

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

Technological and Applied Studies Life Skills Course

Syllabus

Amended 2007

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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 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 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

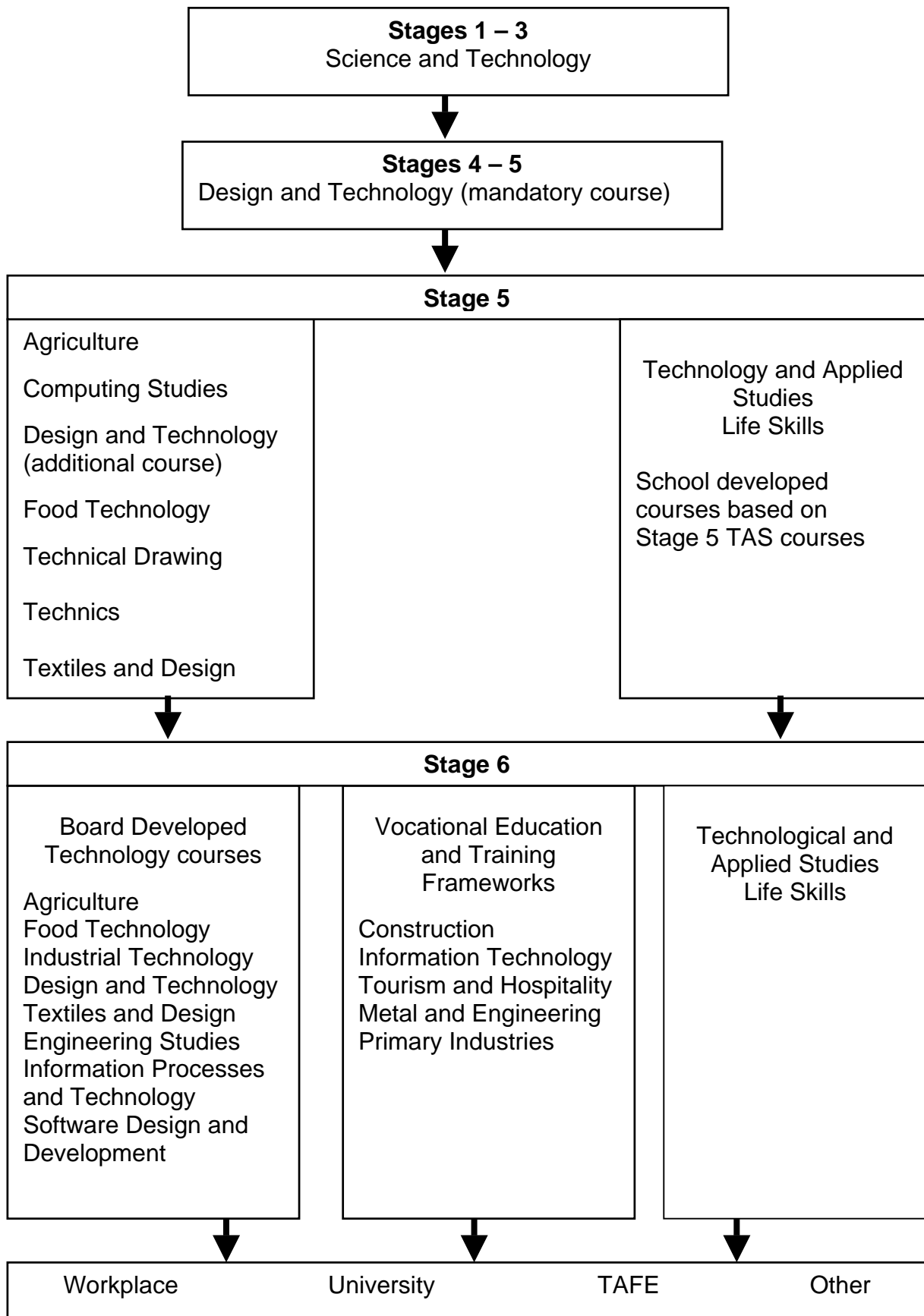
In developing units of work for Life Skills courses, teachers should consider the occupational health and safety issues of working with students. Safe working practices and environments should be provided at all times.

