



Guided Pathways Booklet

For Year 9 students

Name.....

Form Tutor.....

Year 9 into 10

Years 10 & 11 Guided Pathway Information

Continuing the Five Year Curriculum Journey

We are pleased to attach the Guided Pathway information booklet for Years 10 & 11 at Outwood Academy Easingwold.

At Outwood Grange Academies Trust we firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum which will enable them to succeed both whilst at the academy and beyond. It is our intent that the experiences we provide our students through our wider educational offer, and specifically our curriculum offer, drives our Trust vision Students First: raising standards and transforming lives. To that end, at Outwood Academy Easingwold we are delighted to offer an innovative curriculum, which enables all students within our academy to fulfil their potential and develop the all-important knowledge, skills and qualities which will serve them well in later life.

As you will be aware, students as they move from Year 9 into Year 10 at Outwood Academy Easingwold, have their first main point of choice within their seven year educational journey with us. This curriculum pathway, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all of our academies, are key to helping the teachers within each academy to add the maximum value that we can, to your child's education. In addition to these important subject specialists, we also deploy specialists in Special Educational Needs & Disabilities and Attendance; regular attendance, especially throughout Years 10 & 11, is critical to your child's success.

A further feature of our Years 10 & 11 curriculum is the Guided Pathways, which, alongside a core entitlement, make up the broad and balanced range of subjects on offer. In the attached booklet you will see that the core subjects: GCSE English Language and Literature, GCSE Mathematics and GCSE sciences (combined science or biology, chemistry and physics) are taken by all students alongside non-examined courses in physical education and personal, social, health education (currently called the Life programme). Students will continue their study of Religious Education into Year 10 – this course aims to complete in Year 10 with students attaining a GCSE qualification. Students then have three subjects to choose as part of their Guided Pathways allocation.

Furthermore, we fully support the entitlement that students have to study the group of qualifications which the government calls the English Baccalaureate (EBacc): English, mathematics, sciences, one humanities subject (geography or history) and a modern foreign language. To both support attainment in this important group of subjects and promote a broad and balanced curriculum for your child, we require all students to study either geography or history. For many students it will be appropriate that they also study a modern foreign language subject so that they can attain the Full EBacc which, increasingly, higher education establishments are looking for: these subjects are also an excellent foundation for those who wish to go on and study A Levels in the 'Facilitating Subjects' (biology, chemistry, English, geography, history, maths, modern and classical languages, physics). It is possible to study both geography and history alongside a modern foreign language if you wish. We will advise you if we believe that your child should be following the Full EBacc route and as always, provide specialist independent careers advice to ensure that you have access to impartial support during this process.

We understand that this is a crucial time and the choosing of qualification courses is very important. You will find further information about support available to you in this booklet, including details of the Guided Pathway Information Evening.

Whatever your son or daughter is hoping to study, and then do in later life, I am sure that you will find the Guided Pathway process helpful, in the full knowledge that our sole aim is to put Students First: raising standards and transforming lives.

Making the Choice

In general terms what does the curriculum look like?

The timetable week contains 25 x 1 hour periods; plus Tutor time.

This 25 period week is split into compulsory Core subjects and Guided Pathway subjects.

	Year 10	Year 11
Core	English 5 hrs Maths 4 hrs Science 4 hrs PE 1 hr RE/LIFE 2 hrs	English 5 hrs Maths 4 hrs Science 6 hrs PE 1 hr
Guided Pathways	<p>Students can choose <u>three subjects</u> from a list of courses (see list below)</p> <p>The expectation is that all students will study at least one EBacc Humanity subject (geography or history) at GCSE in Years 10 & 11; and that many will study for the Full EBacc (1x MFL <u>and</u> 1x Humanity).</p>	

Guided Pathway Courses

The courses which students can choose from, to start in Year 10 are:

Students to choose three subjects (plus two reserves) from these lists	
Students will need to choose at least one subject from this list of Humanity EBacc subjects	Art and Design (GCSE) Computer Science (GCSE) Drama (GCSE) French (GCSE) Geography (GCSE) German (GCSE) History (GCSE) Music (GCSE) PE (GCSE) Product Design (GCSE) Religious Studies (GCSE)
History (GCSE) Geography (GCSE)	

Terminology that may help you and your child

Core	These are compulsory subjects: English, maths, science, PE, RE/Life
Guided Pathway Choices	There is an element of choice about which of these subjects to study but staff guide students towards an appropriate and personalised pathway
Level 1	GCSE grades 3-1 or equivalent (grades 3-1 have replaced grades D-G at GCSE)
Level 2	GCSE grades 9-4 or equivalent (grades 9-4 have replaced grades A*-C at GCSE) With grades 5+ being classed as strong pass grades
Level 3	'A' Level grade A*-E or equivalent
GCSE	A course graded 9-1. These are assessed mainly or solely by examination (see individual subject guides for further information)
Full EBacc (EBacc = English Baccalaureate)	For students to achieve the Full EBacc they must attain GCSE grade 5+ in maths, English, at least two sciences, one of history or geography and a modern foreign language

The following websites are very useful for parents and students as they plan possible pathways after Year 11.

<http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

<https://www.informedchoices.ac.uk/>

What sort of future planning should students be doing?

Where possible, if students have a goal to aim for, this can help focus their choice of courses. Having said that, we fully understand that many students will either not have a career path planned out or may change their plans. Our curriculum has the flexibility to accommodate this and we would also encourage students to choose a broad range of qualifications over Years 10 and 11 to keep their future options open.

Post 16 Progression planning

Many of our students remain at school with us until they are 18 and study at our popular and highly successful Sixth Form. It is never too early to start thinking about pathways in Y12 and Y13 and if you require any additional information about progression onto A level courses and how this affects your child's pathway at GCSE please do not hesitate to contact Mrs Emma Taylor (Vice Principal) or Mr Tom Garnham (Assistant Principal - Post 16) who will be able to support you.

e.taylor@easingwold.outwood.com

t.garnham.easingwold.outwood.com

Attainment 8

The government has set a new Level 2 Threshold measure called Attainment 8 which you may have heard about. Attainment 8 is starting to become part of the admissions criteria for some further or higher education establishments and employment; as previous measures have, for example 5+ A*-C. A student's Attainment 8 score not only indicates their average grade, it also demonstrates performance across a range of subjects. It expects students to have achieved best possible grades in:

- GCSE Maths and GCSE English
- Any three GCSE qualifications from the Sciences, geography, history or modern foreign languages
- A further three qualifications which can be either BTEC/OCR National/Technical Award, GCSE or other approved qualifications

We will therefore support students in the core curriculum and through their Guided Pathway choices to achieve this threshold.

What if students cannot do their chosen course?

We build the Guided Pathway subject blocks based on student choices rather than ask them to pick from pre-determined blocks, so we hope that the courses offered will be available to all the students who want them but we will ask you to give us two alternative/reserve choices.

Despite every effort to give all students their preferred choice, this may not always be possible. Alternatives may have to be considered if:

- Too many students opt for a particular course
- Too few students select a particular course
- We wish to advise a better range of courses to meet a student's needs
- Combinations of courses are chosen which don't work once the blocks have been created

We will write to you in the summer term to confirm your choices.

Can students change their mind?

We always do our best to ensure that all students' choices can be matched but please bear in mind that students who submit choices after the deadline may not find it possible to be placed on their first choice courses. As soon as the options deadline has passed, work begins on timetabling. Alterations to choices may not be possible from this point onwards.

Once a decision has been made and a course has begun, it is extremely difficult to make any changes. It is therefore essential that time and thought be given to the combination of courses to be taken.

What support is available to help decide which Guided Pathway subjects to take?

