Curriculum Handbook

Year 9 & 10

In the Mercy Tradition

Let Your Light Shine!
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Mercy Traditions

Caring, security, friendliness, honest endeavour and dedication describe the atmosphere of Mercy that has been lovingly nurtured at Mount St Bernard College since its establishment in 1921. The values of Mercy education – love, respect, service and compassion; honouring the dignity of the Human Person expressed in a preferential option for the poor – have endured as proud traditions and are at the heart of the life of the College.

The Sisters of Mercy began the Herberton Convent in 1910. In 1921, the original Sisters of Mercy Boarding School, St Mary’s, was moved from Cooktown to Herberton, and the new school, named Mount Saint Bernard College in honour of Father Doyle was opened.

In its first year of operation some of the forty-six boarders were primary school students who attended St Patrick’s Primary school while the remainder were secondary students and were taught in Mount St Bernard College. In the early years the college catered for the primary education of boys as well as girls until St Patrick’s Catholic Primary School closed in 1977.

Throughout the twentieth century, Mount St Bernard College has responded to the changing needs and aspirations of students and their families. The College even hosted Cooktown’s St Mary’s School during a period of World War II evacuation. At every stage, MSB has provided opportunities for quality Catholic education to the young people of Far North Queensland and beyond.

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese’s Catholic Education Services and the Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.
Mission Statement

Our Mission at Mount St. Bernard Catholic College is to develop a community of faith and a Christian way of life through educating the whole person.

Our Mission flows from the Mission of Christ, which was to know and reveal God’s unconditional love and forgiveness. In our community, then, we live out Christ’s Mission of fostering a community of love.

As MEMBERS of this community of faith, all of us (staff, students, and parents/carers) carry out our Mission by living the Catholic ethos of the College and giving witness to being a faith community, which encourages all to foster Gospel values and the celebration of Christian fellowship.

As STUDENTS within this community, we:

- Actively participate in the life of the College
- Accept that we have a responsibility for our own learning
- Make a commitment to a full and positive participation in College life
- Accept and commit ourselves to the College code of conduct
- Develop relationships with staff and fellow students that are based on Gospel values

As PARENTS/CARERS within this community, we:

- Recognise that we have a crucial role in the educative process
- Seek to involve ourselves in the whole range of school activities
- Develop our relationships with the College Administrators, staff and other parents/carers
- Seek to become involved in the College curriculum

As STAFF MEMBERS within this community, we:

- Carry out our Mission by providing a service that responds to the individual needs and potential of each student
- Recognise the importance of self in the Mission of the Catholic School
- Undertake to engage in professional and self-development
- Assist each other to integrate Christian values across all aspects of the curriculum
- Respond to emerging developments in the trends in education

As ADMINISTRATORS within this community, we:

- Provide leadership and make decisions that are creative, shared and based on the Mission Statement
- Devise and develop processes that respect the needs and enhance the talents of all members of the College community

College Crest and Motto

Our College motto Luceat Lux Vestra – ‘Let your Light Shine’ – is drawn from the gospel story of Jesus encouraging his followers not to hide their goodness, but rather let others see the good things God does through them. The MSB light shines most brightly through our students.
Year 9 – 10 Curriculum Overview

The arrangement of courses at Mount St Bernard College comprises of both Core subjects and Elective subjects. We consider that skills in Information Technology are vital for a rich life in both work and leisure, and therefore have embedded competencies in this area across our entire curriculum, in alignment with National Certification, which may build into a Certificate I in IDMT during year 10. Credits gained from certificate courses in year 10 will be banked in Student’s Learning Accounts and count towards their Queensland Certificate of Education.

Planning a Course of Study

Interest
- Choose subjects that you enjoy and that interest you.
- You are more likely to study and achieve well in areas that you are interested in.
- Read the subject descriptors carefully and talk to subject teachers to assist you in your decision-making.

Ability
- It is important to know what you are capable of.
- The best indicators of your ability and likely performance are your current results.

Future Options
- Some senior subjects require specific subjects to be studied in years 9 and 10.
- Many senior subjects can be studied irrespective of junior electives studied – If you have any concerns, the Guidance Counsellor can provide you with the relevant information.

Other factors
- Do not choose an elective to be with friends – choose based on your own interests and abilities.
- Do not try to get or avoid a particular teacher – there is no guarantee the same teacher will take the subject each year.
- Perception of workload – both practical and academic areas all require homework.
- Idea that a subject is easy – what is easy for one student can be difficult for another.

Organisational considerations
In order to timetable effectively elective subjects will be organised in groups. Therefore students will only be able to access one elective subject per group. Mount St Bernard College will make every effort to arrange elective offerings into groups that satisfy the requests of as many students as possible.
Year 9 Information

Towards the end of year 8 students are asked to choose two elective subjects to complement their core areas of learning. Please carefully read the elective subject information and discuss possible choices with teachers before making decisions. The information on the previous page will provide a structured guide in your decision making process.

Mount St Bernard College expects that students will look seriously at their choices and commit to deep learning and skill formation within the elective areas offered.

Students in years 9 & 10 will be acquiring foundational skills in the 49 Core Curriculum Elements (CCEs) through their study of core and elective subjects. The CCEs are learned skills such as Analysing, Classifying, Comparing & Contrasting etc that form the basis of Assessment in the year 12 Queensland Core Skills Test (QCS).

