



Supplement to the
BUSINESS EDUCATION 8 TO 10 IRP (1997)

Required Program Model Content
for Business Education 10:

Business Communications

Entrepreneurship

Finance and Economics

Marketing



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INTRODUCTION

This document is a supplement to the Business Education 8 to 10 Integrated Resource Package (IRP) 1998.

BACKGROUND

In 2002-2003, the Ministry of Education conducted a review of provincial graduation requirements. One of the results of that review was to change the Graduation Program from two years to three years. In the Graduation Program (2004), students who enter Grade 10 after June 30, 2004 will earn credits toward graduation in a three-year program, in grades 10, 11 and 12.

In the past, schools did not report grade 10 course grades to the Ministry of Education to be entered on student transcripts and calculated into the graduation credit formula. Integrated Resource Packages (IRPs) for grade 10 subjects in the fine arts and applied skills areas (1995-1998) were developed for delivery as year-long courses, and were designed as “general” courses in the subject to allow schools to design programs to meet the needs of their students.

One of the aims of the new Graduation Program (2004) requirements is to allow grade 10 students to have greater choice and flexibility in selecting courses to meet their education and career goals. To reflect that aim, this document outlines required program model content for four specific grade 10 business education courses that can be offered in addition to the existing general Business Education 10 course. This document does not replace the prescribed learning outcomes for grade 10 business education as outlined in the Business Education 8 to 10 IRP (1998). Each of the courses outlined here **must address both the prescribed learning outcomes and the required content** specific to the particular program model offered.

GRADUATION PROGRAM REQUIREMENTS

Under the Graduation Program (2004) requirements, all students must complete a minimum of 4 credits in the fine arts and/or the applied skills subject areas from grades 10 to 12.

To satisfy these graduation requirements, students may take one of the following:

- a 4-credit grade 10, 11, or 12 ministry-authorized fine arts course
OR
- a 4-credit grade 10, 11, or 12 ministry-authorized applied skills course
OR
- a 2-credit grade 10, 11, or 12 ministry-authorized fine arts course + a 2-credit grade 10, 11, or 12 ministry-authorized applied skills course

Grade 11 board/authority authorized (BAA) courses in the applied skills or fine arts subject areas only meet the graduation requirements if they address the prescribed learning outcomes of the Applied Skills 11 IRP and/or the Fine Arts 11 IRP. Grades 10 and 12 BAA courses do not meet the fine arts/applied skills graduation requirements.

Schools have the flexibility to deliver programs in these subject areas that meet the needs of their students and communities. However, school boards are required to offer a choice of a fine arts and an applied skills educational program to all students in the 2004 graduation program.

See the appendix to this document for a full list of all ministry-authorized fine arts and applied skills courses for grades 10 to 12.

BUSINESS EDUCATION 8 TO 12

The following table lists all of the current ministry-authorized courses for business education from grades 8 to 12.

	<ul style="list-style-type: none"> • Business Education 8
	<ul style="list-style-type: none"> • Business Education 9
	<ul style="list-style-type: none"> • Business Education 10: General <p>Business Education 10 Program Models:</p> <ul style="list-style-type: none"> • Business Education 10: Business Communications • Business Education 10: Entrepreneurship • Business Education 10: Finance and Economics • Business Education 10: Marketing
<ul style="list-style-type: none"> • Accounting 11 • Business Computer Applications 11 	<ul style="list-style-type: none"> • Marketing 11
<ul style="list-style-type: none"> • Accounting 12 • Financial Accounting 12 • Business Information Management 12 • Data Management 12 	<ul style="list-style-type: none"> • Economics 12 • Entrepreneurship 12 • Management Innovation 12 • Marketing 12

Schools are encouraged to provide opportunities for students to take more than one Business Education course at each grade level. Each course must address all the learning outcomes for its designated grade.

FOR MORE INFORMATION

The following sources contain additional information about courses, graduation program requirements, and other relevant policy.

Integrated Resource Packages (IRPs)

IRP documents contain the prescribed learning outcomes for each subject and grade, as well as suggested instruction and assessment approaches for delivering the learning outcomes within a range of course structures. Full text of all IRPs is available at <http://www.bced.gov.bc.ca/irp/irp.htm>

Handbook of Procedures

For information on additional methods of achieving the fine arts Graduation Program requirements, please refer to the Ministry of Education's *Handbook of Procedures*.

