

STAINES MEMORIAL COLLEGE



Junior Secondary Curriculum Handbook

2017



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Guidelines for choosing subjects

Choose subjects:

1. Which will support your career options
2. Which give you skills, knowledge and attributes useful to you in life
3. In which you can do well
4. You enjoy

Find out about subjects:

1. Ask the teachers of that subject
2. Listen carefully when teachers tell you about the subject in class and at information sessions
3. Read about the subjects in the Curriculum Handbook
4. Speak to Careers Facilitator for more information

Wrong reasons for choosing subjects

Many students choose subjects for the wrong reasons and as a result are unhappy at school or are unable to follow their career choice later.

Do not take a subject simply because:

1. Someone says it is a good or bad subject
2. Your friends are, or are not taking it
3. You think it is easy or difficult
4. You like or dislike the teacher

Helpful Hints

Think about a range of careers

It is best to consider a few career options, not just one.

Be Realistic

There is no point in taking subjects for particular careers if those career choices are not realistically achievable. Avoid subjects you find too hard. However, choosing subjects because they are 'easy' may be limiting your opportunities in the future.

Work Experience and Volunteer Work

Work experience and volunteer work allows you to spend time at a workplace to learn about an occupation or industry. You may observe others doing their job and have a go yourself. It is an opportunity to develop skills and networks, learn about the world of work and to decide what kinds of things you would like to do

Career Pathways

All career pathways are personal. When planning your career pathway consider:

1. What you like
2. What is important to you
3. What you are good at
4. The people you know who may be able to help you

Core Subjects

Students in Years 7 through to 10 will complete study in the following core subjects:

- Mathematics
- English
- Science
- Health and Physical Education

Students in Year 7 through to 9 will also study History.

Elective Subjects – Years 7 - 9

Students have the opportunity to select a range of electives subjects in Year 7, 8 and 9. It is recommended that students choose a variety of electives during these years to broaden their experiences.

Electives include:

- Design and Technology
- Digital Technologies
- Geography
- Home Economics
- Performance
- Visual Arts

Following is an outline for each elective.

- *Subject outlines are a guide only. Units and course topics are subject to change. The information provided in this handbook is a guide only.*

Design and Technology

Why study Design and Technology?

Design and Technology aims to develop the knowledge, understanding and skills to ensure that individually and collaboratively students:

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies
- effectively and responsibly select and use appropriate technologies, materials, tools and equipment when designing and creating products
- critique, evaluate and use thinking skills and technologies processes for a range of problems or situations
- plan, manage, create and produce (make) technologies solutions for situations or problems for a range of settings.

What is studied?

Year 7:

Introduction to Workshop Procedures

Course work is designed to give students basic skills and exposure to Workshop Procedures and Material Identification, working with timber, sheet metal and plastics. Students gain experience by completing a range of different practical projects, which may include a wooden pencil case and an acrylic key tag.

Year 8:

Workshop Procedures and Introduction to Graphic Procedures

Course work is designed to give students basic skills and exposure to both Workshop Procedures and Graphical Concepts. They will work with timber and sheet metal in addition to CAD (computer-aided drafting) work on the computer. Students gain experience by completing a range of different practical projects, which may include a wooden jewellery box and a galvabond dustpan.

Year 9:

Workshop Procedures and Consolidation of Graphic Procedures

Course work is designed to give students basic skills and exposure to both Workshop Procedures and Graphical Concepts. Students work with timber and sheet metal as well as CAD (computer-aided drafting) work on the computer. Students gain experience by completing a range of different practical projects, which may include a wooden sandwich tray and a sheet metal tool carry all. Students also develop skills in using the CAD Program 'Inventor' to generate simple 3D objects on the computer.

Digital Technologies

Why study Digital Technologies?

Learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

It is hoped students will develop their skills in ICT (information communication technologies), as well as experience the practical application of robotics and coding.

This learning area is still under development.



Geography

Why study Geography?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way, plan inquiries, collect, evaluate, analyse and interpret information, and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills, an appreciation and respect for social, cultural and religious diversity and different perspectives, an understanding of ethical research principles, a capacity for teamwork, and an ability to solve problems and to think critically and creatively.

Geography helps students to be regional and global citizens capable of active and ethical participation.

What is studied?

Year 7:

Unit 1: Water in the World

Students examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Unit 2: Place and Liveability

Students investigate how people value places differently according to their needs. They learn how to analyse data from maps, charts, tables and photographs. The students carry out a guided inquiry into two different local areas to compare aspects of liveability.

Year 8:

Unit 1: Landforms and Landscapes.