Year 10 Information

Year 10 is a transition year from middle schooling into the senior phase of schooling. Consequently time in year 10 is allocated towards career development and planning – the Senior Education and Training Plan (SET Plan) will be developed and agreed to by all stakeholders, students will choose their subjects and Vocational options for year 11 and 12 (while some year 10 students will engage in Vocational education beginning in year 10), and students will experience Work Experience Placement. Students will also be registered for a Learning Account with the Queensland Curriculum and Assessment Authority.

Senior Education and Training Plan (SET Plan):

Year 10 career planning will assist students to develop their SET Plan. This plan will state the student’s Intended Learning Options (ILO), along with their intended course of study – OP, Vocational or Trade, or a combination. This plan will be completed by the end of year 10, will map the student’s senior learning- what, where and how, will be agreed to by the student, parents and the school, and be reviewed over the senior phase of learning. The SET Plan will structure each student’s learning around their abilities, interests and future goals, and act as a map through senior. It is a flexible tool to assist in student’s goal setting and can be reviewed and altered to suit changing circumstances.

Registration of Young People:

All young people must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in year 10, or in the year before turning 16. Once registered, students can access their Learning Account through the internet to track their learning. Students will need their Learner Unique Identifier (LUI) number and password to access this site, which will be given to them during year 10.

The Learning Account records all learning undertaken along with student achievement. Credits are not banked for subjects receiving less than a passing grade, or competency. Each learning provider is responsible for reporting student information to the QCAA, who updates the Learning Accounts. Therefore, subjects studied through TAFE and other Learning Providers will be reported directly to the QCAA and not the school. It is the student’s responsibility to check their Learning Account regularly and report any anomalies.
CORE SUBJECTS
ENGLISH

WHY STUDY ENGLISH?

English enables students to acquire proficiency in and understanding of English in its many facets.

The Junior English Work Program is consistent with the federally mandated ACARA program, designed to challenge students and improve their outcomes at all levels of ability. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. English aims to develop students’ ability to communicate appropriately and effectively in both spoken and written genres, and exposes students to a broad range of written, spoken and multi-modal texts. Studying English allows students to have the necessary skills needed to develop positive attitudes to and strategies for engagement in lifelong learning.

COURSE CONTENT – What will I be Studying?

The Junior English Work Program has been developed as a four year course (Years 7 - 10) that takes into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. The program also requires students to examine, understand and create various text types including news articles, poetry, documentaries, films, internet resources, novels and plays.

Throughout the course students are required to complete a series of written, spoken and multi-modal assessment tasks. These tasks will ultimately prepare them for Year 11 and 12 subjects. Proficiency in English opens the door to a range of OP, Vocational and Employment Pathways in a student’s senior years of high school, and assists students in attaining their Queensland Certificate of Education [QCE].

Year 9 students study the following units:

- Creative writing
- Debating and propaganda
- Film study
- Poetry
- Novel study
- Drama study focusing on symbolism

During Year 10, students are required to complete a series of written and spoken assessment tasks. These tasks have been specially designed to prepare students for their senior English education.

Year 10 students study the following units:

- ‘So Much to Tell You’ – play study
- Issues of morality – film study and analysis
- Poetry
- Novel study – Lord of the Flies
- Drama study – Romeo and Juliet
ASSESSMENT – How will I be assessed?

Assessment is continuous and ongoing throughout the course, requiring students to demonstrate increasing independence as learners and developing those skills needed in Years 11 and 12. Students will be assessed in a variety of contexts, responding in spoken, written and multi-modal formats.

CAREER PATHWAYS – Where can this Lead?

English establishes the basic skills necessary for studies in Years 11 and 12 as well as developing essential communication skills to enhance employment opportunities when they finish their high school education. English is a mandatory subject for all students from year 8 – 12, as it is vital that students obtain the necessary skills in speaking, reading and writing needed throughout their lives.

LINKS TO CCE’S – Learning for Life

English provides over 30 of the 49 Common Curriculum Elements that are mandated by the Queensland Curriculum and Assessment Authority (QCAA) and embedded within the English Junior Work Program through the course of study. These include – although are not limited to:

- Recognising letters, words and other symbols
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Structuring/organising extended written text
- Interrelating ideas/themes/issue
- Analysing
- Criticising
- Generalising
- Manipulating/operating/using equipment
- Expounding a viewpoint
- Empathising

Common Curriculum Elements are found at:

WHY STUDY MATHEMATICS?
Mathematics is an integral part of a general education. In order to function in today’s society students must possess basic numeracy skills and be able to apply them, especially in financial contexts. Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

Mathematics raises students’ competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force. Students are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

In Mathematics, skills are developed which form the basis for further study in senior maths. These senior maths subjects develop skills that are needed in the traditional careers of Engineering or the Physical Sciences, but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management.

COURSE CONTENT – What will I be studying?
The course covers five strands. Each of the five strands have a strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedures and strategies associated with:

1. Number
   - Number concepts
   - Addition and subtraction
   - Multiplication and division

2. Patterns and Algebra
   - Patterns and functions
   - Equivalence and equations

3. Measurement
   - Length, mass, area and volume
   - Time

4. Chance and Data
   - Chance
   - Data

5. Space
   - Shape and line
   - Location, direction and movement
ASSESSMENT – How will I be assessed?
Students will be assessed in a variety of ways. Students shall be required to do at least one assignment each semester, as well as undertake written tests. Assignments may vary in nature. For example, they may be investigative reports, producing designs as Excel charts, exploring algebraic functions using Excel, researching and presenting of statistical data.

