



# Courses for Years 9, 10 and 11 September 2015 – June 2018



Name \_\_\_\_\_



HAVANT FEDERATION  
OF SCHOOLS

Mentor Group \_\_\_\_\_



*Success for all through  
Attainment, Resilience and Autonomy*



## **A message from the Headteacher**

Dear Parents/Carers/Students

This is an exciting time in the life of a student, the first chance since starting school to make some choices about the subjects to study.

In response to changes by the government in the way students and schools are assessed we have changed our options process this year. We think this will ensure students leave school ready for their next stage in life. For most that will mean college, but it can also be an apprenticeship or employment with training.

Your Year Group will be the first to take some new exams, still called GCSEs but with almost all of the marks in final exams in Year 11 and most graded on a 1-9 scale not A\*-G. Over the last few years we have been increasing the amount of time spent in each subject and reducing the number of courses followed in Years 9, 10 and 11, so if you have an older son/brother/daughter/sister that is why the options process is different this year.

It is important that you think about what you might want to study at college. You need to have as much breadth as possible to your choices but will normally need a GCSE or other qualification in subjects you want to follow after school. If you do not get a C grade (or the new equivalent) in English or maths you now have to study these at college and retake the exams until you pass at a C grade (or the new equivalent). Hard work at school is more important than ever.

Please read this booklet carefully. It will help you make the best choice of courses for the next three years.

At Park we give you three years to study for your GCSEs rather than two like many schools. With the changes being made by the government at the moment we do not know the detail of new 2018 GCSE exam specifications. The content mentioned by each subject area in this booklet is based on current GCSEs and there may be some change by 2018.

Please ask your Mentor, Subject Teachers, or Mr Cavanagh if you need more information. Please keep this booklet through the next three years so you can look up course details if you need them.

With best wishes

A handwritten signature in black ink, appearing to read 'C Anders', followed by a period.

Christopher Anders  
Headteacher

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# The Core Curriculum

## 1. **English Language and English Literature**

Success on this course means you will achieve two GCSE passes – one in English Literature and one in English Language.

Alongside this you will develop an understanding of, and the analytical skills to interrogate, the media with the possibility of achieving a GCSE pass in Media Studies.

## 2. **Mathematics**

This course continues the work of the past two years and leads to a GCSE examination. Your course continues to develop your ability to solve problems using mathematics. You will develop your understanding of shape, number, algebra, statistics, probability and ratio. A mathematics GCSE will support the work you will be completing in science as well as options such as computer science and technology.

## 3. **Science**

Many jobs and college courses insist on a science qualification, and many more recommend that you have one. This is why science is compulsory. You will either study GCSE science in separate subjects (biology, chemistry, and physics), double award science or a basic science course. The school will decide on which is best for you.

## 4. **Physical Education**

All students will study core physical education, with the option to choose GCSE.

## 5. **PSHE, Citizenship, Careers and Ethics & Philosophy Education**

You will receive guidance in personal, health education, citizenship, careers, and ethics and philosophy education during Years 9, 10 and 11.

## 6. **Work Experience**

You should expect to go on work experience, probably during the summer of Year 10 for two weeks.

# Making Choices for Year 9

## **What is this all about?**

When you start Year 9 some courses that you study will be entirely new. In most subjects you will begin to work towards a GCSE or some other qualification for example a BTEC award

Many subjects you have to study by law. The law exists to make sure that you do not make a serious mistake that might affect your future career (these compulsory areas are listed on the previous page). There are some subjects, however, that you can choose to study.

The rest of this booklet is all about making these choices.

## **What will happen?**




Using the information contained in this booklet, and after talking to your parents, your teachers and your mentor, you will fill in a form making your preferences. The final option courses you follow will be influenced by your preferences but also what we think you are best studying as well as what we can offer.

## **WARNING!**




Sometimes, if too many or too few people choose a particular subject, we may have to ask you to reconsider a choice. For this reason, you are asked to think of reserve choices. PLEASE NOTE some subjects are very popular. If you put them as reserve you are less likely to get them, even if you put them as first choice you may get your reserve choice. Make sure you think carefully about all your preferences.

# Advice on Making Choices




## Who can help me?

-  Your parents
-  Your subject teachers
-  Your mentor

## How should I choose?

-  Choose subjects that you are good at – talk to your teachers
-  Choose subjects that you like
-  Choose subjects that will help you in a future career

## Warnings!

-  Do not choose a subject because a friend has chosen it. That is their future not yours
-  Do not choose a subject because you like a teacher. You may not be in his or her class next year.
-  Do not pick the same subject in different columns! There are some combinations you should not make e.g. dance and drama as they are similar. Likewise art and photography are very similar so do not choose more than one of these.

