Revising for your IGCSE exams.

FOR STUDENTS

- Plan your revision early
- Make a list of the areas of your course you need to work through and tick these off as you work.
- Use a calendar to mark on the days you revise and block off time that you can have away from revision.
- In lessons you find hard– talk to someone about any difficulties you are having – there is always a solution, have you spoken to your teacher?
- Revise your revision schedule if necessary and stick to it – even when you don't feel like it. Don't wait until you are in the mood – the further behind you get, be proactive.
- Resist the temptation to bury your head in the sand if things are getting out of hand – talk to your parents/tutor/teachers/Head of Year.
- Ignore what friends and others are doing or saying – you are working for an easy life for **YOU** now and later.
- Revisit your plan throughout the year.
- Make sure you feel good when making progress, set targets and make sure you get a balance between revision and time away from your studies.
- Start in good time – leave it too late and you will start panicking.
- Plan for half hour or, at most, one hour slots. Nothing extra is likely to sink in if one subject is revised for much longer.
- When revising during the evenings plan 1 or 2 subjects only. Leave some time for relaxation
- Plan to revise specific topics or aspects of a subject – for example, not just science, but human systems, or waves, or chemical reactions or electricity.
- Read through a topic and then make brief notes on cards which can be used for further revision later.
- Use colours to highlight key works.
- Work in small groups to discuss a topic.

FOR PARENTS

- Look at an overview of the subjects they are studying.
- Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time.
- Keep supporting and encouraging.
- All students fall behind, feel demotivated or overwhelmed, or find it hard with the balance of social, work and school demands at times. When your child feels like this, talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution.
- If your child asks for your support, encourage them by helping them to see the difficulties in perspective. Teenagers often take an all or nothing 'catastrophic' approach to difficulties – "I've messed up this essay, I might as well give up."
- If there are any issues, raise them early with the teachers, good communication is the key.