



Stage 6

Citizenship and Society Life Skills Course

Syllabus

Amended 2007

© 2007 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Material on p 5 from *Securing Their Future* © NSW Government 1997.

First published 1999
Updated May 2007

Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 978 174147 7399

2007277

Contents

1	The Higher School Certificate Program of Study.....	5
2	Stage 6 Life Skills Courses: Guidelines for Schools.....	6
3	Continuum of Learning for Stage 6 Life Skills Students	13
4	Aim.....	14
5	Objectives	14
6	Course Structure.....	15
7	Objectives and Outcomes	16
8	Key Competencies.....	19
9	Modules	20
10	Post-school Opportunities	67
11	Assessment and Reporting	68
12	Glossary.....	70

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Stage 6 Life Skills Courses: Guidelines for Schools

Preamble

The Government's White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

- To meet this commitment, the Board of Studies has developed Life Skills courses for Stage 6 in each broad area of learning. The courses are:
- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Work and the Community Life Skills.

These courses have Board Developed status and can be used along with other Board Developed courses and/or Board Endorsed courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 Unit Preliminary course and a 2 Unit HSC course. There will not be an external examination for Life Skills courses.

These guidelines have been designed to help schools make decisions about whether a pattern of study in Stage 6 that includes or comprises Life Skills courses is appropriate to the educational needs of individual students. Schools will use these guidelines and courses to assist in developing a pattern of study that is consistent with the individual transition-planning process for the student.

Rationale for Stage 6 Life Skills Courses

The Stage 6 Life Skills courses extend the curriculum and reporting arrangements that were established for the School Certificate for students with intellectual disabilities. There are eight Stage 6 Life Skills courses.

The Stage 6 Life Skills courses stress the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students with special education needs.

HSC rules and requirements

As detailed in the Board of Studies *Assessment Certification and Examination (ACE) Manual*, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory;
- have attended a government school, an accredited non-government school, an institute of TAFE or a school outside NSW recognised by the Board;
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate; and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

Pattern of study

To be eligible for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must undertake a Preliminary course pattern that includes at least 12 units of study and an HSC course pattern that includes at least 10 units of study. Both patterns must include:

- at least six units from Board Developed courses
- at least two units of a Board Developed course in English
- at least three courses of two units value; and
- at least four subjects.

For the Preliminary course pattern, students may study Senior Science or no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics.

For the HSC course pattern no more than six units of any combination of Biology, Chemistry, Earth and Environmental Science, Physics and Senior Science courses may be studied.

The special program of study

Students with special education needs can meet the requirements of the HSC using a combination of:

- Board Developed courses and/or
- Board Endorsed courses (including Content Endorsed courses) and/or
- Board Developed Life Skills courses and/or
- Industry Curriculum Framework course options.

This flexibility allows schools to develop individualised programs of study that challenge students according to their individual needs.

Eligibility to enrol in Stage 6 Life Skills courses

Schools do not need to seek the Board's permission to enrol students in Stage 6 Life Skills courses. These decisions will be made by the school.

When making decisions about enrolling students in Stage 6 Life Skills courses, schools should bear in mind that the main aim of Stage 6 Life Skills courses is to extend the curriculum and reporting arrangements that were established in Stage 5 for students with special education needs. The Board expects that the majority of students who enrol in Life Skills courses will be students with an intellectual disability.

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

In special circumstances, a student who has not undertaken at least four courses based on Life Skills outcomes and content in Stage 5 may wish to enrol in Life Skills courses for Stage 6.

These special circumstances might include situations where:

- a student has attempted regular syllabuses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

In these and similar circumstances, schools should only enrol students in Stage 6 Life Skills courses as a result of careful planning. The planning should establish why options other than Stage 6 Life Skills courses, such as accumulation or special provisions for the HSC examinations, are not appropriate.

The individual transition-planning process

When entering students for Stage 6 Life Skills courses, the Principal is certifying that the student is eligible and that the decision is the result of an individual transition-planning process.

Schools will make decisions about whether to enrol individual students in Stage 6 Life Skills courses in the context of an individual transition-planning process that is completed for both Year 11 and Year 12. The process must address how pattern of study and attainment of the Higher School Certificate will contribute to the student's transition from school to adult life.

Transition-planning documentation

The completion of a transition-planning process for each student is a condition of access to Stage 6 Life Skills courses.

Schools do not need to forward transition-planning documentation to the Office of the Board.

The transition-planning documentation for each student should show evidence of:

- involvement of the student, and other significant individuals in the student's life, in the planning process
- clear directions and goals for the student's studies
- priorities for instruction
- identification of relevant settings and strategies
- resource requirements (across home, school and community settings as appropriate)
- strategies for monitoring progress
- clearly-defined time frames.

The documentation should show that the planned learning experiences and teaching activities are:

- appropriate to the chronological age of the student
- functional and life-skills oriented where appropriate
- developed across a range of settings
- planned collaboratively to meet present and future needs.

It should also address the student's specific needs at the point of transition from school to post-school.

Planning a pattern of study for students undertaking Stage 6 Life Skills courses

- Life Skills courses may form all or part of a pattern of study for students, based on the individual transition-planning process.
- Modules, outcomes and content from selected Stage 6 Life Skills courses will be chosen on the basis that they meet the individual needs, goals and priorities for each student.
- Students are not required to complete all the modules within a Life Skills course nor are they required to complete all the outcomes and content within each module of a Life Skills course.

The flow chart following demonstrates the links between individual transition planning, and the selection of courses to meet the needs of individual students and the Preliminary and HSC pattern of study requirements.

Individual Transition-planning Process

Student's Stage 5 Pattern of Study

List all courses (reflecting School Certificate Key Learning Area requirements) being undertaken by the student and any workplace learning experiences

Student's Strengths, Interests and Abilities

Summarise student's strengths, interests and abilities relevant to transition planning

Areas for Student's Further Development

Summarise specific areas for further development

Individual Transition-planning Meeting – End of Stage 5

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Agree on goals for post-school
- If agreed that student goals will best be met by remaining at school to complete the HSC, determine pattern of study for Year 11 (Preliminary Year)
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 11 – Preliminary Year – 12 Units

- List all courses to be undertaken by the student*, ensuring that these reflect student goals and priorities and the HSC requirements
- For **Stage 6 Life Skills courses, list the selected modules, outcomes and content which will constitute each student's educational program** as determined by the individual transition-planning process
- Identify relevant settings, strategies
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress and clear time frames

Individual Transition-planning Meeting – End of Preliminary Year

- Ensure that student, parents, carers, appropriate school staff and other relevant people are fully involved in the meeting
- Review outcomes achieved in Preliminary Year
- Review and confirm student Post School Goals
- Determine pattern of study for HSC Year – Year 12
- Document decisions made and associated responsibilities

Outline Pattern of Study for Year 12 – HSC Year – 10 Units

- List all courses being undertaken (reflecting HSC requirements) by the student*, **ensuring that these reflect agreed student goals and priorities and the HSC requirements.**
- For **Stage 6 Life Skills courses, list the selected modules, outcomes and content which will constitute the student's educational program** as determined by the individual transition-planning process
- Identify relevant settings, strategies and clear time frames
- Identify resource requirements (across home, school and community settings as appropriate)
- Identify strategies for monitoring progress within the context of the Profile of Student Achievement

Note:

* Stage 6 – Note that students entered for Stage 6 Life Skills courses may access Industry Curriculum Framework course options, and other Board Developed or Board Endorsed courses.

Satisfactory completion of Life Skills courses

A student will be considered to have completed a Stage 6 Life Skills course satisfactorily if, in the Principal's view, the student has:

- followed a program developed from the relevant Life Skills syllabus
- applied themselves with diligence and sustained effort to the set tasks and experiences of the program
- achieved some or all of the course outcomes (see Profile of Student Achievement below).

There are no time requirements for any Board Developed or Board Endorsed course. The Board expects, however, that most students would meet the outcomes for a 2 Unit Preliminary course and a 2 Unit HSC course over approximately 240 indicative hours in total (ie 120 indicative hours each).

What students receive on successful completion

As detailed in the Board of Studies *ACE Manual*, all students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur, a Record of Achievement and a Profile of Student Achievement.

Testamur

The testamur is the Higher School Certificate. It shows the name of the student and the school, and includes a statement that the student has met the requirements for the credential.

Record of Achievement

A HSC Record of Achievement will be provided to any student who completes a Life Skills course. It lists all courses satisfactorily completed and the result for each course. A Record of Achievement is cumulative and lists all courses completed for Stage 6 in previous years.