Students will be assessed at the levels they are currently working on. Generally, this will be Levels 4, 5 and 6 for Year 9 students.

CAREER PATHWAYS – Where can this lead?
Mathematics is a key learning area and can be a necessary pre-requisite for some university courses, particularly in the sciences, medicine and engineering. This must be confirmed by consulting the relevant institution’s handbook.

Mathematics also provides students with some of the necessary “life skills” involving use of maths in the real world, particularly in the finance area.

LINKS TO CCEs – Learning for life
Mathematics links to all the CCEs except empathizing and gesturing, with a particular emphasis on the following:

- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Setting out/presenting/arranging/displaying
- Structuring/organising a mathematical argument
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Analysing
- Justifying
- Identifying shapes in two and three dimensions
- Searching and locating items/information
SCIENCE

WHY STUDY SCIENCE
Students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

COURSE CONTENT – What will I be studying?
The following 5 headings summarize topics and issues to be covered in year 9 and 10 science. Area (a) is enmeshed into the other four areas. As years 7 – 10 progress, the diversity, challenge and complexity of topics and issues, increase.

(a) Science as a human endeavour
Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.

• Immediate and long-term consequences of human activity can be predicted by considering past and present events
  e.g. consequences of unsustainable use of fossil fuels can be seen in environmental impacts.
• Responsible, ethical and informed decisions about social priorities often require the application of scientific understanding
  e.g. use of alternative forms of energy; use of recycled water; development of influenza and cervical cancer vaccines.
• People from different cultures contribute to and shape the development of science
  e.g. Australian Indigenous knowledge can be applied to land and water management, food production and waste management.

(b) Earth and beyond
Events on earth and in space are explained using scientific theories and ideas, including the geological and environmental history of the earth and the universe.

• Scientific ideas and theories offer explanations about the earth that extend to the origins of the universe
  e.g. ideas about the expanding universe.
• Global patterns of change on earth and in its atmosphere can be predicted and modelled
  e.g. the effects of rising temperatures on natural environments.
• Geological evidence can be interpreted to provide information about past and present events
  e.g. the earth’s surface is shaped by volcanoes and earthquakes, which can be understood in terms of the theory of plate tectonics.

(c) Energy and change
Forces, energy and the physics involved are identified and analysed to help understand and develop technologies, and to make predictions about events in the world.
• An unbalanced force acting on a body results in a change in motion
  e.g. a car is slowed by friction from braking.
• Objects remain stationary or in constant motion under the influence of balanced forces
  e.g. a book resting on a table; a vehicle travelling at constant speed.
• Energy can be transferred from one medium to another
  e.g. the stove transfers heat to the pot of water.
• Transfer of energy can vary according to the medium in which it travels
  e.g. some materials are good conductors of heat; light is refracted when it moves from air to water — the pencil appears to bend in a glass of water.
• Energy is conserved when it is transferred or transformed
  e.g. a light bulb converts electrical energy into light energy and also produces heat.

(d) Life and Living
Biological Organisms interact with their environment in order to survive and reproduce.
• The diversity of plants and animals can be explained using the theory of evolution through natural selection
  e.g. Australian marsupials would have had a common pouched ancestor.
• In ecosystems, organisms interact with each other and their surroundings
  e.g. the scavenger role of the crab in the mangroves means that it has a plentiful supply of food and it contributes by cleaning its surroundings.
• Complex organisms depend on interacting body systems to meet their needs internally and with respect to their environment
  e.g. the digestive system processes food and the circulatory system distributes it throughout the body.
• All the information required for life is a result of genetic information being passed from parent to offspring
  e.g. hereditary information is contained in the genes located on chromosomes.
• Changes in ecosystems have causes and consequences that may be predicted
  e.g. bushfires destroy natural bushland, which temporarily changes the ecosystem; birds return to dried-up waterholes after rain.

(e) Natural and processed materials
The chemical and physical properties of materials are determined by their structure and inform their interaction with other materials.
• Changes in physical properties of substances can be explained using the particle model
  e.g. use of the particle model to describe states of matter.
• Matter can be classified according to its structure
  e.g. elements and compounds, or molecules and atoms.
• Chemical reactions can be described using word and balanced equations
  e.g. hydrogen plus oxygen gives water or \(2H_2 + O_2 = 2H_2O\).
• Reaction rate is affected by various factors, including temperature, concentration and surface area
  e.g. milk goes sour more quickly when left at room temperature; a soluble tablet will dissolve faster when it is crushed.
ASSESSMENT – How will I be assessed?
Students demonstrate evidence of their learning over time in relation to the following assessable elements:

• Knowledge and understanding
• Investigating
• Communicating
• Reflecting.

Assessment is enmeshed in the learning process through the ‘ways of working’ set out below. Assessment items include: Extended experimental investigations, projects, oral presentations, written tasks, supervised assessment under test conditions, outdoor ecological / field studies, and extended responses to scientific stimulus material.

CAREER PATHWAYS – Where can this lead?
Apart from the general life skills of interpreting, analysing, experimenting and concluding, which science emphasizes, the following career pathways are possible for those with an aptitude for science. These range from unskilled to university trained positions: Pharmacist, nurse, marine scientist, photographer, herd tester, farm manager, pest and weed controller, food processing technician, medical doctor, industrial / civil engineer, ambulance officer, fitness instructor, zookeeper, veterinarian, ecologist, fruit / vegetable / flower grower, health worker, medical research biologist, industrial chemist, surveyor, audio / visual technician, architect, physiotherapist, radiographer, geophysicist, space scientist / astronomer, For more possibilities see website: www.myfuture.edu.au.