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 Stage 6 Technological and Applied Studies Life Skills Students



4 Aim

The aim of Stage 6 Technological and Applied Studies Life Skills is to develop in students the knowledge, skills and confidence to become informed, responsible individuals, and to facilitate and maximise their participation in a technological world.

5 Objectives

In Stage 6 Technological and Applied Studies Life Skills students will:

- develop knowledge about and skills in the use of technology for a variety of purposes across a range of environments
- develop knowledge about and skills in the use of resources to plan and prepare meals in a range of situations
- develop knowledge about and skills in the safe use of a range of materials, tools and machinery for a variety of purposes
- develop knowledge and understanding of and skills in home management in order to facilitate independent living
- develop knowledge about and skills in the care and maintenance of clothing in order to enhance personal presentation
- develop knowledge and understanding of and skills in the safe use and maintenance of appliances and machinery in a variety of situations.

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

Generally the outcomes contained in the Stage 6 TAS 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
Accessing Technology	This module provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments. Experiences focus on the practical application of technology.
Food Purchasing and Preparation	This module provides students with experiences that will extend their knowledge and understanding of and skills in menu planning for a variety of occasions, and in the purchase and preparation of food using a range of resources.
Working with Materials Equipment and Machinery	This module provides students with opportunities to work with a range of materials, equipment and machinery to complete specific projects.
Home Management, Care and Organisation	This module provides students with experiences that will increase their knowledge and understanding of and skills in essential features of home management, care and organisation
Clothing Care	This module provides students with opportunities to develop knowledge and understanding of and skills in the care and maintenance of clothing. The module focuses on understanding and using a range of appliances.
General Maintenance of Appliances, Machinery and Equipment	This module provides students with experiences that enhance their knowledge of and understanding and skills in the use of a range of appliances, machinery and equipment they will encounter in post-school environments.

7 Objectives and Outcomes

Objective Students will:	Outcomes A student:
1. develop knowledge about and skills in the use of technology for a variety of purposes across a range of environments	1.1 demonstrates awareness that technology can be used to access a range of information and services, and to enhance daily living
	1.2 uses a range of both customised and widely available technology to facilitate learning and enhance daily living
	1.3 uses technology to gain information and obtain access to services
	1.4 selects the most appropriate type of communication technology for particular purposes
	1.5 uses a range of computer hardware and programs for personal, social and recreational purposes
	1.6 uses a range of computer hardware and programs for education, training or employment purposes
	1.7 demonstrates awareness of and accesses emerging control, communication and computer-based technology for information, services and daily living purposes
2. develop knowledge about and skills in the use of resources to plan and prepare meals in a range of situations	2.1 identifies and selects food items for their nutritional value in meal planning for a range of occasions
	2.2 identifies and accesses places to buy food items
	2.3 undertakes or arranges for the purchase of food items to prepare a meal or menu
	2.4 identifies and demonstrates basic food preparation methods
	2.5 identifies and uses with safety appropriate materials, cutlery, utensils and crockery for food preparation
	2.6 prepares and sets a table for a variety of occasions and menus
	2.7 identifies and demonstrates the safe use of a range of kitchen appliances for preparing food
	2.8 identifies and demonstrates appropriate hygiene and safe practices in the storage of food
	2.9 identifies and demonstrates hygienic and safe food preparation and clearing away
	2.10 develops skills in meal planning and organisation