Profile of Student Achievement

The Profile of Student Achievement is a report completed by the school on the student's individual achievements. The Board of Studies provides schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement is signed and dated by the relevant school teacher.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Student Profile is a record of all outcomes attained by the student.

Assistance and advice

School systems or sectors are able to advise schools on transition-planning and on options for students with special education needs. Schools seeking to enrol students in Stage 6 Life Skills courses may contact their system or sector's special education staff for information on transition-planning and options for their students.

Information and advice on any aspect of Life Skills Stage 6 courses are also available from the Senior Curriculum Officer (Special Education) at the Office of the Board of Studies. Board of Studies Liaison Officers can also advise on matters such as HSC entries and appeals.

The Board of Studies and the Office of the Board of Studies are committed to consultation and to responding to the needs of all students and schools. Schools and parents involved with the education of students with special needs are welcome to contact the Office of the Board of Studies at any time with comments or suggestions on the Life Skills courses or any other aspect of the Board's policies or requirements relating to students with special education needs.

Occupational Health and Safety

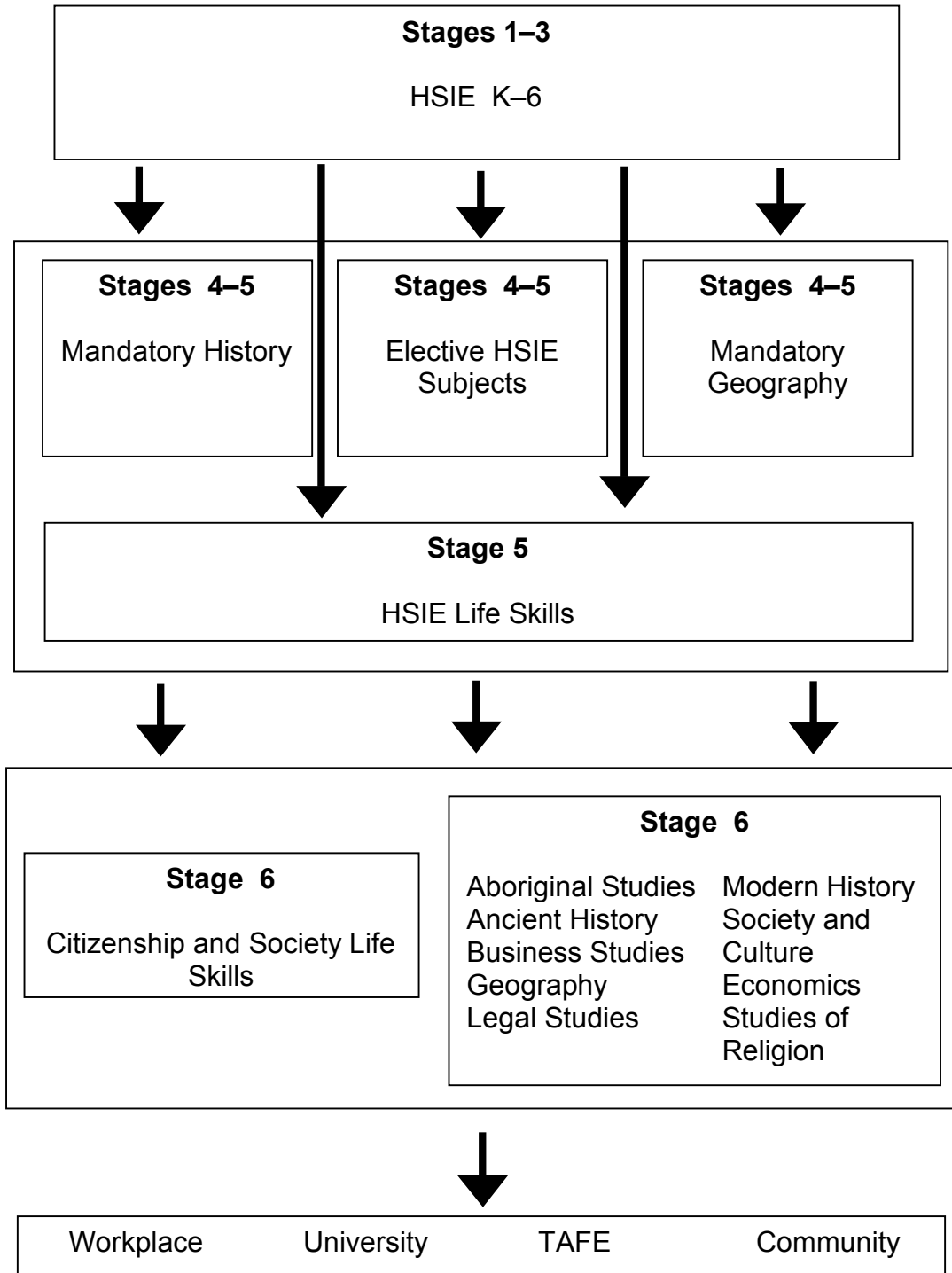
In developing units of work for Life Skills courses, teachers should consider the occupational health and safety issues of working with students. Safe working practices and environments should be provided at all times.

Care must be taken at all times in the practical activities students engage in. Non-slip mats can be provided in wet areas and the height and type of tables considered to suit the physical needs of students. Electrical hazards should be avoided at all times. For example, attention must be given to the safe use of tools, materials and technologies. If students are using tools or machinery, the dangers of working with such items should be explained. Students should be trained to work with tools and machinery. The adequate ventilation of classrooms, particularly when any hazardous substances are used, should be considered. Extractor fans, for example, can greatly assist in the removal of fumes from classrooms.

Further information about working with hazardous substances is available in the document *Chemical Safety in Schools Package* produced by the Department of Education and Training, 1998.

Exposure to excessive noise levels may lead to impaired hearing. The frequency and loudness of sound should be taken into account in the planning of any activities.

3 Continuum of Learning for Stage 6 Citizenship and Society Life Skills Students



4 Aim

The aim of Stage 6 Citizenship and Society Life Skills is to develop in students the knowledge and understanding, skills, values and attitudes that will enable them to participate as individuals in all aspects of Australian society.

5 Objectives

In Stage 6 Citizenship and Society Life Skills, students will:

- develop knowledge and understanding of the rights, responsibilities and roles of individuals and groups who fulfil community roles
- develop informed and responsible attitudes towards social, cultural and environmental features of Australian society
- develop knowledge and skills that facilitate access to a range of activities in living, work and leisure environments
- develop knowledge and understanding of the structures, roles, responsibilities decision-making processes and fair and socially just principles of government
- develop knowledge and understanding of the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage
- develop knowledge and understanding of the significance of current key people, events and issues in determining Australia's identity and future in the world.

6 Course Structure

Each course has six modules, which focus on generalising knowledge, understanding, skills, values and attitudes across a range of post-school environments. The structure of each Stage 6 Life Skills course is designed to provide a broad and balanced approach to meet individual student needs within the context of the transition-planning process.

Stage 6 Life Skills course has an indicative time allocation of 120 hours in each of the Preliminary and HSC courses. The choice of outcomes and content from the modules within each course, and the time spent on the content, should reflect the needs of individual students.

Generally the outcomes contained in the Stage 6 Citizenship and Society Life Skills course progress in degree of difficulty. The outcomes, however, are not based on a developmental hierarchy. Therefore students are not required to satisfy previous outcomes before engaging with particular outcomes and content later in each module.

The content points listed with each outcome form the basis of the learning opportunities for students. Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students. Any examples provided with the content points are suggested strategies only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

Module	Module Description
Participation as an Individual in Adult and Community Life	An understanding of the nature and significance of personal roles, rights and responsibilities in living, work and leisure areas is essential for all young people as they move on to post-school life. This module emphasises practical experiences of a range of roles and responsibilities in everyday activities.
Social, Cultural and Environmental Features of Australia	The varied social, cultural and environmental features of Australia affect the daily lives of all students. Knowledge and understanding of these features will empower students to participate more fully in the broad aspects of Australian society.
Travel and Holidays	Effective skills in travelling around the local community enable students to participate more effectively in the community. This module emphasises the importance of balancing work and training with planned holidays.
Citizenship and the Law	This module focuses on personal roles, rights and responsibilities in relation to the law, in a range of areas. The module also emphasises what it means to be a citizen of Australia and to participate in democratic processes.
Significant People, Events and Issues in Australia's History	This module focuses on knowledge and understanding of the wide range of significant people, issues and events that have influenced Australia's development. This will enhance students' appreciation of their country and their place in it.
Significant People, Events and Issues for Australia and the World today	Identification of key people, events and issues for Australia today will be the primary focus of this module. This module also emphasises key events, issues and challenges facing Australia and the world today and how they may be addressed.

