

B O A R D O F S T U D I E S
N E W S O U T H W A L E S

Stage 6
English Life Skills Course

Syllabus

Amended 2007

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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 7511

2007279

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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 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.

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 a 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 Stage 6 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 the 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 Profile of Student Achievement 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

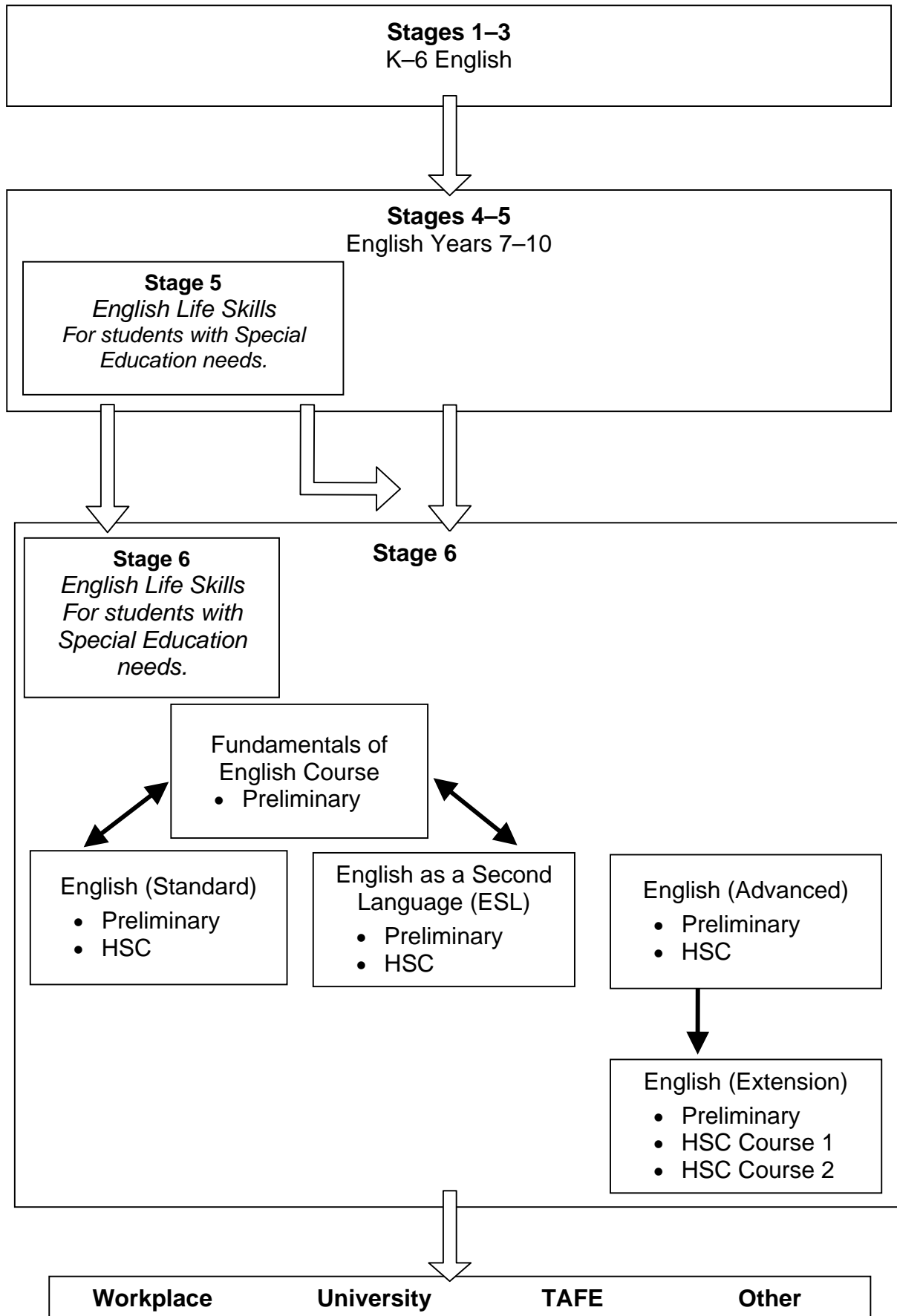
In developing units of work for Life Skills courses, teachers should consider the occupational health and safety issues of working with students. Safe working practices and environments should be provided at all times.

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 English Stage 6 Students



4 Aim

The aim of Stage 6 English Life Skills is to enhance the participation of students with special education needs in all aspects of post-school life and promote their independence through the development of effective communication and literacy skills.

5 Objectives

In Stage 6 English Life Skills students will:

- develop knowledge about and skills in effective communication
- develop knowledge about, appreciation of and skills in spoken language
- develop understanding and skills in listening to others
- develop skills in reading, comprehending, interpreting and responding to a variety of texts
- develop knowledge about and skills in producing texts using a variety of media and technology
- develop knowledge about and skills in viewing and interpreting a range of materials.

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.

The Stage 6 English 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 English 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
Communication	Communicating effectively with a range of known and unknown people is a significant feature of daily living for all students. This module emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations.
Speaking	Speaking with others effectively in both formal and informal situations enhances a student's capacity to operate more independently in a range of environments. This module emphasises the personal, emotional and social implications of effective speaking.
Listening	Building on basic personal communication, effective listening enhances a student's capacity to follow directions and instructions in a wide range of contexts. This module emphasises an understanding of the cultural, social and emotional aspects of verbal communication to expand independent living opportunities for students.
Reading	Reading, comprehending, interpreting and responding to a variety of texts enables students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.
Writing	Developing written communication skills, through composing a variety of texts, helps students engage in personal and social activities as well as undertake further education, training and employment.
Viewing	Developing skills in and understanding about viewing a wide range of visual material enhances students' participation in a range of activities in different contexts.