LINKS TO CCE’S – Learning for Life
The Queensland Studies Authority has designated CCE’s listed on the next page as vital for effective learning throughout life, and also as required skills for the Queensland Core Skills (QCS) Test in year 12. Middle school and Senior school science at Mount St. Bernard College have these CCE’s embedded right throughout years 7 – 10, Biology, Chemistry and Physics curricula. This approach encourages higher potential for success in life learning, QCS testing and any other course / training pursued by the student.

Students are able to:
• Identify problems and issues, formulate scientific questions and design investigations
• Plan investigations guided by scientific concepts and design and carry out fair tests
• Research and analyse data, information and evidence
• Evaluate data, information and evidence to identify connections, construct arguments and link results to theory
• Select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations
• Conduct and apply safety audits and identify and manage risks
• Draw conclusions that summarise and explain patterns, and that are consistent with the data and respond to the question
• Communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats
• Reflect on different perspectives and evaluate the influence of people’s values and culture on the applications of science
• Reflect on learning, apply new understandings and justify future applications.
HUMANITIES & SOCIAL SCIENCE

WHY STUDY HUMANITIES & SOCIAL SCIENCE?

Humanities & Social Science is a compulsory subject in Middle School at Mount St Bernard College. It develops key skills and knowledge of social, academic and practical importance. Based on the Australian Curriculum, Humanities & Social Science comprises of a semester of History and a semester of Geography and Civics & Citizenship in both years 9 and 10.

Humanities & Social Science aims to develop knowledge, comprehension, reading, writing and analytical skills, which can be applied to both practical environments and the world. Units of work include: Industrial Revolution, Australian Nation, World Wars, Landforms, Biomes, Human Wellbeing, Rights & Freedoms, and Popular Culture.

Humanities & Social Science engages a range of learning opportunities, including excursions to significant sites, for example, the Chinese Temple [Atherton]; the Mining and Historical Museum [Herberton], rainforest walks [Malanda Falls and Rainforestation] and the Kuranda Skyrail. Guest speakers are also engaged to bring the program to life.

ASSESSMENT – How will I be assessed?

Students will be assessed using a variety of instruments ranging from to short answer exams, essays, response to stimulus exams, document interpretations, map studies, projects, source analyses and evaluations and multi modal presentations. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement.
CAREER PATHWAYS – Where can this lead?

Humanities & Social Science develops reading and communication skills. Students who study this subject gain skills necessary in professions such as advertising, law, teaching, journalism, media and business and administration.

LINKS TO CCE’S – Learning for life

Humanities & Social Science equips students with skills to become a life-long learner. This subject encourages students to comprehend, critically analyse and evaluate. It encourages creative thinking and improves knowledge of the world and the people who live within it. Specific CCE’s covered in Social Studies include:

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Graphing
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
- Explaining to others
- Interrelating ideas/themes/issues
- Applying a progression of steps to achieve the required answer
- Generalising from information
- Interrelating ideas/themes/issue
- Analysing and Criticising
- Manipulating/operating/using equipment
RELIGIOUS EDUCATION

WHY STUDY RE?

RE is a compulsory subject at Mount St Bernard College. This subject seeks to develop the student’s knowledge about world religions by critically analysing their messages and history through the use of sources including religious texts like the Christian Bible and Islamic Koran. The course requires that students investigate and analyse the impact of religion on Australian and global societies.

The year nine religion course examines the role of religion in modern Australia, the origins of the modern Catholic Church and how Christianity has influenced western society from public opinion to the writing of laws. Units of work include Jesus, Catholicism – Historical Perspectives and Social Awareness Impelled to Action.

The year ten religion course seeks to compare and contrast Christian values with those of other religions in particular religions that also originated in Asia and the Middle East. It examines the need humans have to believe in the supernatural and how this leads to social conventions like charity and community groups. Units of work include Hebrew Scriptures, World Religions, and Spirituality and the Human Quest for Meaning.

Religion is an engaging course that develops the student’s ability to comprehend, analyse and evaluate written sources.

ASSESSMENT – How will I be assessed?

Students will be assessed using a variety of instruments. It will range from quizzes to exams, essays and projects. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement. Assessment is fair and informs curriculum.

CAREER PATHWAYS – Where can this lead?

RE/SEL develops reading and communication skills. Students who study RE/SEL gain skills necessary in professions such as psychology, sociology, media and business, and gain life skills that enhance working relationships particularly in team situations.

LINKS TO CCE’S – Learning for Life

Religion equips students with skills to become a life-long learner. Religion encourages students to comprehend, critically analyse and evaluate all material presented to them. It encourages creative thinking. This subject teaches students to understand and respect the values and beliefs of others and improves the student’s knowledge of the world and the people who live in it.
HEALTH AND PHYSICAL EDUCATION?

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students use the essential processes of Ways of Working to develop and demonstrate their Knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.
## COURSE CONTENT – What will I be studying?

