



Revising for Maths and English Language



Maths

Maths revision is not a spectator sport!



**The best way to revise for
your Maths GCSE is by doing
as much practice as you can!**

**You should be aiming to do 2
hours of maths revision a week.**

In class (and at home):

You will receive 4 past papers (and then 6 more after the mocks)

Make the most of the help you will get in class

Don't treat them like exam papers!

If you get stuck?

Revision guide

NUMBER

Had a look ☐
Nearly there ☐
Nailed it! ☐

Indices 1

The index laws tell you how to work with **powers** of numbers.

1 Index laws
Indices include square roots, cube roots and powers. You can use the index laws to simplify powers and roots.

$$a^m \times a^n = a^{m+n}$$

$$4^3 \times 4^7 = 4^{3+7} = 4^{10}$$

$$\frac{a^m}{a^n} = a^{m-n}$$

$$12^6 \div 12^3 = 12^{6-3} = 12^3$$

$$(a^m)^n = a^{mn}$$

$$(7^3)^5 = 7^{3 \times 5} = 7^{15}$$

2 Cube root
The cube root of a positive number is positive.

$$4 \times 4 \times 4 = 64$$

$$4^3 = 64$$

$$\sqrt[3]{64} = 4$$

The cube root of a negative number is negative.

$$-4 \times -4 \times -4 = -64$$

$$(-4)^3 = -64$$

$$\sqrt[3]{-64} = -4$$

3 Powers of 0 and 1
Anything raised to the power 0 is equal to 1.

$$6^0 = 1 \quad 1^0 = 1 \quad 7223^0 = 1 \quad (-5)^0 = 1$$

Anything raised to the power 1 is equal to itself.

$$8^1 = 8 \quad 499^1 = 499 \quad (-3)^1 = -3$$

Indices checklist

The base numbers have to be the same. ☒

If there's no index, the number has the power 1. ☒

Be careful with negatives: $(-3)^2 = 9$ ☒

Worked example

(a) Write $6 \times 6 \times 6 \times 6 \times 6$ as a single power of 6. (1 mark)

$$6 \times 6 \times 6 \times 6 \times 6 = 6^5$$

(b) Simplify $\frac{3^8 \times 3}{3^4}$ fully, leaving your answer in index form. (2 marks)

$$\frac{3^8 \times 3}{3^4} = \frac{3^9}{3^4} = 3^5$$

For 1(b), start by working out $\frac{9625}{7 \times 11}$

3 is the same as 3^1 . For part (b), use the rule $a^m \times a^n = a^{m+n}$ to simplify the numerator, then use $\frac{a^m}{a^n} = a^{m-n}$ to simplify the fraction. Remember to write down both steps of your working and give your answer as a power.

Learn it!

You need to be able to recognise the square numbers up to 15^2 and the cubes of 1, 2, 3, 4, 5 and 10. You can check with a calculator but you'll be more confident if you learn them.

Now try this

1 (a) Write $7^3 \times 7^5$ as a single power of 7. (1 mark)

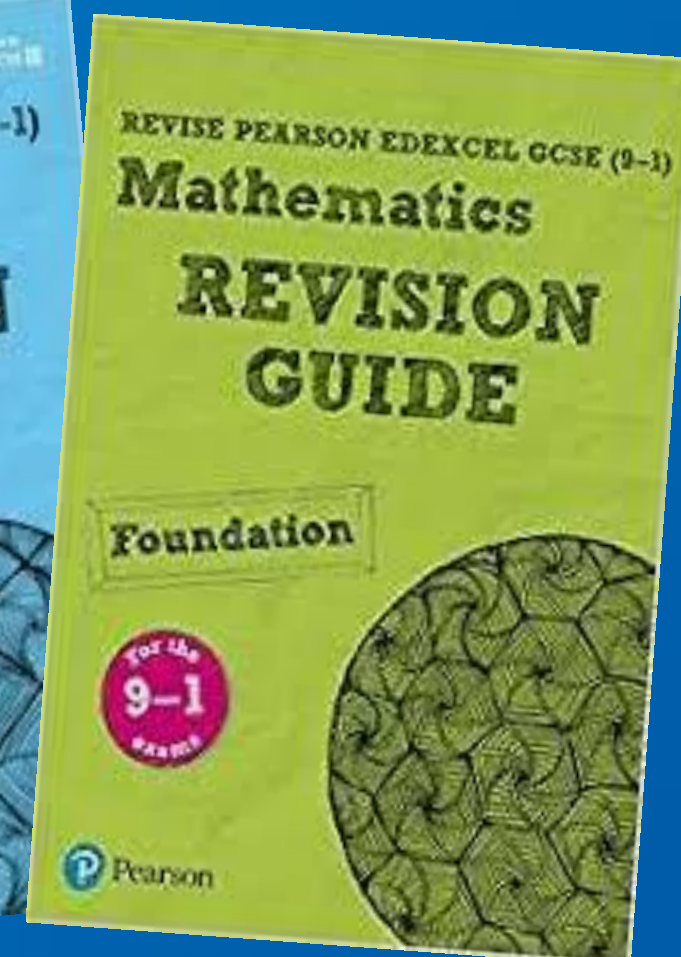
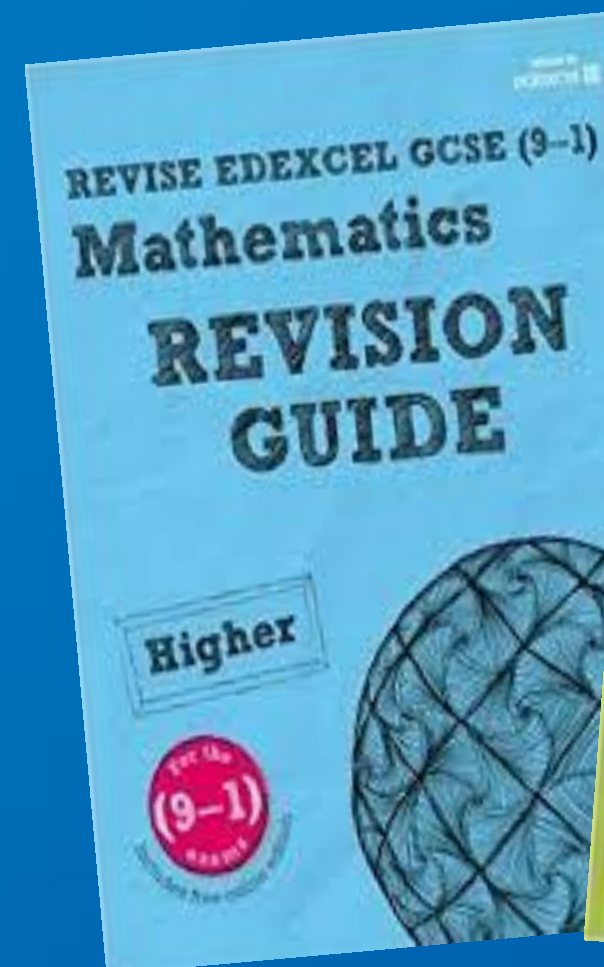
(b) $9625 = 5^n \times 7 \times 11$
Find the value of n . (2 marks)