7 Objectives and Outcomes

Objective Students will develop:	Outcomes A Student:
1. knowledge about and skills in effective communication	1.1 gives attention to another person, an object or an event in their environment
	1.2 responds appropriately to cues in a range of environments
	1.3 makes requests to satisfy needs and wants and to obtain services or assistance
	1.4 lets others know that they approve or disapprove of actions and accept or reject objects, services or assistance appropriately
	1.5 makes choices and expresses preferences, emotions and feelings
	1.6 gives information, comments, asks questions spontaneously or on request
	1.7 engages in (responds to and initiates) social routines and actions
	1.8 utilises appropriate technology, and a range of age-appropriate aids, to facilitate communication with others
	1.9 initiates and sustains communication with others
2. knowledge about, appreciation of and skills in spoken language	2.1 greets and farewells known and unknown people in an appropriate manner
	2.2 expresses agreement or disagreement and expresses pleasure or disappointment
	2.3 converses with peers and takes turns in a conversation
	2.4 answers questions and gives explanations
	2.5 conveys and relays messages
	2.6 uses the telephone appropriately
	2.7 makes requests for services, information or assistance
	2.8 recounts stories, personal experiences and jokes
	2.9 speaks with others in a range of formal and informal situations
	2.10 gives directions and instructions
	2.11 uses spoken language appropriately to express points of view and to manage disagreements

Objective Students will develop:	Outcomes A student:
3. understanding and skills in listening to others	3.1 listens and responds to auditory cues and signals
	3.2 listens and responds to verbal messages and associated visual cues
	3.3 listens to and follows directions and announcements in a variety of contexts and media
	3.4 listens to and responds appropriately to a variety of presentations in a variety of media
	3.5 listens and responds to the views of others
4. skills in reading, comprehending, interpreting and responding to a variety of texts	4.1 recognises individual photographs, pictures, symbols or words for personal use
	4.2 recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts
	4.3 recognises, interprets and responds to written information
	4.4 comprehends written instructions in order to undertake activities and ensure personal safety
	4.5 comprehend and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment
5. knowledge about and skills in producing texts using a variety of media and technology	5.1 copies symbols, pictures, letters or words
	5.2 uses symbolic representations of ideas to produce visual messages
	5.3 writes and transfers specific information using standard formats
	5.4 writes and documents information for personal use
	5.5 writes to communicate information for a variety of purposes
6. knowledge about and skills in viewing and interpreting a range of materials	6.1 recognises familiar objects and images when presented in a range of formats so as to make choices and communicate needs
	6.2 views images and interprets their meaning, information and content
	6.3 views and interprets a range of media to access information and for leisure and recreation
	6.4 views and critically assesses advertising material of various kinds

8 Key Competencies

The Stage 6 English 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 English Life Skills:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and 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 English Life Skills course, in ways which address individual student needs.

9 Modules

Module 1: Communication

Module Description

Communicating effectively with a range of known and unknown people is a significant feature of daily living for all students. This module emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations.

Outcome

1.1 Gives attention to another person, an object or an event in their environment

Content

Students:

- stand or position themselves appropriately to indicate giving attention to another person
- make eye contact with known people in response to initiation from others
 - eg – look at friend in response to a greeting
 - make eye contact with carer during personal care routines
- make eye contact spontaneously with others
 - eg – look at teachers when they walk into the room or enter a room
 - make eye contact with friends during a conversation
- look at an object in response to a movement, sound or voice
 - eg – look at a bird that flies across field of vision
 - respond to 'look at this' by moving eyes to object
- look at an object in order to communicate choices and preferences
 - eg – look at stereo to indicate preference for music to be turned on
 - look at a window to indicate preference for the blind to be closed
- observe and respond to events through eye contact and facial expression
 - eg – smile at friends when they enter a room
 - watch sporting events and laugh, smile or express disappointment
- spontaneously notice and respond to events
 - eg – indicate support for a particular player on the football field
 - express excitement at seeing favourite music artist perform
- maintain attention on a person or event in a noisy, crowded environment
 - eg – listen and respond to friends or carer at a shopping centre
 - watch performers during a concert

Outcome

1.2 Responds appropriately to cues in a range of environments

Content

Students:

- respond to gestures, signs or voices indicating 'yes', 'no' and 'stop'
- respond to gestures, signs or voices indicating instructions or requests
eg – 'stop', 'wait', 'sit down', 'stand up', 'go there', 'come here', 'pass this to me'
- respond to auditory cues including ringing telephone, door bell, alarm bell, siren, bell-timers in a range of situations
eg – answer the telephone or door
– turn off the oven when the timer rings
– call to others to respond
- respond to visual cues including lights
eg – determine from light cue if electrical item is on or off
– identify red/blue/yellow flashing emergency vehicle lights
– distinguish between lights to represent 'up' or 'down' for lifts
– identify and respond to red/green traffic lights
– identify and respond to 'walk' and 'don't walk' indicators in a range of situations
– respond to dimming of lights in a theatre or cinema by sitting and ceasing conversation
- respond to flags, barriers and signs indicating works in progress on footpath, street or buildings
eg – walk in between flagged barriers where there are repairs being made to footpath
– walk around barriers where building construction is taking place

Outcome

1.3 Makes requests to satisfy needs and wants and to obtain services or assistance

Content

Students:

- gesture to indicate need or preference for food, drink, physical assistance or to obtain a service in a range of situations
 - eg – point to choice of soft drink in a cold cabinet in a shop
 - blink, nod or use switch to indicate preference for lunch item on object board
 - put hand up to attract teacher's attention for help with school work

- vocalise to indicate need or preference for food, drink, change of clothing or other physical assistance in a range of situations and with both known and unknown people
 - eg – vocalise to express discomfort or need for a change of position
 - vocalise to indicate preference or choice of soft drink

- use communication devices or systems to indicate needs or preferences
 - eg – point to soft drink on communication board to indicate desire for a drink
 - use switch device to activate a pre-recorded request such as 'I am hungry'
 - sign to indicate preference for tea rather than coffee
 - point to picture of a salad sandwich in personal communication book to order lunch at a canteen
 - use symbols to indicate to carer need for toilet at an outing

- use appropriate speech to indicate need or preference for particular items and to seek assistance or services in a range of situations
 - eg – ask a shop assistant for information on available colours or sizes for clothing
 - make an appointment with a hairdresser
 - clarify route with a bus driver

Outcome

- 1.4 Lets others know that they approve or disapprove of actions and accept or reject objects, services or assistance appropriately

Content

Students:

- use personalised communication responses, eye-blink, vocalisation, body position, language, facial or other gestures to indicate approval or disapproval and to accept or reject objects or assistance
- use gestures to indicate approval or disapproval and to accept or reject objects or assistance
 - eg – nod to say yes
 - extend hand to indicate no
- use a range of communication devices which are understood by others to indicate approval or disapproval and to accept or reject objects or assistance
 - eg – communication boards, signs, symbols, electronic speech output devices
- use speech with appropriate vocabulary, volume, tone and manner to indicate approval or disapproval and to accept or reject objects or assistance
 - eg – indicate 'please don't touch my hair'
 - indicate 'I don't need help thank you'
- use speech in conjunction with gestures to indicate approval or disapproval and to accept or reject objects or assistance
 - eg – put out hands and say 'thank you' when receiving an item
 - say 'no' and shake head in response to a question
- use speech to formulate requests for assistance or services with a variety of people in different contexts
 - eg – ask directory assistance for a phone number