### Personal Development, Health & Physical Education

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<td><strong>Unit</strong></td>
<td>Sustainable Health Challenge</td>
<td>Cross Country</td>
<td>Youth &amp; Drugs</td>
<td>Respectful Relationships</td>
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<tr>
<td>Physical Activity</td>
<td>Basketball/Netball</td>
<td>Indoor Hockey/Athletics</td>
<td>Net Games – Volleyball, tennis, badminton.</td>
<td>European handball/swimming</td>
</tr>
<tr>
<td><strong>Core Learning Outcomes</strong></td>
<td>2. Investigate the effects fast foods have on an individual, a family, a community and a nation. Suggest ways families could improve to lessen their fast food intake</td>
<td>5. Investigate the social, cultural and environmental factors associated with drug misuse of young people. In order to propose strategies to minimise the issue</td>
<td>8. Understanding of the effects STI’s can have on the body and your livelihood.</td>
<td>11. Investigate certain training methods to develop a training program suited to each individual student.</td>
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<td></td>
<td>3. Demonstrate a range of skills &amp; strategies to achieve an identified goal in basketball and netball.</td>
<td>6. Demonstrate a range of skills &amp; strategies to achieve an identified goal in indoor hockey and athletics</td>
<td>9. Investigate all the different methods of safe sex and propose strategies for making the correct decisions on sexual health.</td>
<td>12. Design and implement a fitness program that reflects personal priorities</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>1. Wheel of Well-being</td>
<td>3. Investigate a particular drug to create an information pamphlet surrounding effects and misuse.</td>
<td>5. Assignment task on positive relationships incorporating safer sex.</td>
<td>7. Fitness Training Journal</td>
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<td>Unit</td>
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<tr>
<td>Physical Activity</td>
<td>AFL/Goalic football</td>
<td>Fitness/Gym</td>
<td>Cricket, softball, tee-ball golf</td>
<td>Futsal/soccer</td>
</tr>
<tr>
<td>Core Learning Outcomes</td>
<td>1. Identify prevalence and norms, risky behaviours associated with partying, alcohol and drugs  2. Select &amp; implement European Handball skills &amp; strategies to respond to conditions of opposition</td>
<td>3. Identify each of the systems and how each system relies on each other</td>
<td>5. Determine why CPR is used to treat a patient with no pulse and determine why EAR is used to treat a patient who is not breathing</td>
<td>7. Plan strategies to overcome inequities relating to participation in sport  8. Select &amp; implement futsal and soccer skills &amp; strategies to respond to conditions or opposition</td>
</tr>
</tbody>
</table>
ASSESSMENT – How will I be assessed?

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Investigating
- Planning
- Implementing and applying
- Reflecting

These elements are assessed through the written, spoken, and practical mediums.

LINKS TO CCE’S – Learning for Life

Students are able to:

- Identify issues and inequities and plan investigations and activities
- Research, analyse and evaluate data, information and evidence
- Draw conclusions and make decisions to construct arguments
- Propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- Refine movement skills and apply movement concepts, and the principles of training
- Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- Identify risks and devise and apply safe practices
- Select and apply positive, respectful and inclusive personal development skills and strategies
- Reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences
- Reflect on learning, apply new understandings and justify future applications.

CAREER PATHWAYS –

Where can this Lead?
ELECTIVE SUBJECTS
DRAMA

WHY STUDY DRAMA?

In Drama, students will learn a variety of skills relevant to many different aspects of life. Students learn to work effectively in a group, speak and act confidently in front of an audience, create and structure stories and explore relevant social issues with depth and perception. They will also develop specific subject knowledge, including an understanding of different theatrical forms, styles and techniques, and theatre history. Drama can enhance a student’s performance in other subjects, particularly English, as it teaches skills in oral presentation and creative problem solving. Drama is an excellent choice of subject for students who are creative and motivated but find written work and exams challenging. Students are able to develop sophisticated skills in creating, telling and structuring stories through verbal and physical acting. That doesn’t mean it is an ‘easy’ option though – a high level of initiative, excellent problem solving skills and a commitment to hard work are expected. But most of all, Drama is fun – a chance to be active and express yourself.

COURSE CONTENT – What will I be studying?

This Drama course is primarily performance based; students need to be prepared to participate in acting exercises but less confident students are welcome as they will be taught the skills to act in front of an audience. Individual creativity is encouraged as most task content is flexible/negotiable within a set task format.

Units may include:

Improvisation and devised Drama - Students participate in class improvisation activities and write and prepare their own dramas based on relevant social issues.

Monologues - Students individually prepare and perform a long solo speech, using Stanislavski’s techniques.

Physical comedy - Students learn the techniques of traditional styles of comedy, such as Commedia Dell’Arte and also develop contemporary performance techniques.

Scripted Drama - Students participate in a major performance for an audience.

Improvisation and devised Drama - Students participate in class improvisation activities and write and prepare their own dramas based on the themes they have studied.

Brecht and documentary theatre - Students learn about the history and theory of Brecht’s style of theatre and develop their own performances to address a contemporary issue.

Boal and the Theatre of the Oppressed - Students use Boal’s techniques to create ‘invisible theatre’ (e.g. a flash mob) and use forum theatre to solve problems.

Scripted Drama - Students participate in a major performance for an audience.
ASSESSMENT

- Devised Performances
- Performance of monologue
- Written process journal and reflections
- Written/oral reviews of performances
- Continuous assessment based on improvisation and other classroom exercises
- Participation in production – choice of acting or technical work

CAREER PATHWAYS – Where can this lead?