Objective Students will:	Outcomes A student:
3. develop knowledge about and skills in the safe use of a range of materials, equipment and machinery for a variety of purposes	3.1 demonstrates awareness of the nature and purpose of specific materials, equipment and machinery
	3.2 identifies and demonstrates safe working practices with a variety of materials, tools and machinery
	3.3 demonstrates skills when working with materials, hand tools, power tools and machinery to complete specific projects
	3.4 develops skills in design while working with a variety of materials
4. develop knowledge and understanding of and skills in home management in order to facilitate independent living	4.1 indicates need for changes in personal areas, materials or equipment
	4.2 identifies appropriate locations for personal items
	4.3 understands and carries out basic home care and cleaning
	4.4 identifies and uses a variety of cleaning products in the home
	4.5 identifies and uses a variety of cleaning equipment and appliances
	4.6 understands and carries out regular internal maintenance activities required in the home
	4.7 understands and carries out outdoor and grounds maintenance
	4.8 identifies maintenance requiring a qualified tradesperson
	4.9 demonstrates knowledge, understanding and skills in the various home-care responsibilities associated with different types of accommodation

Objective Students will:	Outcomes A student:
5. develop knowledge about and skills in the care and maintenance of clothing in order to enhance personal presentation	5.1 recognises and understands the need for clothing to be changed and cleaned
	5.2 changes clothes in appropriate locations
	5.3 takes responsibility for own clothing in a range of situations
	5.4 recognises and understands the need for clothing repairs
	5.5 demonstrates knowledge about and skills in the ways that clothing can be cleaned and cared for
	5.6 demonstrates knowledge and understanding of the use of protective clothing to minimise clothing maintenance
	5.7 demonstrates knowledge about and skills in cleaning and caring for clothes according to the nature of the fabric
	5.8 identifies and uses a range of products to clean clothing
	5.9 identifies and uses a range of appliances to care for clothing
	5.10 undertakes basic repairs and alterations to clothing
6. develop knowledge and understanding of and skills in the safe use and maintenance of appliances, machinery and equipment in a variety of situations	6.1 demonstrates awareness of the nature and purpose of specific appliances, machinery and equipment
	6.2 demonstrates knowledge and understanding of the safety requirements of particular appliances, machinery and equipment
	6.3 identifies and uses procedures and products for cleaning and maintenance of appliances, machinery and equipment
	6.4 cleans and maintains a range of appliances, machinery and equipment
	6.5 identifies situations when appliances, machinery or equipment need professional attention

8 Key Competencies

The Stage 6 Technological and Applied Studies 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 Technological and Applied Studies Life Skills:

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

These key competencies are developed through the objectives, modules, outcomes and content of the Stage 6 Technological and Applied Studies Life Skills course, in ways which address individual student needs.

9 Modules

Module 1: Accessing Technology

Module Description

This module provides students with opportunities to develop skills in accessing technology to facilitate their greater participation and independence in post-school environments. Experiences focus on the practical application of technology.

Outcome

1.1 Demonstrates awareness that technology can be used to access a range of information and services, and to enhance daily living

Content

Students:

- indicate recognition that personal technology can assist in exercising control and making choices in daily living
 - eg – switch lights or sounds on and off, activate a computer, turn pages in a book
 - control channel and volume settings
- indicate recognition that communication technology can be used to facilitate interpersonal relationships
 - eg – use augmentative communication devices, Braille production technology, telephones, telephone typewriters, facsimiles, the Internet
- recognise that television, radio, videos, CD-ROMs and the Internet can provide access to information services and broader curriculum and learning areas
- recognise that technology hardware in the home and in the community can facilitate access to customer services
 - eg – use automatic teller machines, EFTPOS, electronic bill payment, make purchases, borrow from a library

Outcome

1.2 Uses a range of both customised and widely available technology to facilitate learning and enhance daily living

Content

Students:

- use a range of both customised and widely available technology to facilitate learning and enhance daily living
 - eg – operate customised devices to communicate preferences, engage in or discontinue activities, participate in recreation and leisure, perform domestic activities
 - operate a range of devices using a variety of switches that meet individual needs

- demonstrate skills in using the telephone for communication
 - eg – answer the telephone appropriately, use appropriate language type according to situations, dial correct numbers for friends, relatives and others; use a variety of telephone handsets in a range of situations; operate telephones using coin, cards or pre-determined codes such as Homelink