Outcome

1.5 Makes choices and expresses preferences, emotions and feelings

Content

Students:

- indicate choice or preference for items of food or drink or for other aids to personal comfort
 - eg – indicate preference for an apple rather than an orange
 - indicate preference for partial support when ‘prone lying’

- indicate choice or preferences for participation in particular activities from options of two or more
 - eg – indicate using speech or communication devices that they would like to go to the movies or out to dinner
 - indicate using speech or communication devices that they would rather go for a walk than go to the beach

- indicate choices or preferences for clothes
 - eg – use communication devices or speech to indicate they would like to wear casual rather than formal clothes

- indicate choices or preferences in purchasing items for personal use and consumption
 - eg – point to desired item on menu at a restaurant or take away food shop
 - point to preferred brand of shampoo in the supermarket

- express feelings of comfort, discomfort, pleasure or pain
 - eg – point to or touch affected area to indicate pain
 - use communication device or speech to indicate they enjoyed a particular activity

- express emotions and feelings in age-appropriate and socially-appropriate ways
 - eg – use personal communication devices and facial expressions to demonstrate feelings of anger, fear, desire, rejection, frustration, despair to others

Outcome

1.6 Gives information, comments, asks questions spontaneously or on request

Content

Students:

- convey information through vocalisation, gesture, sign, communication device or speech in response to initiation from others
eg – ‘Are you well?’, ‘Have you finished?’, ‘Do you want to leave now?’
- convey personal information, when appropriate, by using communication devices or speech in response to request from others
eg – ‘What is your last name?’ – ‘My last name is Jones’
- give information or comments on specific matters, in response to a question from others, in an appropriate manner using communication devices or speech
eg – ‘Do you like my new clothes?’, ‘Why didn’t you invite me to your party?’, ‘Why are you late again?’
- ask questions of known people appropriately using communication devices or speech
eg – ‘Why do I have to do this first?’
– ‘What time do we leave?’
– ‘Why are you cross today?’
- ask questions of unknown people appropriately using communication devices or speech
eg – ‘Can you tell me when the train goes, please?’
– ‘Could you tell me the time?’
– ‘Do I have to fill in this form now or later?’
– ‘When is the library open?’

Outcome

1.7 Engages in (responds to and initiates) social routines and actions

Content

Students:

- respond to social greetings, using vocalisation, gestures, signs, communication devices or speech in an appropriate manner
 - eg – respond to people’s greetings by waving and saying ‘hello’
 - respond to people saying ‘how are you?’ by saying ‘I’m well thanks’
- engage in simple conversation with known peers, using vocalisation, gestures, signs, communication devices or speech in an appropriate manner
- engage in brief formal conversations with unknown people in both known and unknown situations, using gestures, signs, communication devices or speech
- participate appropriately in social routines
 - eg – meals, parties, family or group celebrations
- initiate social interactions with known and unknown people in appropriate ways
 - eg – introduce themselves to others at formal gatherings
 - greet friends
 - ask for assistance from shop staff
 - ask a friend to go on an outing

Outcome

- 1.8 Utilises appropriate technology, and a range of age-appropriate aids, to facilitate communication with others

Content

Students:

- recognise personalised aids for communication
eg – communication board, photo folder, voice output device

- use communication technology or aids with adult or peer assistance to communicate basic needs and wants, to convey information and indicate preferences in a range of situations
eg – use communication device with peer or adult assistance to indicate need to go to the toilet
– use communication device to indicate they are not feeling well

- use communication technology or aids without assistance to communicate basic needs and wants, to convey information and indicate preferences in a range of situations
eg – use photo/phrase folder to purchase a rail ticket to a specific destination
– use communication device to write a note to a friend or to complete a form

Outcome

1.9 Initiates and sustains communication with others

Content

Students:

- initiate and sustain communication with others in appropriate contexts
eg – initiate communication with a greeting such as ‘good morning’

- sustain communication by responding to greetings and appropriate conversation
eg – respond to questions from peers or workplace colleagues such as:
‘Did you watch the football last night?’
‘Are you going away for the holidays?’

- extend content of conversation by providing additional information appropriate to the person and context
eg – respond to question from friend: ‘How long will you be away on holiday?’
with: ‘I will be away for ten days.’

- use questions, gestures and comments to sustain conversation
eg – nod, laugh to demonstrate listening
– use comments to communicate listening

- use strategies to change the direction of a conversation
eg – use pauses and comments to change conversation topic such as: ‘Here comes the bus, I’m glad it is on time’.

Module 2: Speaking

Module Description

Speaking with others effectively in both formal and informal situations enhances a student's capacity to operate more independently in a range of environments. This module emphasises the personal, emotional and social implications of effective speaking.

Outcome

2.1 Greets and farewells known and unknown people in an appropriate manner

Content

Students:

- identify appropriate language (vocabulary, tone, volume, manner) for use in greeting and farewelling
 - eg – peers
 - children
 - known adults
 - unknown adults

- use appropriate language (vocabulary, tone, volume, manner) to greet and farewell
 - eg – peers
 - children
 - known adults
 - unknown adults

Outcome

2.2 Expresses agreement or disagreement and expresses pleasure or disappointment

Content

Students:

- demonstrate expression of agreement or disagreement
eg – nod, smile, frown, shake head, make verbal comment

- speak with others in the context of expressing agreement or disagreement and expressing pleasure or disappointment
eg – express gratitude for good service
– express disagreement using appropriate volume and manner

- demonstrate when and how it is appropriate to make complaints
eg – return an unsatisfactory item to a store and speak appropriately to the sales assistant
– indicate to a bus driver that the correct change has not been given

- demonstrate when and how it is appropriate to express pleasure and disappointment in particular situations
eg – cheer when a goal is scored
– thank and compliment someone for an act of generosity

Outcome

2.3 Converses with peers and takes turns in a conversation

Content

Students:

- demonstrate understanding that conversation is a two-way process by allowing time for others to respond and participate
 - eg – avoid interrupting while others are talking
 - wait for gap or silence before speaking

- identify appropriate vocabulary, tone, volume and manner when conversing with peers in a range of situations
 - eg – in the library
 - in the playground
 - at a sporting event
 - in the lunch room

- use appropriate vocabulary, tone, volume and manner when conversing with peers in specific situations
 - eg – during class discussions
 - at a social function

