

GET STARTED WITH ICAS

SECONDARY EDITION

A teacher's preparation pack for secondary schools — Years 8 to 11.

International reseller edition · Singapore & Malaysia

2026 · Draft v1.0 · For school onboarding and classroom use

icasassessments.com

How to use this pack.

This preparation pack is built for secondary teachers in international schools that are introducing or growing ICAS participation across Years 8-11. It assumes a different context from the primary pack: students who are familiar with multiple-choice testing, who sit external exams (IGCSE, IB, SPM) within a few years, and for whom ICAS results can carry weight in scholarship and university applications.

Use this pack to brief your subject teachers, plan a sequence of three classroom lessons that fold ICAS-style thinking into normal teaching, and distribute the matching student practice booklets ahead of sitting day. All components are designed for local printing and free adaptation within your school.

What's inside.

- Section 1 — Test familiarisation guide for secondary. Paper levels F-H, question types you don't see in the primary papers (5-option items, integer-response items), and the differences in cognitive load from Year 7.
- Section 2 — Practice question sets, lifted from 2018 ICAS Papers F, G and H. All items are released for classroom use in this market.
- Section 3 — Three sample lesson plans (one per subject) that build ICAS-style reasoning into normal secondary teaching.
- Section 4 — Teaching aids: strategy table, worked example, and a one-page handout you can pull out for the classroom wall.
- Section 5 — Overview of the four student practice booklets (Y8/Y9/Y10/Y11) and how to deploy them as homework or a study session.

Positioning ICAS at secondary level.

ICAS sits alongside IGCSE, IB MYP, A-Level and SPM — not in competition with them. Frame ICAS to senior leaders and parents as: (1) a low-stakes academic stretch, (2) an internationally benchmarked assessment that produces an independent certificate, and (3) early evidence of academic reasoning ability that supports scholarship and university applications. It does not require curriculum changes.

1. Test familiarisation guide.

ICAS at secondary level is a globally consistent reasoning assessment. It is NOT a curriculum test. Students do well on it for two reasons: they read carefully, and they reason in steps. Subject knowledge matters only at the margin.

Paper levels and year mapping.

ICAS Paper	Equivalent Year (SG/MY)	Equivalent Year (AU/NZ)	Cognitive profile
Paper F	Year 8 / Secondary 1	Year 8	Multi-step reasoning; first introduction of 5-option items and integer-response items late in the paper.
Paper G	Year 9 / Secondary 2	Year 9	IGCSE / IB MYP cognitive load. Substitution into formulas, percentage change, data tables. Standalone syntax/vocab items typical.
Paper H	Year 10 / Secondary 3	Year 10	Algebraic rearrangement, formal experimental design, dense expository reading. Paper H is currently the top level in the past-paper set used by this pack — students in Years 11 and 12 sit Papers I and J respectively (available through the ICAS platform, not covered here).

Subject papers.

Subject	Questions	Time	What it actually tests at secondary
English	45 (F) / 60 (G, H)	45 min / 1 hour	Close reading of literary, factual, persuasive and biographical passages. Inference, vocabulary in context, writer's craft, syntax. No grammar drill questions — every item depends on a passage.
Mathematics	35 – 40	45 – 60 min	Five skill areas: Number & Arithmetic, Algebra & Patterns, Measures & Units, Space & Geometry, Chance & Data. Heavy on multi-step word problems; the final 3-5 items are typically integer-response.
Science	35 – 40	45 – 60 min	Five skill areas: Observing & Measuring, Interpreting, Predicting & Concluding, Investigating, Reasoning & Problem Solving. Tests interpretation of data and experimental design — NOT content recall. Cross-curricular biology / chemistry / physics / earth-science context.

What's new at secondary.

Three structural features distinguish the secondary papers from the primary ones, and your students need to be aware of all three before sitting day:

- Five-option multiple-choice items appear in Papers F-H, typically in the harder back half. The same elimination strategy applies, but students must scan one more option before committing.
- Integer-response items appear at the end of every secondary Maths paper (typically the final 5 questions). Students write a numerical answer into a grid — there are no options. Students who run out of time often skip these, surrendering up to 5 marks.
- Paper H English includes more sophisticated literary passages, including extracts from canonical novels (Tolstoy, Dickens) and poetry. Students who are weak readers of unfamiliar fiction lose marks here that have nothing to do with their English class grade.