# Art

**Exam board:** AQA

**Type of qualification:** GCSE

**Likely content of course:**

Personal Portfolio in Art and Design



Students will be introduced to a variety of experiences exploring a range of two and/or three-dimensional media, techniques and processes including both traditional and new technologies through project based work. Students will be encouraged to experiment with a range of materials and techniques demonstrating and documenting in sketchbooks the skills they are mastering linked with their chosen areas of study within art, craft and design.

Examples of the theme based projects that may be covered over the duration of the course for Unit 1 (Portfolio)

- Textures (materials, Processes and Techniques)
- Cultures (3D animal masks)
- Natural Forms (2D, mixed media)
- I, Me and Mine
- Work, Rest and Play (Mock Exam)

Unit 2 - Externally set assignment in Art and Design set by AQA.

**Assessment methods:**

Unit 1: Portfolio (60%) Teacher assessment and external moderation against four assessment objectives.

Unit 2: External exam (40%) Externally set paper with 10 hour controlled exam element – assessed by class teacher with external moderation.

**Further study:**

Level 2/3 BTEC National in Art & Design (College)

A-Levels Art & Design, Fine Art, Textiles, Graphics, Photography etc

**Career opportunities:**

Graphic designer, illustrator, packaging designer, architect, textile designer, fashion industry, magazine industry, teacher/lecturer and many more creative jobs.

**Note:** This course should not be chosen with another art course, e.g. GCSE Photography



# Catering

**Exam board:** likely to be WJEC

**Type of qualification:** GCSE

**Likely content of course:**

GCSE catering covers the skills needed to work in the catering industry. The students will study all aspects of preparing and cooking food, developing the skills and understanding different cooking methods during weekly practical session. During the theory sessions they will develop an understanding of all theory aspects of the industry such as food safety and hygiene, nutrition, the work of the EHO and the Safety at Work Act.

**Assessment methods:**

Practical assessment

There will be a written exam at the end of the course

**Further study/Career opportunities:**

Any aspects of the catering industry

**Note:** This course cannot be studied with any other design and technology course.





# Child Development

**Exam board:** to be advised

**Type of qualification:** GCSE

**Likely content of course:**

Social, physical and intellectual development of the child. This includes all areas from conception through birth and then the changes and milestones of a child.

**Assessment methods:**

Written assessment research task, written assessment child development task, written examination.

**Further study:**

BTEC Child Development, BTEC Health and Social Care.

**Career opportunities:**

Youth work, police, nanny, nurse, health visitor, early years teacher and midwife.



# Classical Civilisations

This course would be of interest to those who have an interest in mythology and literature.

The course develops critical and evaluative thinking and analysis skills, together with an increased understanding of our place in the world.

**Exam board:** AQA

**Type of qualification:** GCSE

**Likely content of course:**

Unit 1 – The Odyssey by Homer. Study of five books covering the journey of Odysseus and exploring famous Greek mythological monsters

Unit 2 – Greek Tragedy and Drama Festivals (questions on the tragic play The Medea by Euripides and the Great Dionysia)

Unit 3 – The Ancient Greek Olympic Games and the festivals (this unit compares the ancient and modern Olympic Games)

Unit 4 – Nero (an empathic writing response exploring the rule of the notorious Roman Emperor Nero)

**Assessment methods:**

Written exams

Written controlled assessment

**Further study/Career opportunities:**

This course is relevant for a number of further courses including classics, English Literature, RE and history.

A level and degree opportunities with careers in law, media, the military services, police, education, museums and archaeology.



# Computer Science

**Exam board:** To be advised

**Type of qualification:** GCSE

**Likely content of course:**

Modules for exam

- Fundamentals of computer systems
- Computing hardware
- Software
- Representation of data in computer systems
- Databases
- Computer communications and networking
- Programming

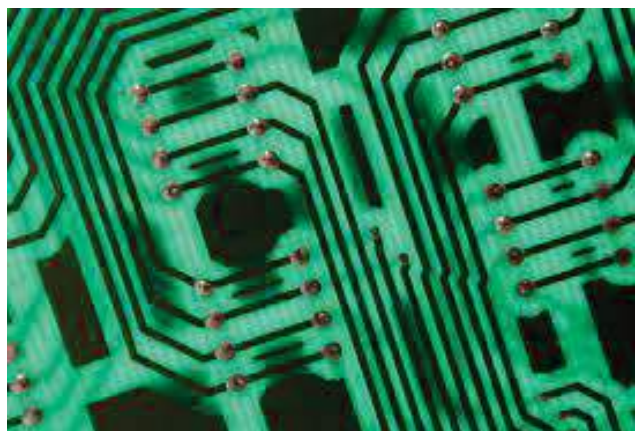
Learning how to programme through Python.