<http://www.bced.gov.bc.ca/exams/handbook/handbook.htm>

Fine Arts and Applied Skills Policy

Policy Document: Fine Arts and Applied Skills Requirements in the Graduation Program

http://www.bced.gov.bc.ca/policy/policies/fine_arts_and_applied.htm

Fine Arts and/or Applied Skills Requirement--2004 Graduation Program

http://www.bced.gov.bc.ca/graduation/finearts_qa.pdf

Course Codes

Course codes for ministry-authorized courses are listed in the Ministry of Education's *Course Information Book*.

<http://www.bced.gov.bc.ca/graduation/courseinfo/>

PROGRAM MODELS FOR BUSINESS EDUCATION 10

The Business Education 8 to 10 IRP (1997) is designed to provide flexibility in organizing and implementing curriculum, and to acknowledge the existing programs already in place in BC schools.

In order to recognize the diverse nature of Business Education program delivery, and to allow for greater student choice and flexibility within the new Graduation requirements, the learning outcomes for Business Education 10 can be delivered within a number of specific program models (courses), each of which must address distinct required content.

The content in the four Required Program Model Content charts beginning on the next page provides the framework within which the Business Education 10 prescribed learning outcomes can be delivered in specific course settings. The approved Business Education 10 courses, for which program model information is provided here, are as follows:

- Business Education 10: Business Communications (BEC 10)
- Business Education 10: Entrepreneurship (BEE 10)
- Business Education 10: Finance and Economics (BEF 10)
- Business Education 10: Marketing (BEM 10)

In addition to the courses outlined here, schools can continue to offer Business Education 10: General (BEG 10), which corresponds to the curriculum as originally written in the Business Education 8 to 10 IRP (1997).

In each of the new Business Education 10 courses, teachers provide opportunities for students to achieve the prescribed learning outcomes for Business Education 10 within a particular area of focus. Teachers need to design their courses and select material to address both the prescribed learning outcomes and the required content specific to the particular course.

The Required Program Model Content charts on the following pages outline this content in relation to:

- planning and problem-solving—background knowledge and creative/critical thinking skills
- contexts—relating understanding to personal, business, and societal considerations
- technical competence—abilities to demonstrate specific skills.

These three categories are not designed to replace or supersede the curriculum organizers for Business Education 10. Rather, they have been used to provide an alternate way of looking at course requirements and to highlight the commonalities that exist among the various applied skills subjects.

If students are taking more than one Business Education 10 course, they must satisfy the learning outcomes in relation to the content for each course for which they are receiving credit—for example, a student must satisfy the program model content for both Finance and Economics (BEF 10) and Marketing (BEM 10) in order to receive credit for both courses.

Required Program Model Content: Business Communications 10 (BEC 10)

Business Communications 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Business Education 10.

<p>Planning and Problem Solving: background knowledge and creative/critical thinking skills involved in addressing various business situations</p>	<ul style="list-style-type: none"> • uses and features of software that support business communications, including: <ul style="list-style-type: none"> – wordprocessing software – spreadsheet software – presentation software (e.g., computer slide-show programs) – desktop publishing software – database software • identification and illustration of communication processes or products that can help respond to: <ul style="list-style-type: none"> – financial problems (e.g., making cash-flow predictions using spreadsheet or accounting software) – marketing challenges (e.g., creating surveys using database or wordprocessing software) – economic questions (e.g., making and illustrating supply and demand predictions, using graphs) – various business needs (e.g., creating letters, memos, newsletters, and promotional pieces—including pieces for self-promotion, using wordprocessing or page layout software) • knowledge of components and processes associated with the design of surveys on business or consumer issues, including: <ul style="list-style-type: none"> – purpose and goal – relevant questions – data-gathering methods and procedures – presentation of data (graphic and other forms) – conclusions or recommendations related to goals – justification/rationale for conclusions • communications planning (e.g., for a volunteer event), including establishment of objectives, timeframes, target audience, method of communication • conducting Internet research
<p>Contexts: relating understanding of business communications to personal, business, and societal considerations</p>	<ul style="list-style-type: none"> • recognition of purpose and audience for a variety of business communications, including: <ul style="list-style-type: none"> – business plans – marketing plans – briefing/backgrounder presentations – legal documents used in business • how communications happen in business today and the impact of particular communications tools and techniques on how business is done • research and analysis of ethical and legal issues related to the use of technology in business (e.g., software piracy, copyright, privacy in relation to databases or mailing lists, security of files and personal information, security of credit card and other monetary payments) • the roles of leadership and teamwork in business settings • the value of business communication skills: <ul style="list-style-type: none"> – transferability and the range of potential applications for these skills (e.g., in other subject areas, for personal use) – occupations and careers that require these skills (including identification and description of job opportunities and education requirements)