A practical caution.

Do NOT prepare students by hammering content revision. The papers do not reward extra content. The marginal hour of revision is better spent on past-paper practice with explicit metacognitive coaching: read every stem twice, underline the qualifier, eliminate two options before choosing, mark and move when stuck, never leave a blank.

ICAS is delivered online.

ICAS is an online assessment. Students sit each subject on a device (school-supplied or BYOD) during a scheduled sitting window. This matters for secondary students because the online format supports item types your students will not have seen in a traditional pen-and-paper mock. Familiarise them with all of the item types below before sitting day so they don't lose marks to unfamiliarity.

Item type	What the student does
Multiple Choice	Choose ONE answer from a list of 3 or more options (typically 4 or 5 at secondary level).
Multiple Choices	Choose MORE THAN ONE option. Students commonly miss this and select only one — emphasise reading the instruction line.
Textspot	Click one or more words within a sentence. Common in English comprehension (e.g. "click the word that best fits the tone").
Graphic Hotspot	Click a point on an image or diagram. Common in Maths geometry and Science labelled diagrams.
Drag and Drop	Move words or images into a sentence or diagram. Used across all subjects for classification and completion.
Matching (three formats)	Match items across two columns — via drag-and-drop (sort into groups), via checkbox (tick the correct column for each statement), or by drawing lines between paired items.

Item type	What the student does
Keyword	Type a number or single word into a box. Used for numerical answers at the end of secondary Maths papers (replaces the paper "integer response" grid).
Sequencing	Move words or images into the correct order — chronological, procedural, or logical.
Extended response	Type a longer response directly into the test player. Used in ICAS Writing only — an instruction page presents the task and hints, then a separate interaction page for the response.

What these item types look like on screen at secondary.

The screenshots below are actual images from the ICAS test player showing the interface students will see at secondary paper levels. Show these to students in class the week before sitting day — familiarity with the interface removes a real source of anxiety on the day, especially for the item types that don't exist on paper-and-pencil mocks.

4:59 PM

Hide time

Question 33 of 40

Fin wants to buy a new computer game. The full price is \$55 at each of these stores.
Fin can use one of these discount vouchers to buy the game.

★ ★ ★
Games Galore
All games 25% off
with this voucher.

Hobby House
All games \$15 off.
Take off a further 10%
with this voucher.

Debbie's Deals
Take \$18.50 off
the full price of
any game.

Mega Mall
All games \$10 off.
Take off a further 20%
with this voucher.

Which **TWO** stores offer the lowest price for the game?

☐ Mega Mall

☐ Debbie's Deals

☐ Games Galore

☐ Hobby House

Multiple Choices · Fin's game stores. Students pick TWO options with checkboxes. Emphasise reading "Which TWO..." carefully.

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Adam wrote an email to his friend Helen.

Where should Adam click so that the email is sent?



Send Saved Discard

To: Helen@mailpro.com

[Add Cc](#) | [Add Bcc](#)

Subject: public speaking competition

  [Topics for 4T.doc \(application/msword\) 20kb](#)
[Attach another file](#)

B *I* U                                   

Hi Helen

I am sending you the list of topics for the public speaking competition on Presentation Day. I have chosen 'Look before you leap'.

Hope you are feeling better soon.



Adam

Graphic Hotspot · Email interface. Students click the correct area on the image to answer "where should Adam click so the email is sent?"

5:29 PM
Question 1 of 1

The narrator is trying to obtain the personal letters of Mr Jeffrey Aspern, a poet now dead, from his rumoured lover, Miss Juliana Bordereau.



1 "Are your rooms too dear? If they are you can have more for the same money," Juliana responded. "We can arrange, we can *combinare*, as they say here."

2 "Well yes, since you ask me, they are too dear," I said. "Evidently you suppose me richer than I am."

Words with similar meanings have positive or negative connotations in the text.

Decide whether each quotation is used in a positive or negative sense.

	Positive	Negative
'rake up' (paragraph 10)	☐	☐
'dig' (paragraph 11)	☐	☐
'discoveries' (paragraph 13)	☐	☐

Matching — Checkbox · Positive / negative connotations of quoted phrases from an unfamiliar Paper H literary extract. Tick the correct column for each row.