Students investigate the changing human geography of countries, as revealed by shifts in population distribution through internal and international migration. In this unit students attend an excursion to White Rock and develop an Inquiry Presentation about White Rock and its geomorphology.

Unit 2: Settlements.

Students explore how people move around the world and the impact of people living in different places. Students conclude with an exam covering history of settlements and impacts of settlements.

Year 9:

Unit 1: Biomes and Food Security

Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Unit 2: Geographies of Interconnections

Students learn how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future.

Home Economics

Why study Home Economics?

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. Home Economics is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour. In Home Economics education, students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people.

What is studied?

Year 7:

Topic 1: Discovering Textiles

This unit serves as an introduction to textiles. Students investigate safe work practices when dealing with textiles equipment. Practical opportunities include paper sewing, fabric sample and ultimately the creation of a simple drawstring bag where students demonstrate their straight stitching and zig-zag skills whilst following a basic pattern.

Topic 2: Discovering Food

Students are taught basic personal hygiene and kitchen safety including knife safety, the use of ovens, stoves and ingredients. Students investigate what it means to be a healthy adolescent who makes nutritious food choices. Students have practical opportunities to prepare a variety of snack, dinner and dessert items.

Year 8:

Topic 1: Becoming Independent – Textiles

Students investigate safe work practices when dealing with textiles equipment. Practical opportunities include paper sewing, fabric sample and ultimately the creation of a pair of beach shorts or pyjama shorts for their use.

Topic 2: Becoming Independent – Food

Students investigate what it means to be a healthy adolescent who makes nutritious food choices. Students have practical opportunities to prepare a variety of snack and dinner options for a teenager. Students investigate the influences on food habits, particularly on junk food and its impact on the body.

Year 9:

Topic 1: Developing Textiles Skills

Students investigate safe work practices when dealing with textiles equipment. Practical opportunities include paper sewing, fabric sample, embellishment samples such as applique, sewing on ribbon/buttons/lace, free motion stitching, patchwork and more to ultimately create a cushion cover for their use.

Topic 2: Food and Nutrition

Students investigate what it means to be a healthy adolescent who makes nutritious food choices using the six major food nutrients. Students have practical opportunities to prepare a variety of dinner options a teenager could create at home. Students investigate the six food nutrients in relation to their food sources, functions in the body and appropriate cooking methods.

Performance

Why study Performance?

In Performance, students:

- Develop an understanding of role, character and relationships.
- Use voice and movement to sustain character and situation.
- Use focus, tension, space and time to enhance drama.
- Incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance.
- Shape drama for audiences using narrative and non-narrative dramatic forms and production elements.
- Draw on drama from a range of cultures, times and locations as they experience drama.
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region.
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies.
- Learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms.
- Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama.
- Consider social, cultural and historical influences of drama.
- Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.
- Maintain safety in dramatic play and in interaction with other actors.
- Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

What is studied?

Year 7:

Elementary, My Dear Watson

A focus on fundamental knowledge of the elements of drama.

Year 8:

Children's Theatre

Students explore the use of exaggerated vocal and physical techniques. They learn the difference between the elements of Drama and the conventions of style. They learn and utilise conventions relevant to Children's Theatre. They present a performance to lower Primary students.

Year 9:

Students refine their understanding of role, character and relationships as well as their knowledge of the Elements of Drama (Roles, Relationship, Tension, Focus, Time, Place, Language, Movement and Mood) and the skills of performance – Voice and Movement. They further develop their skills in script writing.

Visual Arts

Why study Visual Arts?

The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

What is studied?

Year 7: It's Elementary

Students explore different forms in visual arts, and learn that over time there has been development of techniques used in traditional and contemporary styles. Students study topics that may include:

- Making a Pop Art poster in which symbols and motifs communicate meaning
- Planning and constructing a miniature tree house
- Applying knowledge of Indigenous patterning in an artwork using icons of Australia
- Learning how to draw people realistically
- Inventing a creative and original concept for a painting.



Year 8: Our Place

Our Place offers students a range of visual art experiences through various approaches, media and techniques as they respond independently to art works and stimulus. Students study topics that may include:

- A realistic painting featuring an object suspended in space
- A sculpted landscape to communicate the artist's perspective on the world
- A multi-media artwork featuring human figures
- A clock based on a theme, constructed with various media.

Year 9: Really Real

Students adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience. Students study topics that may include:

- A model figure in motion
- A seated ceramic figure
- Cinderella's Revenge – a fantastic shoe to express a selected theme
- An expression of personal identity/culture utilising paint, photography and spray paint
- A landscape in watercolours to express an idea about a garden
- A drawing with watercolour/drawing techniques inspired by Dali's surrealism.



