PEREGIAN BEACH COLLEGE

• PRE-KINDY - YEAR 12 •

2027 YEAR 9 HANDBOOK

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Peregian Beach

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College Philosophy

Mission

"To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities."

Values

The following principles and values guide all we do at Peregian Beach College:

Reflective Practices
We encourage students, staff and families to reflect on the contemporary world in the light of social justice as the basis for individual and community growth.

Inclusivity
We are a friendly and inclusive College. We value each individual member and welcome all families.

Service of Others
We foster service of others by way of educational experiences that are based on justice and compassion.

Excellence
We encourage our students to be persons of integrity, who realise their potential, and strive for excellence.

Overview

This booklet has been compiled to assist students in understanding the requirements and possibilities for their education in Year 9 and to make informed decisions about their choice of subjects.

Students in Year 9 have a core and elective program. **All** students in Year 9 study:

- English (4 lessons a week)
- Mathematics (4 lessons a week)
- History (One Semester 3 lessons a week) / Business (One Semester 3 lessons a week)
- Science (3 lessons a week)
- Health and Physical Education (3 lessons a week)
- The Resilience Project (1 lesson a week)

Students in Year 9 also choose **three** of the following **elective subjects** and study each one for 3 lessons a week. Students will select 6 preferences from the following subject list:

- Drama
- Geography
- STEAM
- Hospitality
- Digital Technologies
- Japanese
- Music
- Sport and Recreation
- Visual Art

Making Choices
In making choices for your elective curriculum, it is important to consider subjects which:

- you enjoy
- reflect your ability and or aptitude
- reflect your interests
- provide appropriate challenge and engagement... to stretch your boundaries... to make the most of your capabilities
- develop skills, knowledge and attitudes useful throughout life.
  It is also important to keep in mind that the subjects you choose will not limit or affect your future career as the compulsory subjects you undertake keep your options open.

Career Planning

In Year 9, students start their journey with subjects and electives through a process called JET planning. JET plan meetings are held with students and parents to discuss elective choices and possible alternative pathways available in Years 9-12. These pathways can include TAFE courses, Certificate and Diploma courses, School based apprenticeships, University Headstart courses, and many other options. Although not compulsory, JET meetings are a great opportunity for Year 9 students to start thinking about their future vocations and possible further study when they finish their schooling.

Wellbeing

The Resilience Project

At our school, we believe that education is about academic achievement AND about developing well-rounded individuals who can navigate the complexities of life. We know that when young people have the skills of resilience and emotional literacy they will do better socially, academically and physically.

We are proud to implement *The Resilience Project (TRP) at PBC*, a well-being program designed to help students build mental resilience and emotional literacy. Grounded in the principles of **Gratitude, Empathy, and Mindfulness (GEM)**, the program uses engaging stories, practical activities, and reflective practices to support students in developing positive mental health strategies. Through regular classroom lessons and school-wide initiatives, *The Resilience Project* encourages a culture of kindness, emotional awareness, and connection—helping our students thrive both in and out of the classroom. Students participate in one TRP lesson each week. This lesson is with their homeroom teacher.

Homeroom Class

Each morning, students gather in Homeroom for roll call and announcements. This time also allows them to check their emails/notifications and connect with each other and their Homeroom teacher. The Homeroom teacher oversees the general welfare of the students in their group and serves as the primary point of contact for any issues related to academics, behaviour, social matters, family concerns, uniform standards, and more.

Business Studies

In Year 9, students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. Students explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.

Students develop skills to modify questions and investigate an economic and business issue. They locate, select, and analyse information and data from a range of sources. Students interpret and analyse information and data to explain economic trends and cause-and-effect relationships and identify consumer and financial impacts.

Examples of topics studied in Year 9 Business Studies include:

- Economics and Business concepts and skills:
  - Conducting research into Australia's connections with the world.
  - Interpreting the trends for money lost in scams.
  - Evaluating an insurance policy.
  - Preparing a reasoned argument in relation to an economic or business issue
- The Australian and global economies
- Innovation and risk

Digital Technology

By the end of Year 9 students have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions.

Students consolidate their skills in data acquisition and interpretation, cleaning and validating data to ensure it is accurate, consistent and domain appropriate. They model multidimensional data in more complex spreadsheets and relational databases, filtering and querying it to give insights into its meaning, and to pose further questions or make conclusions. They visualise this data in customisable ways, allowing greater exploration of trends and outliers to support or challenge their analyses.

Students apply design thinking by using divergent techniques to generate design ideas for user experiences and solutions. They filter and prototype these ideas, developing user stories and applying design criteria based on current and future needs and enterprising opportunities, as well as their created user stories, and revise and further develop their preferred ideas based on their analysis. Students extend on these design criteria and user stories to evaluate the enterprise opportunities and future impact of existing solutions.