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Hide time

Question 1 of 1

Georgie has a large box of crayons that are organised by shade, as shown in the table below.

Crayon Shade	Red	Green	Blue	Purple	Orange	Brown	Yellow	Monochrome
Number of Crayons	20	23	19	16	14	13	8	7

Georgie randomly selects three crayons from the box to colour with. As she uses each crayon she throws them on the floor instead of returning them to the box. The first crayon she selects is green, the second crayon is orange and the third crayon is green again.

Match each of Georgie's crayon selections with the correct probability.

First Crayon

Second Crayon

Third Crayon

14/120

14/119

23/120

22/120

22/118

Matching — Lines · Georgie's crayons probability. Draw lines to pair each crayon selection with its probability.

4:36 PM

Hide time

Question 17 of 29

A screwdriver turns a screw, which pushes the screw into wood. Different bits allow a screwdriver handle to be used with different screws.

screwdriver handle

bit set

screws

Each screw has a head with a particular shape. Only a bit with a matching shape will turn the screw.

These are some bits.

A

B

C

D

Move each screw head to match the bit it fits.

A

B

C

D

Matching — Drag & Drop · Screwdriver bits and screw heads. Drag each screw head image into the correct labelled box.

4:54 PM

Hide time

Question 3 of 40

Vani is 8 days older than Sam.
Sam is 2 weeks younger than Dave.

Order the children from youngest to oldest.