- participate and take turns in a conversation in response to known peers in a range of situations
 - eg – join co-workers at lunch time for a conversation

- initiate, take turns in and end a conversation with known peers in a range of situations

Outcome

2.4 Answers questions and gives explanations

Content

Students:

- respond to questions using 'yes', 'no', 'I don't know' in a range of situations
eg – respond to questions from doctor or dentist on personal health matters
– answer employers' questions about work tasks
- respond to questions using a sentence in a range of situations
eg – respond to a question by a waiter 'What would you like with your steak?'
– 'I would like vegetables please'
– respond to people asking 'How are you today?' by saying 'I'm well, thank you'
- respond to questions from known and unknown people using a number of complete sentences in a range of situations, with appropriate body language
eg – respond to teacher enquiry about absence from school with answer 'I had to go to the doctor' and clarification, 'I haven't been well lately'
– make eye contact and stand at appropriate distance when responding to questions such as 'Can you tell me where the buses go?'
- give an explanation for an action, process or event in a range of situations using a single sentence
eg – 'I am late because the bus did not come'
– 'The machine will not work because it is out of paper'
– 'I could not come to your party, I had another appointment'
- give an explanation for an action, process or event in a range of situations using a number of complete sentences
eg – explain the process used to assemble a book shelf

Outcome

2.5 Conveys and relays messages

Content

Students:

- convey a verbal message directly from one person to another (involving known and unknown people) in a range of situations using a single sentence
eg – ‘Mrs Smith would like you to finish this work, please’
– ‘Mr Jones said the application form should be in tomorrow’
- convey a verbal message directly from one person to another (involving known and unknown people) in a range of situations using two or more sentences
eg – ‘Mr Jones would like you to deliver these items to the storeroom. After that you should finish assembling the materials’.
- convey a verbal message in one or more sentences directly from one person to another and subsequently relay message in response
- convey and relay messages using a telephone answering machine
eg – leave a message on a friend’s answering machine
– inform flatmate that a friend left a message on answering machine asking them to phone back
- convey and relay messages through a third person

Outcome

2.6 Uses the telephone appropriately

Content

Students:

- respond when the telephone rings by alerting others
- speak on the telephone to known people
- answer the telephone and indicate name and number
- answer the telephone and take a message either verbally or in written form
- carry on a conversation or relay messages using a telephone
- seek assistance, if needed, to dial number of family or friends
- dial number of emergency services and convey information of accident, fire or other emergency and give appropriate details
- leave a message on an answering machine
- use telephone books and dial businesses or shops for information or to arrange purchases
- use the telephone to make appointments for interviews
- consult directory assistance if number is not known and there is no available directory
- demonstrate telephone etiquette in a range of situations

Outcome

2.7 Makes requests for services, information or assistance

Content

Students:

- request service, information or assistance using one word
eg – ‘help’
- request service, information or assistance using known phrase
eg – ‘help me, please’
- request service, information or assistance using a complete sentence with known people in a range of situations
eg – ‘Could I borrow this book please?’
– ‘I would like help to solve this problem’
- request service, information or assistance using a complete sentence with unknown people in a range of situations
eg – ‘Could I try this on, please?’
– ‘I would like a return ticket to the city, please’
- demonstrate an understanding of when and where it is appropriate to make requests for services, information or assistance
eg – not interrupting when a person is speaking to or helping someone else
– wait in turn to seek assistance at counter to find an item in a shop
- identify appropriate people to ask for information or assistance
eg – locate sales assistant at store, guard on train
– ask police officer for directions
- ask for service, information or assistance with known people in a range of situations
eg – request assistance with a meal from carer/parent at a restaurant
– ask teacher which day an excursion is taking place
- ask for service, information or assistance with unknown people in a range of situations
eg – ask bus driver for help to alight from the bus
– ask someone in a shop to open a door for them when their arms are full
- clarify requests for service, information or assistance by giving additional information or details
eg – say to taxi driver ‘Could you take me to Brighton please?’ and then clarify by saying ‘Jones Street, Brighton’
– ask shop assistant ‘Could you show me where the jackets are?’ and then say ‘I am looking for a waterproof jacket’

Outcome

2.8 Recounts stories, personal experiences and jokes

Content

Students:

- identify when and where it is appropriate to relate stories, personal experiences and jokes
 - eg – during conversations with friends
 - when giving a short speech
 - at a party

- identify the types of stories, personal experiences and jokes that are appropriate for particular occasions
 - eg – for a barbecue with friends
 - for a formal meeting
 - at a wedding

- select appropriate stories and jokes according to particular occasions
 - eg – for a speech at a wedding

- re-tell stories, personal experiences and jokes with peers using appropriate vocabulary, tone, volume and gesture in a range of situations
 - eg – tell jokes across settings such as TAFE and school

- re-tell stories, personal experiences and jokes with known and unknown people using appropriate vocabulary, tone, volume and gesture in a range of situations
 - eg – relate applicable personal experiences to fellow passenger on train or plane
 - on a school or club camp, relate stories and jokes around a campfire

Outcome

2.9 Speaks with others in a range of formal and informal situations

Content

Students:

- speak with a known person (individually) in an appropriate manner (volume, tone, vocabulary, grammar) to convey basic information, express choices, or make requests in a range of situations
 - eg – ask teacher if they can leave the classroom
 - tell friends that they are going out in the evening
- speak with an unknown person (individually) in an appropriate manner (volume, tone, vocabulary, grammar) to convey basic information, express choices or make requests in a range of situations
 - eg – ask a shop assistant how much an item costs
 - tell a bus driver where they need to get out
- speak with several known people in an appropriate manner (volume, tone, vocabulary) in a range of small group situations
 - eg – converse with relatives at birthday party
 - converse with friends at lunch time
- speak with several unknown people in an appropriate manner (volume, tone, vocabulary) in a range of social situations
 - eg – converse with people after being introduced to them at a party
 - converse with unknown people at youth group occasion
- use appropriate social conversational skills with people in a range of situations
 - eg – converse with people at home, school, work
 - hold a brief conversation with people while waiting for a train
- speak with known people in a formal situation
 - eg – express thanks at a farewell
 - introduce a new member at club meeting
 - give opinion at meeting of service providers and consumers
- speak with unknown people in a formal situation
 - eg – express a point of view at a club or organisation meeting
 - at a wedding reception

Outcome

2.10 Gives directions and instructions

Content

Students:

- discriminate between a 'direction' or 'instruction' and a 'suggestion'
eg – understand the difference between 'Eat your lunch in the dining room'
and 'You can eat in there if you like'
- use words/phrases to convey direction with gesture
eg – point and say 'put that over here'
- give a direction or instruction involving one step to known people using a single sentence and with appropriate vocabulary, tone, volume, manner, gesture, in a range of situations
eg – 'Put the large pieces back on the bottom shelf, please'
- give a direction or instruction involving one step to unknown people using a single sentence and with appropriate vocabulary, tone, volume, manner, gesture, in a range of situations
eg – 'You should turn left at Prince Street'
- give directions or instructions comprising two or more steps using appropriate vocabulary, tone, volume, manner, gesture to known/unknown people, in a range of situations
eg – 'Put the large pieces in the bottom of the box first. Fill the box with the smaller pieces. Seal the box with tape, please'
- clarify instruction or direction if asked to do so by:
 - eg – repeating the instruction or direction
 - breaking down the instruction or direction into separate parts
 - rephrasing the direction or instruction

Outcome

2.11 Uses spoken language appropriately to express points of view and to manage disagreements

Content

Students:

- identify when and where it is appropriate to express a point of view
eg – during a conversation, wait until it is their turn to speak to express their view
– put up their hands during meetings and wait for signal to respond
- express a point of view to peers on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations
eg – after viewing a film at youth group
- express a point of view to known adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations
eg – comment on news item or current affairs
– evaluate performance or presentation
- express a point of view to unknown adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations
eg – indicate to sales assistant that a selected item is unsuitable, 'I do not like blue, it does not suit me'
– compliment chef or cook for meal, 'I enjoyed the meal very much'
- express points of view to manage disagreements affecting them using appropriate vocabulary, tone, volume and manner in a range of situations
eg – use a quiet and even voice to explain point of view
– use appropriate tone and vocabulary to tell workmate 'I don't like it when people talk about me like that'
- express point of view to assist in managing disagreements involving others (at appropriate times and in a range of situations), using suitable vocabulary, tone, volume and manner
eg – after listening to complaint from others, use language to assist in managing a disagreement, eg tell friend 'I'm sure Sally did not mean that. Why don't you ask her to talk to you about it?'

Module 3: Listening

Module Description

Building on basic personal communication, effective listening enhances a student's capacity to follow directions and instructions in a wide range of contexts. This module emphasises an understanding of the cultural, social and emotional aspects of verbal communication to expand independent living opportunities for students.

Outcome

3.1 Listens and responds to auditory cues and signals

Content

Students:

- turn their heads towards sounds or demonstrate awareness of environmental activities using other physical responses
 - eg – respond to environmental sounds when on outings in the community
 - respond to sounds indicating events or activities at home such as telephones ringing or garage doors opening
 - respond to sudden noises in workplace such as falling objects or power tools operating

- turn their heads towards familiar voices or demonstrate recognition using other physical responses
 - eg – look at a friend who is speaking while in a coffee shop
 - look at employer who calls students' names in the workplace
 - respond to their own name when called by parent/carer

- demonstrate listening through smile, gesture or body movement in response to familiar sounds or voices
 - eg – wave to a friend who calls 'goodbye'
 - smile in response to favourite music
 - respond to a greeting from workmates

- respond to auditory cues and signals including bells, alarm clocks, telephones and sirens
 - eg – respond when telephone rings by alerting others
 - get out of bed when alarm clock sounds
 - cease activity when lunch bell sounds at work
 - retrieve document from fax machine when tone sounds

Outcome

3.2 Listens and responds to verbal messages and associated visual cues

Content

Students:

- respond to voices and associated gestures and signs when given simple instructions
 - eg – respond to parental requests to come to the dining table
 - turn to umpire who calls and beckons during a football or netball game
 - sit in seat when given instruction accompanied by appropriate sign
 - look at person using familiar gesture or sign

- respond to verbal requests accompanied by gestures or signs in a range of situations
 - eg – join supermarket queue when directed by a checkout attendant
 - commence activity when employer says ‘start here now’ and points to workbench
 - follow instructions from an usher in a theatre or cinema
 - sit where directed by a waiter in a cafe

- differentiate tone of a voice to interpret information
 - eg – respond to a person in distress on hearing urgency in their voice
 - move to an alternative location at a football match after hearing a loud or abusive person
 - stop doing some action when (loud) instruction given

- assess the body language and facial expression of a speaker while listening to their verbal message and make appropriate responses
 - eg – close a conversation when a friend starts walking away and says ‘I have to go now’
 - cease a request when an employer keeps walking and says ‘I am too busy to stop at the moment’

- demonstrate understanding and cultural sensitivity when communicating with a variety of people in different contexts
 - eg – adapt to conversational style and accents of people from various countries and cultures
 - recognise and tolerate differences in the ways people communicate
 - make polite requests for a speaker to rephrase or reiterate comments if they have not heard a message clearly
 - seek assistance from known adults to gain greater understanding when communicating and conversing with people from different cultural backgrounds

Outcome

3.3 Listens to and follows directions and announcements in a variety of contexts and media

Content

Students:

- follow simple individual directions
 - eg – to join a queue for service
 - to pass a tool to a co-worker
- follow simple group directions
 - eg – respond when a teacher says to the class ‘Put away your books’
- respond to simple directions from a variety of people across a range of settings
 - eg – commence work when a supervisor directs a group of employees to do so
 - get on the bus when instructed by a group leader
- identify that announcements to a group of people may require an individual response
 - eg – respond to announcement to check lucky door tickets at a dance
- follow complex directions requiring multiple steps
 - eg – deliver message to several people in different locations throughout the school
- follow directions for new procedures in a range of situations
 - eg – learn new tasks by following a series of directions from a work experience employer
 - travel by public transport on new route from home to social venue
- seek clarification/explanation of directions
 - eg – ask an employer ‘When do you want this finished?’
 - ask for directions when invited to a friend’s house
 - ask people to rephrase or reiterate directions
- interpret public announcements in a range of situations and take appropriate action
 - eg – respond to public announcements at a railway station to change from one platform to another
 - turn off mobile phone in a theatre or cinema in response to a public announcement
 - respond to a public announcement at a football stadium when directed to leave by a specified exit

Outcome

3.4 Listens to and responds appropriately to a variety of presentations in a variety of media

Content

Students:

- listen while others are talking in a variety of situations
 - eg – look towards the speaker during school assembly
 - pay attention to a speaker at a work meeting
 - listen to a speech given by a family member at a birthday party