**Assessment methods:**

Investigation, programming task and written examination

**Further study/Career opportunities:**

Computer Science is in the background of our society, whether its games, films, mobile phones or washing machines. There are less and less jobs that do not have computers involved and knowing a bit about what goes on “under the bonnet” will help in many real life problems. Even the ability to fault find, which is at the core of programming, is an essential life skill whether with or without a computer.



# Dance

**Exam board:** AQA

**Type of qualification:** GCSE

**Likely content of course:**

Students will complete an introductory year which will cover all of the skills and techniques required to complete the full GCSE in dance. They will study a range of styles and become confident in performing. In Years 10 and 11 students will learn a set dance piece and be expected to create a solo dance by developing three motifs from a professional dance work. They will also have to learn and perform a group piece as well as choreographing their own dance based on a theme of their choice.

The final unit is a written unit in which students will have to analyse professional works that they will study throughout the course. This course is suitable for anyone with dedication and a commitment to succeeding. Students should appreciate that there is an expectation for preparation and rehearsal outside of lessons, as well as committing to extra-curricular activities such as Rock Challenge.

**Assessment methods:**

Practical assessment – Students will be assessed on all practical elements within Years 10-11 and their work will be formally moderated in front of an examiner.

Written Assessment – Students sit a formal examination, responding to questions about their processes as a dancer as well as showing appreciation for professional works through comparison and contrast.

Unit 1 – Critical appreciation of dance (written paper – 1 hour) 20%

Unit 2 – Set Dance (solo performance 1-1½ minutes) 20%

Unit 3 – Performance in Group (3-3½ minutes) 20%

Unit 4 – Choreography solo/group (1-1½ minutes) 40%

**Further study:**

AS/A Level Dance

AS/A Level Performance Studies

BTEC Performing Arts

BA Dance / Performing Arts

**Career opportunities:**

Dancer, choreographer, teacher



**Note:** This course cannot be studied with GCSE Drama.

# Design & Technology - Graphic Design

Graphic design helps students develop their ability to design and make a range of products that can be physical or computer based. It also develops a student's ability to be creative and original whilst producing a well finished outcome.

**Exam board:** likely to be AQA

**Type of qualification:** GCSE

**Likely content of course:**

This specification requires students to develop their knowledge of papers, cards, woods, plastics, composite materials and smart materials. Students will also learn about new technologies for example 3D printers and laser cutters. Sustainability will be a key issue for students to discuss and promote whilst developing a product for a variety of people from a range of backgrounds.

This is an opportunity to incorporate electronics into your controlled assessment work.

**Assessment methods:**

Controlled assessment element including a practical design and make activity.

Written examination at the end of the course.

**Further study/Career opportunities:**

Any design career including graphical, computer gaming, product engineering or mechanical design.

**Note:** This course cannot be studied with any other design and technology or catering course.



# Design & Technology - Resistant Materials

Resistant materials helps students develop their ability to design and make products with creativity and originality, using a range of manufacturing processes, materials and techniques.

**Exam board:** likely to be AQA

**Type of qualification:** GCSE

**Likely content of course:**

This specification requires students to develop their knowledge of woods, metals, plastics and composite materials. Students will also learn about new technologies for example 3D printers and laser cutters. There will be a focus on modern designers being able to think about the environment and any sustainability issues when designing products for the future.



**Assessment methods:**

Controlled assessment element including a practical design and make activity.

Written examination at the end of the course.

**Further study/Career opportunities:**

Any design career including graphical, computer gaming, product engineering or mechanical design.

**Note:** This course cannot be studied with any other design and technology or catering course.



# Drama

**Exam board:** AQA

**Type of qualification:** GCSE

**Likely content of course:**

Students will complete an introductory year which will cover all of the skills and techniques required to complete the GCSE in drama. In Years 10 and 11 students will explore a range of approaches to both scripted and devised drama and will participate in performances to peers, the public and moderators.