Dave

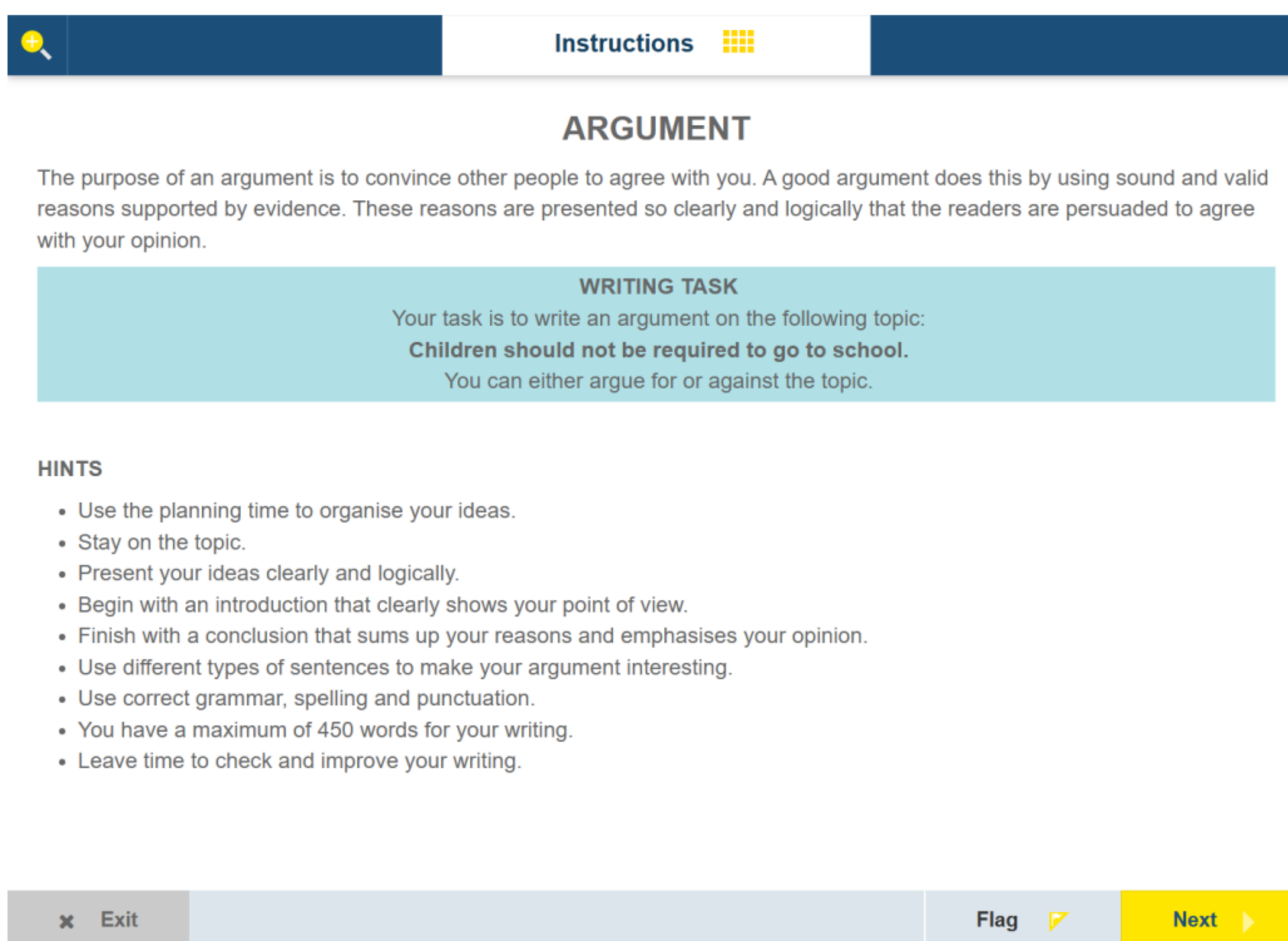
Sam

Vani

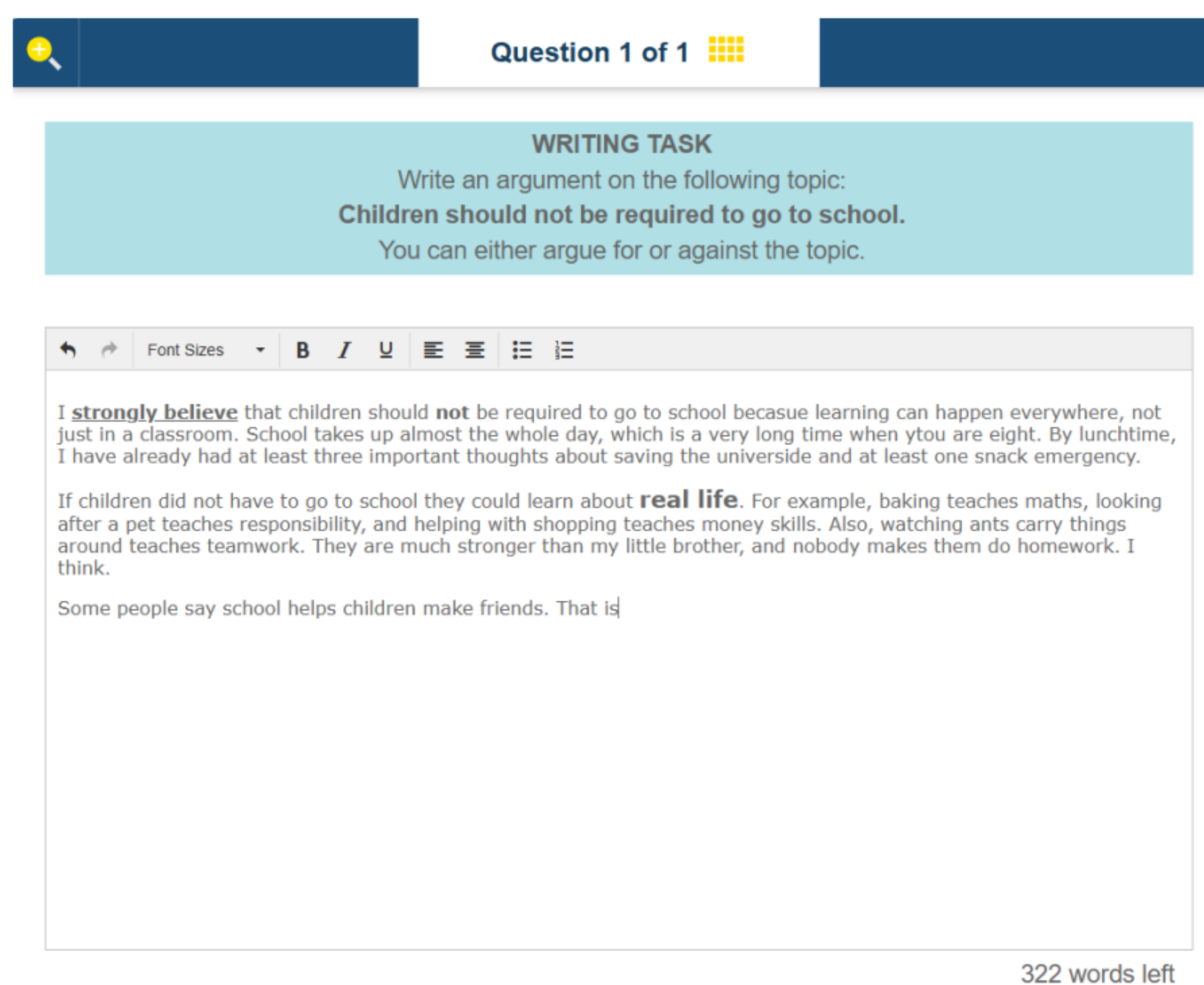
Sequencing · Order Dave, Sam and Vani from youngest to oldest by dragging the name tiles into order.