2 $(\sqrt[3]{-27})^k = 9$
Write down the value of k . (2 marks)

3 (a) Simplify, leaving your answers in index form

(i) $\frac{2^9}{2^5}$ (ii) $(7^2)^6$ (iii) $5^2 \times 5^0$ (3 marks)

(b) $\frac{3^n}{3^2 \times 3^5} = 3^4$
Find the value of n . (2 marks)



PiXL Maths app



PiMA 

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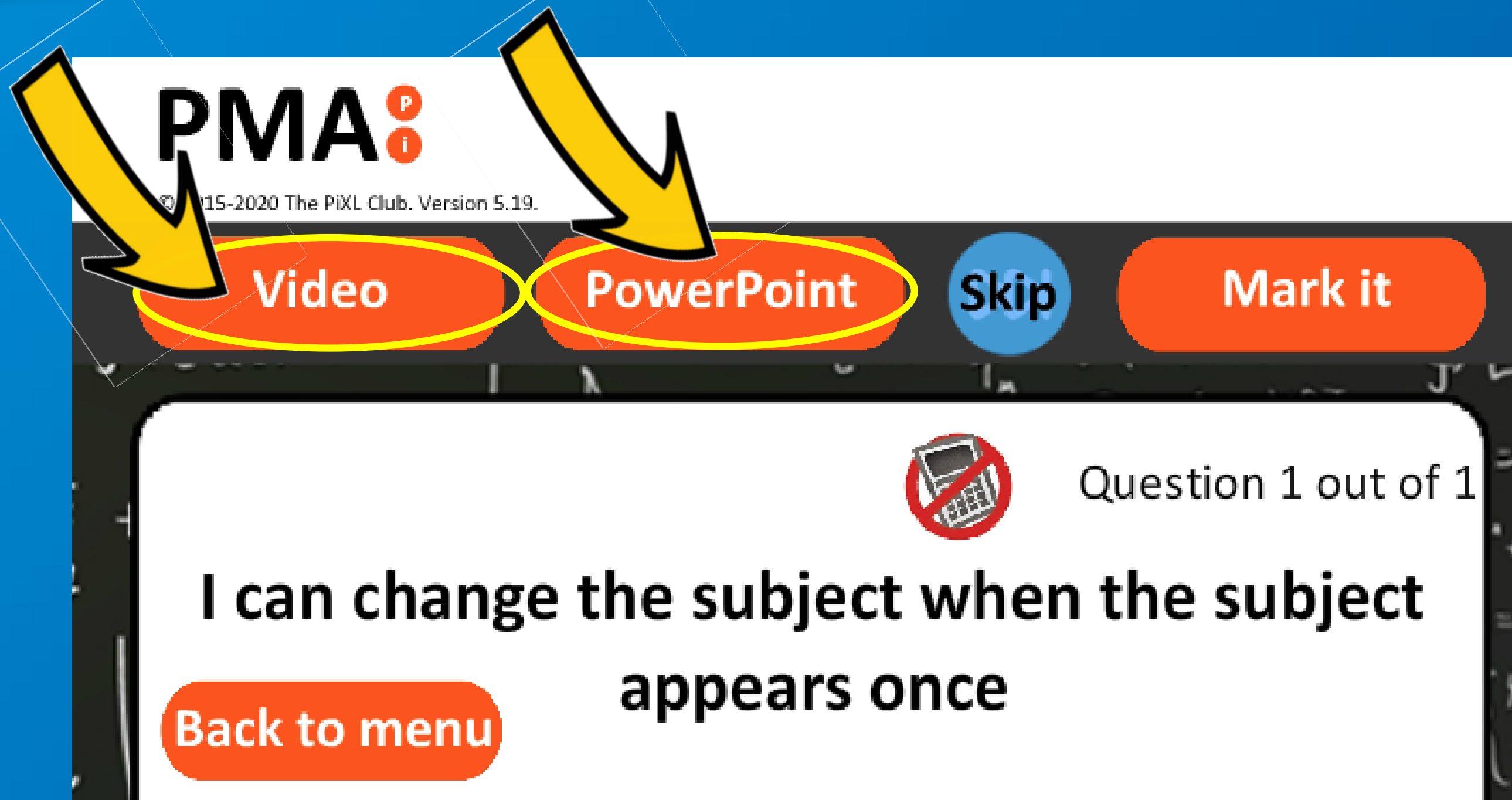
Take a test

