



Westwood
College



Key Stage 4 Course Guide

2014 - 2016

Year 9 Options Subjects

Subject

Subject Leader

Art

Miss K Lea

Business Studies

Mrs K Percival

Design Technology

Mr B Rushton

Drama

Mrs S Hansell

English

Miss A Ratcliffe

Food Technology

Mrs C Bebington

Geography

Mr D Lawton

Health and Social Care

Miss P Hemmings

History

Mr D Morgan

Information and Creative Technology

Mr H Khan

Mathematics

Mrs T Lewis

Media Studies

Ms J Dunn

Modern Foreign Languages

Mr S Phillips

Music

Miss S Burns

Physical Education

Mrs A Moore

PSCHE

Mr D Morgan

Religious Studies

Mr D Meclellan

Science

Mrs A Dennison

Information for all Year 9 Westwood Students and Parents

At this point in your life you can begin to make some choices about what you want to study for the next two years – the next ‘Key Stage’ in your education.

What you study at Key Stage 4 (Years 10 and 11) should open up opportunities for you when you reach 16, 18 and beyond as you decide which pathway to follow over the next 10 years.

The courses we offer have been carefully designed to provide you with the range of skills, knowledge and understanding so essential for a young person in an ever changing and increasingly competitive world of work.

In addition to providing breadth and balance we hope the courses you choose will also give opportunity for your individual strengths and talents to be emphasised. In this way you will be helping yourself to become an effective lifelong learner.

How to decide on a course

This booklet has detailed descriptions of all KS4 courses.

Please read these very carefully and ask the named teacher if you have any more questions.

Talk to your parents, carers, teachers and careers staff about.....

what you can do well

what you enjoy doing

what qualifications will be useful to you in the future.

Will my choice now affect my choices later?

During Year 11 you will have to make more decisions about what you are going to do for the first part of your future.

Your choices are:-

either To move on to further study in The Westwood Sixth. (Approximately 70% of Westwood students do this.)

or To move to Further Education or training at a college in Leek, Stoke, Newcastle or Buxton. (Approximately 20% do this.)

or To leave full time education and start an apprenticeship or work based training. (Approximately 10% do this.)

You should take these choices into consideration when you request your optional subjects now. For example, if you think you will go straight into an apprenticeship or work based training at the end of Year 11 then your employer

will want you to be qualified in English, Maths, Science and other GCSEs, some of which may be relevant to your chosen career pathway.

If you choose to stay in education, either at Westwood or elsewhere, then you will also have to think carefully about your requests now.

Some points are worth bearing in mind.

1. Don't assume that you have to do a particular subject to take up a specialised career. Ask your Senior Learning Mentor if you are concerned about this.
2. The English Baccalaureate recognises achievement in a collection of GCSE subjects (English, Mathematics, Science (x2), a Modern Foreign Language and a Humanity subject (either History or Geography)).
3. Don't choose a subject simply because you think it may be useful. You need to consider whether you will enjoy it or whether you will be good at it. These factors may be more important to you in the long run.
4. If you wish to make a career in Modern Foreign Languages we would encourage you to study two Languages.
5. It is important to make a balanced choice as this will mean doors to a wide number of careers and further study will remain open to you – remember to consider the range of skills that your subjects will provide you with when choosing your courses.

If in doubt...

Talk to your subject teacher, personal tutor or Senior Learning Mentor. Senior Learning Mentors specialise in keeping up to date with careers advice. Be wary of relying on out of date advice and always check carefully any information which comes your way outside of college.

Course Organisation

Key Stage 4 consists of two types of course; the 'Core' and then a range of 'Options' that allow students choice and the opportunity to start along different pathways.

'The Core'

All students must take these courses. They are the core subjects of English, Mathematics and Science and the core knowledge and experiences provided by Physical Education and Extension Studies which includes Religious Education and Citizenship.

'The Option Subjects'

These are the courses where requests are made. Students will study four Option Subjects at either GCSE or BTEC Level from the following subject areas:

Modern Foreign Languages	French, German, Spanish
Humanities	Geography, History, Religious Studies
Creative Arts	Art, Design Technology (Product), Drama, Food Technology, Media Studies, Music
Other	Business Studies, Health and Social Care, Information in Creative Technology, Physical Education

We ask students to select six possible subjects in preference order; from which we will allocate four Option Subjects which will best fit the needs of the student with the resources we have available.