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Extended Response — instructions page · ICAS Writing only. Students read the task and hints on this instructions page...



Extended Response — writing page · ...then compose their response on the interaction page. Word count is displayed live in the bottom-right.

Question styles per subject.

At secondary level, understanding the style of each subject paper is the single biggest predictor of student comfort on sitting day. Share the relevant rows with your Heads of English, Maths and Science.

Subject	What ICAS actually tests at secondary	Prep tips to share with subject teachers
English	Stimuli come from a wide range of genres: narratives, poems, plays, scientific articles, advertisements, blogs and journals. Tests comprehension, inference, interpretation and prediction — reading beyond the surface. Paper H includes canonical literary extracts.	Have students read widely across genres. Ask "What was the text about?" and "What do you think the writer meant by that?" Practise inferring the meaning of unfamiliar words from context — this is a Paper F-H staple.
Mathematics	Real-world scenarios and stimuli (tables, graphs, diagrams, shapes) requiring multi-step reasoning — not raw calculation. Students draw on number, measurement, geometry, algebra, patterns and data, and must decide which operation to apply.	Practise multi-step reasoning explicitly, not just topic revision. Ask "which two operations do you need, and in what order?" — the choice is often more important than the arithmetic.
Science	Students think like scientists — forming hypotheses, interpreting data, evaluating experimental designs. Content spans physical, life, earth and chemical sciences, always in real-world contexts. Recall of content is NOT the focus.	Coach students to ask "what does the data show, and what does it NOT show?" Reject options that overclaim. This same reasoning transfers directly to IGCSE / IB scientific investigation coursework.
Writing	Students are given a task and produce a piece of writing for a specified purpose and audience. Rewards planning, structure, vocabulary choice, proofreading, and writing that achieves its intended effect.	Emphasise planning and revision over first-draft speed. A five-minute plan and a two-minute proofread beat forty-five minutes of unedited prose every time.
Digital Technologies	Tests algorithms, data, networks and the logic behind digital systems. Students must think computationally — sequences, patterns, cause-and-effect. Paper F is the top level for this subject; not offered at Papers G-J.	Discuss how technology works in everyday life. Sequences, logic and cause-and-effect in tech contexts develop the computational thinking assessed here.

Assessment frameworks.

For a paper-level breakdown of skills tested per subject, download the ICAS Assessment Frameworks at icasassessments.com/products-icas/subjects/. Each framework has one page per ICAS Paper (Introductory to J) listing the specific skills assessed. Useful for Heads of Department when planning ICAS integration.

Recognition: medals and certificates.

Every ICAS participant is recognised. Certificates are awarded based on international ranking within each subject and year level. Medals go to the top scorer within each country or region.

Award	Who receives it	What it signals
ICAS Medal	Top score per subject / year level, per country or region	The most prestigious recognition. One medal per subject per year level per country — a Singapore or Malaysia medal at secondary level is exceptional.
High Distinction	Top 1% internationally	Global benchmark. Frequently cited on scholarship and university applications.
Distinction	Next 10% internationally	A strong result — roughly 90th percentile globally.
Credit	Next 25% internationally	An above-average result — approximately 65–89th percentile globally.
Merit	Next 10% internationally	Recognises solid performance — approximately 55–64th percentile globally.
Participation	All remaining participants	Every student is recognised. Frame this as a shared achievement across the cohort.

Results access.