Set tasks

Paper QLA

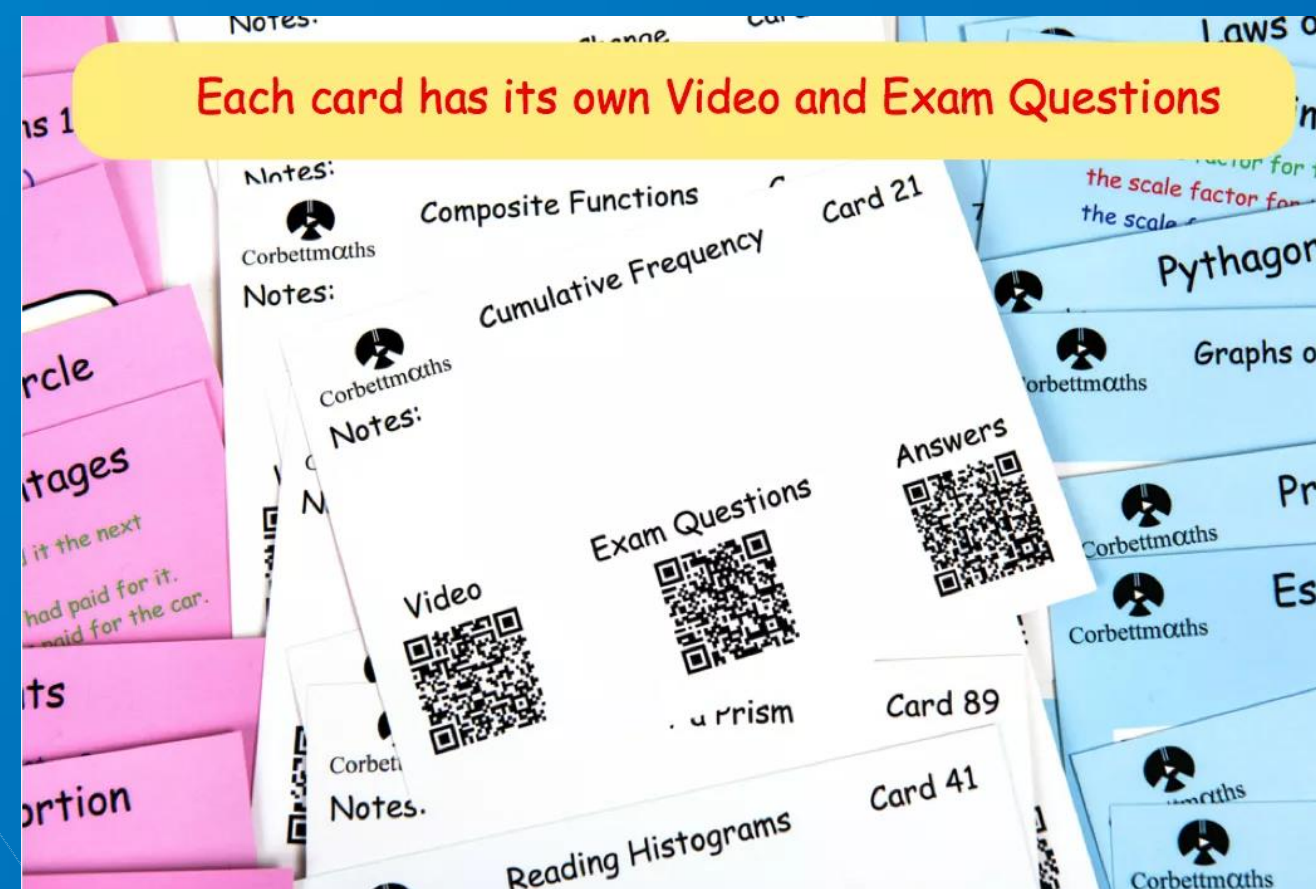
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Each card has its own Video and Exam Questions



Corbettmaths

Algebra: expressions - forming [Video 16](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: indices [Video 1](#) [Practice Questions](#) [Textbook Exercise](#)

Algebra: multiplying terms [Video 18](#) [Practice Questions](#) [Textbook Exercise](#)

More Practice

Factorising



Guided

1 Factorise

(a) $3x + 6$

$= 3(\dots + \dots)$ (1 mark)

(b) $2p - 6$

\dots (1 mark)

(c) $5y - 15$

$= 5(\dots - \dots)$ (1 mark)



Guided

2 Factorise

(a) $x^2 + 6x$

$= x(\dots + \dots)$ (1 mark)

(b) $x^2 + 4x$

\dots (1 mark)

(c) $x^2 - 12x$

$= x(\dots - \dots)$ (2 marks)



Guided

3 Factorise fully

(a) $3p^2 + 6p$

$= 3p(\dots + \dots)$ (1 mark)

(b) $8y^2 - 24y$

\dots (2 marks)

'Factorise fully' means that you need to take out the highest common factor (HCF).



4 Factorise fully

(a) $4d^2 + 12d$

\dots (2 marks)

(b) $6x^2 - 18x$

\dots (2 marks)

If you wrote $4d^2 + 12d = 4(d^2 - 3d)$ you would not have factorised fully, because 4 is not the HCF of both terms.



Guided

5 Factorise

(a) $x^2 + 4x + 3$

$\dots \times \dots = +3$

$\dots + \dots = +4$

$x^2 + 4x + 3 = (x + \dots)(x + \dots)$

(2 marks)

(b) $x^2 + 11x + 10$

$\dots \times \dots = +10$

$\dots + \dots = +11$

$x^2 + 11x + 10 = (x + \dots)(x + \dots)$

(2 marks)

You need to find two numbers that multiply to give 3 and add up to give 4.



6 Factorise

(a) $x^2 + 6x - 7$

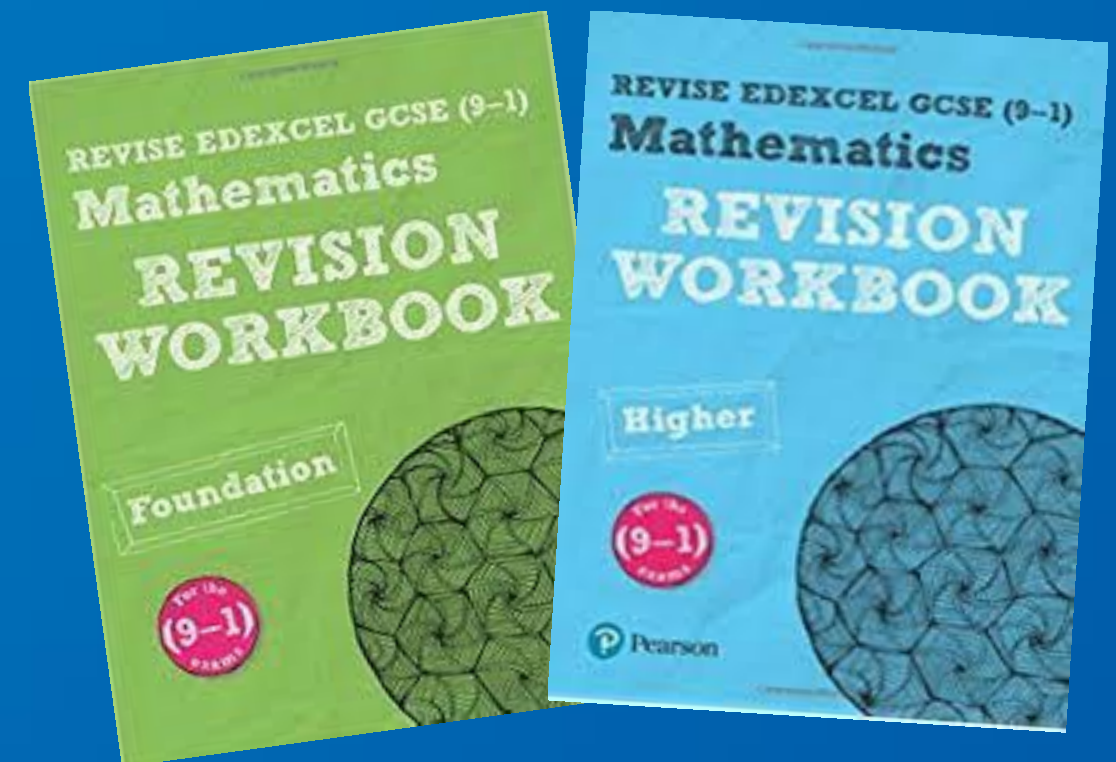
\dots (2 marks)