We would recommend students maintain a balanced curriculum so ideally students will choose from a wide range of subject areas.

To complete the range of subjects included in the English Baccalaureate measure, students will need to choose a Modern Foreign Language and either Geography or History.

Students wishing to study either German or Spanish must have studied these subjects in Year 9.

All our Option choices are Level 2 qualifications; most subjects are GCSE (General Certification of Secondary Education). However with Business Studies, Health and Social Care, Information and Creative Technology, and Vocational Physical Education students follow a BTEC course. BTECs are work related qualifications that provide a real world approach to learning and offer progression along a vocational path as well as allowing access to university courses.

Completing the 'Request' form

- You will be given a coloured form to fill in your requests.
- You should complete the coloured request form and return it to your Senior Learning Mentor by **no later than Friday March 21st.**
- You will receive a copy of your form to keep as a record of your choices.
- If you have any questions or concerns you should speak to your personal tutor or your Senior Learning Mentor.
- You will be informed of your 4 allocated Option Subjects in the Summer Term.

Please note, places on some courses are limited because of the rooms and numbers of teachers available and some courses may not run if not enough students choose them.

English	Core
Specification	OCR English Language and English Literature GCSE / OCR English
Course Structure	<p>English Language topics: spoken language, imaginative writing, information and ideas, Of Mice and Men.</p> <p>English Literature topics: Shakespeare on film, Of Mice and Men, Animal Farm, An Inspector Calls, Wilfred Owen and modern poetry.</p> <p>The English course results in 2 GCSEs and is modular. There are 3 modules that are measured by controlled assessment and 4 modules that are examined.</p> <p>Some students will take one English GCSE only. The topics included in the English GCSE are: Of Mice and Men, Shakespeare, Wilfred Owen, imaginative writing, information and ideas.</p>
Assessment	<p>English Language/English: 40% controlled assessment 60% exam</p> <p>English Literature: 25% controlled assessment 75% exam</p>
Additional opportunities	In lessons you will be expected to exchange ideas in a variety of ways with lots of opportunities for drama, debate and group work.
Skills Developed	You will develop your communication skills in all areas; speaking and listening, reading and writing.
Progression Routes	GCSE English prepares you for a range of further study, particularly where clarity of communication and the ability to reason and discuss information is important. Further study might include A Level English Literature, English Language, History, Religious Studies, Psychology, Modern Foreign Language...etc.
For more information	Miss A Ratcliffe

Mathematics		<i>Core</i>
Specification	OCR – (J567) Mathematics B	
Course Structure	The GCSE Mathematics course has a two-tier structure that gives all students the opportunity of achieving a grade C. The Higher tier course assesses work of grade A*-D standard and the Foundation tier course assesses work of grades C-G standard.	
Assessment	100% External Examination (two written papers, one with a calculator, one without)	
Additional opportunities	The Mathematics curriculum offers a comprehensive range of experiences, activities, challenge and learning opportunities to meet the needs of individual students.	
Skills Developed	You will develop a range of useful skills including logical thought, analytical techniques, accuracy, reasoning skills and the ability to think in abstract ways.	
Progression Routes	GCSE Mathematics is an essential qualification for many jobs and is needed to meet entry requirements to access to Further and Higher education courses.	
For more information	Mrs T Lewis	

Science		<i>Core</i>
Specification	OCR Gateway Syllabus B	
Course Structure	All students will follow a CORE syllabus in Year 9 culminating in an Easter Exam. From there, a few students will follow TRIPLE Science and gain 3 GCSEs in Biology, Chemistry and Physics. The majority will follow Double Science and gain 2 GCSEs in Science and Additional Science. A few will follow BTEC Science. This course does cover aspects of Biology, Chemistry and Physics.	
Assessment	25% practical assessment and 75% written assessment. BTEC - 75% portfolio and 25% exam	
Additional opportunities	Lessons will involve a variety of learning activities with an emphasis on practical skills. Students will apply their understanding to the real world.	
Skills Developed	You will develop reasoning, application, practical skills, and mathematical techniques and improve all your communication skills.	
Progression Routes	GCSE courses can lead to a variety of future studies including A-Levels in Science, providing a minimum standard is reached. A BTEC course allows for progression along a vocational pathway.	
For more information	Mrs A Dennison	

PSCHE (Personal, Social, Citizenship and Health Education)