- demonstrate skills in using a telephone typewriter where appropriate
 - eg – receive incoming messages, type messages using appropriate etiquette, dial numbers, access and use relay services

- demonstrate skills in using a facsimile machine for communication
 - eg – prepare facsimile in appropriate format, dial numbers and check that document has been sent

- use computer-based technology to communicate
 - eg – send and receive e-mail
 - print e-mail
 - reply to e-mail
 - access banking services and information

- operate a television, video or CD-ROM player
 - eg – select news and documentary programs
 - locate information on a specific topic on a CD-ROM or bookmarked website
 - play an electronic game

- demonstrate safe practices in discontinuing operation of telephones (including mobile telephones) and telephone typewriters, computer hardware and other devices during electrical storms

- use appropriate devices to prevent damage to equipment following power surges

- use technology in ways that do not damage the equipment or interfere with the comfort of others

Outcome

1.3 Uses technology to gain information and obtain access to services

Content

Students:

- identify technology to gain specific information or access to services
 - eg – use telephone to make a booking at a restaurant
 - access the Internet to seek information on a study topic
 - use the Internet to join a chat group based on a similar interest or hobby

- use appropriate technology for intended purposes
 - eg – successfully use an Automatic Teller Machine
 - find a book at a library, using computer catalogue

- use a personal control device to facilitate access to information
 - eg – turn on computer and log on to the Internet
 - use an adapted switch to turn on an electric device

- use the telephone to gain information and access services
 - eg – find telephone number, dial number, call back if number is engaged, use appropriate etiquette in requesting information or services
 - use telephone banking to pay bills, transfer funds

- use a telephone typewriter, if appropriate, to gain information and access services
 - eg – locate telephone typewriter contact, dial number, contact relay services if needed, call back if number is engaged, use appropriate etiquette in requesting information or services

- use a facsimile to gain information or access services
 - eg – request spare parts or items of equipment where diagrams or designs need to be transmitted on paper

- use the Internet to gain information, access services or purchase goods
 - eg – use procedures for connecting to Internet, identify when connected, use a search engine to locate specific information, use controls to undertake a specific search and download information

Outcome

1.4 Selects the most appropriate type of communication technology for particular purposes

Content

Students:

- identify the specific purpose of a variety of communication technologies
 - eg – telephone, telephone typewriter, facsimile machine, e-mail, chatrooms
 - voice output device
- identify the most appropriate communication technology for a range of specific purposes
 - eg – make a booking for a train
 - communicate with a friend in another town or city
 - order a replacement part for a bicycle
- use the most appropriate communication technology for a variety of purposes in a range of situations
 - eg – respond to an advertisement for a job
 - make a booking at a restaurant
 - order specific materials for a garden project to meet the requirements of a garden design
- identify and select appropriate communication
 - eg – convey private or personal information using a telephone rather than a facsimile machine
 - choose the most economical appropriate technology, such as e-mail rather than long distance telephone calls

Outcome

1.5 Uses a range of computer hardware and programs for personal, social and recreational purposes

Content

Students:

- demonstrate knowledge, understanding and skills in using computer hardware in a range of situations
 - eg – connect power, printer, monitor cables correctly
 - sit in appropriate positions to use the screen, keyboard mouse and adaptive switches, if appropriate, with comfort
- use a mouse and keyboard to access programs
- open, save and close files
- insert and remove CD-ROMs and disks
- care for CDs and disks
- use modified switches or devices to access programs if appropriate
- identify software programs for specific purposes such as word processing, spreadsheets or Internet browsing
- use a variety of software programs for specific design requirements such as producing graphics for a letter to a friend or locating relevant information from the Internet or browsing the Internet
- use a touch screen or word processing software to compose a letter to a friend
- use a printer, scanner and other peripheral devices with computer-based technology for personal, social and recreational purposes such as writing letters or printing cards for a cultural celebration

Outcome

1.6 Uses a range of computer hardware and programs for education, training or employment purposes

Content

Students:

- identify the range of uses for computer hardware and programs in education and training