1. There will be a virtual Guided Pathways Evening on Tuesday 19th January at 6pm. This will include a presentation from Mrs E Taylor (Vice Principal) about the Guided Pathways Process and the timeframe for students making their choices.
2. Subject staff will deliver a presentation to Year 9 students during form time in January so that students have the opportunity to access detailed information about what each guided pathways subject involves.
3. Parents can contact Heads of Department or Mrs Taylor at school via email or telephone if they have specific queries or questions about subjects or their child's pathway.

Deadline for Guided Pathway choices forms to be returned:

Students must submit their Google Form by the end of Tuesday 2nd February 2021.

Mrs Taylor will then process the forms and will contact students and parents if there are any points that require further consideration.

MODERN FOREIGN LANGUAGES - French and German

AQA GCSE

Listening 25%, Reading 25%, Speaking 25%, Writing 25%

COURSE OUTLINE

Next year, students will be able to continue in the study of one or two of their languages to gain GCSE qualifications. In addition, students will be able to study a new language, if they wish. Learning a Modern Foreign Language is a highly recognised academic EBacc subject that is valued by employers and Higher Education institutions. Studying GCSE French or German can also open the door to a wide range of interesting and rewarding careers.

Students will be taking the AQA GCSE specification in Languages.
The topic areas covered are:

- Identity and Culture.
- Local, National, International and global areas of interest
- Current and future study or employment

Students are either entered at Foundation level or Higher level. There is no coursework and there are no resits.

The Assessments

Paper 1: Listening, worth 25% of the total marks. Written exam taken at the end of Y11.

Paper 2: Speaking, worth 25% of the total marks. Role play, photo cards and general conversation at the end of Y11.

Paper 3: Reading, worth 25% of the total marks. Written Exam taken at the end of Y11.

Paper 4: Writing, worth 25% of the total mark. Final written exam taken at the end of Y11. Translation tasks and short essays with longer essays for higher level.

Assessments will be based on past papers at foundation level. In addition to this, students will take a full practice speaking exam to help them to be fully prepared for the mock exams and the GCSE exam in the summer of Year 11.

Staff contact: Miss L Sirvin (Head of Languages) l.sirvin@easingwold.outwood.com

HISTORY

EDEXCEL GCSE

Written Exam: 100%
(No coursework)

COURSE OUTLINE

History is not simply the study of the past; it is also the study of how the present world was created and how the past has affected us. It is the story of the world that we live in and will encourage you to develop a deep curiosity for a range of fascinating people and stories of remarkable events and developments that have shaped it.

Our GCSE History course aims to develop in candidates a broad understanding of how current societies and events have their roots firmly in the past. Through studying History students are encouraged to analyse and evaluate historical sources and to form their own opinions about the significance of key events, changes and individuals. Lessons are taught by experienced subject specialists who foster a love of their subject through delivering engaging lessons with an emphasis on debate and discussion.

History is a popular and highly recognised academic EBacc GCSE course that is valued by employers and Higher Education institutions. Studying GCSE History can open the door to a wide range of interesting and rewarding careers.

We follow the Edexcel Specification and students will study the following units over three examinations:

Medicine in Britain 1250-Present Day This is a breadth study of how medical advances developed over time and also includes a specialised topic on medical treatment in the trenches during the First World War. Students will have the opportunity to analyse how a range of factors and individuals led to medical developments in the Mediaeval period, the Renaissance, the industrial and modern world up until the present day.

Germany 1918-1939 This depth study focuses on Germany in the immediate aftermath of the First World War and students will find out how the new German democracy collapsed and how the country rapidly descended into Nazi dictatorship under the leadership of Hitler and his Nazi Party.

Early Elizabethan England 1558-88 Queen Elizabeth I is one of history's most colourful and fascinating individuals and this depth study allows students to find out more about her character and aims when she became Queen and the difficulties she faced. These included a country divided by religion, the threat of her cousin Mary Queen of Scots who she had executed in 1587 and the ambitions of the Spanish including the Spanish Armada.