Core

Specification	Compulsory none examination subject.
Course Structure	<p>PSCHE is a planned developmental programme of learning through which students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.</p> <p>Each year group follows a different format;</p> <p><u>Year 9</u>: Learning skills, Health and Wellbeing, Religious Education, Careers and Enterprise Education.</p> <p><u>Year 10</u>: Health and Wellbeing, Human Rights, Politics, Crime and Careers.</p> <p><u>Year 11</u>: Health and Wellbeing, Ethics, Careers, and Media.</p>
Assessment	<p>No external assessment required, however student's performance is reported home to parents.</p> <p>Performance is assessed through teacher, peer and self-assessment and end of Key Stage statements are used to inform the assessment process.</p>
Additional opportunities	The course involves a number of guest speakers who help to deliver topics giving students vital input from a number of specialists.
Skills Developed	A variety of skills are developed throughout the course including; communication skills, presentation skills, group work, individual written tasks and debate. Students also have opportunities to gather information and develop skills to help choose future career paths.
For more information	Mr D Morgan

Physical Education

Core

Specification	National Curriculum
Course Structure	You will have 3 hours of PE over a fortnight and participate in a range of activities and sports as a performer, official or leader.
Assessment	Teacher assessment of progress
Additional opportunities	Extracurricular clubs, Sports Leaders Award, Inter house Competition and Inter school competition.
Skills Developed	Develop practical skills and tactics in several sports, develop leadership and team working capabilities. Gain a knowledge and understanding of health and fitness through Health Related Exercise.
Progression Routes	This course will aid your ability to enjoy an active and healthy lifestyle by encouraging regular physical activity. It improves both skills and confidence and can lead to a lifelong participation in sport.
For more information	Mrs A Moore

Modern Foreign Languages		Languages
Specifications	AQA GCSE French, GCSE German and GCSE Spanish	
Course Structure	Students need to have studied the language in Year 9 to progress onto the GCSE course. Students can study up to two languages from French, German and Spanish.	
Assessment	60% Controlled Assessment (Speaking and Writing) 40% External Assessment (Listening and Reading)	
Additional opportunities	Use of ICT programs in a language suite, multi-media and Foreign Language Assistants help students to be confident, particularly in the spoken language. Study visit to Barcelona.	
Skills Developed	Students develop equally Listening, Speaking, Reading and Writing skills.	
Progression Routes	<p>Qualifications in Modern Languages enhance future career prospects, competitiveness in the jobs market and extend communication skills which impact positively on other subject areas, as well as being highly sought after by employers. Some universities will require a GCSE in a foreign language for entry to any course.</p> <p>Up to date information about the range of careers that value a qualification gained in Languages can be found at: <i>www.languageswork.org.uk/career_choices/job_sectors.aspx</i></p>	
For more information	Mr S Phillips	

Geography

Humanities

Specification	OCR Geography B GCSE
Course Structure	Assessment will involve traditional style examinations on key geographical themes as well as a sustainable decision making exercise based on a resource booklet. This component will develop real-life skills relevant to future decision making. Topics studied include natural hazards, population and migration, the economic environment and rivers and coasts. The content of the course is selected so that it tackles 'big' issues such as environmental responsibility, global interdependence and cultural understanding and tolerance.
Assessment	75% External Examination 25% Controlled Assessment
Additional opportunities	Students will take part in fieldwork and research activities in order to complete coursework.
Skills Developed	The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for these changes. Geography is a subject that enables students to make sense of their environment and how people interact within it. It can provide the knowledge, skills and understanding essential for experiences in adult life.
Progression Routes	The transferable skills which Geography fosters in are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It complements subjects within both science and humanities and opens up a wide range of career options.
For more information	Mr D Lawton

History

Humanities

Specification	OCR Schools History Project GCSE
Course Structure	<p>Major topics included are: Crime and Punishment over time and Germany 1918-1945.</p> <p>The external examination consists of two papers, one on Crime and Punishment and Germany and a source analysis on the Crime and Punishment topic.</p> <p>Coursework is based around a study of an historical site.</p>
Assessment	75% External Examination 25% Controlled Assessment
Additional opportunities	The lessons are very interactive in that you are encouraged to develop your own ideas and communicate them to others. We use a range of different resources to help learning, including DVDs and online resources. There will be lots of opportunities for role play and debate.
Skills Developed	The topics you study will give you the chance to explore the significance of historical events and changes. Most importantly you will get to study real people – what motivated them and what they thought and felt. You will develop a range of crucial skills including research, source evaluation and verbal and written communication.
Progression Routes	The great thing about History is that it works well with a wide range of other subjects, because the skills you learn in History transfer very well, like evaluating evidence and constructing arguments. History is a very useful subject for a huge range of careers because it teaches you vital skills that universities and employers want.
For more information	Mr D Morgan