Students consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data. They increasingly use advanced features of existing and emerging digital tools to create interactive content for a diverse audience. They explore simple tools that help plan tasks, timelines and responsibilities for individual and collaborative projects.

Examples of topics studied in Year 9 Digital Technology include:

- Introduction to Python coding with PyGameZero
- Robotics with micro:bits
- Collecting and analysing data
- Website design with HTML/CSS

Drama

Drama in Year 9 encourages students to think more deeply about the purpose of theatre and its role in communicating ideas, perspectives and social issues. Students continue developing their performance skills while exploring drama as an art form capable of influencing audiences and creating change.

Students investigate contemporary theatre practices, devising processes, directing, production elements and performance analysis. They learn how theatre artists use dramatic conventions, design, staging and performance choices to shape audience understanding and response.

Collaboration remains a central feature of the course as students create, rehearse and refine original performances. Students are encouraged to experiment with creative ideas, justify artistic decisions and reflect critically on their own work and the work of others.

Year 9 Drama provides an important bridge between junior secondary Drama and future senior studies, developing both practical performance skills and higher-order thinking skills.

Term 1	Term 2	Term 3	Term 4
Theatre for Change Students explore how theatre can communicate ideas and perspectives about contemporary issues and create meaningful audience impact. Assessment: Devised Performance	Contemporary and Documentary Theatre Students investigate verbatim and documentary theatre and create performances inspired by real stories and events. Assessment: Performance and Reflection	Directing and Production Students explore directing, staging, design and production processes while developing leadership and creative decision-making skills. Assessment: Director's Folio and Performance	Responding and Performance Analysis Students analyse and evaluate theatrical performances using drama terminology and critical reflection. Assessment: Viewing and Responding Assessment

English

In Year 9 English, students continue to explore the three interrelated strands of Language, Literature and Literacy.

The Peregian Beach College English program in Year 9 provides students with the opportunity to:

- develop their listening, reading, viewing, speaking, writing and creating skills to interact with peers, teachers, individuals, groups and community members
- use language as a vehicle for thought, creativity, reflection, learning, self-expression and social interaction
- engage in familiar and unfamiliar texts from different historical periods and a variety of cultures
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- critically evaluate, discuss and perform literary texts in which their primary purpose is to inform, persuade and / or tell a story
- develop spelling, grammar, punctuation and vocabulary skills and apply these through formative and summative assessments, such as the *National Assessment Program – Literacy and Numeracy (NAPLAN)*
- explore language through a variety of media and modes
- develop a lifelong interest in reading.

Examples of Units studied in Year 9 English include: Unit

Persuasion and Media Analysis Students explore the impact that persuasion can have on their lives, particularly in the area of media texts. They understand how persuasive techniques are used to change attitudes and behaviours, and employ these skills in their own work.	**Feature film** Students explore the unique style, feature and innovation of a director or screenwriter to create meaning through film. Students recognise the power of intertextuality to create meaning as they make connections between written and visual texts Students analyse directional choices to make comment on the human experience and culturally significant moments in time.
Speculative Fiction Students identify the language features and structural elements of narrative texts in the speculative fiction genre. Students engage with a novel and short narratives to recognise the textual clues that authors provide readers with to bridge together transpiring events.	**Words in Motion - Poetry** Students explore the features of poetry and its power to comment on the issues in society and their world. Students experiment with word choice and poetic devices to create dynamic poems that can be communicated to a variety of audiences

Food Technology

During Year 9, the study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations, and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products.

The major emphasis is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about health and safety issues, and how to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through a combination of the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering Food for Specific Needs
- Food for Special Occasions
- Food Trends

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

For students to be able to undertake a range of practical experiences to allow them to develop skills and confidence in using a variety of ingredients and range of equipment, they need to have their own labelled apron, tea towel and 2L container. These are to be brought along to all practical sessions.

Geography

In Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social, or economic criteria.

Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent, and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. Students draw evidence-based conclusions about the impact of the geographical phenomenon or challenge.

Examples of topics studied in Year 9 Geography include:

- Geographical skills and concepts:
  - Describing spatial relationships in thematic maps.
  - Describing divergence graphs.
  - Describing patterns and correlations on a topographic map.
  - Interpreting satellite images to show change over time.
  - Constructing and describing a transect on a topographical map.
  - Constructing a land use map
  - Creating a survey

- Biomes and food production

- Food security

- Connecting with our place

- Connecting people and places

Health and Physical Education

Health and Physical Education provide students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, Social and Community Health
- Movement and physical activity

Health and Physical Education offer Year 9 students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about each of the two strands. Students learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.