- listen and demonstrate acceptable behaviour in small and large groups
 - eg – pay attention to presenters at a school awards night
 - listen to a speaker at a TAFE information session
 - follow procedures and pay attention to the celebrant at a wedding

- respond to presentations by showing appreciation
 - eg – applaud at the end of a musical item at a concert
 - laugh in response to humorous situations in movies
 - thank a speaker after a presentation at a youth group

- listen to a variety of presentations in the community
 - eg – listen to and follow a tour guide at a museum or art gallery
 - attend to the speech of the chairman of a football club at a meeting
 - stop and listen to buskers in the street

Outcome

3.5 Listens and responds to the views of others

Content

Students:

- listen to a speaker and wait for an appropriate opportunity to respond
 - eg – take turns in conversations with a friend without interrupting
 - wait for an opportunity to enter a conversation to express a point of view

- listen to views of known and unknown people and make responses using appropriate vocabulary, tone, volume and manner
 - eg – nod head in agreement or disagreement
 - develop a range of responses to use when disagreeing with others, such as ‘I disagree’, ‘I have a different point of view’
 - display appropriate body language and tone of voice in responding to others’ points of view

- listen and respond to a range of speakers in a variety of situations
 - eg – listen to speeches at assembly
 - listen to sermons at church
 - respond to presentation on television about a political issue
 - respond to radio presentations on a range of issues

- listen to a range of speakers in a variety of situations and paraphrase the content of the presentation
 - eg – presentations by class members on a research or investigation topic
 - class lessons
 - radio or television presentations

- listen to a range of speakers in a variety of situations and summarise the content of the presentation
 - eg – classroom debates on topics of interest
 - radio or television presentations
 - political speeches

Module 4: Reading

Module Description

Reading, comprehending, interpreting and responding to a variety of texts enables students to access information, engage in a range of recreational and leisure activities and to undertake further education, training and employment.

Outcome

4.1 Recognises individual photographs, pictures, symbols or words for personal use

Content

Students:

- recognise photographs of family members, carers and other significant people in a variety of formats and contexts
- select material with photographs or pictures of family members or friends, for personal enjoyment
 - eg – choose photograph albums to look at as a recreational activity
 - look at photograph albums with pictures of excursions or camps
- select printed material with photographs or pictures of favourite people, objects or items
 - eg – select copy of magazine from class collection
 - buy copy of magazine featuring favourite television personality
- recognise and follow daily routines, using photographs, pictures and symbols
 - eg – follow pictorial chart of personal care routines
 - use pictorial timetables to keep track of essential tasks at work
- select items and objects by identifying symbols or words
 - eg – choose correct canned food item from cupboard by looking at labels
 - purchase appliances which have symbols indicating high energy efficiency ratings
- understand the meaning of basic words, symbols and signs to enhance personal safety
 - eg – recognise and discriminate between colours, words or symbols indicating hot and cold
 - recognise single words, signs and symbols in context such as ‘danger’, ‘poison’ and ‘stop’

Outcome

4.2 Recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts

Content

Students:

- recognise and interpret signs, words, symbols and pictures in a community context
 - eg – understand signs and symbols indicating toilets, lifts or information
 - identify way out by 'exit' sign
 - read basic safety instructions in the work place, such as 'stop' and 'no entry'

- interpret icons or pictorial information to enhance community access and increase independence
 - eg – read an iconic or pictorial shopping list to purchase goods in a supermarket
 - compare bus number with photograph in wallet to ensure correct destination

- locate goods, services, items and places in the community using signs, pictures, and symbols
 - eg – locate a shop in a mall using a store directory

Outcome

4.3 Recognises, interprets and responds to written information.

Content

Students:

- interpret and act on written information on signs and notices in a community context
 - eg – read indicator boards at train stations and locate correct platform and train
 - operate a fire extinguisher by reading instructions
 - read instructions on public telephones about use of coins or cards

- interpret written information to enhance community access and increase independence
 - eg – read shopping list to purchase goods in a supermarket
 - read bus destinations and number

- locate goods, services, items and places in the community from written identification
 - eg – find products in supermarket, using shopping list
 - locate a shop in a mall using a store directory

Outcome

4.4 Comprehends written instructions in order to undertake activities and ensure personal safety

Content

Students:

- read basic information with supervision and are assisted to comprehend the content
 - eg – read instructions on the operation of a piece of machinery with supervisor
 - ask an information officer at a shopping centre for help to read and understand a store directory

- read basic information independently to ensure safety in work, home and community settings
 - eg – read and follow signs on machinery and around workplace such as ‘safety helmets to be worn in this area’, ‘this way up’ and ‘fragile’
 - pay attention to and read signs in community settings like registered clubs, shopping centres, restaurants and sporting venues such as ‘slippery when wet’, ‘no entry’, ‘this way out’
 - read directions on a can of soup to prepare, heat and serve

- demonstrate to supervisor the steps required to follow written instructions
 - eg – follow written OH&S notices and wear correct safety gear
 - obey written instructions on work site such as ‘no access’
 - respond to office memo by following instructions

- read and comprehend multiple step instructions in a range of situations
 - eg – follow plans to construct a model
 - follow written instructions to enter score at bowling alley
 - read and follow instructions on vending machines
 - gain access to computer program following instructions on screen

- read and act on instructions on labels for medication or chemicals
 - eg – read all information on medication label prior to use, including dosage, warnings and storage requirements
 - follow directions to use garden chemicals, including safety and protective clothing recommendations, quantities of mixtures, storage and disposal

Outcome

- 4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment

Content

Students:

- use public libraries to select a variety of written material
 - eg – borrow fiction or non-fiction books
 - locate and borrow other written material such as magazines and CD-ROMS

- select written material to read for recreation and leisure
 - eg – purchase magazines from newsagents
 - browse through books in shop and choose one to buy

- read to gain information for personal purposes
 - eg – read transport timetable for details of arrivals and departures
 - use books, CD-ROMs and the Internet to research information for hobbies and interests
 - find phone number for theatre or cinema in telephone directory

- interpret text presented in a variety of formats
 - eg – read text in computer formats to locate goods and services
 - read labels on food packets to identify ingredients
 - read text in book to find information
 - read newspapers to check employment opportunities

- read and interpret instructions to complete tasks required in a range of training and employment situations
 - eg – to complete a TAFE course assessment
 - to operate a piece of machinery

- read and interpret a range of technological and print material in order to gather information
 - eg – use a variety of sources to obtain written information including libraries and the Internet
 - read information relevant to their topics of interest

- read and respond to a range of personal, imaginative and informative texts taken from literature and other sources
 - eg – autobiographies
 - novels
 - travel guides
 - poetry

- skim, scan, interpret, discard and use relevant information when researching a topic
 - eg – skim through a book or scan visual material to select relevant information
 - highlight, bookmark and make notes on relevant information
- distinguish between fact and opinion in texts
 - eg – read and discuss newspaper feature columns and editorials
 - list the facts contained in environmental group pamphlets and forest industry publications
- identify and describe different perspectives in a variety of texts on the same topic
 - eg – compare English and Australian newspaper accounts of a cricket match
 - compare advertising material and a Choice Magazine article on an appliance

Module 5: Writing

Module Description

Developing written communication skills, through composing a variety of texts, helps students engage in personal and social activities as well as undertake further education, training and employment.