A course of study in Drama can lead to further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. Skills in presentation and public speaking are sought after in most fields and essential in the media, public relations and all forms of education and training.

LINKS TO CCE’s – Learning for Life

- Recalling/remembering
- Using vocabulary appropriate to a context
- Interrelating ideas/themes/issues
- Using correct spelling, punctuation, grammar
- Creating/composing/devising
- Interpreting the meaning of words or other symbols
- Explaining to others
- Empathising
- Comparing, contrasting
- Criticising
- Analysing
- Synthesising
- Judging/evaluating
- Justifying
GRAPHIC DESIGN

WHY STUDY GRAPHIC DESIGN?
Graphic Design provides students with the opportunity to express simple and complex information through visual imagery and representations, encouraging clearer and more effective communication. Design Technology can be found everywhere you look from posters and advertising to simple formats like the one you are now reading. Images send powerful messages to people of all nations and can have sophisticated meaning.

COURSE CONTENT – What will I be studying?
Graphic Design is a course of study that provides an opportunity for students to gain an understanding of graphical design and communication across a broad range of applications (Commercial, communication, residential, civil, marketing/advertising, etc). The course draws upon the elements and principles of graphical communication, design and presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical representations and designs. Students are introduced to the use of Computer Aided Design, CAD. In year 9 students are shown how to analyse objects visually and draw them in 3D using graphical techniques. In year 10 students learn how to analyse at depth objects and draw them in 3D using graphical techniques. The year 10 course is composed of three specific areas to help the transition into senior years for this subject.

- Business graphics - advertising, logo’s, stationary, posters, manuals, display stands
- Environmental graphics - architecture, construction, landscaping
- Production graphics - instruction manuals, animation

Students are shown the skills of how to conduct enquiry into commercial products and design. They are introduced to the area of enquiry into commercial products and design. Students are shown how to render drawings and emphasis is based on learning the terminology and skills needed for years 11 and 12.

Students learn about the efficiency and effectiveness of graphical communication and its ever-increasing use in our technological society. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision. Students are encouraged to be imaginative and creative through problem solving and designing, whether working individually or as part of a team. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems, and learn how to manipulate mechanical and computer drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

ASSESSMENT – How will I be assessed?
Assessment in Graphic Design is designed to enable students to demonstrate a broad range of achievement in data research, drawing, reasoning, communication and presentation. Many assessment techniques and instruments are used, including folios of graphical responses to tasks, visual presentations, tests and assignments. Emphasis is on skill level for year 9.

CAREER PATHWAYS – Where can this lead?
It provides a solid foundation to careers in industrial design, graphic design, architecture, drafting, film and T.V, animation, business design and production. The study has developed from technical drawing through art and animation into 3D modelling which are vital components in many professions and vocations.

LINKS TO CCE’S – Learning for Life
Graphical design incorporates a large number of the practical elements of the common core curriculum elements. Its strengths lie in skill level of drawing, ICT, manipulation of perceived 3D objects, visual dissection of objects in space to produce components of manufacturing accuracy; product analysis, client analysis, problem solving of the creative aspect in functional design and colour analysis.

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TEXTILE AND FOOD TECHNOLOGY

WHY STUDY TEXTILE AND FOOD TECHNOLOGY?
Textile and Food Technology provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop these outcomes from the key learning areas of Health and Physical Education, Technology, and Social Science in Textile and Food Technology contexts.

COURSE CONTENT- What Will I Be Studying?
The central focus of Textile and Food Technology is the wellbeing of people within their personal, family, community and work roles. Textile and Food Technology encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Textile and Food Technology is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.
ASSESSMENT- How Will I Be Assessed?
The process of assessment involves:
- Providing students with opportunities to demonstrate what they know and can do with what they know
- Gathering and recording evidence of students’ learning
- Using the evidence to make overall judgments about students’ learning.

CAREER PATHWAYS- Where Can This Lead?
The study of Textile and Food Technology in middle schooling is a useful but not essential prerequisite to the study of Hospitality in the senior phase. The study of Textile and Food Technology in years 9 and 10 will provide students with valuable life skills and processes in a variety of areas including food, health and nutrition, along with textiles and community topics.

LINKS TO CCE’s- Learning For Life
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
- Comparing, contrasting
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging/evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns
- Manipulating/operating/using equipment
INDUSTRIAL TECHNOLOGY

WHY STUDY INDUSTRIAL TECHNOLOGY?
In Industrial Technology students will enhance skills and knowledge learnt in Year 8 at the basic starting level. This means that the student will be able to experience, explore and learn basic wood working skills and technical knowledge.

The second level of the program will focus on the correct methods used in the use of wood / metal working materials, hand tools, machines and equipment. While participating in the course the student will learn how to measure, cut, make and join timber / metal components together for their own projects.

COURSE CONTENT- What Will I Be Studying?
This subject will be offering woodwork and a selection of plastic and metal units in semester units. The students will be introduced to learning processes of creating a design brief for each project undertaken. They will also be introduced to developing a design brief portfolio for their own records.

It is essential that students completing this subject wear closed toe leather shoes and safety glasses as per the College Uniform Policy.

ASSESSMENT- How Will I Be Assessed?
Students are assessed through a variety of methods including: Portfolios, exams, completed projects, observation and oral responses.