Students also have the opportunity to complete units of study on technical support options such as lighting or sound design.

This course is suitable for anyone with a commitment to drama and a strong team ethos. Students should appreciate that there is an expectation for preparation and rehearsal outside of lessons.

**Assessment methods:**

Practical assessment – Students will be assessed on their working process throughout at least two projects and on their final performances to a live audience and moderator – 60% of overall marks.

Written Assessment – Students sit a formal examination, responding to questions about their processes as an actor or technician throughout the course – 40% of overall marks.

**Further study:**

AS/A Level Drama and Theatre Studies

AS/A Level Performance Studies

BTEC Performing Arts

BA Drama / Performing Arts

**Career opportunities:**

Actor, public speaking,  
technician

**Note:** This course cannot be  
studied with GCSE Dance.



# French

**Exam board:** To be advised

**Type of qualification:** GCSE

**Likely content of course:**

Building on work introduced in KS3

- Personal and social life
- Local Community
- The World of Work
- The Wider World

**Assessment methods:**

Examination in listening and reading

Controlled assessment in speaking and writing

**Further study/Career opportunities:**

Entry qualification for many top universities and colleges.

Useful with other subjects, particularly for:

- business services;
- museums and libraries;
- tourism;
- media and publishing;
- science, engineering and technology;
- transport and logistics;
- charity and voluntary work.
- teaching and education;
- government and public administration;





# Geography

**Exam board:** To be advised

**Type of qualification:** GCSE

**Likely content of course:**

This course is an issue-based, investigative approach to geography. The emphasis is on problem solving and enquiry throughout the teaching and learning. The specification provides coverage of physical, environmental and human aspects of the subject and the linkages that exist between them.



Examples of topics to be covered are: natural hazards (earthquakes, volcanoes, hurricanes etc.), glaciation, ecosystems and biodiversity, population, development, migration, and global resources.

**Assessment methods:**

Final examinations –questions and case studies and ‘decision-making’ questions.

Field work will be completed and examined at the end of the course.



**Further study:**

Geography is a valuable subject on its own or in combination with a variety of other subjects: English, history, art, maths, languages, business studies, sociology and psychology.

**Career opportunities:**

- Air traffic control
- Environmental careers e.g. forestry, nature/wildlife conservation
- Public service jobs, for example social work and sports instruction
- Management, for example personnel and recreation management
- Science, for example meteorology and veterinary studies
- The armed forces – Army, Navy and RAF
- Teaching
- Business
- Pilot and air crew
- Law

# History

**Exam board:** To be advised

**Type of qualification:** GCSE

**Likely content of course:**

Students will study medieval, early modern and modern history, which includes in-depth studies and a thematic unit. One of the in-depth studies will be Britain within these time periods and the other will be an investigation into Europe or the wider world.

There is a focus on the making of the modern world which requires the understanding of power and war, examining how these helped to shape Britain.

This will be followed by in-depth studies of the development of a state that changed the shape of our history in the twentieth century, such as the rise of Nazi Germany and revolutionary Russia.

**Assessment methods:**

Written exam.

**Further study:**

A level and degree

**Career opportunities:**

Law, media, the military services, police, teaching, museums and archaeology.



# Horticulture

**Exam board:** Royal Horticultural Society (RHS) or Edexcel pending RHS validation

**Type of qualification:** RHS Level 1 Award in Practical Horticulture (or GCSE)

**Likely content of course:**

- Preparing soil for sowing and planting
- Soil testing
- Assist with the propagation of plants from seed
- Assist with the vegetative propagation of plants
- Assist with planting and establishing plants
- Identification of a range of common garden plants, weeds pests and diseases



**Assessment methods:**

Assessment is by means of a range of practical activities timetabled and assessed based on the RHS success criteria.

**Further study:**

The RHS Level 1 Award in Practical Horticulture qualification has been approved within the Qualifications and Credit Framework. As part of the Foundation Learning tier this qualification provides a new and flexible learning programme for young people working at level 1. It helps learners to develop their horticultural potential and prepares them to progress towards level 2 qualifications offered by RHS Qualifications and other awarding organisations.