The American West 1830-1890 This depth study enables students to discover how the American West developed from a wilderness inhabited by the Native Americans to an area of land settled upon by farmers, cattle ranches, miners and Mormons. The period of history was not without conflict as the government used the army to restrict the lives of the natives and as groups of settlers often competed for land and power.

Staff contact: Mr P Martin (Head of Humanities) p.martin@easingwold.outwood.com

GEOGRAPHY

AQA GCSE

Written exam: 100%
(No coursework)

COURSE OUTLINE

The Geography course has been designed to inspire and motivate you to have a fascination for the world around you. You live in a fast moving world, and we will include study of a range of up to date examples that are relevant to you. You will study things at first hand, reporting process and change for real. We will use a range of quality resources, including fieldwork that will be vibrant and exciting. Geography is taught by a team of experienced staff who foster a love for their subject by delivering engaging lessons with a focus on active learning, model building and mental mapping.

Geography is a popular and highly recognised academic EBacc GCSE course that is valued by employers and Higher Education institutions. Studying GCSE Geography can open the door to a wide range of interesting and rewarding careers.

The units you will study will be a balance between Physical and Human Geography.

Physical Geography

Natural hazards
Tectonics, weather and climate
Physical landscapes
Ecosystems

Human Geography

Urban Geography
Economic Geography
Resource Management

Fieldwork

There will be two fieldwork units.

Staff contact: Mr P Martin (Head of Humanities) p.martin@easingwold.outwood.com

PHYSICAL EDUCATION

AQA GCSE

Practical: 40%

Written Exam: 60%

COURSE OUTLINE

The content of this GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle, to provide a route to further study in Further Education Awards, such as A levels and/or the new Diplomas and to Higher Education in PE, as well as to related career opportunities.

Students are assessed in their ability to perform, in 3 different sports. These sports can be activities that they either perform in school or outside of school. There is also a small piece of written coursework which is about the students ability to assess their own performance, highlighting any areas of strength and weakness and coming up with strategies to improve their weakness.

Written Exam

Students are assessed in two 75 minute exams on topics including:

- The participant as an individual
- Physical and mental demands of performance
- Leisure and recreation
- Diet
- Health, fitness and a healthy lifestyle
- Training
- School and physical education
- Cultural and social factors
- Opportunities for further involvement
- International factors
- Social factors.

Paper 1

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2

- Sports psychology
- Socio—cultural influences
- Health, fitness and well being
- Use of data

Staff contact: Mr Jonathan Marwood (Head of PE) j.marwood@easingwold.outwood.com

ART AND DESIGN (Fine Art)

AQA GCSE

Personal Portfolio: 60%

ESA (Examination): 40%

COURSE OUTLINE

The course is a challenging and intensive GCSE course. Students will explore the following areas of study: Drawing, Painting, and Printmaking with opportunities to develop skills in Photography and Sculpture. In addition to these, Critical and Contextual studies are integrated into practical work. Drawing is an essential element to this course. You will learn a variety of different techniques and approaches to this skill, and you will have to submit evidence of a range of drawing processes in your Personal Portfolio and Examination Project (E.S.A.). You will learn specialist terminology and vocabulary that must be used in written annotation and commentaries in your sketchbooks.

You will have to keep carefully organised, annotated and presented journals and sketchbooks, which will be assessed regularly through tutorials and periodic assessments.

You will be monitored continually throughout the course, through personal tutorials, regular assessments and end of unit presentations. The final examination will be a practical assignment set by the examination board in January, February and March of Year 10.

At the end of the course all students must take part in an exhibition of work in which the examination and selected Personal Portfolio projects are displayed for final assessment.