<p>Technical Competence: abilities to demonstrate specific business communication skills</p>	<ul style="list-style-type: none">• proficient touch keyboarding, including:<ul style="list-style-type: none">– improved speed and accuracy (striving to better Level II of 45-50 wpm)– proper technique—touch type, ergonomics• demonstration of skill in the use of various software applications that support business communications, including:<ul style="list-style-type: none">– wordprocessing software (basic and advanced features)– spreadsheet software (basic features)– presentation software (e.g., computer slide-show programs)– desktop publishing software (basic and advanced features)– database software (basic features)• selection of appropriate business communication tools for particular tasks• design, delivery, and judging of business presentations (basic oral as well as technology-mediated presentations) for specific audiences, including:<ul style="list-style-type: none">– peers– people in other age (demographic) groups– prospective consumers of particular products or services– users of information or ideas pertaining to other subject areas• demonstration of interpersonal and teamwork skills in completion of group projects• display of interview skills (as both interviewer and interviewee)• production of business communications to standard (accepted) formats, including:<ul style="list-style-type: none">– a basic business plan– a basic marketing plan for a service or product– basic business legal documents (e.g., completion of standard downloadable forms such as an apartment rental agreement, car loan application, or university scholarship application)• design and production of flyers, letters, newsletters, memos, advertisements, simple briefing/backgrounder presentations• organization and execution of communications for a volunteer event
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Required Program Model Content: Entrepreneurship 10 (BEE 10)

Entrepreneurship 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Business Education 10.

<p>Planning and Problem Solving: background knowledge and creative/critical thinking skills related to entrepreneurship</p>	<ul style="list-style-type: none"> • the nature of entrepreneurship (including description of entrepreneurial skills and related personal attributes) • features and legal implications of various forms of business ownership (e.g., sole proprietorship, corporation, cooperative, franchise) • comparative evaluation of pros and cons of various forms of business ownership • identification of resources needed by entrepreneurs (e.g., information, financing) and analysis of availability (e.g., equity investment, various sources and forms of debt) • description of components of business plans, including: <ul style="list-style-type: none"> – product or service description – research information about the marketplace and competition (e.g., based on business owner interview, market survey) – advertising and sales plan – product development planning – production methods – budget and financial requirements • formulation of entrepreneurial solutions to business problems (e.g., as per case studies) • effects of competition and co-operation on aspects of business (e.g., pricing, advertising, quality, profits, creation of new business) • demonstration of basic financial planning skills, including: <ul style="list-style-type: none"> – creating and balancing budgets – forecasting cash-flow – performing “what-if” analysis using spreadsheet software • evaluating the success of business plans (including making recommendations for changes) • the roles of leadership and teamwork in entrepreneurial undertakings
<p>Contexts: relating understanding of entrepreneurship to personal, business, and societal considerations</p>	<ul style="list-style-type: none"> • self-assessment of personal entrepreneurial skills (e.g., using free web-based assessment tools) • identification and description of occupations and careers available for people with various entrepreneurial and intrapreneurial skills (including job opportunities and educational possibilities/requirements) • how entrepreneurial and intrapreneurial practices influence approaches used in other types of organization • evaluation of trends in business and markets (including globalization, concern about ethics in corporate governance and accounting) that affect entrepreneurial opportunities

<p>Technical Competence: abilities to demonstrate specific skills needed by entrepreneurs</p>	<ul style="list-style-type: none">• completion of a business simulation• development of a group-implemented, real-life entrepreneurial venture (e.g., school store, personal marketing project)• demonstration of business knowledge (e.g., in acting as a volunteer consultant)• development of a business plan (e.g., for fundraising for charities)• demonstration of skill in the use of various software applications that support entrepreneurship, including:<ul style="list-style-type: none">– wordprocessing software (basic and advanced features)– spreadsheet software (basic features)– presentation software (e.g., computer slide-show programs)– database software (basic features)• design, delivery, and judging of business presentations (basic oral as well as technology-mediated presentations) for specific audiences, including:<ul style="list-style-type: none">– prospective investors or financial backers– prospective consumers of products or services supplied by an entrepreneurial venture• demonstration of interpersonal and teamwork skills in completion of group projects• display of interview skills (as both interviewer and interviewee)
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Required Program Model Content: Finance and Economics 10 (BEF 10)

Finance and Economics 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Business Education 10.