**Career opportunities:**

The horticultural industry is one of the largest employers in the UK. A career in horticulture could mean anything from a hands-on gardener to a research scientist. There are many, many opportunities out there:

- |                              |                         |
|------------------------------|-------------------------|
| • Green-keeper               | • Vegetable grower      |
| • Garden designer            | • Garden centre manager |
| • Gardener- Horticulturalist | • Landscape contractor  |
| • Arboriculturist            | • Landscape architect   |
| • Florist                    | • Park ranger           |
| • Environmental scientist    | • Plant breeder         |
| • Horticultural journalist   | • Soil scientist        |

# Leisure & Tourism

**Exam board:** WJEC

**Type of qualification:** GCSE

**Likely content of course:**

You will learn about:

- Leisure and Tourism industry – different types of organisation in the UK
- different employment opportunities available in this industry
- Aspects of the business operations side of the Leisure and Tourism industry
- Impact that Leisure and Tourism has had on different communities and environments
- Sales, marketing and technology in the Leisure and Tourism Industry

Much of the work will be independent research, facilitated by your teacher.

There will be opportunities to listen to industry experts who will come and talk to you about their roles and share their knowledge.

There will be some opportunities to experience the Leisure and Tourism industry by going on visits to different attractions.

**Assessment methods:**

60% coursework – a portfolio of evidence which you will collect throughout each unit of work  
40% exam

**Further study:**

Business Studies, Geography, apprenticeships, e.g. with Thomas Cook

**Career opportunities:**

Travel agent, resort manager, cruise work, tourist information, tour guide, air and cabin crew, retail, distribution and catering



# Music

**Exam board:** OCR

**Type of qualification:** GCSE

**Likely content of course:**



Year 1 will consist of a foundation course developing musical and performance skills.

Years 2 and 3 - The course develops your skills further in playing an instrument or singing. There is an opportunity to be part of an ensemble, regularly performing popular songs in class or as a part of amphitheatre.

There will be opportunities to compose for your instrument using ICT and song writing skills.

Musical knowledge will be extended in preparation for a written exam.

**Assessment methods:**

Solo and group performance on your instrument and song writing, alongside musical composition – 80% of overall mark.

Written exam – students sit a formal exam, responding to questions on a wide range of musical genres – 20% of overall all mark.

**Further study:**

BTEC Music

BTEC Music Technology

AS/A Level Music

**Career opportunities:**

Musician

Composer

**Note:** Skills in music are important before starting the course.

# PE

**Exam board:** To be advised

**Type of qualification:** GCSE

**Likely content of course:**

There is an expectation that students opting into GCSE PE must have shown their commitment to after school clubs and fixtures throughout their time at school. They will need to continue to attend these each week throughout this course.

Students who will succeed within GCSE PE will be driven sportsmen/women who enjoy being active, are doing well in science. GCSE PE would particularly suit students who are members of sports clubs/teams and regularly play competitive sport outside of school.

Students will study a course which incorporates both practical sport and theory work.

Topics will include; anatomy, physiology, plus aspects of psychology and sociology.

Students will also learn how to use methods of training to improve their fitness levels and the importance of being physically active as part of a balanced, healthy lifestyle.

Lessons will be split 3 theory lessons to 2 practical lessons over the two weeks. Students will receive regular research tasks to complete at home.

**Assessment methods:**

Written exam

Verbal exam

Practical assessment

**Further study/Career opportunities:**

A Level/BTEC PE

Sports and exercise science course

Personal trainer course

**Career opportunities:**

Sports coach

PE teacher

Personal trainer



**Note:** Experience competing regularly in at least one sport, either school or club level, is required.



# Photography

**Exam Board:** AQA

**Type of Qualification:** GCSE

**Likely content of course:**



Students will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to lens-based and light-based media from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples will be shown through practical and critical activities which will demonstrate the students understanding of different styles, genres and traditions.

Students will have the opportunity to work in one or more areas of lens-based and light-based media such as those listed below whilst developing project work. They may explore overlapping and combinations of areas:

- Portraiture
- Landscape photography (working from the built or natural environment).
- Still Life photography, (working from natural or manufactured objects).
- Documentary photography, photo journalism, narrative photography, reportage
- Fine Art photography, photographic installation
- New media practice such as computer manipulated photography and photographic projections.

## **Assessment Methods:**

Unit 1: Portfolio (60%) Teacher assessment + external moderation against four assessment objectives.

Unit 2: External exam (40%) Externally set paper with 10 hour controlled exam element – Assessed by class teacher with external moderation.

## **Further Study:**

There are opportunities to further develop your interest in photography by studying the subject at A-Level, where you will get more in depth training in the use of analogue (film-based) and digital photography.