Elective Subjects – Year 10

Students have the opportunity to select a range of elective subjects in Year 10. These electives are designed to help prepare for studies in Years 11 and 12. It is recommended that students choose subjects that they might consider studying further in Year 11 and 12.

Electives Include:

- Business Communication and Technologies
- Design and Technology
- Drama
- Home Economics
- Legal Studies
- Modern History
- Visual Art



Business Communication & Technologies

Why study Business Communication & Technologies?

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. So that young people can contribute to the dynamic and constantly changing business environment, and make informed and reasoned decisions about their role in it, they need business knowledge, skills and strategies.

Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business specific technologies.

What is studied?

A one semester course of study in Business Communication and Technologies covers topics of study including:

- Business environments
- Financial administration
- Marketing

How can parents/guardians help?

Students will be assisted in their learning by providing a supportive and challenging learning environment. By showing interest and encouraging students in their work, parents/guardians will support them in their academic endeavours. Frequent communication between the home and the school also provides additional support for students.

Parents/guardians might also consider:

- Showing an interest in what their child learns and encouraging them to share their learning with other family members
- Talking to their students about the topics of study and contexts, the assessment program and deadlines
- Discussing their student's progress with the student and school personnel
- Drawing attention to business-related issues, both local and global, as presented by and in the media
- Encouraging their student to develop an appreciation of learning and a willingness to be an active participant in life-long learning.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Jobs include: Business Owner/Manager, Receptionist, Executive Assistant, Telemarketer, HR Manager, Teacher, WH&S Officer, Union Organiser, Sales Representative, Hotel Clerk, Public Servant, Cashier, and Retail Manager.

Design and Technology

Why study Design and Technology?

Design and Technology skills are the skills used by many industries that transform raw materials into products wanted by society. Design and Technology will provide you with opportunities to explore, experience and learn knowledge and practical skills required to produce products in a variety of industries, including building and construction, engineering, and plastics. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

What will you learn?

You will study industry practices and processes to produce products from raw materials.

Within the Graphics component you will learn to:

- Use design processes in graphical contexts.
- Formulate design ideas and solutions using design factors.
- Create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings.
- Apply industry conventions where applicable.

Where can Design and Technology take you?

A course of study in Design and Technology can establish a basis for further education and employment in construction and manufacturing industries. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

Drama

Why study Drama?

Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places.

Students will use and develop their creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

What is studied?

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances.

To build knowledge, understandings and skills across each of these aspects, students will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism.

Students will use the knowledge, understanding and skills they have learnt to:

- Create drama in different forms and styles to communicate their ideas
- Present drama performances to live audiences
- Critique performances by professional companies.

How do students learn?

In Drama students will work in groups and as an individual to learn and apply their knowledge, understandings and skills in different types of activities.

These activities include practical tasks, such as acting and directing, that allow them to demonstrate their ideas to their teacher and/or peers, and other non-practical tasks that allow them to present their ideas as written or spoken/signed work.

Practical work is the focus when presenting drama as an actor, and demonstrating drama students have formed and created.

Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama students have formed and created.

How can parents/guardians help?

Parents/guardians may help by:

- Discussing different views of current issues in the dramatic arts with their child
- Encouraging and helping their child find suitable websites, documentaries, journals and other resources
- Encouraging their child to take part in school-based activities, including field trips and extracurricular activities
- Offering their services as guest speakers if they are involved in this area of study or related industry
- Encouraging safe and ethical behaviour
- Communicating with teachers to understand the work students are undertaking and becoming familiar with assessment requirements.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Career possibilities: Actor, Advertising, Art/Film/Literature Critic, Arts Administrator/Manager, Author, Event Management, Film and Television Producer/Director, Playwright, Publicist/Marketing, Script Writer, Stage Manager, Teacher, Theatre Lighting/Production, Youth and Community Arts Worker.

Home Economics

Why study Home Economics?

Home Economics is an academic subject with a practical component. The reasoning processes, understandings and attitudes developed in this course of study are those which are fundamental to effective functioning in a wide range of life roles.

Home Economics provides balance between theoretical understanding and practical capacities. It recognises the importance of a practical approach to solving everyday living problems, and of providing students with the opportunity to develop the practical and managerial skills involved in the selection and manipulation of resources, and the planning and execution of complex practical tasks.

What is studied?

In Year 10 there are two areas of study in a Home Economics course:

- Nutrition and Food – understanding nutrition, designing and preparing meals and food items to meet individual needs, understanding lifestyle diseases and how to minimise risk factors, the changing role of food for individuals and families.
- Textiles and Fashion – understanding fabric qualities and their effect on design and use of clothes, marketing of clothing and the composition of quality and cost, expanding consumer knowledge, the role of technology, media advertising, fashion designers on clothing choice.