When results are released, EduVision emails each family a **TAP-ID and PIN** for direct access to the online student results portal. The portal shows the overall grade and certificate, strand-level performance within each subject, comparison to the country / regional average, and item-level detail (which questions the student got right, plus the % of students regionally who got each question correct). Point parents to it in your results communication.

2. Practice question samples.

Eight verbatim items lifted from 2018 ICAS Papers F, G and H — two English, three Mathematics, three Science. All items are © Janison Solutions Pty Ltd and have been released for classroom use in this market. Use them as classroom warm-ups, as homework, or as worked examples in the lessons that follow in Section 3.

Each item is tagged with its source paper and skill area, so you can match items to a year group. The full set of 60+ items across all four secondary year levels appears in the student booklets that accompany this guide.

English samples.

Question 1 • Paper F · Q3 • Vocabulary in context

In a feature article about water as a cultural symbol, the writer notes: 'All of this added a particular piquancy to the Museum of Water.' Which word could best replace 'piquancy' and retain the same meaning?

- (A) controversy
- (B) fascination
- (C) explanation
- (D) urgency

Answer: **(B) fascination**

Question 2 • Paper H · Q12 • Vocabulary in context — secondary literary

In a factual text about the domestication of cats, the writer refers to 'a more concerted breeding attempt in the 18th century'. What does the word 'concerted' mean here?

- (A) harmonious
- (B) obvious
- (C) coordinated
- (D) guarded

Answer: **(C) coordinated**

Mathematics samples.

Question 3 • Paper F · Q15 • Number & Arithmetic — Factors

Vinh is making bunches of flowers using roses and lilies. She has 36 roses and 60 lilies. All of the flowers must be used to make identical bunches. What is the largest number of bunches she can make?

- (A) 6
- (B) 12
- (C) 18
- (D) 36

Answer: **(B) 12 — $HCF(36, 60) = 12$. Each bunch has 3 roses and 5 lilies.**

Question 4 • Paper G · Q23 • Reasoning — Rates

A dog and a rabbit are 6 metres apart. The dog then chases the rabbit. In the time that it takes the dog to run 4 m, the rabbit moves 3 m. How far has the dog run by the time it catches up with the rabbit?

- (A) 12 m
- (B) 18 m
- (C) 24 m
- (D) 30 m

Answer: **(C) 24 m** — *Dog gains 1 m per 4 m run. To gain 6 m, dog runs $6 \times 4 = 24$ m.*

Question 5 • Paper H · Q31 • Algebra & Patterns — Rearrangement

Susi correctly rearranged the formula $s = (1/2)(u + v)t$ to make v the subject. Which is Susi's rearranged formula?

- (A) $v = 2s/t - u$
- (B) $v = (2s - u)/t$
- (C) $v = (2s - t)/u$
- (D) $v = 2s/u - t$

Answer: **(A) $v = 2s/t - u$** — *Multiply both sides by 2, divide by t , then subtract u .*

Science samples.

Question 6 • Paper F · Q5 • Life Science — Adaptations

An adaptation makes organisms within a species better suited to their environment. Adaptations can be structural or behavioural. Which of these is an example of a behavioural adaptation?

- (A) Succulent plants grow thick leaves.
- (B) Some desert flowers open at night time.
- (C) Birds have bones that are hollow and lightweight.
- (D) Polar bears have a thick layer of fat under their skin.

Answer: **(B)** — *Opening at night is a behaviour. The others are structural.*

Question 7 • Paper G · Q5 • Observing & Measuring — Accuracy & Precision

Three students each took five measurements of the same metal bar (true length 24.0 cm). Student A's results clustered close together but 1 cm short. Student B's results spread between 22 and 26 cm but averaged 24.0 cm. Student C's results clustered tightly around 24.0 cm. Whose measurements are both accurate AND precise?

- (A) Student A only
- (B) Student B only
- (C) Student C only
- (D) Students A and C only

Answer: **(C) Student C only** — *Accurate = close to true value; precise = close to each other. C has both.*

Question 8 • Paper H · Q14 • Material World — Properties of metals

Most metals have a high melting point, are dense, and conduct electricity and heat very well. The table lists properties of four elements: R (melting 660 °C, density 2700 kg/m³, high thermal & electrical conductivity); T (44 °C, 1823 kg/m³, low both); X (115 °C, 1960 kg/m³, electrical conductivity 10⁻¹⁵ S/m); Z (1414 °C, 2330 kg/m³, low electrical conductivity). Which element is most likely a metal?