## **Career Opportunities:**

The types of jobs that photography might lead to include: commercial photographer (sport, fashion, product, photo reporter), artist, 3D animator, web or graphic designer, picture researcher or archivist, image editor, etc. Since many industries rely on generating visual imagery for advertising, the market is very versatile.

**Note:** This course should not be chosen with another art course, e.g. GCSE Art

# Psychology

The course develops communication skills both written and verbal; problem solving; numeracy and literacy; creative and critical thinking; research methods; analysis and evaluative skills.

**Exam board:** AQA

**Type of qualification:** GCSE

**Likely content of course:**

Year 1: Making Sense of Other People

Unit one- Memory forgetting and eye-witness testimony

Unit two- Non-verbal communication and body language

Unit three- Personality development and anti-social personality disorder

Unit four- Stereotyping, Prejudice and Discrimination

Year 2: Understanding Other People

Unit 1- Learning and the treatment of phobias

Unit 2- Social Influence and bystander intervention

Unit 3- Sex and Gender

Unit 4- Aggression

Year 3: Application of Learning

Research Methods - exploring how psychologists carry out research including the techniques used and ethical considerations.

Practical application of learning- Following the research methods unit students will design and conduct their own piece of research.

**Assessment methods:**

Two 1:30 exams worth 50% of the final marks each.

**Further study/Career opportunities:**

This course is relevant for a number of further courses including humanities subjects; the social sciences (sociology, psychology); science based courses (forensic science, criminology).

**Career opportunities:**

Police, behavioural therapy, social services and care work, youth work and child care, psychology and psychiatry and any job involving working with the public.





# Religious Studies

This course is suitable for anyone interested in the world and society around them.

The course develops critical and analytical thinking skills, respect towards diversity of belief, value and culture, communication skills and how to evaluate and review arguments.

You **do not** need to be religious to study, enjoy or benefit from this course. It is a study of human experience and important questions arising from this.

**Exam board:** WJEC

**Type of qualification:** GCSE

## Likely content of course:

Religion and Life Issues:

Unit 1 - Relationships (issues of love, marriage and divorce.)

Unit 2 - Is It Fair? (Issues of justice, discrimination and equality.)

Unit 3 - Looking for Meaning (Investigate the big questions in life- why are we here? What does it mean to be human?)

Unit 4 - Our World (An examination of environmental issues and ethical concerns they raise.)



Religion and Human Experience:

Unit 1 - Religion and Conflict (this unit examines war and peace.)

Unit 2 - Religion and Medicine (ethical questions from euthanasia to animal testing.)

Unit 3 - Religious Expression

Unit 4 - Authority, Religion and the State (this unit looks at the role of religion in society today.)

## Assessment methods:

Two written exams, each 1 hour and 45 minutes long.

## Further study/Career opportunities:

This course is relevant for a number of further courses including humanities subjects; the social sciences (sociology, psychology, international relations).

## Career opportunities:

Police, counselling, social services and care work, psychology and psychiatry, journalism, local government, the armed forces, the intelligence services and any job involving working with the public.

# Spanish

**Exam board:** To be advised

**Type of qualification:** GCSE

**Likely content of course:**

Building on work introduced in KS3

- Personal and social life
- Local Community
- The World of Work
- The Wider World

**Assessment methods:**

Examination in listening and reading.

Controlled assessment in speaking and writing.

**Further study/Career opportunities:**

Entry qualification for many top universities and colleges.

Useful with other subjects, particularly for:

- business services
- museums and libraries
- tourism
- media and publishing
- science, engineering and technology
- transport and logistics
- charity and voluntary work
- teaching and education
- government and public administration





# Your Option Choices

**Please mark your choices and detach and return this sheet to Mr Cavanagh or your Mentor on or before Thursday, 12 February 2015**

Choose 1 from **Option A** and a Reserve – mark these **1** and **R**.

Choose 2 from **Option B** and two Reserves – mark these **1** and **2** & **R1** and **R2**.

<b>Option A</b>		<b>Option B</b>	
Computer Science		Art	
French		Catering	
Geography		Child Development	
History		Classical Civilisations	
Spanish		Computer Science	
		Dance	
		Design & Technology – Graphic Design	
		Design & Technology - Resistant Materials	
		Drama	
		French	
		Geography	
		History	
		Horticulture	
		Leisure and Tourism	
		Music	
		PE	
		Photography	
		Psychology	
		Religious Studies	
		Spanish	