<p>Planning and Problem Solving: background knowledge and creative/critical thinking skills related to finance and economics</p>	<ul style="list-style-type: none"> • the basic accounting equation (assets minus liabilities = owner's equity) • the effects on supply and demand on: <ul style="list-style-type: none"> – cost of production – product popularity (marketing) – competition • basics of methods used to predict economic development • comparison of changes in the value of differing types of investment, including: <ul style="list-style-type: none"> – stocks – the Canadian dollar – real estate – fixed-income investments (include interest projections based on lump-sum versus periodic deposits) • explanations for causes and patterns of change in the value of currency and investments • the advantages and disadvantages of credit and credit card use • various types of competitive situation (perfect, oligopoly, monopoly) • effects of competition and co-operation on aspects of business (pricing, advertising, quality, profits, creation of new business) • demonstration of basic financial planning skills, including: <ul style="list-style-type: none"> – creating personal budgets (current, future with educational goals in mind, and future with work goals in mind) – balancing deficit budgets (e.g., by improving cash flow, forecasting) – creating short- and long-term forecasts – formulating and assessing decisions about major purchases (real personal and family purchases; hypothetical future purchases) – performing “what-if” analysis using spreadsheet software
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<p>Contexts: relating understanding of finance and economics to personal, business, and societal considerations</p>	<ul style="list-style-type: none"> • the significance of key events in the history of money, including: <ul style="list-style-type: none"> – introduction of currency (coinage, paper currency) – national central banking – adoption of the gold standard by successive nations – development of exchange rates for national currencies – Bretton Woods (1944—genesis of IMF, World Bank) – gold standard superseded • the role of accounting in business • identification of significant business sectors (e.g., labour market, service sector, telecommunications) • analysis of ethical issues related to investing and finance (e.g., insider trading, improper reporting) • comparison of methods used to influence the economy (facilitate economic development), including: <ul style="list-style-type: none"> – taxation – licensing – monetary policies – revenue distribution – minimum wage • impact of taxation on people with varying situations (e.g., via completion of Canadian tax returns for sample individuals with differing incomes, circumstances) • the function and underlying principles of various types of tax within the Canadian taxation system, including: <ul style="list-style-type: none"> – personal income tax (e.g., graduated to ensure equity, fairness) – corporate tax (e.g., incentive-oriented to encourage investment) – sales taxes (e.g., consumption based to reflect personal decision making and economic demand) • explanation for differences in the standard of living in various countries around the world • identification and description of occupations and careers that require understanding of finance and economics—(including job opportunities and education requirements in fields such as bookkeeping, accounting, finance, investment) • the relationship between current business practices, finance, and economics (e.g., researching how current financial management practices and understanding of economics influence the way work is done today)
<p>Technical Competence: abilities to demonstrate specific skills associated with financial management and economics</p>	<ul style="list-style-type: none"> • application of basic double-entry accounting skills • graphing supply and demand to show equilibrium point, supply curve, and demand curve • demonstration of skill in the use of various software applications related to finance and economics, including: <ul style="list-style-type: none"> – spreadsheet software (basic features—e.g., to track performance of investments) – accounting software (basic features—e.g., to create simple financial statements) • interpretation of economic indicators (e.g., standard of living, GDP, GNP); comparison of two countries (historical or contemporary) • development and ongoing maintenance of simulated investment portfolios • design and delivery of business presentations (basic oral as well as technology-mediated presentations) • demonstration of interpersonal and teamwork skills in completion of group projects • display of interview skills (as both interviewer and interviewee)

Required Program Model Content Marketing 10 (BEM 10)

Marketing 10 courses must incorporate the following content within the delivery of the prescribed learning outcomes for Business Education 10.