- (A) R
- (B) T
- (C) X
- (D) Z

Answer: **(A) R** — *The only element meeting ALL four criteria of a metal.*

3. Sample lesson plans.

Three lessons — one per subject — designed to fold ICAS-style reasoning into normal secondary teaching. Each runs in approximately 50–60 minutes and uses materials a subject teacher already has, plus past-paper items from the student booklets that accompany this guide.

Each lesson is built on the same five-stage structure: warm-up, modelled thinking, guided practice, independent practice, and exit reflection. Adapt freely to your year group.

LESSON 1 – ENGLISH

Reading a passage like an ICAS examiner.

Years 8–11 (Papers F–H) · 55 minutes

Learning intention. Students will use a 4-step close-reading method to answer multiple-choice comprehension questions, justifying every answer with specific evidence from the passage.

Skills targeted. Text Comprehension; Inference; Vocabulary in Context; Writer's Craft.

Warm-up (5 min)

Project a short paragraph from a novel students don't know. Without telling them the source, ask: where is this set? What time period? What is the mood? Have them point to specific words that support each answer. Make the principle explicit: every answer must be traceable to a word in the text.

Modelled thinking (10 min)

Choose one of the English passage items in the relevant student booklet (Y8 = Museum of Water; Y9 = Diary from Mars; Y10 = How Cats Conquered the World; Y11 = Zealandia). Read the passage aloud once. Then work through the first question. Show the 4-step method: (1) read the stem; (2) underline the qualifier; (3) look for evidence in the passage; (4) eliminate options that aren't supported.

Guided practice (10 min)

In pairs, students work through the second and third questions on the passage. Circulate. Listen for students who pick an answer first then look for evidence — that is the trap. Redirect them to find evidence first.

Independent practice (20 min)

Students complete the remaining English questions in the booklet independently. Time it. After 20 minutes, ask them to circle the question they spent longest on and explain why — a useful diagnostic for self-assessment.

Exit reflection (10 min)

Score together. For each item, ask one student to point to the specific words in the passage that justify the right answer. The goal is not to be right — it is to know WHY you are right.

Differentiation note.

For stronger readers, reduce the time allowance to 15 minutes (sitting-day pacing). For students who struggle with unfamiliar passages, allow them to read the passage twice before looking at any questions — the first read is for gist, the second for detail.

LESSON 2 – MATHEMATICS

Multi-step problem solving and elimination.

Years 8–11 (Papers F–H) · 50 minutes

Learning intention. Students will solve multi-step ICAS Mathematics problems using two strategies in parallel: forward calculation, and reverse elimination of options.

Skills targeted. Number & Arithmetic; Algebra & Patterns; Measures & Units; test-craft.

Warm-up (5 min)

Quick mental arithmetic chain. Project: 15% of 80; then $\times 1.5$; then $- 9$; then $\div 3$. Final answer? (3.) Do two more chains and ask students to describe their strategy.

Modelled thinking (10 min)

Project Sample Q3 from this guide (Vinh's bunches of flowers). Show two solving paths side by side: (a) calculate forward using HCF; (b) test each option backwards — does each candidate number of bunches divide BOTH 36 and 60 evenly? Demonstrate that both reach the same answer; the second is the safety check for distraction options.

Guided practice (10 min)

In pairs, students attempt Sample Q4 (dog and rabbit) and Sample Q5 (rearrange formula). Circulate. For Q5, listen for the common slip of dividing rather than multiplying by t .

Independent practice (15 min)

Students complete the remaining Maths questions in their year-level booklet, including the final integer-response item. Critical instruction: “attempt the integer-response question. You will not lose marks if you get it wrong, but you will lose marks if you skip it.”

Exit reflection (10 min)

Score together. Ask: who used forward calculation? Who used elimination? On which question did each strategy work best? Make the meta-point: at Paper F–H level, the strongest students use BOTH strategies, choosing whichever is faster for each item.

LESSON 3 – SCIENCE

Reading scientific data without overclaiming.

Years 8–11 (Papers F–H) · 55 minutes

Learning intention. Students will distinguish between what a data set DOES and DOES NOT support, and select the conclusion that is most strongly justified by evidence.

