a 1 hour Writing paper. Candidates respond in the target language to three tasks. The component is externally assessed and worth 25% of the final marks.

For more detailed information about the German Foreign Language course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-german-foreign-language-0525/>

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(Cambridge) Spanish Foreign Language

This syllabus is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

All Spanish Foreign Language candidates take components 1, 2, 3 and 4. Paper 1 is a 45 minute Listening paper. Candidates listen to a number of recordings and answer questions testing comprehension. The component is externally assessed and worth 25% of the final marks. Paper 2 is a 1 hour Reading paper. Candidates read a number of texts and answer questions testing comprehension. The component is externally assessed and worth 25% of the final marks. Paper 3 is a 15 minute Speaking test. Candidates complete two role plays, a topic presentation and conversation and a general conversation. This component is internally assessed, but externally moderated and is worth 25% of the total mark. Component 4 is a 1 hour Writing paper. Candidates respond in the target language to three tasks. The component is externally assessed and worth 25% of the final marks.

For more detailed information about the Spanish Foreign Language course, please refer to the relevant syllabus which can be viewed online at: <http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-spanish-foreign-language-0530/>

(Edexcel) Art and Design

The Pearson Edexcel International GCSE in Art and Design is part of a suite of International GCSE qualifications offered by Pearson.

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The Art and Design Specification includes the following key features:

Structure: the Pearson Edexcel International GCSE in Art and Design is a linear qualification. All components must be taken at the end of the course of study.

Content: features a relevant and engaging body of content that has been updated to current standards.

Assessment: comprises a personal portfolio and an externally-set assignment, allowing students to demonstrate their creativity and skills through mediums and subjects that inspire them.

Approach: building a foundation for students wishing to progress to the n Edexcel Advanced Level in Art and Design, or equivalent qualifications.

All Art and Design candidates take components 1 and 2, each worth 50% of the total mark. All work is **internally set** and is **externally marked**.

For more detailed information about the Art and Design course, please refer to the relevant specification which can be viewed online at:

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Art%20and%20Design/2017/specification-and-sample-assessments/9781446938799-int-gcse-art-design.pdf>

(Edexcel) History

The Pearson Edexcel International GCSE in History is part of a suite of International GCSE qualifications offered by Pearson.

The History specification includes the following key features:

Structure: the Pearson Edexcel International GCSE in History is a linear qualification. All units must be taken at the end of the course of study.

Content: features an updated and engaging selection of topics covering a diverse range of significant historical events, periods and geographies.

Assessment: 100% external assessment, covered by two examinations.

Approach: building a foundation for students wishing to progress to higher level qualifications, such as the IB.

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All History candidates are assessed through an examination based on their **historical investigation** and **breadth study in change**. Students answer **two** questions, **one** question on their historical investigation and **one** question on their breadth study in change.

For more detailed information about the History course, please refer to the relevant specification which can be viewed online at:

https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/History/2017/specification-and-sample-assessments/INT_GCSE_History-specification.pdf

(Edexcel) Mathematics (Specification A)

The Pearson Edexcel International GCSE in Mathematics (Specification A) is part of a suite of International GCSE qualifications offered by Pearson.

The Mathematics (Specification A) specification includes the following key features.

Structure: the Pearson Edexcel International GCSE in Mathematics (Specification A) is a linear qualification. It consists of two examinations available at Foundation and Higher Tier. Both examinations must be taken in the same series at the end of the course of study.

Content: relevant, engaging, up to date and of equivalent standard to Pearson's regulated GCSE in Mathematics.

Assessment: consists of tiers of entry (Foundation and Higher) that allow students to be entered for the appropriate level, with questions designed to be accessible to students of all abilities in that tier and papers that are balanced for topics and difficulty.

Approach: a solid basis for students wishing to progress to Edexcel AS and Advanced GCE Level, or equivalent qualifications.

For more detailed information about the Mathematics (Specification A) course, please refer to the relevant specification which can be viewed online at:

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf>

Statement of Entry

Each candidate will be issued with a Statement of Entry before the start of an IGCSE examination period. The Statement of Entry shows important biodata for the candidate as well as the examinations for which s/he is entered and the combination of papers to be taken. Students and their parents will have an opportunity to check the details recorded on the Statement of Entry before it is submitted to the relevant examination boards. The Statements of Entry also contain the dates and times of the exams and must be kept in a safe place.

The candidate's name, as it appears on the Statement of Entry, is the name that will be printed on Statements of Results and IGCSE certificates. It is important that candidates confirm, at this stage, that names and spellings are correct. If middle names are to appear on an IGCSE certificate, please inform the IGCSE coordinator. Examinations boards typically charge an administrative fee for making amendments to certificates after they are published.

Please note that if characters within candidate names are not supported by either Cambridge or Pearson systems, they will be replaced by the nearest supported equivalents. For example, the name Sören Müller would appear as Soeren Mueller on his Statement of Results and IGCSE certificate(s).