- use a range of computer hardware and programs for education and training purposes
 - eg – obtain information on a theme or topic
 - carry out word processing
 - improve presentation of material

- identify a range of uses of computer technology and the effect of its use in society

- identify the range of uses for computer hardware and programs in the workplace, such as processing, assembling and machining

Outcome

1.7 Demonstrates awareness of and accesses emerging control, communication and computer-based technology for information, services and daily living purposes

Content

Students:

- indicate recognition that technology is changing rapidly and they need to keep up with changes
- understand that changes may enhance their access to information services and improve daily living opportunities
- identify potential sources of advice or information about changing and emerging technology

Module 2: Food Purchasing and Preparation

Module Description

This module provides students with experiences that will extend their knowledge and understanding of and skills in menu planning for a variety of occasions, and in the purchase and preparation of food using a range of resources.

Outcome

2.1 Identifies and selects food items for their nutritional value in meal planning for a range of occasions

Content

Students:

- recognise that nutritionally balanced meals include a variety of foods such as
 - pasta/wholegrain cereals
 - meats including chicken, fish, red meat
 - fruit/vegetables

- recognise that individuals require different amounts of various foods depending on their lifestyle and nutritional needs
 - eg – recognise the need to eat more fruit and vegetables
 - recognise the need to eat fewer cakes and sweets

- identify the food groups on which to base food selections
 - eg – breads and cereals
 - fruit and vegetables
 - meat and meat alternatives
 - milk and dairy foods
 - butter, oil and margarine

- identify a range and combination of foods appropriate for breakfast, lunch or dinner
 - eg – cereal, yoghurt, toast, bread, juice, milk and eggs for breakfast
 - eg – sandwiches, salad, soup and fruit for lunch
 - eg – meat, vegetables, pasta, salad, rice and fruit for dinner

- identify special occasions that require different planning
 - eg – birthday party; BBQ or smorgasbord
 - dinner party; buffet or sit down meal
 - religious or cultural celebration

- prepare a nutritious menu for a range of meals
 - eg – cereals, toast, egg and baked beans for breakfast
 - soup, sandwich and fruit for lunch or light meal

- prepare a nutritious menu for a special occasion
 - eg – soup for entree
 - meat and vegetables for main course
 - fruit for dessert

- discriminate between the nutritional value of different take-away food options
 - eg – purchase a BBQ or chargrilled chicken rather than fried chicken
 - purchase salad rather than chips

Outcome

2.2 Identifies and accesses places to buy food items

Content

Students:

- identify and access appropriate places to purchase food to be prepared by themselves or others
 - eg – butcher or meat department at the supermarket for meat
 - green grocer or supermarket for fresh fruit and vegetables
 - supermarket or corner store for non-perishable items

- identify and access appropriate places to purchase partly prepared food items that require some further cooking
 - eg – freezer section of supermarket for frozen food
 - delicatessen for pre-prepared meals such as lasagne
 - fish markets for fish or seafood

- identify and access places to purchase take-away food
 - eg – pizza restaurants
 - fish and chip shops
 - delicatessens for pasta or salads
 - cooked chicken shops
 - noodle bars

- recognise and identify a range of places to buy different types of food
 - eg – supermarket, butcher, delicatessen, fruit and vegetable shop, take-away food shop

Outcome

2.3 Undertakes or arranges for the purchase of food items to prepare a meal or menu

Content

Students:

- prepare a shopping list for a specific recipe or menu
- identify items in a pantry or food cupboard that do not need to be purchased regularly
eg – flour, sugar
- develop a budget for the purchase of food items required
- discriminate between items for daily use and items for later consumption
eg – tinned or frozen foods
– dairy products, vegetables
- arrange for specified items to be purchased by someone else
eg – provide a list for a carer or family member
- undertake to purchase items themselves
eg – order take-away
– make trip to supermarket or butcher
– request items required
- consider quantity, quality and price when purchasing food items
eg – vegetables and fruit in season
– buying in bulk rather than smaller quantities
– buying items on special
– considering the use-by date on goods
– comparing prices of similar goods