<p>Planning and Problem Solving: background knowledge and creative/critical thinking skills related to marketing</p>	<ul style="list-style-type: none"> • principles and ingredients of marketing, including: <ul style="list-style-type: none"> – the four Ps—product, promotion, price, place – the role of market research – promotional mix and the role of advertising – branding, packaging • reasons for marketing plans, and knowledge of components including: <ul style="list-style-type: none"> – information about target market (based on research) – design of product or service – financial projections for costs and revenues (sales) – information about the promotional mix – proposal for packaging (specific design ideas) • the role of needs and wants (e.g., with reference to Maslow’s hierarchy of needs) in determining consumer behaviour • basics of target market analysis, including market research (when, where, how—data collection, organization, and analysis) • determination of product value for given products, with reference to: <ul style="list-style-type: none"> – internal contributing factors (e.g., product differentiation, marketing mix, production costs) – external contributing factors (e.g., raw material or input costs, supply, economic conditions, legal restrictions, ethical restrictions)
<p>Contexts: relating understanding of marketing to personal and societal considerations (e.g., ethical issues, marketing-related jobs and careers)</p>	<ul style="list-style-type: none"> • personal roles and responsibilities as a consumer • features of the teenage target market • assessment of the impact of marketing in daily lives—overt and subtle • awareness of marketing in a global context, including: <ul style="list-style-type: none"> – definition of import and export in a globalized trading environment – social trends that create marketing opportunities or challenges – challenges of marketing the same product or service in different cultures (e.g., currency fluctuation, differing connotations for particular phrases or images in various languages) – social responsibility issues (e.g., working conditions for those who produce the product) – examples of government regulations that affect marketing (e.g., legislation governing competition/cooperation among businesses) • the roles of leadership and teamwork in a marketing context • social, legal, and ethical issues related to marketing (e.g., marketing of controversial products or services such as tobacco, gambling; portrayal of individuals or groups in advertising; truth in advertising) • identification and description of occupations and careers for people with various marketing skills (including job opportunities and education requirements) • the relationship between current business practices and marketing (e.g., researching how current marketing theory and practice influence the way work is done today)

<p>Technical Competence: demonstration of skills required to successfully market products or services</p>	<ul style="list-style-type: none">• creation of a marketing strategy and an accompanying rationale• development and implementation of a marketing plan for a particular product or service, using a real-life situation (e.g., school store, personal marketing project, taste testing project)• creation of marketing research tools (e.g., surveys)• design and assessment of product packaging and of advertising for a particular product or service• design of a retail store layout• design of logos, business cards• assessment of the marketing mix for selected (given) products or services, including assessment of:<ul style="list-style-type: none">– pricing strategies– branding• design and delivery of marketing-related presentations (basic oral as well as technology-mediated presentations)• demonstration of interpersonal and teamwork skills in completion of group projects• display of interview skills (as both interviewer and interviewee)
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Appendix:

Ministry Authorized Applied Skills and Fine Arts Courses

The following tables list all of the ministry-authorized applied skills and fine arts courses for grades 10-12, as described in IRPs, 1995-2004 (available online at <http://www.bced.gov.bc.ca/irp/irp.htm>).

APPLIED SKILLS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Applied Skills 11 (2 credits) 	
<ul style="list-style-type: none"> • Business Education 10: General • Business Education 10: Communication • Business Education 10: Entrepreneurship • Business Education 10: Finance and Economics • Business Education 10: Marketing 	<ul style="list-style-type: none"> • Accounting 11 • Business Computer Applications 11 • Marketing 11 	<ul style="list-style-type: none"> • Accounting 12 • Business Information Management 12 • Data Management 12 • Economics 12 • Entrepreneurship 12 • Financial Accounting 12 • Management Innovation 12 • Marketing 12
<ul style="list-style-type: none"> • Home Economics 10: General • Home Economics 10: Foods • Home Economics 10: Textiles • Home Economics 10: Family Studies 	<ul style="list-style-type: none"> • Cafeteria Training 11 • Family Studies 11 • Food Studies 11 • Textile Studies 11 	<ul style="list-style-type: none"> • Cafeteria Training 12 • Family Studies 12 • Food Studies 11 • Textile Studies 12
<ul style="list-style-type: none"> • Information Technology 10 	<ul style="list-style-type: none"> • Information and Communications Technology: Applied Digital Communications 11 • Information and Communications Technology: Computer Information Systems 11 • Information and Communications Technology: Computer Programming 11 • Information and Communications Technology: Digital Media Development 11 	<ul style="list-style-type: none"> • Information and Communications Technology: Applied Digital Communications 12 • Information and Communications Technology: Computer Information Systems 12 • Information and Communications Technology: Computer Programming 12 • Information and Communications Technology: Digital Media Development 12