Religious Studies, Philosophy & Ethics

Humanities

Specification	OCR Religious Studies B: Philosophy and Applied Ethics								
Course Structure	<p>There are eight topics of study.</p> <p>Four of the subjects study philosophical themes:</p> <table><tr><td>The Afterlife</td><td>Good and Evil</td></tr><tr><td>Science and Religion</td><td>Beliefs in Deity</td></tr></table> <p>Four of the subjects study Ethical themes.</p> <table><tr><td>Medical Ethics</td><td>Peace, war and Justice</td></tr><tr><td>Poverty and Wealth</td><td>Religion and Equality</td></tr></table>	The Afterlife	Good and Evil	Science and Religion	Beliefs in Deity	Medical Ethics	Peace, war and Justice	Poverty and Wealth	Religion and Equality
The Afterlife	Good and Evil								
Science and Religion	Beliefs in Deity								
Medical Ethics	Peace, war and Justice								
Poverty and Wealth	Religion and Equality								
Assessment	100% External Examination – no coursework requirement								
Additional opportunities	In lessons you will be encouraged to explore your own ideas and opinions on the philosophical and ethical themes listed above. As part of the course, you will consider and debate some of our most important cultural questions. The department's aim is that you will have a developed understanding of the world around you.								
Skills Developed	You will develop a range of useful skills including research, source evaluation and verbal and written communication.								
Progression Routes	GCSE Religion, Philosophy and Ethics prepares you for a range of further study, particularly where there is a demand for abstract thought and an appreciation of viewpoints that may be different to your own. Many of our students continue on to study A Level Philosophy and Ethics, Sociology and Psychology.								
For more information	Mr D McLellan								

Art	<i>Creative Arts</i>
Specification	AQA Art & Design GCSE
Course Structure	<p>There are 2 components to the course.</p> <p>A controlled coursework unit of work which covers the four assessment objectives carried out over 45 hours and an externally assessed exam unit.</p> <p>Throughout each unit you will be assessed against:</p> <ul style="list-style-type: none"> • The ability to develop ideas through investigation informed by art historical, multicultural and contemporary art, showing understanding and meaning. • The ability to refine and develop ideas through experimenting with and selecting materials, media and techniques. • The ability to record ideas, observations and insights relevant to the visual elements and other forms. • The ability to present a personal, informed and meaningful response making connections between visual or written ideas and their presented work.
Assessment	40% External Examination 60% Controlled Assessment
Additional opportunities	The controlled coursework starts with an educational visit to a UK gallery. There are lots of opportunities to develop personal ideas and themes.
Skills Developed	You will have the opportunity to develop a range of useful skills including IT, digital manipulation, photography and textiles
Progression Routes	GCSE Art prepares you for a range of further study, particularly where the exploration and passion for aspects of art is important. Further study might include A Level Art, Photography or Textiles.
For more information	Miss K Lea

Design Technology (Product)

Creative Arts

Specification	GCSE Product Design
Course Structure	Design and Technology is a subject that provides students with the opportunity to be creative and individual with their work through the process of designing and making. It encourages students to think for themselves and develop their ability to solve problems with confidence.
Assessment	40% Written Paper 60% Controlled Assessment
Additional opportunities	Lunchtime and afterschool sessions to hone existing skills and develop new, advanced skills.
Skills Developed	Logical thinking, communication, conceptual and presentation drawing, photography, model and prototype making, analytical and critique skills make up a part of the Design course.
Progression Routes	A Design and Technology GCSE is excellent preparation for further study where logical and analytical thinking are required, also a level of creativity when problem solving. A-Level Design and Technology facilitate further study in these areas.
For more information	Mr B Rushton