Access Arrangements and Special Consideration

Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs, for example, the use of a scribe or word processor, modified papers or extra time. There are three different groups of access arrangements, each with its own application form and set of deadlines.

Examination boards recognise that some candidates have coped with the learning demands of a course and can demonstrate attainment in the skills being assessed. However, the standard assessment arrangements may present unnecessary barriers. Such barriers may result from:

- a permanent or long-term disability or learning difficulty;
- a temporary disability, illness or indisposition;
- the immediate circumstances of the assessment.

Examination boards will make provision for access arrangements so that candidates are able to receive recognition of their attainment. Adjustments cannot be granted if they interfere with the competence standards being tested.

Examinations cannot be re-scheduled or deferred. If a student is unwell on the day of the exam, for example, the exam needs to be written to the best of the student's ability. The IGCSE Coordinator will then make application for Special Consideration on the student's behalf so that

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the personal circumstances can be taken into consideration. 50% of the papers must be sat for a particular subject, no matter what the circumstances for special consideration are, in order for a grade to be awarded.

Some arrangements can be decided upon by the school, but others need to be pre-authorized by CIE and Pearson. Please contact the IGCSE Coordinator to make application for access arrangements, or for more information.

Transfer and Equivalence for German Students

For students who might consider moving to a German school at the end of Grade 10, it is important to be aware of the following requirements in order that IGCSE results can be recognised as equivalent to Mittlere Reife.

An A or B grade is required in the following subjects:

- Mathematics
- English Language (First Language)
- German (First Language)
- All other subjects should be passed at Grade C, but in some cases a lower pass may be considered.

The implications of these requirements mean that students who do not meet them, and want to transfer into the German system, may have to repeat Grade 10 in their new local German school to allow them the possibility of gaining a place in a gymnasium.

Further Education at ISB

Please be advised that all students who wish to continue their studies at ISB do so at the discretion of the Director. Individual IGCSE grades will influence the recommendations made to students about which level and subject they can pursue in Grades 11 and 12.

Since ISB only offers the IB Diploma and Certificate courses, it may be recommended that some students leave to pursue a less academic programme in another institution. For further information please contact either the Director or the IGCSE Coordinator.

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IGCSE Survival Guide

Organisation

All notes should be kept in good order. A well-organised book or file will save a lot of time when it comes to revision. A planner should be used every day to record homework. If it is written down students are less likely to forget it.

Having a file for each subject is a good idea. Teachers will give their students numerous handouts and these will need to be filed, together with revision notes, graphic organisers, plans and other important papers.

Show Commitment

If a student is absent from school for any reason, it is the student's responsibility to catch up on any work that has been missed. Teachers are always approachable and are there to assist each student to achieve to the best of his/her ability. However, achievement is the student's responsibility.

Prioritise

Make a list of things you have to do, and the order in which you have to do them. Do not leave things until the last minute. Plan ahead and use your time sensibly.

Meet Deadlines

Get every piece of work in on time. If a habit is developed of doing this with all short pieces of work, it will be easier to do when major pieces of work have to be submitted.

Seek Help

Assistance should always be sought when a student does not understand a particular topic. Teachers will not always know students are having problems unless they are appropriately informed.

Find a Balance

Everyone needs some free time to relax and enjoy themselves. A good balance should be established between work and play and time should be allocated for each.

Work Ethic

A determined and hard-working attitude towards IGCSEs should be adopted right from the beginning of the courses. Hard work from the outset, will pay off when results are issued. It is too late to wish that more had been done in the week before the exams, or when the results are issued.

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Proactive Participation

Students should be active learners. They should listen carefully in class and think about what they are hearing and doing. They should be prepared to offer opinions in class discussions and to value the opinions of others, no matter how different they might be. Students should never be afraid to ask questions if they do not understand something even if the questions seem trivial.

Revision

Good revision techniques are the key to examination success. Everyone has their own particular style of revising – try to find out as early as possible what works best. Revision notes are essential, and can be made in a variety of ways – graphic organisers are a good example. Good revision notes provide a summary of the key points of any topic, and should be made from personal notes, text books, or other sources provided. Remember: producing personal notes increases the input of information to the brain and helps in remembering things better. Working through past papers is an active way of revising, and taking turns with a study partner to ask questions or to discuss topics is also very useful.

Revision Schedule

Revision must be well-planned before any exam sessions. Plan your time carefully, allowing adequate time for all your subjects, and build in regular breaks.

Develop Good Study Habits

It is really important to have a quiet place to work at home where equipment can be organised and things remain where they are left. When working in the school library, help create a good working environment. Some people find that quiet music in the background helps them to concentrate, but avoid loud music with a heavy beat, and do not have the television on while working.

How Parents Can Help

It is very important that students and their parents or guardians work together to help make the most of the education during these crucial examination years. Ways in which they could help may include:

- providing a good working environment at home;
- acting as a sounding board for ideas about work;
- encouraging their students to complete your work on time;
- being informed about the work being done, the structure of courses, and the deadlines for the submission of important pieces of work;
- facilitating visits to places of educational value during the holidays.