(b) $x^2 + 4x - 5$


\dots (2 marks)

(c) $x^2 - 2x - 15$


\dots (2 marks)



10 minute tests

**Test 2**

There are **7 questions** in this test. Give yourself **10 minutes** to answer them all.
You may **not** use a calculator for this test.



1. Which of the following is **not** equivalent to one eighth? Circle your answer.

$\frac{3}{24}$ 0.125 125% $\frac{7}{56}$ [1]

2. Which of the following is equal to $9 \times 10^7 + 8 \times 10^6$? Circle your answer.

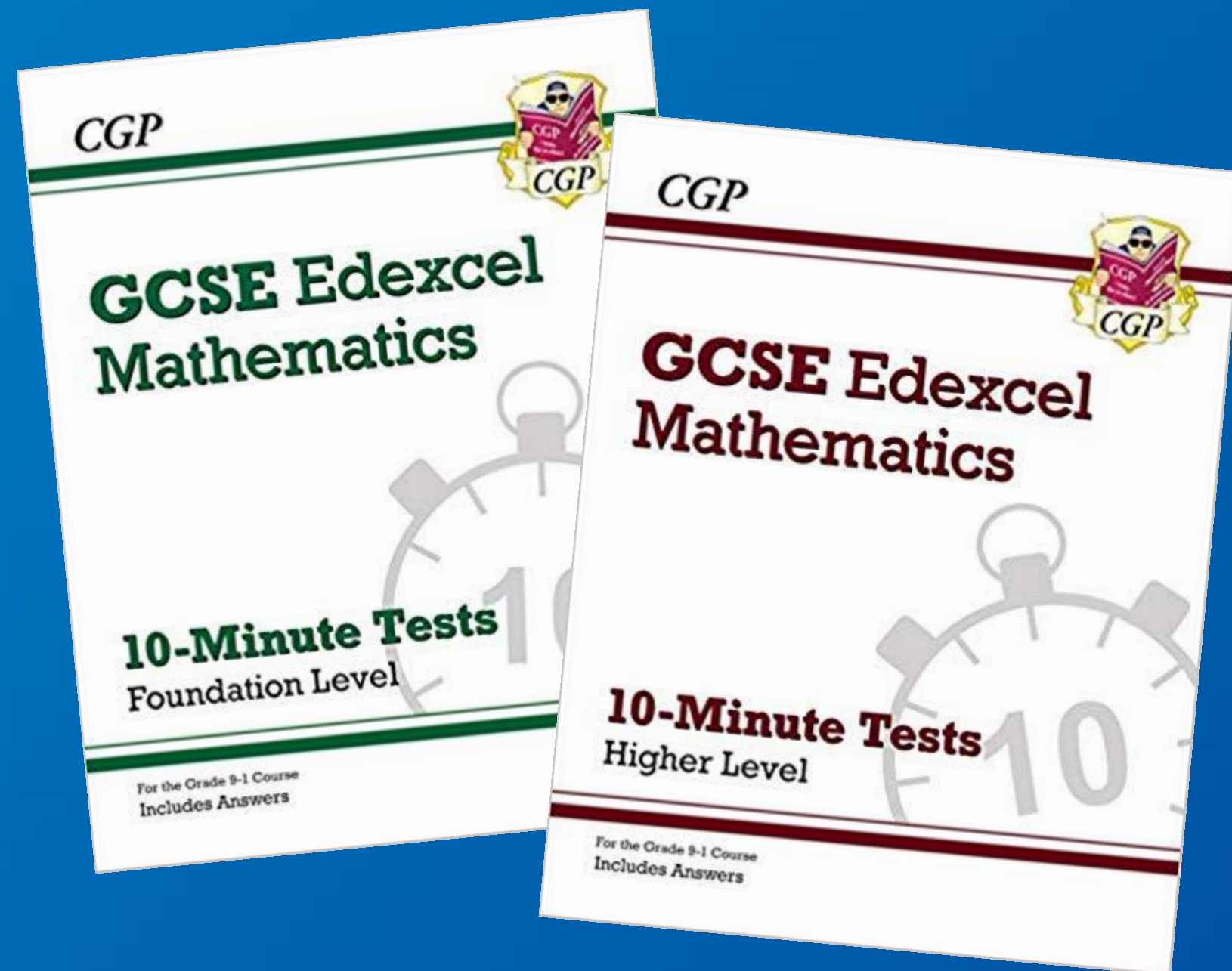
1.7×10^{14} 9.8×10^7 8.9×10^8 9.8×10^8 [1]

3. Calculate $\frac{6 \times 8 + 4}{\sqrt{18 - 6 \div 3}}$.

..... [1]

4. Express 280 as a product of its prime factors.

..... [2]



Extra set of past papers on the VLE

Revision

GCSE Revision

(extra practice paper link below!)