CAREER PATHWAYS- Where Can This Lead?
Students will be exposed to Occupational Health and Safety, when operating some basic machines, power tools and likewise sharpening various hand tools. Industrial Technology provides a practical and safe forum for students to acquire positive skills with hand tools, power tools and equipment. These skills will form a solid basis for students wishing to move into trades as well as a practical application of theoretical information learned within other subjects. Students wishing to pursue further study into areas such as engineering and construction will learn practical application skills within this subject and senior Manufacturing – Industrial Technology Studies.

LINKS TO CCE’s- Learning For Life
- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Judging/evaluating
- Creating/composing/devising
- Identifying shapes in two and three dimensions
- Searching and locating items/information
- Observing systematically
- Manipulating/operating/using equipment
- Sketching/drawing
VISUAL ART

WHY STUDY VISUAL ART?
The study of Visual Art is designed to develop student’s interest and knowledge in a diverse range of areas such as drawing, painting, sculpture, photography and Art History. An emphasis is placed on developing skills and techniques in both the practical and theory areas. The aim of this course is to give students a broad understanding and appreciation of the visual arts through exploration and experimentation. It is important that students learn to develop an appreciation for the works of historical and contemporary artists in order to develop their own skills.

COURSE CONTENT – What will I be studying?
The year 9 course involves a variety of Media and encourages students to work collaboratively in an arts related environment. Apart from developing skills and techniques this unit also supports individual creativity. Year 10 Art involves a variety of media similar to the previous year but students are encouraged to experiment to a far greater degree and to develop their individual creativity through working with a wide range of media and concepts. Students are required to develop their skills and techniques through personal interpretations of concepts/ideas.

Each Term investigates a different media:

1. **Drawing** – Experimentation with design elements and a variety of drawing materials such as conte crayon, oil pastels, pencil, charcoal and soft chalks. This exploration will result in a folio of drawings.
2. **Sculpture** – This unit develops processes used in creating three dimensional forms. Concepts are related to their research on the “Pop Art” movement and experimentation with a variety of sculptural materials is necessary to develop their awareness of suitability and limitations in Sculpture. A variety of materials such as wood, wire, plaster, modroc, sculptamold, fibre etc will used in the final production of a sculptural piece.
3. **Painting** – Students are exposed to a wide range of painting styles and are encouraged to develop their skills in painting techniques through consistent experimentations. A resolved painting based on the concept of their research into the “Surrealist” style in year 9 will be supported by a folio of minor works.
4. **Photography** – This unit covers the history of both Overseas and Australian photography and introduces students to the disciplines of basic black and white photographic techniques and processes.

ASSESSMENT – How will I be assessed?

**Appraisal (research)** Revolves around an awareness of relevant Art styles and involves research work on the Dada and Surrealist art movements, Abstract Expressionists and Pop Art and also class time spent in discussion about artists who work in all of the above media areas. Students are encouraged to research and evaluate images/objects from a variety of historical and contemporary art styles in order to increase their appreciation and understanding for art.

**Visual Diary** This is a vital part of artistic development as it is a record of developing ideas, inspiration, processes, experimentation and resolution of artistic concepts.

**Display** It is important that students participate in the display of their work in a public place and realise the need for good presentation of artworks.
CAREER PATHWAYS – Where can this lead?

The Arts offer a huge number of possibilities in terms of tertiary education and employment. Often students are unaware of the enormous amounts of careers on offer in these areas and the various pathways into careers in these areas. Places such as T.A.F.E and university offer a variety of courses whilst some trades such as Sign writing can be entered by means of Traineeships or Apprenticeships. The following careers are just a few of the options open to students who want to make a career in the Arts:

Curator (Galleries or museums), Visual merchandiser (shop window dresser), sign writer, set designer, graphic designer, milliner (hats), theatre set designer, cartographer (maps), media/computer design, film & television, Interior, industrial or furniture designer, tattoo artist, potter, architecture, Art conservator, Art therapist (hospitals), archaeologist, Arts administrator or lawyer, Printmaker, Fabric designer, cartoonist or animator, Illustrator, Fashion designer, Photographers and many, many more.

LINKS TO CCE’S – Learning for Life

- Interpreting the meaning of pictures/illustrations
- Translating from one form to another
- Sketching/Drawing
- Manipulating/Operating/Using equipment
- Searching and locating items/information
- Identifying shapes in two and three dimensions
- Visualising
- Perceiving patterns
- Creating/composing/devising
- Hypothesising
- Criticising
- Analysing
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
- Explaining to others
- Comparing/contrasting
- Interrelating ideas/themes/issues
- Applying strategies to trial and test ideas and procedures
- Justifying
DIGITAL TECHNOLOGY

WHY STUDY DIGITAL TECHNOLOGY?
Digital Technology provides an opportunity for students to develop and demonstrate the knowledge and practices necessary to operate effectively in information rich environments. Students make creative, innovative and socially responsible uses of information communication technology and create products for themselves and others.

COURSE CONTENT: What will I be studying?
Digital Technology focuses on digital design processes. Students create, edit, format and present a range of mediums, including digital stories, t-shirts, stationary and magazines. Theoretical knowledge includes accessing and construction digital information and digital communication and publishing. As students move into year 10, they will be working on manipulation of images and animations, editing of Sound and Video, and website construction.