Outcome

5.1 Copies symbols, pictures, letters or words

Content

Students:

- copy letters or symbols to represent their own names on official documents and personal correspondence
 - eg – copy letter J for ‘Jones’ onto forms and letters
- copy their own names and personal details in appropriate formats
 - eg – use a variety of writing implements to copy their own names and personal details
 - type name, address and other details using computer or typewriter keyboard
 - transfer personal details from one format to another by copying information
- develop strategies to copy personal details from one format to another
 - eg – copy details from travel pass onto a form
 - carry photocopy of personal details in wallet and use when required to write personal details
- copy unfamiliar signs or symbols to complete tasks
 - eg – copy mathematical signs to complete school tasks
 - copy money symbols (\$, c) to forms or a personal budget
- copy information from one source to another
 - eg – write appointment dates from a calendar into a diary
 - copy recipes from a friend’s collection for their own use
- use editing functions of a word processing program
 - eg – use the cursor to highlight material to be copied into other documents or pages
 - copy and paste pictures and written material from the Internet to their own documents

Outcome

5.2 Uses symbolic representations of ideas to produce visual messages

Content

Students:

- use photographs or line drawings to produce lists or schedules
 - eg – make weekly shopping list by inserting photographs of items required in a pocket-sized album
 - arrange line drawings on cards in sequence for a daily home or school timetable

- use small photographs or line drawings in a personal collection to convey a message to known and unknown people in different contexts
 - eg – to request items from carers and teachers
 - to request goods/services in the community by pointing to illustrations

- access a computer to produce visual messages
 - eg – use switches to select symbols on the screen to represent desired objects or items
 - utilise touch screen, concept keyboard, joy stick, keyboard and switches to select symbols, pictures or words

- write consistent symbols to represent their own names
 - eg – learn to write first letter of name or approximation for use on official documents and forms
 - sign letters with symbols or personalised stamps

Outcome

5.3 Writes and transfers specific information using standard formats

Content

Students:

- write their own names in signature format or equivalent by hand or using technology
 - eg – sign forms and letters using consistent signatures for their names
 - develop signatures electronically to be included on e-mail messages
 - develop standard format of letters or symbols configuration to be consistently used as a signature

- recognise different types of information required on forms and documents
 - eg – read basic information required on forms such as requests for name and other personal details
 - identify spaces on forms where information is to be written, such as box for birth date

- seek assistance to complete forms and documents
 - eg – ask counter staff to help with filling in forms at a bank
 - request a carer or friend's assistance to write details on forms for government agencies
 - seek assistance from their employer to fill in tax exemption form

- complete a range of forms presented in different formats
 - eg – TAFE enrolment form
 - library application
 - travel pass application
 - Medicare claim form

- complete surveys or questionnaires
 - eg – recognise the content required to complete surveys or questionnaires
 - adapt to different formats of surveys or questionnaires, such as multiple choice

- develop their own résumés
 - eg – collect and assemble work reports, references and school results
 - list skills, abilities and interests and collect other relevant information to be included
 - determine format required for résumés to meet specific circumstances
 - document personal details using standard formats from employment or personnel agencies
 - use word processing program template for layout of résumés
 - seek assistance if necessary to present résumés in legible and readable format

- provide information requested by electronic means
 - eg – type requested personal information on Internet pages to gain access
 - use Automatic Teller Machines (ATM) to gain access to money or account balance by keying in correct information

- write, using technology, to request information
 - eg – type queries into Internet search engines to access relevant information
 - use computers in public libraries to search for books on specific topics

Outcome

5.4 Writes and documents information for personal use

Content

Students:

- keep daily diaries
 - eg – use diary writing as a reminder for appointments, social events and due dates for assessment tasks
 - use diary writing to organise ideas and thoughts such as a daily ‘to do’ list
 - use a calendar to keep track of important appointments and regular tasks or events such as birthdays of family and friends
 - arrange symbol cards or photos to record diary events
- summarise information in educational and training settings
 - eg – make notes from TAFE courses or school classes for review and revision
 - use a computer to organise class notes and prepare for revision and assessment tasks
- keep personal records
 - eg – maintain and update written information for health purposes such as notes of doctors’ visits, sick leave, dental appointments
 - document relevant information to complete a taxation return
 - establish written record of achievements such as school results and employers’ reports
- write to clarify thoughts and ideas and to express emotions and reactions
 - eg – record ideas for personal projects for later use

Outcome

5.5 Writes to communicate information for a variety of purposes

Content

Students:

- write short messages by hand or using technology
 - eg – write notes to inform parents/carers about a visit to a friend's place 'Mum, have gone to Jims, will be back for dinner'
 - send brief response to e-mail message 'I will be going to Bill's party'
 - use voice input software to produce text for letter or note

- write messages on cards
 - eg – a postcard to friend while on holidays
 - a message on a birthday card to grandparent
 - a personal message on computer-generated card using template

- use acceptable formats for various types of correspondence
 - eg – send faxes using personal or standard fax form
 - write letters using correct layout
 - use correct format to address envelopes
 - send e-mails to friends, family or employers, providing required details

- write letters for informal purposes in handwriting or using technology
 - eg – communicate with family and friends by writing letters
 - communicate by e-mail or letter with penfriend

- write letters for formal purposes
 - eg – use correct format, layout and language style to write letters of application for employment
 - formulate and submit letters to the editor of newspapers and magazines to express an opinion
 - write formal letters of thanks in response to kindness of others
 - write letters of complaint about faulty goods or services

- write instructions and explanations
 - eg – write recipes to exchange with others or as a personal record
 - write directions to a sporting venue
 - write notes to explain absences or lateness to teachers or employers