7 Objectives and Outcomes

Objective Students will:	Outcomes A student:
<p>1. develop knowledge and understanding of the rights, responsibilities and roles of individuals and groups who fulfil community roles</p>	1.1 indicates choices and preferences
	1.2 demonstrates skills in participating and role-taking in the family or group through involvement in a range of activities, celebrations and special or significant events
	1.3 demonstrates an understanding of options for participation as a member of a local community through involvement in a range of activities, celebrations and special or significant events
	1.4 demonstrates an understanding of accommodation options and the associated implications for personal care needs and independence
	1.5 demonstrates knowledge and understanding of the roles of specific businesses, organisations and government agencies
	1.6 demonstrates knowledge and skills in consulting businesses, organisations and government agencies in the community
	1.7 identifies options for participating in community activities by joining one or more of a variety of recognised clubs or organisations
	1.8 understands the responsibilities of membership of a range of community organisations
<p>2. develop informed and responsible attitudes towards social, cultural and environmental features of Australian society</p>	2.1 identifies and classifies unique types of Australian flora and fauna
	2.2 demonstrates knowledge of the range of diverse geographical and environmental features of Australia
	2.3 recognises the wide range of cultural, linguistic and social backgrounds of people in the community
	2.4 demonstrates an understanding of the shared history of Australia and the implications and benefits for social and multicultural interactions at both local and national levels
	2.5 understands the importance of responsible citizenship to value and preserve the unique social, cultural and environmental features of Australia

Objective Students will:	Outcomes A student:
3. develop knowledge and skills that facilitate access to a range of activities in living, work and leisure environments	3.1 moves round safely and in accordance with accepted behaviour in the immediate environment
	3.2 observes safe practices when travelling in a vehicle
	3.3 accesses and uses special transport
	3.4 uses a range of public and private transport
	3.5 demonstrates pedestrian road safety
	3.6 locates suitable venues and makes arrangements for an outing or vacation
	3.7 independently organises outings, vacations and travel
	3.8 participates in an organised day outing or vacation
	3.9 demonstrates understanding of roles and responsibilities as a tourist or traveller in relation to health, safety and legal issues in Australia and overseas
4. develop knowledge and understanding of the structures, roles, responsibilities, decision-making processes and fair and socially just principles of government	4.1 understands why there are rules and laws in our society
	4.2 demonstrates an understanding of the Australian legal system at local, state and national levels
	4.3 demonstrates an understanding of personal roles, rights and responsibilities in relation to the law
	4.4 understands support available from advocates and how to access it
	4.5 demonstrates an understanding of the roles, powers and responsibilities of people who enforce the law
	4.6 understands the range and purpose of government in Australia
	4.7 recognises the rights and responsibilities of being a citizen of Australia
	4.7 understands how to participate in democratic processes in a range of environments

Objective Students will:	Outcomes A student:
5. develop knowledge and understanding of the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage	5.1 demonstrates understanding of the concept of time and chronology
	5.2 identifies significant people in Australian history in a range of areas including sport, politics, society and culture and outlines their contribution to the development of Australia
	5.3 understands the importance of significant people, events and issues in Australian history to Australia's development and relationships with other countries
	5.4 identifies, from contemporary issues and Australia's history, what it means to be Australian today
6. develop knowledge and understanding of the significance of current key people, events and issues in determining Australia's identity and future in the world	6.1 identifies current key and significant people in daily life, the local community and Australia generally and the reasons for their significance
	6.2 identifies specific events and celebrations that are part of Australia today and indicate why they are important
	6.3 identifies key events, issues and challenges facing Australia and the world today and how they may be addressed

8 Key Competencies

The Stage 6 Citizenship and Society Life Skills course provides a context for the development of general competencies essential for the acquisition of effective, higher-order thinking skills. These are necessary for community living, further education and training, and employment.

The following key competencies are embedded in Citizenship and Society Life Skills:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

These key competencies are developed through the objectives, modules, outcomes and content of the Stage 6 Citizenship and Society Life Skills course, in ways that address individual student needs.

9 Modules

Module 1: Participation as an Individual in Adult and Community Life

Module Description

An understanding of the nature and significance of personal roles, rights and responsibilities in living, work and leisure areas is essential for all young people as they move on to post-school life. This module emphasises practical experiences of a range of roles and responsibilities in everyday activities.

Outcome

1.1 Indicates choices and preferences

Content

Students:

- indicate choice or preference, using personalised communication, for participation in particular activities
eg – recreation, leisure, cultural activity
- indicate choice or preference, using personalised communication, for food, drink or other personal items in a variety of activities in different environments
eg – canteen, cafeteria, take-away food outlet, chemist
- indicate choice or preference, using personalised communication, for wearing particular clothing or jewellery
- indicate choice or preference, using personalised communication, for selecting and purchasing items for personal use
eg – video, CD, clothing
- express preference, using personalised communication, in planning for and undertaking family outings, celebrations or other events
eg – a group picnic rather than a visit to relatives
– going to the cinema rather than a football match
- express preference, using personalised communication, in planning and undertaking group outings, celebrations or other events
eg – a birthday barbeque at the beach rather than a party at home
- express preference and make choices, using personalised communication, in planning for and taking part in community actions or events
eg – organise a local fete
– redesign a park area
– participate in a local working bee

- express preference and make choices, using personalised communication, in an appropriate manner to avoid conflict or dissension
eg – tone, volume, style of expression, body language
- express preference and make choices, using personalised communication, based on appropriate information
eg – go to a movie at a particular time
– decide to stay at school or leave school

Outcome

- 1.2 Demonstrates skills in participating and role-taking in the family or group through involvement in a range of activities, celebrations and special or significant events

Content

Students:

- identify the features of a family or group as a social unit
eg – shared interests
- recognise that members of a family or group participate in a family or group in a variety of ways
eg – picnics, meals, group home activities, parties, games, sport
- recognise the range of roles taken by family or group members, in supporting the common good
eg – sharing the cooking, washing, gardening, shopping
- identify and describe the ongoing nature of roles and responsibilities
eg – list ongoing or recurrent household tasks
– list one-off or intermittent household tasks
- undertake specific roles and responsibilities in the family or group and carry out tasks consistently
eg – clean bathroom
– do weekly shopping
- participate in planning, organising and undertaking family or group activities on a regular basis
eg – shopping
– gardening
– lawn mowing
– cleaning
– laundry
- participate in planning, organising and undertaking family or group celebrations or special and significant events
eg – birthday party, surprise party, wedding, graduation
- recognise the benefits of conforming to social customs, practices and etiquette
eg – send thank you notes, respond to invitations, buy wedding presents, send birthday cards
- recognise the need to conform to traditional religious and cultural customs and practices where appropriate
eg – abide by clothing and eating requirements
– attend religious celebrations
- resolve conflicts and problems within a group without resorting to a person in authority.

Outcome

- 1.3 Demonstrates an understanding of options for participation as a member of a local community through involvement in a range of activities, celebrations and special or significant events

Content

Students:

- identify activities that occur in the local community
 - eg – religious and sporting activities
 - leisure and voluntary activities
- find information about community activities
 - eg – radio, leaflets, local newspaper, TV, community notice boards
- find out when particular activities occur
 - eg – weekends, mornings, afternoons, evenings, specific days, special event days
- outline ways in which participation can occur in particular activities
 - eg – occasionally or regularly
 - as part of a group or alone
 - on different levels such as listening or performing at a concert
- identify special community celebrations and significant events
 - eg – Australia Day, Anzac Day, religious festivals of different cultures, NAIDOC celebrations, Red Nose Day, Jeans for Genes Day
- participate individually or as part of a group in regular community activities of personal choice
 - eg – a garden club, a community choir or drama group, a community action group
- participate individually or as part of a group in community celebrations or significant events
 - eg – Australia Day, Anzac Day, Red Nose Day, religious festivals of different cultures, NAIDOC celebrations

Outcome

- 1.4 Demonstrates an understanding of accommodation options and the associated implications for personal care needs and independence

Content

Students:

- describe what is meant by 'accommodation' and identify accommodation options
 - eg – house, flat, group home, bedsit
 - independent, partial care, respite care, home care, full care
- identify current accommodation using personalised communication
- identify sources of information or advice on accommodation options
 - eg – newspapers, real estate agents, government agencies
- gather information about and discuss a range of accommodation styles
 - eg – living at home with family, living in a group home, living with one or more friends, living independently
- describe some of the issues involved in living at home with family
 - eg – roles and responsibilities, care and assistance, payment of board
- describe some of the issues involved in living in a group home with support or assistance from others
 - eg – full-time supervisor, part-time supervisor
 - personal finances, joint budgeting, shared roles, menu planning, TV viewing, rosters
 - relationships with carers
- describe and discuss some of the issues involved in living with friends
 - eg – shared roles and responsibilities
 - budgeting, menu planning, TV viewing, rosters, visitors, shopping
- describe and discuss some of the issues involved in living independently
 - eg – sole responsibility for care and maintenance, provision of food, shopping, friendships
- find where to get information for clarifying accommodation options
 - eg – real estate agents, newspaper advertisements, community agencies, word of mouth
- identify financial, legal and social implications of all available accommodation options
 - eg – living in a group home, renting a flat, purchasing a home
 - sharing costs such as rent, food, electricity, maintenance
 - sharing responsibilities such as cleaning, cooking
 - dealing with issues such as compatibility, conflict, private and communal space

- gather information about and discuss appropriate accommodation options to meet identified personal needs
 - eg – research classified advertisements regarding costs, locations, facility access
- develop plans to achieve personal accommodation choices
 - eg – move into a self-contained flat
 - move with friends into a shared household

Outcome

- 1.5 Demonstrates knowledge and understanding of the roles of specific businesses, organisations and government agencies

Content

Students:

- identify and make contact with people who are, or are likely to be, important in their lives
eg – employers, local politicians, bank managers, local shop owners, public transport staff, local Community Services staff, Department of Health staff
- identify the roles and functions of specific businesses
eg – retail stores, take-away food outlets, legal offices, real estate agents, dry cleaners, motor vehicle repairers, travel agencies
- identify ways to contact specific businesses during specified hours
eg – by telephone, face-to-face, through written contact, via electronic mail, facsimile, letter or the Internet
- identify the roles of specific organisations in the community
eg – religious organisations, service clubs, sporting clubs, welfare groups to meet social, physical, emotional and spiritual needs
- identify ways to contact specific organisations and government agencies during business hours and in emergencies
eg – by telephone, mobile phone, pager, face-to-face, through written contact via electronic mail, facsimile, letter or the Internet
- identify the roles and functions of government agencies
eg – community health, transport, housing, employment, police and welfare, Centrelink, Medicare
- outline when and why contact should be made with government agencies
eg – social welfare benefits, Roads and Traffic Authority, Maritime Services Board, Medicare

Outcome

- 1.6 Demonstrates knowledge and skills in consulting businesses, organisations and government agencies in the community

Content

Students:

- identify and describe the specific nature of a variety of retail stores and take-away food outlets
eg – chemists, butchers, milk bars, corner shops, department stores
- identify and describe the specific nature of a variety of businesses
eg – chemists, real estate agencies, travel agencies, dry cleaners
- identify and describe the specific nature of a variety of government departments and agencies
eg – TAFE — further education and training
– Centrelink — jobs and Social Security
– local council — garbage, parks and facilities
- use appropriate retail stores and take-away food outlets for identified purposes
eg – purchase clothes, buy a take-away meal
- use appropriate businesses for specific purposes
eg – open and operate a bank account, purchase work clothes, take out insurance, arrange for an electrical appliance to be repaired, rent a flat, organise newspaper delivery
- use appropriate government agencies for specific purposes
eg – an application for Medicare, obtain special transport assistance, undertake a test for a driver's licence, enrol in a TAFE course, seek employment independently or with assistance

Outcome

- 1.7 Identifies options for participating in community activities by joining one or more of a variety of recognised clubs or organisations

Content

Students:

- identify a range of clubs and organisations in the community
eg – service clubs, football clubs, religious organisations
- identify and describe the roles and functions of clubs and organisations in the community
eg – to meet recreational, social, spiritual, physical needs
- identify and discuss specific clubs and organisations in the local community for personal interest
eg – rugby league, soccer, golf, swimming, pottery, dancing
- identify requirements for joining particular clubs or organisations
eg – age requirement, financial requirement, political or religious affiliations
- identify whether it is necessary to become a member of the club or organisation in order to participate in activities
eg – visiting member, associate member
- gather information about the types of membership or affiliation available for specific organisations or clubs
eg – full member, associate member
- clarify preferred membership status of specific clubs or organisations if appropriate
- identify facilities in preferred clubs or organisations that cater for the needs of people with disabilities
eg – ramps, toilets, seating arrangements, transport services
- participate in community and civics service activities in the community
- access different community and civics service activities at local, state and national levels

Outcome

- 1.8 Understands the responsibilities of membership of a range of community organisations

Content

Students:

- gather information about and describe the process of joining particular clubs or organisations
 - eg – criteria such as age, address, gender, religion
 - references or nominations
- describe the responsibilities and liabilities of membership of particular clubs or organisations
 - eg – signing agreement to a constitution, payment of membership fees, responsible behaviour when accessing facilities
- describe attendance, dress and related requirements for participation in the activities of specific organisations
 - eg – at a hotel, a club, a restaurant
- describe the personal and financial commitment that may be involved in becoming a member of a particular organisation
 - eg – attend meetings, attend training sessions, pay fees on time
- identify roles and responsibilities of office bearers, board and committee members of particular organisations

Module 2: Social, Cultural and Environmental Features of Australia

Module Description

The varied social, cultural and environmental features of Australia affect the daily lives of all students. Knowledge and understanding of these features will empower students to participate more fully in the broad aspects of Australian society.

Outcome

2.1 Identifies and classifies unique types of Australian flora and fauna

Content

Students:

- identify well-known native Australian trees and flowers by common name
eg – wattle, bottlebrush, banksia and gum tree
- describe unique features of native Australian trees and flowers
eg – flowers that bloom in the desert
– colour of bark, leaf drop, flower structure
- identify the features of the Australian environment that influence flora
eg – climate, bushfires, drought, topography
- demonstrate knowledge and understanding of the impact of introduced species of flora on native species
eg – extermination, cross pollination, insect-carried diseases
– blackberry, privet, lantana
- identify local organisations concerned with the care of Australian flora
eg – Landcare, Greencorps, bush regeneration projects
- plan and implement a strategy to care for and conserve Australian flora in a local area
eg – native gardening
– tree planting
- identify practices used by Aboriginal people to care for the environment
eg – burning off
- identify well-known Australian animals by common or Aboriginal name
eg – kangaroo, possum, wombat
- describe the unique features of Australian animals and plants
eg – habitat and diet
– reproduction and care for young

- demonstrate knowledge and understanding of the impact of introduced species of flora and fauna on native species
 - eg – cats, rabbits, foxes
 - camphor laurel trees
- identify the features of the Australian environment that influence fauna and flora
 - eg – gum leaves, farming, rabbits, bushfires, native grasses
- identify and work with organisations concerned with care and well-being of native flora and fauna
 - eg – WIRES, National Parks and Wildlife Service, Aboriginal groups

Outcome

- 2.2 Demonstrates knowledge of the range of diverse geographical and environmental features of Australia

Content

Students:

- identify major geographical features of Australia
 - eg – coastline
 - deserts
 - beaches
 - wetlands
 - mountain ranges
 - coral reefs
 - caves
- identify key environmental features of Australia and their implications for plant life, for animal life and for people
 - eg – floods
 - droughts
 - water sources
 - forests
 - bushfires
- indicate recognition of the diverse geographical and environmental features of Australia and their implications for plant life
 - eg – droughts, floods, coastal conditions
 - desert, Snowy Mountains
- identify the diverse geographical and environmental features of Australia and their implications for animal life
 - eg – habitats, food
- indicate recognition of the diverse geographical and environmental features of Australia and their implications for people
 - eg – reasons for large coastal population
 - challenges of living in the inland
 - climatic effects on communities
- identify and discuss the impact of the geographical and environmental features of Australia on where people live
 - eg – large coastal population, challenges of living in the inland
 - rural Australia, urban Australia
- identify and describe the key geographical and climatic features of coastal areas of Australia
 - eg – the ocean, beach
- identify and describe the key geographical and climatic features of major mountain ranges of Australia

- identify and describe the key features of water sources, including river systems of Australia
eg – flood and drought on rural communities
- identify and describe the key environmental and climatic features of inland Australia
eg – desert heat, remoteness, isolation

Outcome

- 2.3 Recognises the wide range of cultural, linguistic and social backgrounds of people in the community

Content

Students:

- identify their own cultural backgrounds
 - eg – languages spoken at home, religion, traditions, practices, customs, celebrations and stories
- recognise that Australia was first inhabited by Indigenous peoples
 - eg – culture, languages, practices
- recognise that Australia today is made up of people from a wide range of cultural backgrounds
 - eg – European, Asian, Pacific, Mediterranean, Aboriginal
- identify some of the cultural and social groups that people can belong to
 - eg – dancing groups
 - singing groups
 - bands
 - clubs
- recognise that cultural and religious groups may differ in the way they do things
 - eg – traditional and prepared food
 - dress
 - family roles
 - belief systems
 - languages
 - relationships
- identify, describe and experience cultural variations in music, dance, food, celebrations, dress, literature and narrative through participation in and contribution to class, school and community activities
- describe the musical forms and features of different cultures
 - eg – Aboriginal, classical, ethnic influences, youth culture, jazz, country and western
- describe the dance forms and features of different cultures
 - eg – folk and cultural dances for specific groups
- describe the food preferences of people from a range of cultures in the local community
 - eg – Anglo-Australian
 - Indian
 - Spanish
 - Italian

- gather information about the traditional celebrations of people from a range of cultures
 - eg – religious days
 - marriages
 - initiations
 - festivals
- gather information about the traditional and modern dress worn by people from a range of cultures
- gather information about the literature and narrative of different cultures
- demonstrate an awareness and appreciation of their own and other languages and cultures within the Australian community
 - eg – festivals and celebrations of groups from different language backgrounds
 - interactions with others in cultural activities

Outcome

- 2.4 Demonstrates an understanding of the shared history of Australia and the implications and benefits for social and multicultural interactions at both local and national levels

Content

Students:

- indicate recognition that Aboriginal people had lived in Australia for a long time before other people arrived
eg – timelines and the Dreaming
- identify local Aboriginal place names and stories about the land
- listen to Aboriginal stories and songs and view Aboriginal artworks and dance
eg – invite local Aboriginal people to school
- recognise that Australia is made up of people from many backgrounds who have contributed to Australia's history and recognise the importance of acknowledging and respecting these backgrounds
eg – gather information about the backgrounds of people in the local community
- identify, describe, compare and contrast the diversity of social, linguistic and cultural backgrounds within the local school and local community
eg – present information and photographs from their own cultural background
- indicate ways that a diversity of backgrounds provides opportunities to share experiences and learn from each other
eg – sharing food, special days
– participate in multicultural activities
- identify significant people they know who belong to different cultural groups and identify their contributions to the community
- identify and describe the impact of cultural diversity on community interactions
eg – shared experiences
– contributions to a common good
– open and non-judgemental communication
– understanding of culturally-bound communication

Outcome

- 2.5 Understands the importance of responsible citizenship to value and preserve the unique social, cultural and environmental features of Australia

Content

Students:

- identify and communicate about places and features of their home, school and immediate environment that are special and need to be preserved
 - eg – people from a variety of cultures work well together in the community for common purposes
 - the local environment provides for the recreation and leisure of people and needs to be preserved
- use a variety of skills to gather information about their environment
 - eg – gather information
 - interview local people
 - debate issues
- acknowledge the contribution of migrant groups to Australian culture and identity
 - eg – variety of foods
 - Snowy Mountains scheme
 - cultural festivals and practices
- indicate recognition of the need to care for the environment
 - eg – awareness of environmental features that cannot be renewed once destroyed
 - consideration of the needs of future generations
- identify and describe the unique social and cultural features of Australia
 - eg – people from many lands and people from a wide range of social and cultural backgrounds living together in harmony
- indicate specific ways in which individual people can contribute to caring for and preserving the environment
 - eg – using resources carefully, disposing of rubbish and waste appropriately, cleaning up local areas, recycling
- identify areas of the local environment that require specific care, conservation and protection
 - eg – beaches, parks, rivers
- identify and describe ways to be personally involved in preserving the local environment
 - eg – joining a community environmental group
 - recycling
 - composting
 - planting trees

- describe and discuss ways in which social and cultural harmony can be preserved
 - eg – learning about others, tolerance of others, respect for other people’s point of view
 - appreciation of the contribution of others through community participation
- demonstrate personal tolerance of others irrespective of their colour, race, gender, ability or social background
 - eg – through community activities at local school, local recreation centre, RSL, church
- examine and demonstrate knowledge of ways of reducing inequality and indicate how to be involved
 - eg – legislation introduced to reduce inequality — local, national and global
 - affirmative action policies
 - community initiatives
 - welfare systems
 - become a member of local Amnesty International Group
 - assist with Red Cross or Salvation Army Red Shield Appeal door knocks
 - take part in local Clean Up Australia campaign

Module 3: Travel and Holidays

Module Description

Effective skills in travelling around the local community enable students to participate more effectively in the community. This module emphasises the importance of balancing work and training with planned holidays.

Outcome

- 3.1 Moves around safely and in accordance with accepted behaviour in the immediate environment

Content

Students:

- identify places and areas where students move around on a regular basis for leisure, work, education, social and cultural reasons
 - eg – school: between classrooms — toilet, canteen, eating areas; within classrooms: for changing, music, reading, computers
 - home: within bedroom — bed, desk, wardrobe; within house — inside and outside, backyard and frontyard, lounge room, kitchen, television room, study, common room, bathroom
 - work: staff room, work area, locker, resource and tool cupboard or shed
- identify the different modes of travel that meet individual needs in their immediate environment
 - eg – bikes
 - wheelchairs
 - car
 - taxi
 - bus
- identify a range of supports that assist students to travel in their immediate environment
 - eg – elevators, stairs, ramps, walk ways, handrails
- identify the different people who can assist students to travel in their immediate environment
 - eg – peers, work colleagues, family group, carers, partner, spouse, friend
- describe the variety of ways in which individuals can move safely around their immediate environments
 - eg – allow enough time to get between places
 - follow written and unwritten procedures and rules — signs, landmarks, keep to the left, say ‘excuse me’ if they need to pass
- identify the consequences of unsafe travel
 - eg – accidents, injury to self and others

- outline the various behaviours necessary to travel safely and in a socially acceptable way
 - eg – do not invade others' personal space
 - follow school, community and work rules and signals
 - observe public transport signs and symbols

Outcome

3.2 Observes safe practices when travelling in a vehicle

Content

Students:

- identify a range of vehicles in which they can travel
eg – car, train, bus, ship, plane, taxi
- identify the different types of restraints used in vehicles
eg – baby capsules, over the shoulder and lap seat belts, wheelchair restraints
- identify and understand the need to safely board and disembark from all vehicles
eg – follow indicators
- identify safety procedures for vehicle travel
eg – seat belts on, doors locked, hands and feet inside vehicle
- recognise and understand their rights and responsibilities as passengers in different vehicles
eg – respect others' needs
– do not distract the driver
– use assertive protective behaviours if needed
- identify and select various ways to occupy their time on journeys
eg – car games, tapes, radios, conversation, looking at scenery

Outcome

3.3 Accesses and uses special transport

Content

Students:

- identify types of special transport that they can use
 - eg – taxi cars and mini buses
 - school buses
- use personal communication systems to identify drivers and usual passengers in the vehicle
- demonstrate knowledge of protective behaviours that they may need when using special transport
 - eg – no-go-tell, assertiveness
 - whistle; yell
- identify procedures to follow if special transport does not arrive or is late
 - eg – seek assistance, have a plan in place, know important phone numbers, use the telephone
- use personal communication systems to greet and thank drivers
 - eg – speech, sign, symbols

Outcome

3.4 Uses a range of public and private transport

Content

Students:

- recognise, identify and differentiate between public transport and private transport
 - eg – bus, taxi, plane, ship, train
 - bike, car, roller blades, skateboards
- recognise, select and demonstrate the skills required to use public transport
 - eg – read timetables, indicator boards, signs and route numbers
 - ring taxi, plan time
- recognise and understand their rights and responsibilities as passengers on public transport
 - eg – use of concession passes
 - appropriate social, protective and safe behaviour
- understand procedures to follow if experiencing difficulties on and with public transport
 - eg – seek assistance using planned procedures
- recognise, select and demonstrate the skills required to use private transport
 - eg – maintenance of equipment, knowledge of road rules
- understand the rights and responsibilities of using private transport
 - eg – appropriate social and safe behaviours

Outcome

3.5 Demonstrates pedestrian road safety

Content

Students:

- recognise and understand the role played by pedestrians in sharing responsibility for road safety
eg – follow road rules
- recognise and identify signs, symbols and signals used by pedestrians
eg – stop sign, crossings, lights
- engage in protective pedestrian behaviour
eg – defensive pedestrian skills
– wear bright clothes when jogging
– jog/walk towards oncoming traffic
- understand elements of the traffic environment
eg – places to cross safely
- understand the functions of footpaths, cycleways, kerbs, roadways
eg – where to walk
- demonstrate responsible behaviours as a pedestrian
eg – keep to footpaths, obey signals, show courtesy to other pedestrians and road users