The course involves both physical performance and theoretical work, with approximately equal time spent studying each. Students are required to submit a piece of theoretical work each term and participate in physical activities.
Course outline – 3 lessons a week

Term 1	Term 2	Term 3	Term 4
Theory Understanding how the body moves *Practical* Softball	*Theory* Managing Risks *Practical* Athletics skills	*Theory* Participation, collaboration, teamwork and fair play *Practical* Flag football and Basketball	*Theory* Physical activity plans or fitness, health and wellbeing *Practical* Pickleball and Volleyball

Note: Course structure and sequence may change depending on resource availability.

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- coaching and peer evaluation
- written tasks – research and exams
- multi modal presentations
- spoken tasks

History

History provides us with an understanding and appreciation of the past, which in turn helps us to understand the present and the future. Studying history helps develop student identity by gaining an understanding of the world around them, with this comes understanding, meaning, purpose, empathy, and tolerance. Through the study of History students will create an understanding of what is moral, right, and just, this knowledge can translate into the development and analysis of current world affairs which impact us today. This knowledge and understanding will help students to make informed and moral decisions in the navigation of an ever changing 21st century world.

In Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. Students describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups, and institutions connected to the developments of this period and their influences on the historical events. Students develop and modify questions about the past to inform historical inquiry. They locate, select, and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context, and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness, and reliability of sources as evidence.

This content will provide students the opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability**.**

Examples of topics studied in Year 9 History include:

- History concepts and skills
  - Sequencing events in chronological order
  - Determining historical significance
  - Identifying continuity and change
  - Analysing different perspectives
  - Analysing cause and effect

- The Industrial Revolution: Technology and progress

- The industrial Revolution: The impact on People

- Australia (1750-1918): Colonisation and conflict

- Australia (1750-1918): From colonies to nationhood

- World War 1 (1914-1918)

- China (1750-1918)

Japanese

During Year 9, students initiate and sustain the Japanese language to exchange and compare ideas and experiences about their own and others' world. They communicate using non-verbal, spoken, and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate an understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose, and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to the context.

Students apply features of the Japanese sound system to enhance fluency. They demonstrate an understanding of the sound system in spoken exchanges and scripts for written texts and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their language use and cultural identity and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.

Course Outline

Term 1:

All things in fashion: In this unit, students learn to describe clothing with adjectives and colours. They develop an understanding that Japanese uses 'loan words' from different languages and reflect on the similarities and differences between Japanese and English. Students recognise the nature of Japanese adjectives and how these reflect Japanese cultural values. They consider Japanese fashion and trends, noting how these trends compare to Australian trends and those of other cultures. Students design and describe an outfit that reflects their own cultural identity.

Term 2:

Let's Go to the Beach! Students learn invitational language and dates to plan activities. Students consider Japanese cultural norms for declining invitations suggest alternatives and compare Japanese and English sentence structures, responding to imagined invitations using appropriate cultural norms in an examination task.

Term 3:

Home Sweet Home: Considering the question 'What would I experience on a homestay in Japan?', students learn a language for household routines. They explore Japanese cultural conventions around family and home life and investigate Japanese domestic approaches to sustainability, comparing these with their own experiences. Students reflect on differences and similarities between transactional home language use in Japanese and English, and their backgrounds. They recognise how the choice and use of language reflect cultural values, beliefs, and identity, and demonstrate understanding in an examination task. This unit is a great preparation for future Japan Tours, as well as the upcoming homestay from Otemon Highschool.

Term 4: Disneyland and USJ

Students learn all about Japanese theme parks reflecting on the influence of American pop culture in Japan. Students demonstrate their knowledge of katakana when exploring Japanese websites and maps. Students learn to describe locations of places using directional vocabulary. They learn to describe their own home as well as a Japanese home.

Mathematics

The proficiency strands of Understanding, Fluency, Problem-Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Examples of concepts studied in Year 9 Maths include:

- review number and financial maths
- linear and simultaneous equations
- Pythagoras's Theorem and trigonometry
- linear equations
- measurement
- indices and surds
- geometry
- algebraic techniques
- probabilities and statistics
- introduction to quadratic equations and graphs

Music

Music in Year 9 builds on the practical musicianship developed in Year 8 and encourages students to think more deeply about how music communicates ideas, emotions and meaning. Students continue developing their performance skills while exploring composition, songwriting, arrangement and music production.

Students investigate how musicians, composers and producers use musical elements to influence audiences and communicate stories, emotions and perspectives. Through practical music-making experiences, students refine their instrumental and ensemble skills while developing greater independence as performers and creators.

Listening and responding remain important aspects of the course. Students analyse music from a range of styles, genres and cultural contexts, developing the ability to discuss, compare and evaluate musical works using appropriate musical terminology.

Assessment in Year 9 balances performance, composition and analysis. Students create original music, perform in ensemble settings and reflect on their creative decisions while developing a deeper understanding of contemporary music practices.