Scheme of Assessment:

The curriculum is divided into the coursework unit (Personal Portfolio) and the externally set assignment (ESA). The syllabus consists of 4 assessment objectives:

AO1: Develop. Students research artists and art forms, explore ideas and concepts, and develop their understanding of Art & Design.

AO2: Refine. Students explore the media, processes and techniques of Fine Art, learning new materials and approaches and taking risks, solving problems and overcoming practical difficulties in Art & Design.

AO3: Record. Drawing and painting from observation, using photography as a tool for designing work, writing ideas and reviewing the work as it progresses.

AO4: Present. Students produce personal outcomes, presenting all their work coherently and preparing and presenting their work in an exhibition at the end of the course.

Staff contact: Mr Kenway (Head of Creative and Performing Arts) d.kenway@easingwold.outwood.com

DESIGN TECHNOLOGY

AQA GCSE

Written Examination: 50%

Non Examined Assessment (Coursework): 50%

COURSE OUTLINE

The aim of AQA GCSE Design and Technology is to involve candidates in activities which develop innovation and flair. Pupils are given the opportunity to design a wide variety of exciting, functional and aesthetically pleasing products to a high standard utilising Computer Aided Design and Manufacturing Techniques. Each student will be given the chance to draw upon their knowledge and experience of technology, materials and processes to successfully solve relevant and stimulating design issues in our society. Students will also gain an understanding of how to satisfy the needs of clients and consumers, and the constraints placed on manufacturers in Industrial and commercial contexts.

Course structure

Students will initially be involved in small relevant design projects that will aid them in building a wide range of knowledge, understanding and experience in the different material areas of Design and Technology. At present students display their talent, knowledge and understanding gained in the initial part of the course by applying them to their controlled assessment, which will generate 50% of the overall GCSE.

The further 50% of the GCSE will be gained through examination, which will test the student's competence in the subject. Questions will test the application of knowledge and understanding of materials, components, processes, techniques, technologies and the evaluation of commercial practices and products.

The qualification aims to:

1. Develop knowledge and understanding about a wide range of materials and production processes.
2. Be able to apply these skills to design problems. Be able to select suitable materials and processes according to the given design situation, whether that be a textile, resistant material, electronics, graphic materials or a combination of all materials.
3. The course will include extensive development of CAD skills, which will allow students to both produce detailed design presentations and also manufacture high quality products using CAM.

Exemplar design projects:

- Keeping up with current news is very important in some situations. Cricket enthusiasts can often be seen at matches clutching a radio to their ear listening to the commentary. Can you design and produce a Radio that can be easily worn?
- Body adornment exists in all cultures to various different degrees. Design, make and market a trend setting idea.
- A new perfume or aftershave product is to be launched. It needs an image, container, package, and point of sale display and product launch.
- Healthy living includes a combination of diet and exercise. Devise a strategy to encourage teenagers (or any chosen group) to follow a healthy lifestyle.

Staff contact: Mr Price (Head of Design and TEchnology) m.Price@easingwold.outwood.com

COMPUTER SCIENCE

OCR GCSE

Written Exam: 100%
(no coursework)

COURSE OUTLINE

Computer Science is the study of the principles and use of computers. Its study will make you question how the systems that you use in a modern day society work and encourage you to explore the concepts behind the technology you use and develop skills to become a creator of technology yourself.

You will learn to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. This is achieved by analysing problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. The course also looks inside the computer at the components that make up digital systems, and how they communicate with one another. You will learn about the impact of digital technology on individuals and the wider society as well as applying mathematical skills relevant to Computer Science.