Outcome

3.6 Locates suitable venues and makes arrangements for an outing or vacation

Content

Students:

- identify a range of possible destinations independently or with assistance
eg – local, in NSW, interstate, overseas
- indicate reasons for outing or holiday
eg – leisure, social or cultural, work, education
- identify mode of travel
eg – train, bus, ferry, car
- plan holiday
eg – travel companions, timetable, itinerary, concessions, special facilities, appropriate clothing, cost, documentation, health and medication issues
- plan vacation or short holiday
eg – with friends or family
- plan recreation for extended holiday in Australia
eg – at a resort
- plan overseas vacation
eg – determine destination, budget, itinerary

Outcome

3.7 Independently organises outings, vacations and travel

Content

Students:

- plan outings, vacations and travel taking into account the time of year, the period of time and the financial resources available
 - eg – day or weekend outings
 - annual holidays
- access sources of information to assist in planning vacations and travel
 - eg – consult travel agencies, airlines, tour operators
 - speak with others who have undertaken a similar vacation
 - use the Internet
- estimate costs involved in undertaking specific day or weekend outings, vacations and travel
 - eg – consult travel agencies
 - consult tour brochures
- prepare a budget to meet costs of outings, vacations and travel
 - eg – itemise costs for fares
 - itemise costs for accommodation and meals
- investigate personal medical requirements for a specific destination
 - eg – medical check for travel insurance
 - vaccination for particular areas
 - first aid kit for camping holiday
- investigate and complete necessary documentation
 - eg – passport application
 - visas for travel where necessary
 - booking forms and travel insurance
- select and pack appropriate clothing, personal items and equipment
 - eg – clothing suitable for different seasons
 - appropriate outerwear, footwear for walking trips
- undertake vacation or travel safely
 - eg – comply with regulations for customs both in Australia and overseas
 - allow sufficient time to make travel connections
- complete arrangements for outings, vacation or travel

Outcome

3.8 Participates in an organised day outing or vacation

Content

Students:

- demonstrate appropriate participant behaviour
 - eg – travel safely
 - sight seeing
 - dress appropriately for weather
 - use correct currency
 - communicate appropriately
 - respect different cultures
 - acknowledge and thank support staff

Outcome

- 3.9 Demonstrates understanding of roles and responsibilities as a tourist or traveller in relation to health, safety and legal issues in Australia and overseas

Content

Students:

- identify health issues that may affect tourists or travellers
eg – vaccinations, drinking water safety, food hygiene, taking adequate medication, medicine availability
- take responsibility for their own health and manage health issues to protect themselves and others
eg – health insurance, medical check up, appropriate hygiene to prevent spread of infections, knowledge of symptoms of infections
- identify safety issues that may affect tourists or travellers
eg – knowledge of potential dangers, unfamiliar climate, conflicts, local road rules
- take responsibility for their own safety and manage safety issues
eg – money belt, phrase book, tourist guide, currency knowledge, up-to-date knowledge of local conflicts, elections or disputes, avoid unattended bags or carrying goods for other travellers
- identify legal issues that may affect tourists or travellers
eg – visas and passports, drug laws, alcohol laws, dress codes, current political situation in other countries
- take responsibility for their own legal matters and manage legal issues
eg – make a will, keep up-to-date documents, knowledge of local laws, duty free goods

Module 4: Citizenship and the Law

Module Description

This module focuses on personal roles, rights and responsibilities in relation to the law, in a range of areas. The module also emphasises what it means to be a citizen of Australia and to participate in democratic processes.

Outcome

4.1 Understands why there are rules and laws in our society

Content

Students:

- understand the need for rules and laws in our society
eg – rules at home, school, on the roads
- identify how laws affect our lives
eg – school attendance, voting, access to licensed premises and driving
- understand the role of legislation
 - eg – to set guidelines for socially acceptable behaviour
 - to provide processes to settle disputes peacefully
 - to provide mechanisms to enable change to legislation in order to address social attitudes
 - to protect members of society
 - to promote a just society
 - to prevent discrimination

Outcome

- 4.2 Demonstrates an understanding of the Australian legal system at local, state and national levels

Content

Students:

- explain how laws are made and changed in Australia
 - eg – laws made by parliament, laws made by courts, customary laws
 - the courts: magistrates' courts, county courts, supreme court, children's court, the High Court
- demonstrate an understanding of the structure of the State and Federal court system
- demonstrate an understanding of court procedures in civil and criminal proceedings
- apply principles of fair trial to a case study

Outcome

- 4.3 Demonstrates an understanding of personal roles, rights and responsibilities in relation to the law

Content

Students:

- recognise the rights of an individual member of a family or group
 - eg – to have basic needs met
 - to be nurtured
 - to interact with others and develop relationships
 - to have access to own benefits or wages
 - to be involved as a participant in family or group cultural activities
 - to follow own beliefs and value system

- recognise the various responsibilities of individual members of a family or group
 - eg – support others, respect for roles within the group, respect for the rights of others within the family or group

- recognise the rights of a driver of a motor vehicle in law
 - eg – accident and injury compensation
 - road and highway maintenance

- recognise the responsibilities of a driver of a motor vehicle in law
 - eg – to maintain a car to safety requirements
 - to drive safely
 - to have the skills to drive safely
 - physical skills
 - perceptual skills
 - decision-making skills
 - to have a driving licence
 - to demonstrate responsible and safe driving attitudes
 - avoiding dangerous factors such as speed, alcohol, drugs, faulty restraints, fatigue
 - to take action in the event of an accident

- recognise the rights and responsibilities of a partner or spouse in relation to the law
 - eg – equity and equality
 - freedom from emotional or physical abuse

- recognise the rights of children and the responsibilities of parents within the law
 - eg – responsibility of parents to meet the physical, emotional and social needs of their children
 - rights of children to be happy and safe

- indicate recognition of the rights of a consumer within the law
 - eg – to have loans, personal contracts and legal obligations, warranties, security rights as a borrower met within the law
 - to use legal avenues such as the Ombudsman or complaints procedures to protect consumer rights
- indicate recognition of the responsibilities of a consumer within the law
 - eg – to meet contractual obligations such as credit card payments and loan repayments
 - to supply accurate information when applying for a loan
- indicate recognition of economically and ecologically sound consumer practices in daily life
 - eg – buy endorsed biodegradable products
- indicate recognition of the rights of a tenant within the law
 - eg – bond security, lease contract, eviction notice, accommodation security and maintenance
 - access to tenants' advocacy organisations and rental support
- indicate recognition of the responsibilities of a tenant within the law
 - eg – pay bond or rent in advance
 - pay rent as per contract
 - care for property
 - report maintenance needs
 - pay utilities (water, electricity, gas and phone)
- indicate recognition of the rights of a trainee within the law
 - eg – on the job training (competency/private/TAFE)
 - lawful working contract
 - superannuation
 - workers' compensation
 - termination rights
 - union membership
 - protection from discrimination
- indicate recognition of the responsibilities of a trainee within the law
 - eg – complete training requirements
 - abide by employee's worksite regulations
 - pay taxes and superannuation
 - follow safety procedures

Outcome

4.4 Understands support available from advocates and how to access it

Content

Students:

- recognise circumstances when they might need support or assistance with legal matters
- identify the kinds of support that advocates can give
 - eg – to protect the rights of those who are not able to represent themselves
 - legal, accommodation, health, financial support, discrimination practices, welfare
- identify individuals and organisations who can provide support
 - eg – through self, parents, organisations, legal representation or Guardianship Board
- understand the role of an advocate
 - eg – seeking help
 - establishing a mentor relationship

Outcome

- 4.5 Demonstrates an understanding of the roles, powers and responsibilities of people who enforce the law

Content

Students:

- identify people whose role is to enforce the law
 - eg – Federal Police, NSW Police, security guards, traffic wardens, customs officers, officers of the Family Law Court, child support agencies staff

- investigate and identify roles and responsibilities of people who enforce the law
 - eg – law enforcement, community policing (Neighbourhood Watch)
 - legal parking of vehicles
 - custody issues and arrangements
 - child maintenance payments
 - domestic violence disputes
 - Apprehended Violence Orders (AVOs)

- Investigate and identify the legal powers of those who enforce the law
 - eg – police powers to arrest, detain and charge people
 - customs powers to confiscate goods

Outcome

4.6 Understands the range and purpose of government in Australia

Content

Students:

- demonstrate a basic understanding of Australia's federal system of government
 - eg – distinction between the legislative, executive and judicial powers of government
 - division power among federal, state and local levels of government
- describe the main features of Australia's parliamentary democracy
 - eg – institutions: Senate, House of Representatives, Legislative Assembly, government and opposition, ministers and backbenchers and head of state
 - processes: legislative power, legislative procedures, debates, question time, role of the speaker and parliamentary privilege
 - external influences: political parties, the two party system, social and economic conditions, lobby groups, the media, public service, statutory authorities and commissions
 - features of democratic systems: equal participation, equal value of votes, secret ballot, majority decision making, respect for minority rights, civil liberties, rule of law, conflict resolution
 - safeguards in democratic systems: active participation, free and regular elections, freedom of speech, freedom of the press, freedom of assembly, freedom of belief, responsible government, constitutional rights, division of powers and an independent judiciary
- describe the role and nature of political parties in Australia
 - eg – policies and platforms of Australian political parties
 - the role of major and minor parties
- describe the main features of the Australian electoral system
 - eg – compulsory voting, universal franchise, casting votes, counting votes
 - preferential and proportional systems of voting in federal elections
- differentiate between state and federal levels of government
 - eg – State and Commonwealth taxes
 - State and Commonwealth funding
 - State and Commonwealth agencies
- understand the purpose of local government
 - eg – care for local environment
 - provision of utilities
 - funding for special projects
 - maintenance of facilities such as sporting grounds, parks and libraries

Outcome

4.7 Recognises the rights and responsibilities of being a citizen of Australia

Content

Students:

- identify the rights of citizenship
 - eg – voting
 - residence
 - government agencies
 - jury duty

- identify the responsibilities of citizenship
 - eg – voting
 - taxation
 - jury duty
 - defence
 - participation

- identify different types of citizenship
 - eg – birth
 - naturalisation (application requirements, oath of allegiance)
 - dual citizenship

- behave as responsible and informed citizens in school, work and community contexts
 - eg – school community — SRC, P&Cs
 - employee — trade union or occupational association
 - community — member of local organisations

Outcome

- 4.8 Understands how to participate in democratic processes in a range of environments

Content

Students:

- develop an understanding of democratic processes in a range of environments
 - eg – decision-making in the family or group
 - school — SRC or consultation
 - work place — trade unions, occupational health and safety committee
 - community — residents' group, Neighbourhood Watch committee
 - government — local, State, Commonwealth
 - political parties
- investigate and identify the responsibilities of participants in democratic processes
 - eg – contribute in groups, movements, policies or laws to the improvement of fairness and social justice in Australia
 - respect the law as a just and legitimate authority
 - foster ethical behaviour and equitable participation
 - contribute to decision-making in the family or group, community, school, workplace and community
- recognise the connection between the electoral process and democratic processes
 - eg – the right to vote
 - preferential voting
 - representing majorities and minorities
 - individual freedom
 - the role of individuals in electoral and democratic processes

Module 5: Significant People, Events and Issues in Australia's History

Module Description

This module focuses on knowledge and understanding of the wide range of significant people, issues and events that have influenced Australia's development. This will enhance students' appreciation of their country and their place in it.

Outcome

5.1 Demonstrates understanding of the concept of time and chronology

Content

Students:

- become familiar with basic historical language to identify the meaning, purpose and content of historical sources
eg – who, when, where, what and why
- become familiar with the everyday language of time
eg – yesterday, a long time ago, once upon a time, many moons ago, in the dreamtime
– decade, century, millennium
- sequence events and stages in their own lives
eg – birth/start school/high school
- sequence events and stages in the lives of significant people in their lives
eg – mother/carer — birth/school/work/marriage/children
- identify ways that previous generations in their own families played and worked
eg – games, pastimes and hobbies
– factories, rural agricultural work or domestic service
- compare accounts of local history from people that live in the area
eg – Aboriginal community members
– senior citizens
- listen to the life stories of local Aboriginal people
- listen to the life stories of senior members of the local community
eg – World War I, World War II, Korean and Vietnam Wars
– stories of the Depression
– stories from the 1920s and the 1950s
- listen to the life stories of people from different cultural backgrounds
eg – from migrants 1950s/60s, 1960s/70s, 1970s/80s

Outcome

- 5.2 Identifies significant people in Australian history in a range of areas including sport, politics, society and culture and outlines their contribution to the development of Australia

Content

Students:

- indicate recognition of significant people through the use of information media
eg – newspapers, magazines, film, television and books
- identify and outline the contribution made by significant people in sport, to the development of Australia
eg – Tony Mundine — boxing
– Margaret Court and Evonne Cawley — tennis
– Herb Elliot — running
– Don Bradman — cricket
– Dawn Fraser — swimming
– Robert de Castella — marathon runner
- identify and outline the contribution made by significant people in politics to the development of Australia
eg – Charles Perkins — Aboriginal activist
– Rose Scott — suffragist and social reformer
– Ben Chifley — Labor Prime Minister
– Robert Menzies — Liberal Prime Minister
– Henry Parkes — Premier and Federationist
- identify and outline the contribution made by significant people in the community to the development of Australia
eg – Mum Shirl — community worker, activist
– Fred Hollows — doctor, social justice activist
– Mary Gilmore — peace and social worker
– John Flynn — Royal Flying Doctor Service
– Dr Victor Chang — leading heart transplant surgeon
- identify and outline the contribution made by significant people in culture to the development of Australia
eg – Kitty Kantilla — art
– Sir Robert Helpman — dance
– Dame Joan Sutherland — opera
– Norman Lindsay — art
– David Malouf — literature
– Charles Mackerras — music
– Henry Lawson — poetry
– Peter Weir — film
– David Williamson — drama
– Joern Utzon — architecture

Outcome

- 5.3 Understands the importance of significant people, events and issues in Australian history to Australia's development and relationships with other countries

Content

Students:

- recognise and demonstrate knowledge of Aboriginal history before 1900
 - eg – 60000 BCE — first settlement in Australia
 - 40000 BCE — evidence of settlement at Lake Mungo NSW
 - 18000 BCE — height of Ice Age: evidence of settlement in Tasmania
 - 3000 BCE — evidence of fish lines and hooks
 - 1200 CE — evidence of stone huts in Victoria
 - 1400–1700 CE — contact with Chinese, Portuguese, Dutch, English, Spanish
 - 1770 CE — James Cook lands
 - 1788 CE — approximately 300,000 Aboriginal population
 - 1790 CE — resistance to colonisation: Pemulwury
 - 1838 CE — Myall Creek massacre
 - 1838–1900 CE — impact of British occupation after arrival of the first fleet
 - Royal Society for Protection of Aboriginals formed
 - impact on Aboriginal nations/language groups of establishment of colonies
- demonstrate knowledge of the landing of James Cook and the establishment of a British colony
 - eg – 1770 — Captain Cook taking possession of Australia (proclamation of 'terra nullius')
 - 1788 — arrival of first fleet
 - the impact of colonisation
 - 1797 — import of first merino sheep and beginning of the wool trade
- demonstrate knowledge of Australian history and political issues to 1918
 - eg – conscription
 - gold rushes
 - Eureka Stockade
 - Federation and Australia's constitution
 - living and working conditions
 - suffrage and franchise
 - the Aboriginal experience — dispossession and policy of protection
 - the lives and impact of convicts, bushrangers, gold seekers and immigrants
 - the lives and contributions of explorers and the exploration of Australia eg Hume, Hovell, Tasman
- demonstrate knowledge of Australia's role in World War I
 - eg – Gallipoli campaign and the Anzac Legend
 - aspects on the home front such as conscription and the role of women
 - Australia's relationship with Britain — the Western Front

- demonstrate knowledge of Australia between the wars
 - eg – social changes and culture in 1920s
 - social impact of the depression 1929–1932

- demonstrate knowledge of Australia's role in World War II
 - eg – Australia's relationship with England and the USA
 - the defence of Australia against the Japanese
 - aspects of the home front such as conscription, censorship and the role of women

- demonstrate knowledge of post-war Australia to the 1970s
 - eg – citizenship and migrant Australians
 - citizenship and Aboriginal Australians
 - links to the United Kingdom and Queen Elizabeth
 - policy of assimilation
 - Snowy Mountains Hydro-Electric Scheme
 - anti-communism and the Vietnam war
 - 1960s social and cultural changes
 - popular culture and American influence

- demonstrate knowledge of social and political issues from the 1970s to the 1990s
 - eg – relations with Asia
 - multiculturalism
 - constitutional crisis of 1975
 - feminism
 - Aboriginal issues — Mabo, land rights, Native Title
 - Royal Commission into Aboriginal Deaths in Custody
 - the rise of the influence of USA on foreign policy
 - the rise of unemployment and economic problems
 - republicanism

Outcome

- 5.4 Identifies, from contemporary issues and Australia's history, what it means to be Australian today

Content

Students:

- identify contemporary Australian issues
 - eg – egalitarianism and diversity in Australian society
 - reconciliation between Aboriginal and non-Aboriginal Australians
 - republicanism
 - heritage and environmental issues
 - impact of information technology
 - globalisation
 - unemployment
 - role of trade unions
 - changing roles of men and women
 - consumerism
 - the changing face of the Australian community
- investigate and discuss what it means to be Australian today
 - eg – language
 - 'bronzed Aussie'
 - rugged individualism
 - 'the digger'
 - humour
 - cultural icons
 - food and drink
 - flora and fauna
- outline the contribution of people and groups from other countries to Australia's heritage
 - eg – exploration, medicine, art, the law, major engineering developments, religion, architecture and politics

Module 6: Significant People, Events and Issues for Australia and the World Today

Module Description

Identification of key people, events and issues for Australia today will be the primary focus of this module. This module also emphasises key events, issues and challenges facing Australia and the world today and how they may be addressed.