Term 1	Term 2	Term 3	Term 4
Popular Music and Songwriting Students investigate how songwriters create memorable music through the use of structure, hooks, riffs and lyrics before composing and performing their own original songs. Assessment: Songwriting Project	Film Music and Sound Design Students explore how music and sound are used to support storytelling in film and media. They analyse professional examples and create original music for visual stimuli. Assessment: Film Music Composition and Analysis	Arranging and Ensemble Performance Students learn how musicians adapt and arrange music for different performance contexts while developing rehearsal and ensemble performance skills. Assessment: Ensemble Performance	Music Production and Creative Projects Students explore how technology can support music creation through recording, layering and production techniques while creating and presenting original musical works. Assessment: Creative Music Project and Reflection

Science

In Year 9, students articulate how various body systems collaborate to respond to environmental stimuli, ensuring the body's internal balance. They elucidate how both sexual and asexual reproduction mechanisms contribute to the persistence of species. Students also discuss how the interactions among Earth's spheres—such as the atmosphere, biosphere, hydrosphere, and geosphere—influence the carbon cycle. They examine energy conservation within straightforward systems and employ both wave and particle theories to explain energy transmission. Furthermore, students interpret visible chemical reactions by analysing alterations in atomic structures, the rearrangement of atoms and the conservation of mass. They recognise the significance of publishing scientific findings and the peer review process in advancing scientific understanding. Students assess the interconnectedness of science, technology, engineering and society, exploring how they mutually influence and shape each other.

Students are formatively assessed on scientific inquiry skills in a range of scientific experiments and research investigations with summative topic exams at the end of each unit.

Term	Topic
1	Chemical Science • Atoms • Chemical reactions
2	Physical Sciences • Energy conservation • Waves • Non-contact forces and electricity
3	Biological Sciences • Immune system • Survival of species
4	Earth and Space Sciences • Earth Systems

Sport and Recreation

Sport and Recreation provides students with an experiential curriculum that is contemporary, relevant, and physically active. Through participation and reflection, students develop practical skills, knowledge and understanding of sport, recreation and active lifestyles. Movement is used as a powerful medium for learning, allowing students to build personal, interpersonal and cognitive skills.

Sport and Recreation is organised around the development of:

- physical performance and skills
- understanding of fitness, training and participation
- teamwork, leadership and communication
- engagement with contemporary sport and recreation contexts

The Year 9 curriculum supports students to develop movement competence and confidence through participation in a variety of activities. Students explore emerging trends in sport, including modified and social games, and begin to understand how sport is influenced by changes in society and technology.

Students also engage in challenge-based and outdoor activities that promote teamwork, resilience and problem-solving. These experiences provide opportunities to build communication skills and develop an appreciation for active participation in diverse environments.

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment can include:

- physical performance observation
- participation in challenge-based activities
- written tasks – research and exams
- multimodal presentations
- teamwork and peer evaluation

Pathways

Sport and Recreation in Year 9 builds a strong foundation for future learning in senior HPE subjects, such as Physical Education or Sport and Recreation in Years 11 and 12. It also introduces skills useful for careers in fitness, coaching, outdoor education, sport administration and community health.

STEAM

STEAM in Year 9 is an exciting and hands-on subject that brings together Science, Technology, Engineering, the Arts, and Mathematics to solve real-world problems. Students will work both independently and in teams to design, build, test, and evaluate creative solutions, using an inquiry-based and project-focused approach.

This subject encourages **curiosity, innovation, collaboration and critical thinking**—essential skills for a future shaped by technology and global challenges. Through engaging projects, students explore how different disciplines connect and support each other to create new ideas, solve complex problems, and drive change in the world around them.

By the end of Year 9, students may:

- plan and manage design and inquiry-based projects using STEAM processes
- apply mathematical and scientific knowledge to test and refine ideas
- use technologies such as coding, robotics, 3D modelling, and digital media to create solutions
- develop and apply design thinking and problem-solving strategies
- reflect on the social, ethical and environmental impacts of their projects
- collaborate effectively in team environments, valuing different perspectives and roles
- communicate ideas clearly through visual, verbal, and digital formats
- evaluate project outcomes and suggest improvements

Pathways

Year 9 STEAM prepares students for further study in subjects such as Digital Technologies, Engineering, Design, Science, Visual Arts, and Mathematics in Years 10–12. It also helps develop transferable skills for future careers in science, design, computing, architecture, robotics, creative industries, and environmental innovation.

Visual Art

In Year 9 students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

Students learn through:	
Exploring and responding Developing practices and skills Creating and making Presenting and performing	Experimental folios of artwork. The production of artworks (drawing, painting, design, sculpture, printmaking etc). Describing, analysing, interpreting and evaluating artworks (worksheets, written assignments and tests, PowerPoint presentations).

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject. The processes and practices of Visual Art, such as self-directed learning and creative problem solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.