ASSESSMENT – How will I be assessed?
The process of assessment involves:
- providing students with opportunities to demonstrate what they know and what they can do with what they know
- gathering and recording evidence of students’ learning
- using evidence to make overall judgments about students’ learning

CAREER PATHWAYS – Where can this lead?
Digital Technology is a useful but not essential perquisite to the study of Information Communication Technology (SAS) in Years 11 and 12. It also provides students with opportunities to understand and be empowered to live and work successfully in a knowledge-based economy and globalised society.

LINKS TO CCE’s- Learning For Life
- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/ remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/ illustrations
- Translating from one form to another
- Compiling results in a tabular form
- Graphing
- Setting out/ presenting/ arranging/ displaying
- Explaining to others
- Perceiving patterns
- Visualising
- Searching and locating items/ information
- Manipulating/ operating/ using equipment
BUSINESS EDUCATION

WHY STUDY BUSINESS EDUCATION?
Through Business Education, students develop an awareness of business within the home, school, local, national and global communities. They develop knowledge, practices and dispositions to critically analyse business situations, confidently meet their own and others’ needs and wants, capitalise on business opportunities, make informed decisions and participate responsibly in business situations.

COURSE CONTENT – What will I be studying?
Business Education focuses on business and economic systems, information procedures, enterprise and ventures and work environments. Understandings of business are drawn from the fields of accounting, law, economics, marketing, management, communications, industrial relations, human resources, information and communication technologies, and administration.

ASSESSMENT – How will I be assessed?
The process of assessment involves:
- Providing students with opportunities to demonstrate what they know and what they can do with what they know
- Gathering and recording evidence of students’ learning
- Using the evidence to make overall judgements about students’ learning.

CAREER PATHWAYS – Where can this lead?
Business Education in middle schooling is a useful prerequisite to the study of business subjects in the senior phase. Business Education is important for students in the senior years of schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, make decisions about goods and services and acquire legal rights and responsibilities as citizens.

LINKS TO CCEs – Learning for life
- Recalling/remembering
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables/diagrams/maps/graphs
- Translating from one form to another
- Using correct spelling, punctuation and grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
- Comparing and contrasting
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging/evaluating/justifying
- Creating/composing/devising
Sport & Recreation

Recognition of the need for people to be physically and socially active, has led to increasing development of a sport and recreation industry that aims for a healthier community.

Sport & Recreation a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing a variety of personal attributes including resilience and teamwork.

Students will engage in a variety of physical activities that may include fitness, touch, basketball, outdoor education amongst others.

Music

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, listening to iPods, watching movies and turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), music is an integral part of everyday life.

A study of music assists students in understanding and heightening the enjoyment of the Arts in their lives and the music heritage of a range of cultures. Students have the opportunity to develop their understanding of a variety of musical styles and contexts.
Certificate 1 Conservation & Land Management

(YEAR 10 ONLY)

DESCRIPTION
This qualification is an entry-level qualification aimed at individuals with an interest in the conservation and land management industry. It allows individuals to develop basic skills and knowledge to prepare for work.

The qualification is suited to VET in Schools programs or learners with no previous connection to the conservation and land management industry or relevant employment history.

EMPLOYABILITY SKILLS SUMMARY
Employability Skill embedded in this qualification includes:
∙ Communication
∙ Listening and understanding
∙ Teamwork
∙ Working as an individual and a team member
Problem-solving
∙ Solving problems individually or in teams Initiative and enterprise
∙ Adapting to new situations
∙ Planning and organising
∙ Being appropriately resourceful
∙ Self-management
∙ Taking responsibility at the appropriate level
∙ Learning in order to accommodate change
∙ Technology
∙ Using technology and related workplace equipment
∙ Using basic technology skills

CORE UNITS
∙ AHCCHM101A Follow basic chemical safety rules
∙ AHCNAR101A Support natural area conservation
∙ AHCNAR102A Support native seed collection
∙ AHCNSY101A Support nursery work

ELECTIVE UNITS (4) may include;
∙ AHCCHM101A Follow basic chemical safety rules
∙ AHCNAR101A Support natural area conservation
∙ AHCNSY101A Support nursery work
Certificate 1 Hospitality

(YEAR 10 ONLY)

DESCRIPTION
This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

CAREER PATHWAYS
This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include:
- bar useful
- food runner
- glass runner
- housekeeping assistant
- kitchen steward
- kitchen useful.

UNITS
- SITHACS101 Clean premises and equipment
- SITXCCS101 Provide information and assistance
- SITHIND201 Source and use information on the hospitality industry
- SITXFSA101 Use hygienic practices for food safety
- SITXINV202 Maintain the quality of perishable supplies
- SITXWH5101 Participate in safe work practices
- SITHCCC102 Prepare simple dishes
- BSBWOR203B Work effectively with others

Certificate 1 Business

(YEAR 10 ONLY)

DESCRIPTION
The purpose of this course is to provide students with the opportunity to gain a basic skills and knowledge suitable for employment in a business environment. Many of the skills and knowledge are also transportable to other careers.

**UNITS**

May include;

- BSBADM101 - Use business equipment and resources
- BSBCMM101 - Apply basic communication skills
- BSBIND201 - Work effectively in a business environment
- BSBITU101 - Operate a personal computer
- BSBITU102 - Develop keyboard skills
- BSBITU201 - Produce simple word processed documents
- BSBITU202 - Create and use spreadsheets
- BSBLED101 - Plan skills development
- BSBUSUS201 - Participate in environmentally sustainable work practices
- BSBWHS201 - Contribute to health and safety of self and others