Outcome

- 6.1 Identifies current key and significant people in daily life, the local community and Australia generally and the reasons for their significance

Content

Students:

- indicate recognition of the people who are significant in their daily life on a variety of levels
 - eg – parents, carers or family group
 - peers, colleagues, school and work mates
 - people who share hobbies and leisure activities
- indicate recognition of the reasons for their significance
 - eg – parents, carers or family group meet basic needs for food, shelter and care
 - peers, colleagues, school and work mates meet needs for social relationships
 - people who share hobbies and leisure activities meet need for sharing personal interests
- indicate recognition of people who are significant in the local community
 - eg – shop keepers, bus and taxi drivers, members of Council, advocates, government department staff, church members and leaders, health care practitioners
 - employers, neighbours, friends
- indicate recognition of the reasons for their significance
 - eg – they provide a particular service
 - they meet social needs
 - they meet spiritual needs
 - they provide support
 - they provide employment

- indicate recognition of the people who are significant in Australia generally
 - eg – political identities: Prime Minister, state and federal members of parliament, state premiers, local councillors or activists
 - entertainment identities in music, film, TV, magazines
 - sporting identities
 - cultural identities

- indicate recognition of the reasons for their significance
 - eg – political identities — they provide leadership in government at a local, state or federal level or raise awareness of political issues
 - entertainment identities — they provide recreation and entertainment
 - sporting identities — they provide role models
 - cultural identities — they raise awareness and appreciation of the arts

Outcome

- 6.2 Identifies specific events and celebrations that are part of Australia today and indicate why they are important

Content

Students:

- recognise, understand and participate in specific events and celebrations
eg – cultural, social, religious, national and international events and celebrations

- indicate recognition of the importance and significance of specific events and celebrations for Australia today
eg – Australia Day
 - Anzac Day — commemorates those who fought and served in war
 - Centenary of Federation

Outcome

- 6.3 Identifies key events, issues and challenges facing Australia and the world today and how they may be addressed

Content

Students:

- recognise and identify key issues and challenges facing Australia and the world today
 - eg – expansion of information technology
 - medical technology
 - ecological and environmental issues
 - nuclear, germ and bacterial warfare
 - conflicts and crises between nations
 - population explosion
 - social problems such as poverty, unemployment, health status
 - effects of globalisation
 - cultural diversity

- identify and discuss ways that Australia and other countries are addressing key issues and challenges
 - eg – education and communication
 - cooperation between people, groups, districts, states and countries
 - international organisations such as the United Nations

10 Post-school Opportunities

The study of Stage 6 Citizenship and Society Life Skills assists students to prepare for employment, further education and training and full and active participation in community life. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations.

Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

RTOs, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students. Information in relation to Life Skills courses can be found on the TAFE NSW website (www.tafensw.edu.au).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement so that the degree of recognition available can be determined.

11 Assessment and Reporting

11.1 Assessment

Assessing student achievement is the process of collecting information on student performance in relation to the knowledge and skills objectives of the course and the related outcomes.

Within the Stage 6 Citizenship and Society Life Skills course, the individual transition-planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students' capabilities. Such assessment instruments may include:

- observation of participation
- observation of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support may include:

- the provision of extended amounts of time
- physical and/or verbal assistance from others
- the provision of technological aids
- adjustments to the environment based on the specific needs of individual students.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

11.2 Reporting using the Profile of Student Achievement

The Board of Studies will provide schools with a Profile of Student Achievement booklet for each student. The Profile of Student Achievement lists the outcomes for each Life Skills course. Schools will use the profile to report on student performance for each of the syllabus outcomes that the student has been working towards. As the student demonstrates that they have achieved a learning outcome, the relevant section of the Profile of Student Achievement will be signed off and dated by the relevant school teacher.

Using the Profile of Student Achievement, students' achievement of the designated outcomes, independently or with support, will be reported. Where a student is still working towards independent achievement of particular outcomes, teachers will indicate on the Profile of Student Achievement the level of the student's achievement with support, using a practical example.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of all learning outcomes demonstrated by the student. The Profile of Student Achievement is a permanent record of all outcomes attained by the student.

In addition, students who meet the pattern of study requirements and satisfactorily complete the required studies will receive a Higher School Certificate testamur and a Record of Achievement.

12 Glossary

Augmentative Communication	<p>Any method of communication other than speech that is used either:</p> <ul style="list-style-type: none">– with speech where speech is difficult to understand– to facilitate increased use of speech– instead of speech, where speech will not develop. Communication modes such as signing or using communication aids ‘augment’ informal communication behaviours such as natural gestures, facial expression and body language.
Board Developed Courses	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Board Endorsed Courses (including Content Endorsed Courses)	<p>Refer to Section 10 of the Board of Studies <i>Assessment, Certification and Examination Manual</i>.</p>
Collaborative planning	<p>Involves a team of people who have significant knowledge and understanding of the student, or the capacity to assist in the decision-making process. These people may include:</p> <ul style="list-style-type: none">• the student• parents/caregivers• teachers and other school personnel• transition personnel• Department of Community Services personnel• an advocate• others as appropriate.
Communication aid	<p>Usually non-electronic and accessed directly by touch or indirectly by eye-gaze. May include picture boards, communication books, object boards, etc.</p>
Communication device	<p>Any augmentative/alternative communication equipment. May be electronic with text or voice output options (VOCA) and accessed directly or indirectly by use of a switch.</p>
CPR	<p>Cardiopulmonary Resuscitation (CPR) is the method of performing EAR and ECC in tandem. This can be performed by one or two operators.</p>
EAR	<p>The term Expired Air Resuscitation (EAR) is used to describe the mouth-to-mouth, mouth-to-nose and mouth-to-mask methods of artificial ventilation of the lungs in addition to the mouth-to-mouth-and-nose method used on infants.</p>
ECC	<p>External cardiac compression.</p>

Individual transition-planning process	This is a mechanism that assists the school, student, parents/caregivers and other relevant personnel to select and work towards goals that will maximise the student's independence and quality of life. The transition-planning process focuses particularly on enabling the most appropriate educational program to be planned, with a view to preparing a student for post-school life.
Modules	Areas of study within each course that relate to particular content.
No-Go-Tell	A series of safety steps or strategies that can be used in unsafe or threatening situations. It involves the skills required to say no in threatening situations, to get away from the unsafe situation and to seek help, advice and support.
Personal communication/strategies system	Individually customised system of communication using augmentative strategies and supports. These are determined by assessment of physical and/or expressive/receptive need of the individual and may include one or a combination of the following supports: real objects, remnants, photographs, line drawings, signing and electronic voice output communication devices (VOCAs).
Personal health care procedures	Include feeding, toileting and suctioning of fluids.
Post-school environments	Within the context of transition-planning, students will be prepared for participation in a range of post-school environments including: <ul style="list-style-type: none">• employment• further education, training and other programs• community living.
Professional health care support	Includes nurses, medical practitioners and therapists.
Protective behaviours	Actions (personal safety skills) taken by both children and adults to help keep themselves safe and work towards reducing violence in the community. They help everyone to stay safe from the risks that surround us in our everyday life.
Subject	A subject is a name given to a defined area of knowledge. Several courses may be offered in a subject.

Syllabus	A document that describes a course/s of study for a subject. A syllabus includes statements of purpose, objectives, outcomes, content and indicative time.
Syllabus package	This includes a syllabus document with additional information on assessment and support material.
VET (Vocational Education and Training)	VET is industry-specific training that may lead to the award of a VET credential under the Australian Qualifications Framework.