Skills targeted. Interpreting; Predicting & Concluding; Investigating; experimental design.

Warm-up (5 min)

Display the headline: “Coffee drinkers live longer.” Ask: what would you need to know about the data behind this claim before you accept it? List on the board: sample size, control group, definition of “drinker”, confounders (age, income, exercise). Make the meta-point: a good scientific reader is sceptical of conclusions until the data justifies them.

Modelled thinking (10 min)

Project Sample Q8 (metals data table). Work through each option, showing how the data supports or fails to support it. Reject options that overclaim. Highlight the trap option that uses ONE criterion but ignores the others.

Guided practice (10 min)

In pairs, students attempt Sample Q7 (accuracy and precision). Stress the distinction: accurate = close to the true value; precise = close to each other. Many students conflate them.

Independent practice (20 min)

Students complete the remaining Science items in their year-level booklet. Mark on the board the three skills these items test: interpreting tables; identifying controls in fair tests; drawing conclusions without overreach.

Exit reflection (10 min)

Sticky-note exit: one observation, one inference, and one assumption from any item in the booklet. Collect at the door — useful evidence of who has internalised the distinction.

Why this lesson works for ICAS.

ICAS Science at Paper F–H level rarely asks students to recite a fact. It asks them to read carefully, reject overclaims, and identify what evidence justifies a conclusion. These are the same skills tested at IGCSE / IB MYP and assessed by university scientific reasoning entrance exams. Time spent on them transfers far beyond ICAS itself.

4. Teaching aids.

Pull-out references for classroom use. Photocopy or share digitally with subject teachers.

Six strategies that lift Paper F–H scores.

These six pieces of test-craft are responsible for most of the gain that careful preparation produces at secondary level.

When students see...	They should...	Common trap at secondary
A long literary passage (Tolstoy / Dickens / canonical extract)	Read the questions first to know what to look for. Then read the passage with those questions in mind.	Trying to absorb the whole passage on a single read — secondary passages are too dense for that to work under time pressure.
A 5-option MCQ	Same elimination logic as 4-option. Cross out two clearly wrong, then choose from the remaining three.	Spending more time per option because there are more. The right answer is still found by elimination.
A Keyword item (typed answer)	Attempt it. Even a rough answer beats a blank — you cannot lose marks by trying.	Skipping typed-answer items because there are no options to eliminate. That is up to 5 marks left on the table.
A formula they don't recognise	Substitute the values straight in. ICAS Paper F–H formulas don't require students to know them; they need to use them.	Trying to memorise the formula. The formula is given; substitution is the test.
A conclusion using absolute words ("always", "never")	Be suspicious. Strong wording is the most common trap at Paper F–H level.	Ticking the strong-sounding option because it feels confident.

5. Student practice booklets.

Four 12-page student-facing booklets accompany this guide — one per year level (Y8, Y9, Y10, Y11). Each contains a cover page with personal-details fields, a pre-test self-assessment, a stimulus passage with 4 English questions, 6 Mathematics questions (including a Keyword / integer-response item online), 5 Science questions, six strategy tips for sitting day, and a full answer key with reasoning.

Each booklet is set in a peer-to-peer tone appropriate for secondary readers — strategic rather than encouraging. Deploy them as homework two weeks before sitting day, as lesson warm-ups, or in a dedicated one-hour study session.

Sitting day.

ICAS is delivered online during your normal secondary timetable. Each subject paper runs 45–60 minutes on a school-supplied device or BYOD. Provide scrap paper for working; no calculators or dictionaries.

Next steps.

You now have everything you need to introduce ICAS confidently into your secondary timetable and prepare your students with low-friction practice.

Three-week checklist before sitting day.

1. Three weeks out: brief your subject teachers. Share the relevant student booklets with English, Maths, and Science teachers.
2. Two weeks out: distribute student booklets. Set as homework or run a study session.
3. One week out: run the three sample lessons (one per subject) in class time.
4. Sitting day: check devices are ready (ICAS is online). No phones, calculators, or dictionaries during the test. Provide scrap paper for working.

Get in touch.

Speak to your local ICAS reseller for onboarding support, or visit icasassessments.com for pricing, sitting dates and the latest frameworks.