Drama		<i>Creative Arts</i>
Specification	Edexcel Drama	
Course Structure	Students develop their skills as actors/directors/designers through exploration of a variety of stimulus materials. Topics vary and could include Crime and Punishment, Sweeney Todd, Hear My Voice, Mogadishu. Students complete written coursework following the practical modules which is marked by the teacher. The final exam performance takes place in May and is performed before an external examiner.	
Assessment	60% Coursework (practical and written) 40% Exam Performance	
Additional opportunities	Students are encouraged to attend a variety of live theatre performances as part of the course. They may also like to perform in the major school production in November which will polish their performance and production skills.	
Skills Developed	Drama students develop their performance skills; their ability to analyse text; to create original drama material, to engage an audience and work effectively in groups.	
Progression Routes	GCSE Drama provides a logical route to A Level Drama and Theatre Studies which is taught at Westwood. Students could move on to a Drama related University course and career e.g. Acting; Stage Management; Drama Teaching; Directing; or use their A-Level as a part of a broad package of qualifications.	
For more information	Mrs S Hansell	

Food Technology

Creative Arts

Specification	GCSE Food Technology
Course Structure	Food Technology is a subject that provides students with the opportunity to be scientific and analytical with their work through the process of designing and making. It encourages students to develop their knowledge of ingredients and nutrition, to apply that knowledge to their own products.
Assessment	40% Written Paper 60% Controlled Assessment
Additional opportunities	Afterschool sessions to develop new and advanced skills.
Skills Developed	Analysing, evaluating, planning, experimenting, trialling, testing, recording and quality control. Consideration of moral, cultural, economic and social values.
Progression Routes	A Food Technology GCSE is excellent preparation for further study where analytical thinking and testing are required. Catering College would facilitate further study in this area.
For more information	Mrs C Bebington

Media Studies

Creative Arts

Specification	OCR Media Studies GCSE
Course Structure	Students study representation and advertising, film and TV, alongside practical work in film and print.
Assessment	40% External Examination 60% Controlled Assessment
Additional opportunities	Lessons are half theoretical and half practical offering the opportunity to put your learning into practice.
Skills Developed	You will develop a wide range of skills including the ability to analyse a variety of different texts, and to construct them in the same way that professional media makers do.
Progression Routes	GCSE Media Studies provides a sound basis for further studies in a variety of different areas such as film, TV, radio, drama and journalism. It is also an ideal preparation for any activity which requires creativity and teamwork. It is a good starting point for those interested in Psychology and Sociology too.
For more information	Ms J Dunn

Music	<i>Creative Arts</i>
Specification	Edexcel GCSE Music
Course Structure	You will learn how to compose music and extend your skills in performance. You will study set works which cover a wide range of musical styles, through which you will develop understanding of how and why people create music. Lessons will be both practical (composing and performing) and theory-based (listening and learning about set works).
Assessment	60% Controlled Assessment (performance and composition) 40% External Assessment (listening/written exam)
Additional opportunities	Beyond Music lessons you may become involved in extra-curricular activities, including orchestra and performance events. You could also form your own band, using the Music Department's facilities for rehearsals.
Skills Developed	Study of Music develops a wealth of skills including: creativity; project-management; attention to detail; forming and expressing opinions; group-work; independent study; practising and refining; presentation skills; building confidence; interpersonal skills; listening and analysing.
Progression Routes	GCSE Music prepares you for a range of further study as it develops such a wide variety of skills. Following GCSE study students can progress onto Level 3 courses in Music and Music Technology.
For more information	Miss S Burns

Business Studies

Other

Specification	BTEC First Award in Business
Course Structure	You will complete four units of coursework: "Enterprise in the Business World" and "Finance for Business", plus two further units on Brands, Customer Service, Selling, Retail, Business Support or Recruitment. All topics are based on practical, real-life situations set in colleges, local businesses and national organisations.
Assessment	100% assessed coursework, no written examination, with one unit "Finance for Business" externally assessed through an online test. A BTEC First Award in Business is equivalent to one GCSE at grade A*-C.
Additional opportunities	On this course, you will be involved in a variety of activities, such as group discussions, independent research, paired work, whole class debate, presentations or guest speakers.
Skills Developed	You will develop a wide range of skills on this course: research skills, organisation, independent learning, analysis of a given situation, verbal and written communication. Throughout the course, you will gain an understanding of current issues facing businesses and how they plan for success.
Progression Routes	Studying for a BTEC First gives students a good grounding for any chosen route, into further education or employment. BTEC qualifications, run by Edexcel, have recently been improved to meet the new Government requirements. BTECs have existed for the last 25 years and continue to be highly regarded by employers.
For more information	Mrs K Percival