Written Exam

Students are assessed in two 90 minute exams papers of 80 marks each:

Component 1- Computer Systems

1. Systems architecture
2. Memory and storage
3. Computer networks, connections and protocols
4. Network security
5. Systems software
6. Ethical, legal, cultural and environmental impacts of digital technology

Component 2 - Computational thinking, algorithms and programming

1. Algorithms
2. Programming fundamentals
3. Producing robust programs
4. Boolean logic
5. Programming languages and Integrated Development Environments

Staff contact: Mr Smith (Head of Computer Science) g.smith@easingwold.outwood.com

MUSIC

EDUQUAS GCSE

60% Coursework

40% Listening and Appraising exam

COURSE OUTLINE

The WJEC Eduqas GCSE in Music offers a broad course of study which encourages learners to:

- engage actively in the process of music study
- develop performing skills individually and in groups
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising
- broaden musical experience and interests
- develop knowledge, understanding and skills needed
- develop awareness of a variety of instruments, styles and approaches
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music,

The WJEC Eduqas GCSE in Music is an exciting, inspiring and practical course.

Component 1: Performing

Non-exam assessment: internally assessed and externally moderated.

30% of qualification A minimum of two pieces, one of which must be an ensemble performance, the other may be either solo and/or ensemble.

Component 2: Composing

Non-exam assessment: internally assessed and externally moderated.

30% of qualification Two compositions, one of which must be in response to a brief set by WJEC.

Component 3: Appraising

Written examination: 1 hour 15 minutes.

40% of qualification This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Staff contact: Mr Kenway (Head of Creative and Performing Arts) d.kenway@easingwold.outwood.com

DRAMA

EDUQUAS GCSE

60% Coursework
40% Written exam

COURSE OUTLINE

The WJEC Eduqas GCSE in Drama offers a broad and coherent course of study which enables learners to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course.

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated

40% of qualification - Learners must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner

20% of qualification

Learners study two extracts from the same performance text chosen by the centre.
Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Set Text for assessment - A series of questions on one set text from a choice of five:

Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

Staff contact: Mr Kenway (Head of Creative and Performing Arts) d.kenway@easingwold.outwood.com

RELIGIOUS STUDIES

AQA GCSE

Written Exam: 100% (No coursework)

COURSE OUTLINE

If you are a curious type, or deep thinker, or want to try and make sense of the world, or intrigued by understanding other's beliefs, then religious studies might be the best subject for you. Religious Studies (including Philosophy and Ethics) is an academic subject that is extremely relevant in the world today. The fact is that religion - beliefs and practices and philosophical thinking are a vital part of human life. Humanity would not function without the complexities of religion and the solace it provides to many seeking answers to life's biggest questions and mysteries. Religious practices of one kind or another are found in practically every society on Earth, and to understand them gives us an insight into a vital aspect of human existence. For thousands of years, philosophers have been asking the biggest questions about life, death and the universe.

Throughout this course students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical, evaluation and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Lessons are taught by an experienced subject specialist who fosters a love of their subject through delivering engaging lessons with an emphasis on debate and discussion. Religious Studies is a rigorous, challenging and engaging course that is highly valued by employers and Higher Education institutions. Studying GCSE Religious Studies can open the door to a wide range of interesting and rewarding careers.

WHAT WILL YOU STUDY?

Beliefs and Practices

- **Buddhism** includes the early life of the Buddha, teachings on suffering, impermanence and the soul, the Four Noble Truths and how to end suffering, death and rebirth including mourning rituals, meditation, worship and ethical teachings including karma.
- **Christianity** includes the nature of God, the problem of evil, the life of Jesus, beliefs about the afterlife, worship and festivals and the role of the Church.

Philosophical and Ethical Themes

- **Religion and Life** - issues of the origin and value of the universe and human life.
- **Existence of God** - the Design and First Cause arguments, evil and suffering and science and religion.
- **Religion Peace and Conflict** - violence, terrorism, war and nuclear weapons.
- **Religion Crime and Punishment** - causes of crime, the aims and types of punishment.

HOW WILL YOU BE ASSESSED?

There are 2 exams 1 hour 45 minutes each, with 1, 2, 4, 5 and 12 mark questions.

Staff contact: Miss N Wikock n.wikocki@easingwold.outwood.com