Click below for links to a revision checklist

Click below for a 'need to know' formula sheet

Head to the parents evening booking link to book onto the

Check out the following websites:

<https://corbettmaths.com>


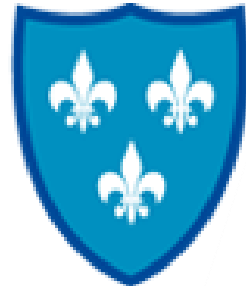
<https://www.onmaths.com/>

+ new document or drag files here

All Documents

✓	📄	Name	Modified	Me
	📄	01 Practice Tests Set 8 - Paper 1F	... January 17	<input type="checkbox"/>
	📄	02 Practice Tests Set 8 - Paper 1F mark scheme	... January 17	<input type="checkbox"/>
	📄	03 Practice Tests Set 8 - Paper 2F	... January 17	<input type="checkbox"/>
	📄	04 Practice Tests Set 8 - Paper 2F mark scheme	... January 17	<input type="checkbox"/>
	📄	05 Practice Tests Set 8 - Paper 3F	... January 17	<input type="checkbox"/>

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Mathematics | Year 7 | Year 8 | Year 9 | **KS4 Mathematics** | KS4 Statistics

Discussions
Resources
Revision
Libraries

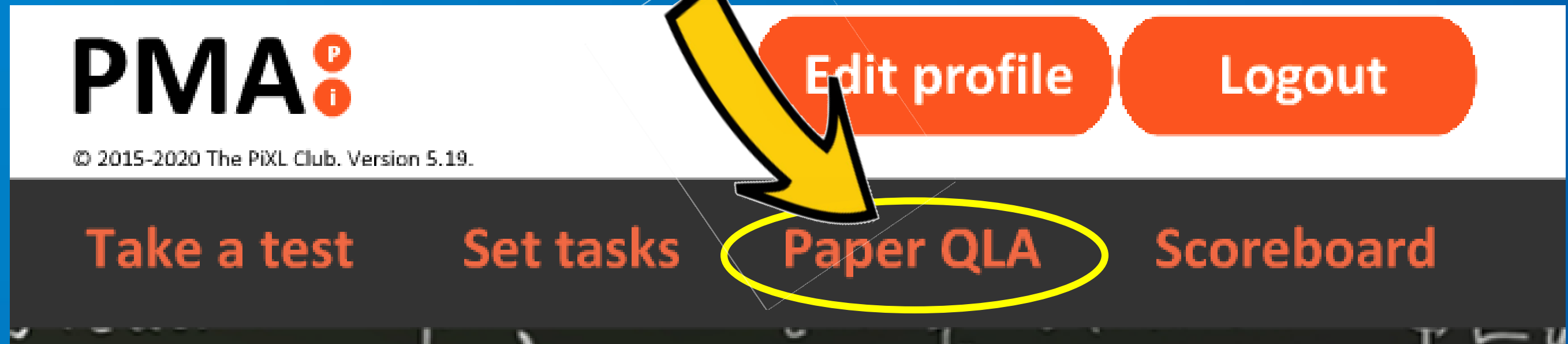
Mathematics > KS4 Mathematics

Mathematics

SVC Maths Bit


A level Summer


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Paper QLA templates:

Use the search box below to refine the list:



Data



Take a test



Worksheet



Report

SVC Nov 19 Foundation


Data


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Worksheet


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Worksheet


Report

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MyMaths boosters

Revision and assessment



GCSE booster pack:
grades 3 and 4

GCSE booster pack:
grades 4 and 5

GCSE booster pack:
grades 6 and 7

GCSE booster pack:
grades 8 and 9



MyMaths.co.uk

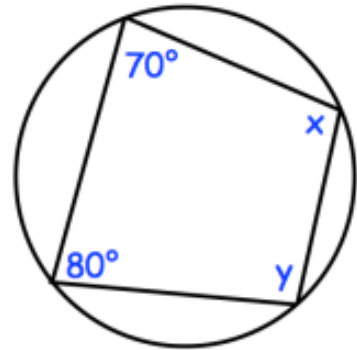


Name: _____

5-a-day

Higher

3rd January



Find x and y



Simplify $\sqrt{8}$

A biased coin is flipped three times.



The probability of the coin landing on tails is 0.7

Find the probability the coin lands on tails exactly once.

A circular mirror has a diameter of 60cm to the nearest centimetre.

Find the greatest possible area of the mirror.
Give your answer in cm^2

GCSE 9-1

signed for students aiming for Grades 1, 2 and 3.

signed for students aiming for Grades 3 and 4.

signed for students aiming for Grades 4, 5 and 6.

signed for students aiming for Grades 6 and 7.

signed for students aiming for Grades 8 and 9.