- value writing as an activity for pleasure, enjoyment and creativity
 - eg – use a variety of writing implements and stationery to embellish simple writing exercises undertaken for pleasure
 - keep diaries, journals or notebooks for their own written ideas, thoughts and plans
 - use technology to facilitate writing for pleasure including layout, illustration and desk-top publishing programs

- write to produce factual and creative accounts for themselves
 - eg – use journals to record daily events
 - develop stories and reports from journal and diary records
 - produce non-fiction material

- write for purpose of producing creative material
 - eg – develop a range of writing styles to suit different purposes and personal interests such as stories, poems and plays
 - collaborate with others to produce written materials such as class magazines or plays

- write creative and factual material to present to an audience using editing and publishing skills
 - eg – write, edit and publish items for a club newsletter
 - formulate and publish letters to the editor for publication
 - develop home pages for the Internet

Module 6: Viewing

Module Description

Developing skills in and understanding about viewing a wide range of visual material enhances students' participation in a range of activities in different contexts.

Outcome

6.1 Recognises familiar objects and images when presented in a range of formats so as to make choices and communicate needs

Content

Students:

- use voice, gesture or body language in response to viewing familiar objects
eg – respond to familiar visual stimuli by focusing, gesturing, smiling or vocalising
- respond to a range of preferred objects or images
eg – show preference for some items from their personal poster collection
- view a variety of preferred images with known and unknown people
eg – watch videos with family or at a youth group evening in the community
- indicate a choice by gestures, signs, vocalising or body language when shown two or more objects, pictures or illustrations of familiar items
eg – point to a preferred activity when given choice of two in visual form
– use eye gaze to indicate choice of items at lunch table
- respond to two-dimensional visual images of familiar people or items
eg – photograph album of family members
– friends in a sporting team photograph
- indicate preferences for specific visual material from an available selection of familiar items
eg – make a choice for recreational viewing when offered videos or magazines
– choose a magazine from a selection
– look through catalogues and 'junk mail'
- select material for viewing from a personal collection
eg – choose a video
– select a magazine
- indicate preferred television programs
eg – turn on television set at time when program is due
– point to television to indicate preferred program
– change channels using remote control to find preferred program

Outcome

6.2 Views images and interprets their meaning, information and content

Content

Students:

- respond to a variety of material
 - eg – smile at visual images on television, video or computer
 - point to photographs in albums or magazines
 - point or respond to environmental signs or billboards

- comment to others on content of visual material
 - eg – point and comment during television program
 - make statements about information in documentaries
 - watch news and make comments

- watch films or videos and respond to questions on content to demonstrate understanding
 - eg – watch documentaries on video and answer verbal questions about them
 - watch videos with friends and discuss plot, storyline and characters
 - watch training videos on safety practices in the workplace and then respond to written questionnaires on content

- recognise cause and effect as a result of viewing visual material
 - eg – watch documentaries and form conclusions

- scan visual material to select chosen content
 - eg – scan magazines or newspapers to find desired items

- make value judgements and form opinions as a result of viewing different material
 - eg – watch a variety of news programs and compare information to formulate their opinions
 - view drama and documentaries to increase general knowledge and broaden world view

- use computer to research interests, hobbies and projects
 - eg – access the Internet to view material on specific subjects
 - use CD-ROM to view content for course exercises at TAFE or school

Outcome

6.3 Views and interprets a range of media to access information and for leisure and recreation

Content

Students:

- select television programs, videos or films to view for enjoyment
 - eg – refer to television program guides, previews and advertisements to make choices for viewing
 - make choices from a selection of pre-recorded programs, films or videos
- view television for personal and educational purposes
 - eg – refer to television guides and make daily or weekly selections based on interests
 - request by voices, gesture or sign for television to be turned on for preferred programs
 - record programs of interest on video for viewing at a convenient time
- use television to obtain information about news and current affairs
 - eg – watch news and current affairs programs
 - interpret information viewed and discuss content with family or friends
- explore other media for viewing for enjoyment such as the Internet and CD-ROMs
 - eg – develop skills to access the Internet at home, school, a public library or Internet cafe
 - use CD-ROMs for games, information and entertainment
- hire videos
 - eg – visit video shops and select preferred videos for viewing
- visit theatres and cinemas for leisure and recreation
 - eg – choose film or play to see
 - demonstrate socially acceptable viewing skills at a theatre or cinema
- access teletext to gain information
- use the Internet to obtain information about news and current affairs
 - eg – bookmark favourite news pages to refer to consistently for regular updates on news stories of interest
- establish collections of media for viewing for recreation or leisure
 - eg – assemble a CD-ROM collection for personal use
 - collect a video library

Outcome

6.4 Views and critically assesses advertising material of various kinds

Content

Students:

- identify advertising material in different formats
 - eg – look at catalogues and brochures
 - recognise advertising material on television and in movie theatres
 - use magazines and newspapers to find out price, size and quantity of items and locations of shops

- use a variety of advertising sources to plan purchases
 - eg – visit travel agencies and collect brochures and compare with prices and conditions on Internet travel sites
 - use brochures and weekly newspaper advertisements to compare prices of items on grocery lists

- identify techniques employed by advertisers to sell products or promote events
 - eg – recognise that competitions and ‘give-aways’ on the Internet and in printed media are a form of advertising to promote goods and services
 - understand that advertisers use glamorous models and well-known television personalities to sell or promote products
 - compare prices and qualities of VCR machines using brochures and newspaper advertisements

- make informed decisions about planning purchases based on viewing a range of advertising material

- distinguish between fact and opinion in advertising

- compare essential features of a variety of goods (quality, durability, value for money) from a critical analysis of a range of advertising

- make value judgements and form opinions as a result of viewing a range of advertising material presented in a variety of formats
 - eg – view a variety of advertisements to formulate opinions of the quality and value of goods

- access and research consumer-oriented media in order to become an informed consumer
 - eg – subscribe to newsletters from relevant government departments such as Department of Fair Trading
 - borrow consumer magazines from public libraries
 - utilise and bookmark consumer-oriented Internet sites to keep up-to-date with current information

10 Post-school Opportunities

The study of Stage 6 English 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 for those students undertaking Life Skills courses, the recognition available to students in relevant courses conducted by TAFE is yet to be determined. The *HSC/TAFE Credit Transfer Guide* is produced by the Board of Studies and TAFE NSW and is distributed 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 following Life Skills courses 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. The Profile of Student Achievement may be used for this purpose.

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 English 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
- observations 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 for Life Skills Courses

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.