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> • Technology Education 10: General • Technology Education 10: Drafting and Design • Technology Education 10: Electronics • Technology Education 10: Mechanics • Technology Education 10: Metalwork • Technology Education 10: Woodwork 	<ul style="list-style-type: none"> • Automotive Technology 11 • Carpentry and Joinery 11 • Drafting and Design 11 • Electronics 11 • Metal Fabrication and Machining 11 	<ul style="list-style-type: none"> • Automotive Technology 12 • Automotive Technology 12: Automotive Electricity and Electronics • Automotive Technology 12: Body Repair and Finish • Automotive Technology 12: Engine and Drive Train • Carpentry and Joinery 12 • Carpentry and Joinery 12: Cabinet Construction • Carpentry and Joinery 12: CNC Wood Processes • Carpentry and Joinery 12: Residential Construction • Carpentry and Joinery 12: Woodcraft Products • Drafting and Design 12 • Drafting and Design 12: Advanced Design • Drafting and Design 12: Architecture and Habitat Design • Drafting and Design 12: Engineering and Mechanical Drafting • Drafting and Design 12: Technical Visualization • Electronics 12 • Electronics 12: Analog Systems • Electronics 12: Digital Systems • Electronics 12: Robotics • Metal Fabrication and Machining 12: Advanced Fabrication • Metal Fabrication and Machining 12: Advanced Machining • Metal Fabrication and Machining 12: Advanced Welding • Metal Fabrication and Machining 12: Art Metal and Jewellery • Metal Fabrication and Machining 12: CNC Processes • Metal Fabrication and Machining 12: Forging and Foundry • Metal Fabrication and Machining 12: Sheet Metal

FINE ARTS

Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> • Fine Arts 11 (2 credits) 	
<ul style="list-style-type: none"> • Dance 10: General • Dance 10: Dance Performance • Dance 10: Dance Choreography 	<ul style="list-style-type: none"> • Dance: Choreography 11 • Dance: Performance 11 	<ul style="list-style-type: none"> • Dance: Choreography 12 • Dance: Performance 12
<ul style="list-style-type: none"> • Drama 10: General • Drama 10: Theatre Performance • Drama 10: Theatre Production 	<ul style="list-style-type: none"> • Drama: Film and Television 11 • Theatre Performance 11: Acting • Theatre Performance 11: Directing and Script Development • Theatre Production 11 	<ul style="list-style-type: none"> • Drama: Film and Television 12 • Theatre Performance 12: Acting • Theatre Performance 12: Directing and Script Development • Theatre Production 12: Technical Theatre • Theatre Production 12: Theatre Management
<ul style="list-style-type: none"> • Music 10: General • Music 10: Concert Choir • Music 10: Vocal Jazz • Music 10: Concert Band • Music 10: Jazz Band • Music 10: Orchestral Strings • Music 10: Guitar 	<ul style="list-style-type: none"> • Choral Music 11: Concert Choir • Choral Music 11: Vocal Jazz • Instrumental Music 11: Concert Band • Instrumental Music 11: Jazz Band • Instrumental Music 11: Orchestral Strings • Instrumental Music 11: Guitar • Music: Composition and Technology 11 	<ul style="list-style-type: none"> • Choral Music 12: Concert Choir • Choral Music 12: Vocal Jazz • Instrumental Music 12: Concert Band • Instrumental Music 12: Jazz Band • Instrumental Music 12: Orchestral Strings • Instrumental Music 12: Guitar • Music: Composition and Technology 12
<ul style="list-style-type: none"> • Visual Arts 10: General • Visual Arts 10: Ceramics and Sculpture • Visual Arts 10: Drawing and Painting • Visual Arts 10: Media Arts 10 	<ul style="list-style-type: none"> • Art Foundations 11 • Studio Arts 11: Ceramics and Sculpture • Studio Arts 11: Drawing and Painting • Studio Arts 11: Fabric and Fibre • Studio Arts 11: Printmaking and Graphic Design • Visual Arts: Media Arts 11 	<ul style="list-style-type: none"> • Art Foundations 12 • Studio Arts 12: Ceramics and Sculpture • Studio Arts 12: Drawing and Painting • Studio Arts 12: Fabric and Fibre • Studio Arts 12: Printmaking and Graphic Design • Visual Arts: Media Arts 12