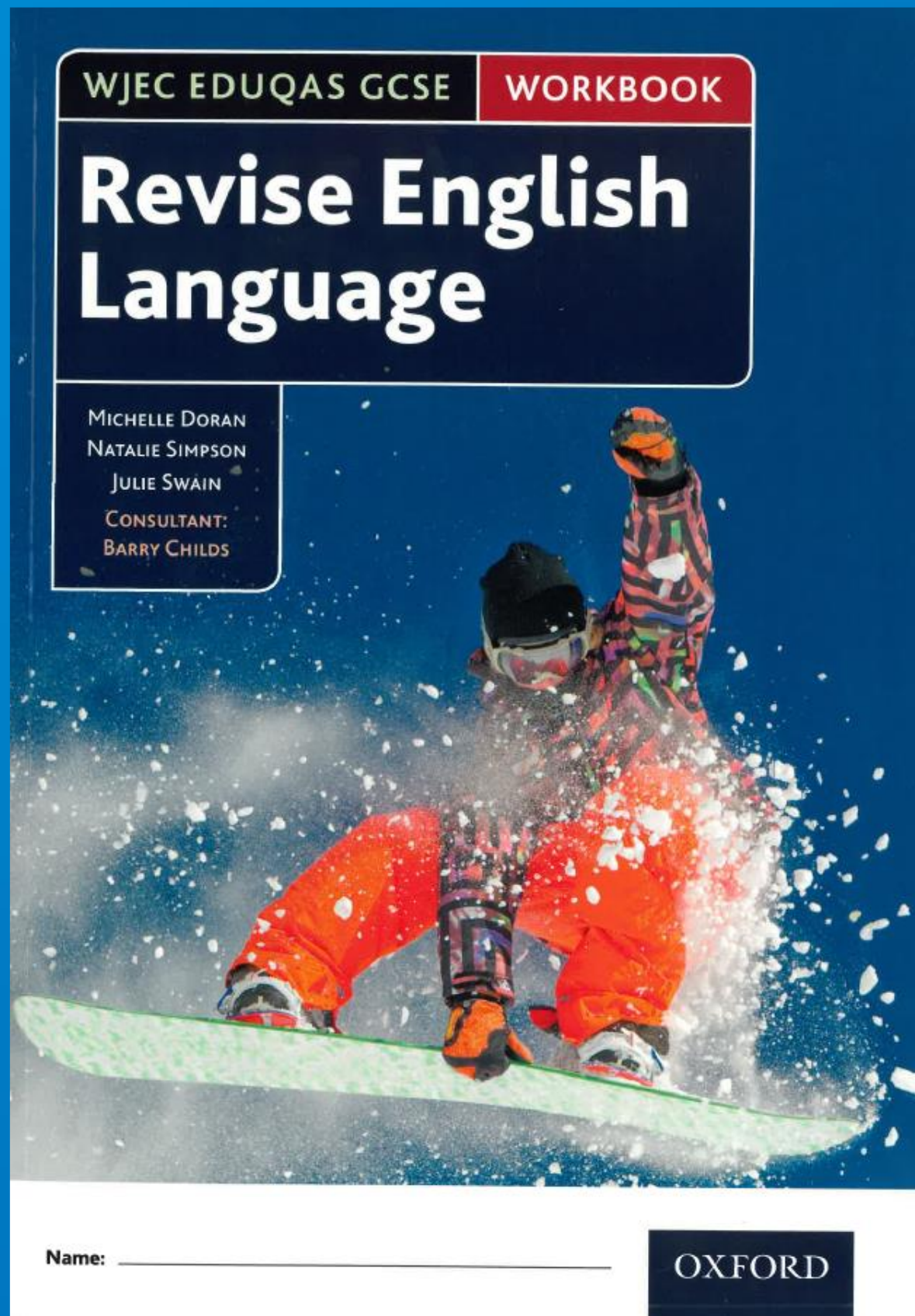
English Language



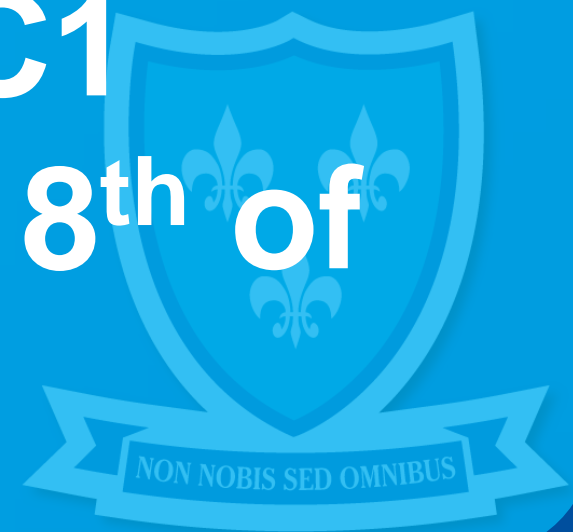
**Nothing can come of
nothing.**

William Shakespeare

What should you be using?



- Priced £4 at SVC (£2.50 cheaper than Amazon)
- Available in Finance
- This is everything you need for English Language revision.
- You should have completed the C1 section by the 18th of March.



What should you be doing?

- Make sure you are working on the correct section for the March mock.
- Leave the practice paper at the back for May half term.

Contents	
Introduction	4
WJEC Eduqas English Language specification overview	4
How this workbook is structured	5
What are the main features within this workbook?	5
Component 1 Section A: Reading	6
Summary of Component 1	6
Section A: Reading	6
Unit 1: Assessment Objective 1	7
1 Location of explicit details	7
2 Location and interpretation of implicit details	10
Unit 2: Assessment Objective 2	17
3 How writers use language	17
4 How writers use structure	21
5 How writers create effect	23
6 How writers influence their readers	25
Unit 3: Assessment Objective 4	28
7 Bringing the writer's craft together	28
8 Personal and critical evaluation	34
Component 1 Section B: Writing	41
Summary of Component 1	41
Section B: Writing	41
1 Planning to write	42
2 Openings	45
3 Organizing and structuring	49
4 Developing the narrative: settings	55
5 Developing the narrative: characters	60
6 Effective endings	65
Component 2 Section A: Reading	67
Summary of Component 2	67
Section A: Reading	67
Unit 1: Assessment Objective 1	68
1 Location of explicit details	68
2 Location and interpretation of implicit details	73
3 Combining information from two texts	80
Unit 2: Assessment Objective 2	84
4 How writers use language	84
Unit 3: Assessment Objective 3	90
5 Comparing information and ideas from two texts	90
6 Comparing how the writers get across their views	94
7 Comparing information and how writers get across their views	97
Unit 4: Assessment Objective 4	103
8 Evaluating texts critically with supporting textual detail	103
Component 2 Section B: Writing	112
Summary of Component 2	112
Section B: Writing	112
1 Formal letters	113
2 Writing an informal letter or email	121
3 Writing speeches/talks	127
4 Writing an article	134
5 Reports	141
6 Writing a review	147
Sample exam papers	152
Sample Component 1 Section A	152
Sample Component 1 Section B	155
Sample Component 2 Section A	158
Sample Component 2 Section B	159
Glossary	160



What should you be doing?

Activity 2

a. Read the extract below carefully.

The Hundred Secret Senses by Amy Tan

Here the narrator is just about to meet her older Chinese step-sister for the first time...

I was nearly six by the time Kwan came to this country. We were waiting for her at the customs area of San Francisco Airport. [...] My mother was nervous and excited, talking non-stop: 'Now listen, kids, she'll probably be shy, so don't jump all over her... And she'll be skinny as a beanpole, so I don't want any of you making fun of her...'

When the customs official finally escorted Kwan into the lobby where we were waiting Aunt Betty pointed and said, 'That's her. I'm telling you that's her.' Mom was shaking her head. This person looked like a strange old lady, short and chubby, not exactly the starving waif Mom pictured or the glamorous teenage sister I had in mind. She was dressed in drab gray pyjamas, and her broad brown face was flanked by two thick braids.

Kwan was anything but shy. She dropped her bag, fluttered her arms, and bellowed, 'Hall-oo! Hall-oo!' Still hooting and laughing, she jumped and squealed the way our new dog did whenever we let him out of the garage. This total stranger tumbled into Mom's arms, then Daddy Bob's. She grabbed Kevin and Tommy by the shoulders and shook them. When she saw me, she grew quiet, squatted on the lobby floor, and held out her arms. I tugged on my mother's skirt. 'Is that my big sister?'

b. Now record your impressions of Kwan in the table below.