How can parents/guardians help?

Parents/guardians can help students by providing a supportive environment in the home and by showing an interest in what students are doing daily. Students can be encouraged to practise their skills at home, including those of team-work and cooperation. Parents/guardians can promote an appreciation of the educational, life skills and employment value of Home Economics studies. Discussion with students of issues that arise on television and in print assists students to consider a variety of opinions on issues and situations relating to the wellbeing of individuals and families. Parents/guardians can show their support by attending open days or events hosted by the Home Economics Department of the school. Frequent communication between the home and the school should also provide support for students.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Possible career paths include: Dietitian, Food Scientist, Teacher, Health Promotion, Food Design, Fashion Design, Interior Design, Social Worker, Nutrition, Food and Fashion Journalist, Child Care Worker.

Legal Studies

Why study Legal Studies?

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

What is studied?

The Year 10 Legal Studies course enables you to learn through the investigation of legal issues, exploring two core areas of study:

- The Legal System
- Criminal Law

What do students do?

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders' perspectives. You will select and organise information from sources to facilitate the analysis of legal issues.

How can parents/guardians help?

Your parents and carers may help you by:

- discussing different views of current Legal Studies issues with you
- encouraging and helping you find suitable websites, documentaries, journals and other resources
- encouraging you to take part in school-based activities, including mock trials and extracurricular activities
- offering their services as guest speakers if they are involved in this area of study or related industry
- encouraging safe and ethical behaviour
- communicating with your teachers to understand the work you are undertaking and becoming familiar with assessment requirements
- encouraging you to stay up to date with course work and to take adequate time for assessments.

Future Pathways

Open a door to further education and employment in the fields of Law, Law Enforcement, Criminology, Justice Studies, Social Work, Government, Corrective Services, Business, Education, Economics and Politics.

Modern History

Why study Modern History?

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

What is studied?

Topics may include:

- World War II
- Global Inequalities
- Rights and Freedoms

What do students do?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

How can parents/guardians help?

Parents/guardians can help their children as they study Modern History by taking an active interest in and discussing current events and news items, encouraging them to look for the historical background to contemporary events and debates. Much of the subject matter for Modern History arises from the contemporary world and its events and concerns. Parents/guardians can help their students by taking an interest in and discussing with their students the range of views that are held in the community about such events, and the evidence and justifications used to support these views.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Employers look for people with strong analytical skills. The skills developed studying Modern History can open many wonderful careers including Politics, Teaching, Law, Administration, Public Service etc. Additionally, you will develop the skill of critical analysis, strongly in demand in our globalised economy.

Studies in History may assist a young person to gain employment, for example as Library Assistant, Museum Technician, Travel Consultant, Tour Guide, Records Manager, Defence Force, Photographer, Film and Anthropologist, Solicitor, Barrister, Historian, Journalist.

Visual Art

Why study Visual Art?

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing, resolving and reflecting.

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised style or expression. At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living in an inspiring and visually interesting environment.

What is studied?

Using the processes of researching, developing and resolving, students explore concepts, contexts, and media areas through a study of art forms from the past and contemporary practices. Students are encouraged to work across the media areas and be creative. In Visual Art, a course of study integrates the course components of concepts, focuses, media areas and visual language and expression – which leads to the development and resolution of Bodies of Work.

The media areas may include the following: ceramics, drawing, electronic imaging, environmental design, fibre arts, graphic design, installation, painting, performance art, photographic arts, printmaking, product design and sculpture.

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural, geographical, historical, technological, political and personal contexts.

How can parents/guardians help?

Parents/guardians can help students by providing a supportive environment in the home and by showing an interest in what students are doing each day. They can:

- Support and keep informed about the Visual Art program in the school by reading the syllabus and the school's work program
- Discuss the visual environment with their students
- Attend school, community art and gallery exhibitions with students
- Encourage students to visit the workplaces of artists and designers
- Be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
- Encourage students to practise using media techniques, processes and technologies. One to two hours a week study is the minimum requirement for this course
- Encourage the reading of and writing about contemporary practices in Visual Art.

Future Pathways

University, TAFE, Other Training Providers, Apprenticeships, Traineeships, Work

Art careers include the making, researching, education, support structures/administration of art workers, design, Industrial Design, Fashion Design, Product Design, Landscape Design, Interior Design, Crafts people, Hairdressing, Catering, Sign Writing, Professional Studies, Curatorship, Display Design, Publishing, Media/Film/TV/Video, Advertising, Image Promotion, Writing/Artistic Journalism, Scripting for the Mass Media, Exhibition Scheduling, Product Management, Animation, Jewellery Makers/Designers, etc.