Health and Social Care

Other

Specification	BTEC First Award in Health and Social Care
Course Structure	<p>You will study a wide range of health and social care related subjects such as human lifespan development, the impact of nutrition on health and wellbeing, effective communication in health and social care and health and social care values</p> <p>You are required to study two mandatory units and two optional units for the award.</p>
Assessment	<p>75% coursework assessment and 25% external examination.</p> <p>A BTEC First Award in Health and Social Care is equivalent to one GCSE at grade A*-C.</p>
Additional opportunities	<p>You will be encouraged to undertake a relevant work experience placement and take an active part in discussions. You will also be given the opportunity to be involved in workshops, work with service users and visit local health and social care providers.</p>
Skills Developed	<p>You will develop your communication skills, numeracy skills and ICT skills in many areas. You will develop research skills, independent study and decision making.</p>
Progression Routes	<p>Health and Social Care prepares you for a range of further study, which might include the Level 3 BTEC Diploma in Health and Social Care or a range of A Levels in Social Science and Science subjects. It could also prepare you for employment and training in the Health and Social Care sector.</p>
For more information	Miss P Hemmings

Information and Creative Technology

Other

Specification	BTEC First Award in Information and Creative Technology
Course Structure	Major topics / units included are: Understanding Computer systems, Designing and creating Multimedia Product; how to work with information and data to meet specific business needs, designing and utilising digital graphics, designing and creating digital audio podcasts etc.
Assessment	Coursework and Examination Coursework internally assessed and externally moderated A BTEC First Award in Information and Creative Technology is equivalent to one GCSE at grade A*-C.
Additional opportunities	On this course, you will be involved in a variety of activities, such as group discussions, independent research, paired work, whole class debate and presentations.
Skills Developed	You will develop a range of useful skills including developing and organising files in different application softwares like Pro Desktop, Adobe Fireworks, Spreadsheets, Presentation, Web Authoring etc. You will learn about E-Safety, Use of Interactive Multimedia, Technological Innovations etc.
Progression Routes	This qualification is designed to enable candidates to enter employment at operative or trainee level within a wide range of environments using ICT. Such candidates would normally enter employment through a work-related training programme. Alternatively the College offers the opportunity to study the BTEC ICT course at Level 3 which enables students to progress onto Degree programmes in Computing, IT and/or other Technologies.
For more information	Mr H Khan

Physical Education

Other

Specification	AQA Physical Education
Course Structure	<p>Major theory topics included are: Physical factors such as training, fitness, injury and diet; Social factors such as school, the media and leisure time and other factors such as international, cultural and fatigue.</p> <p>Various practical activities will be delivered and will include participation as a player, official, coach or choreographer.</p>
Assessment	40% External Examination 60% Controlled Assessment
Additional opportunities	Extracurricular opportunities include team practices, inter-house competition and interschool competition.
Skills Developed	You will develop a range of useful skills including practical ability, verbal and written communication, teamwork and leadership.
Progression Routes	Further study might include A-Level Physical Education or BTEC Level 3 in Sport which can both be studied at Westwood College. It will also prepare you to lead an active and healthy lifestyle in your leisure time.
For more information	Mrs A Moore

WESTWOOD COLLEGE
KEY STAGE 4 COURSE REQUESTS 2014 – 2016

Name:

Tutor Group:

- Please select **six** possible Option subjects that you would like to study next year. You are free to select any six subjects from any subject area.

Subject Areas	Subjects
Modern Foreign Languages	French* (GCSE), German* (GCSE), Spanish* (GCSE) <i>- you can only opt from the Languages that you have studied in Year 9</i>
Humanities	Geography* (GCSE), History* (GCSE), Religious Studies (GCSE)
Creative Arts	Art (GCSE), Design Technology (GCSE), Drama (GCSE), Food Technology (GCSE), Media Studies (GCSE), Music (GCSE)
Other	Business Studies (BTEC), Health and Social Care (BTEC), Information and Creative Technology (BTEC), Physical Education (GCSE or BTEC)

**If you wish to complete the range of subjects included in the English Baccalaureate measure then you will need to choose at least one Modern Foreign Language and either Geography or History.*

- Write your subject choices in preference order in the table below. We will use your choice to then allocate you **four** Option subjects.

	Subject
1	
2	
3	
4	
5	
6	

If you have an idea what your career intention is, please write it in the space below:

If you have a concern regarding any aspect of your son/daughter's course choices, which you would like to discuss, please outline briefly here:

- Please return this form to your Senior Learning Mentor by **no later than Friday March 21st**

Student signature: Parent signature:

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