Impressions of Kwan	
Evidence	Effect
'This person looked like a strange old lady, short and chubby...'	The writer uses a simile to compare Kwan to an old lady to convey her small size. We get the sense that she is unusual in appearance through the word 'strange' and perhaps that she looks old before her time.
'... not exactly the starving waif Mom pictured'	Understatement – the writer contrasts the expectations of the narrator's mother to emphasize the fact that she is 'short and chubby' and her appearance is not what was expected.
'...or the glamorous teenage sister I had in mind'	
'She was dressed in drab gray pyjamas'	

- It is a workbook. You just need to work your way through it.
- Every page should be completed by the 2nd of June.



What else could you be doing?

- Complete the 2 hour practice paper on Go4Schools.
- Make sure you 'View full list of homework tasks'.

SECTION A: 40 marks

Read carefully the passage in the **separate Resource Material** for use with **Section A**.
Then answer **all** the questions below.

The story in the separate Resource Material is set on a Caribbean island where the main characters, Emma and Robbie, are on holiday.

0 1 **Read lines 1-6.**
List **five** things you learn about Emma in these lines. [5]

0 2 **Read lines 7-16.**
What impressions does the writer create of Emma and Robbie in these lines? [5]
You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.

0 3 **Read lines 17-30.**
How does the writer show the character of Emma in these lines? [10]
You should write about:

- what Emma does in these lines
- the writer's use of language to show her character

You must refer to the text to support your answer, using relevant subject terminology where appropriate.

0 4 **Read lines 31-55**
How does the writer make these lines exciting and dramatic? [10]
You should write about:

- what happens in these lines to build excitement and drama
- the writer's use of language and structure to create excitement and drama
- the effects on the reader

You must refer to the text to support your answer, using relevant subject terminology where appropriate.

0 5 **To answer this question you need to read lines 56-70 and also consider the passage as a whole.**
"The writer uses the walk to Wreck Island to show a change in both Emma and Robbie."
How far do you agree with this view? [10]
You should write about:

- your thoughts and feelings about how Emma and Robbie are presented in these lines and in the passage as a whole
- how the writer has created these thoughts and feelings

You must refer to the text to support your answer.



4 SCHOOLS



Don't forget...

GCSE English Language – Assessment Obj

Component 1: (40% of qualification)

Section A: 20th Century Reading (20%) – Sept Y10

Section B: Creative Prose Writing (Narrative) (20%) – Jan/Feb Y10
(Both will be revised in Y11.)

Component 2:

Section A: 19th

Section B: Tr
(Both will be

Reading AO1:

AO1 - Identify and interpret explicit and implicit information and ideas (C15A Q1 and C25)

- Read the question very carefully. List your **SHORT** answers in bullet points

- Do not copy unselectively; ensure your response answers the question

AO1 - Select and synthesise evidence from different text (C25A Q5)

- This question requires you to talk about both texts. Read the question carefully and ident

- Talk about the first text, answering the question and giving evidence and do the same for

Reading AO2 - Explain, comment on and analyse how writers use language and structure subject terminology to support their views (C15A Q2, Q3 & Q4 and C25A Q2)

Developing

- o I make clear points that answer the question
- o I use some quotations from across the extract to support my points
- o I make comments on the effects on the reader

Secure

- o I make a range of thoughtful points that answer the question
- o I use quotations from across the entire extract to support my points
- o I explore how language choices create effects for the reader

Reading AO3 - Compare writers' ideas and perspectives, as well as how these are convey

- This question requires you to talk about both texts. Read the question carefully and ident

- Make it clear which text you are referring to by using the writers' names

- Compare what the two writers say about the topic outlined in the first bullet point

- Use evidence to support your ideas

- Use comparative connectives (e.g. similarly, likewise, whereas)

- For higher marks, engage with how the writer uses language and other methods for effect

Reading AO4 - Evaluate texts critically and support this with appropriate textual refe

Developing

- o I give some different opinions, thoughts and feelings in response to the question
- o I use some quotations from across the extract to support my opinions
- o I give some justifications of my opinions

Secure

- o I give a range of different opinions, thoughts and feelings in response to the question
- o I use quotations from across the entire extract to support my opinions
- o I give a range of justifications, sometimes referring to the writer's methods

AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

Developing

- o Use paragraphs correctly (TIPToP)
- o Demonstrate an understanding of the audience and purpose of the text you are writing
- o Include relevant ideas, information and content
- o Communication is clear

Secure

- o Develop detailed and developed ideas across paragraphs
- o Demonstrate a clear and consistent understanding of the audience and purpose
- o Develop appropriate and detailed ideas, information and content
- o Communication is consistently coherent

Advanced

- o Paragraphs of varying lengths are imaginatively organised, convincingly developed and effectively engage the reader's attention
- o Demonstrate a sophisticated and sustained understanding of the audience and purpose
- o Ideas, information and content are developed with detail, originality and sophistication
- o Communication is ambitious and consistently conveys precise meaning

COMPONENT OVERVIEW: MAPPING COVERAG

English Language Component 1 Section A: 20th Century Literature R

- This section tests your understanding of one prose extract (about 60-100 lines) of literature from the 20th century, assessed through a range of structured questions.
- You have **one hour** to complete this section. It is worth 20% of your overall English Language grade.

For each question:

1. Read the question and underline key words
2. Identify the section of text and rule off the relevant lines
3. Read the section of text referred to in the question, and highlight key words and phrases that are relevant to the question
4. Make sure you write the answer in the time allowed (see timings in table below)
5. Then go on to the next question

Q	AO	What do I need to do?
1	AO1 Identify explicit and implicit information/ ideas	- Read the question very carefully. List your SHORT answers in bullet points DO NOT ANALYSE. - Do not copy unselectively; ensure your response answers the question Example: Q- List five things Megan thinks or feels about being in England. A - 1) She thinks the rain was 'expected' 2) She feels excited
2	AO2 Explain, comment and analyse how writers use language/ structure to achieve effects and influence the reader.	See below but make 4-5 different points that answer the question
3		Read the question carefully and identify the focus of the question It could be a how/impressions/thoughts and feelings/tension and drama question Use the language of the question to answer – make your focus explicit to an examiner
4		- Start at the beginning of the section and work through - Give a wide range of different points that answer the question - For each point, give a piece of evidence from the text (the shorter the better) - Use words from the question to help you word your answer - For higher marks, explore the effects of language choices on the reader - For higher marks, explore the effects of tone and structure on the reader - For higher marks, salt and pepper short, embedded quotations, showing overview Examples: When it says '.....' I get the impression that The writer shows us that when it says '.....' The writer creates tension by saying '.....' which shows
5	AO4 Evaluate texts critically and support this with textual references.	This question asks your opinion on a statement to do with the end of the story Every point you make and piece of evidence you select must show how far you agree/disagree - Make a wide range of different points, exploring different opinions - For each point, give a piece of evidence from the text (shorter the better) - Use words from the question to help you word your answer - For higher marks, refer to the text as a whole - For even higher marks, probe and explore writer's methods to justify your responses

KEY WORDS	Verbs of inference:	Analytical verbs:	Reader's response:	Modal verbs:	Adverbs of clarity:
	- suggests - implies - illustrates - depicts - conveys	- creates - establishes - builds - reinforces - evokes	- shocks - intrigues - surprises - overwhelms - inspires	- could - might - may	- especially - particularly - notably - prominently - markedly

COMPONENT OVERVIEW: MAPPING COVERAGE

English Language Component 2 Section A: 19th and 21st Century Non-fiction Reading

- This section tests your understanding of **two extracts** (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19th century, the other from the 21st century, assessed through a range of structured questions. The two extracts will be linked by theme.
- You have **one hour** to complete this section. It is worth 30% of your overall English Language grade.

1. Read the questions first. **Identify the key words** in each question. You should use these to help you structure your response.
2. Make sure you check which texts the questions are referring to. This will be made very clear.
3. **Scan** the texts before you start writing.
4. Use a **highlighter** effectively to highlight the information and quotations you will use.
5. Adhere to the timings for each question (see below for more information).



	Q	AO	What do I need to do?	Time	Mark
21 st Century text	1	AO1 Identify explicit information/ ideas	- Read the question very carefully. List your SHORT answers in bullet points. - No need for sentences. Example: Q: How much food is wasted by the British every year? A: 500,00 tons	3 mins	3
	2	AO2 Explain, comment and analyse how writers use language/ structure to achieve effects and influence the reader	Read the question carefully and identify the focus of the question. Use 'the writer' throughout your response. - Start at the beginning of the text and work through – ensure good coverage . - Give a wide range of different points that answer the question and support with evidence. - Use words from the question to help you word your answer. - For higher marks, explore the effects of language, tone and structure on the reader. - For higher marks, salt and pepper short, embedded quotations, showing overview. Example: The writer says '.....' which suggests..... The word '.....' is effective because The writer uses a in order to	15 mins	10
19 th century text	3	AO1 Identify and interpret explicit and implicit information and ideas.	- Read the question very carefully. List your SHORT answers in bullet points. These may require you to interpret implicit information. Example: Q: What does the writer mean by "Time is money" in line 2? A: If you sit around doing nothing, you're wasting time when you could be making money	3 mins	3
	4	AO4 Evaluate texts critically and support this with textual references.	This question will ask for your opinion of what you have read (What do you think and feel?) - Start at the beginning of the text and work through – ensure good coverage . - Give a wide range of different points that answer the question and support with evidence. - Use words from the question to help you word your answer. - For higher marks, engage with how the writer uses language and other methods for effect. - For higher marks, salt and pepper short, embedded quotations, showing overview. Example: The writer says '.....' which makes me think / feel	15 mins	10
AO5	5	AO1 Select and synthesise evidence from different texts	This question requires you to talk about both texts. Read the question carefully and identify the specific focus of the question. - Talk about the first text, answering the question and giving evidence and do the same for the second. Begin with the words 'Both writers' - NO NEED TO ANALYSE	5 mins	4
	6	AO2 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	This question requires you to talk about both texts. Read the question carefully and identify the specific focus of the question. - Make it clear which text you are referring to by using the writers' names - Compare what the two writers say about the topic outlined in the first bullet point - Use evidence to support your ideas - Use comparative connectives (e.g. similarly, likewise, whereas) - For higher marks, engage with how the writer uses language and other methods for effect	12-15 mins	10

KEY WORDS	Verbs of inference:	Analytical verbs:	Reader's response:	Modal verbs:	Adverbs of clarity:	Adverbs of speculation:
	- suggests - implies - illustrates - depicts - conveys	- creates - establishes - builds - reinforces - evokes	- shocks - intrigues - surprises - overwhelms - inspires	- could - might - may	- especially - particularly - notably - prominently - markedly	- possibly - seemingly - arguably - plausibly - conceivably

How long should you be spending on English revision?

- 2 hours per week
- 1 hour on English Language
- 1 hour on English Literature (don't forget you still have 'Lord of the Flies' / 'An Inspector Calls' and 'Jekyll and Hyde' / 'A Christmas Carol' quotations to learn).



You MUST have read....

SOHAM VILLAGE COLLEGE

Class of 2020

A Useful Guide to the
GCSE Exam Process
(For students & their parents/carers)



Happy to help

Check the school website exams section for information
about your exams, results and certificates

The screenshot shows the Soham Village College website. The header includes navigation links: HOME, ABOUT US, INFORMATION, STUDENT EXPERIENCE, NEWS & EVENTS, JOIN US, CONTACT US. The main banner features a photo of two students in safety goggles. Below the banner, the 'Exam Guides & Other Information' section is displayed, containing a list of links. A red arrow points from the text 'A Useful Guide to the GCSE Exam Process' in the left panel to the link 'A Useful Guide to the GCSE Exam Process for Class of 2020' on the website.

Exam Guides & Other Information

The following guides provide information for students; which give a clearer indication of what to expect when taking examinations and how parents and carers can support their children through what can be an emotional time.

- [A Useful Guide to the GCSE Exam Process for Class of 2020](#)
- [A Useful Guide to the GCSE Exam Process for Non Year 11 Students taking exams in Summer 2020](#)
- [Internal Exams Leaflet 2019 to 2020](#)
- [Exam Survival Guide](#)
- [Mind Booklet - How to Manage Stress](#)
- [Special Arrangements Students - Notes](#)

In this section

- [EXAM GUIDES & OTHER INFORMATION](#)
- [GCSE COLLECTION](#)
- [GCSE INFORMATION FOR CANDIDATES](#)
- [TIMETABLES & DATES](#)

This will also be emailed directly to you.