Outcome

2.4 Identifies and demonstrates basic food preparation methods

Content

Students:

- identify a range of different food preparation techniques
 - eg – chopping, dicing, slicing, grating
 - beating, mixing, sifting, rolling

- safely use a range of different food preparation techniques and equipment
 - eg – use a board and an appropriate knife to chop food
 - use a range of processes to prepare food: grill, roast, stir-fry, barbecue, steam, boil
 - use conventional or adapted equipment or appliances safely
 - use a microwave oven to defrost foods appropriately

- identify and use food preparation techniques and methods specific to a recipe
 - eg – cream butter and sugar for a cake
 - crumb cutlets to pan fry

- determine if the appropriate utensils or facilities are available to prepare a specific recipe
 - eg – baking dish and oven to roast
 - steamer to cook fish, chicken or vegetables
 - pots and colanders for rice or pasta

- select methods of food preparation appropriate for different types of food
 - eg – meat: stir-fry, BBQ, roast, grill
 - vegetables: steam, stir-fry, roast

Outcome

2.5 Identifies and uses with safety appropriate materials, cutlery, utensils and crockery for food preparation

Content

Students:

- recognise that materials, cutlery, utensils and crockery have different purposes
 - eg – utensils and materials for preparation of food
 - cutlery and crockery for serving and eating food
- identify a range of utensils used in food preparation
 - eg – grater, chopping board, knives, spatula, sifter
- identify a range of crockery used in food preparation
 - eg – mixing bowl, casserole dish, platter
- identify the purpose of various items of cutlery, utensils and crockery in food preparation
 - eg – chopping board for cutting up vegetables
 - wooden spoon to mix batter
 - baking dish for roasting
- identify cutlery, utensils and crockery required by referring to a recipe
 - eg – a wooden spoon for stirring sauces
- locate specific items needed
- identify materials, cutlery, utensils and crockery that have specific or limited uses
 - eg – microwave dishes and plastic utensils that cannot absorb direct heat
 - take away containers
 - metal dishes or containers that should not be placed in microwave ovens
- use cutlery, utensils and crockery in a safe and appropriate manner
 - eg – chef's knife for chopping
 - paring knife for peeling fruit or vegetables
- select materials, cutlery, utensils and crockery that are appropriate to particular cooking methods
 - eg – sealed containers
 - cling wrap for food storage
- measure liquid and solid items appropriate for specific food types
 - eg – 1/2 cup milk
 - 200 grams butter

Outcome

2.6 Prepares and sets a table for a variety of occasions and menus

Content

Students:

- distinguish between table setting items and other food preparation items
 - eg – dinner spoon and wooden cooking spoon
 - dinner knife and paring knife
 - dinner plate and serving platter
- identify the type of table setting required
 - eg – buffet
 - formal
 - casual
- identify the table covering required
 - eg – cloth, placemats, plastic or disposable items
- identify the type and number of cutlery items required for a specific menu
 - eg – spoons for soup or dessert
 - knives for bread and butter and main course
 - forks for main course and dessert
- identify the type and number of crockery items required
 - eg – bread and butter plates, dinner plates, bowls
- identify other items needed for a table setting
 - eg – salt and pepper, sugar bowl, sauces, glasses and drink containers
- identify accessories that may be needed
 - eg – napkins, table decorations
- set a table appropriately according to the meal type
 - eg – 3-course dinner party

Outcome

2.7 Identifies and demonstrates the safe use of a range of kitchen appliances for preparing food

Content

Students:

- identify the range of appliances appropriate to food preparation
 - eg – blender, food processor, mixer, toaster, sandwich maker, electric frying pan, oven, grill, hotplate, microwave

- identify the purpose of a range of appliances used in the preparation of food
 - eg – a food processor can mix dough
 - a blender can mix liquids
 - a microwave can cook food more quickly than a conventional oven

- demonstrate safe and appropriate use of appliances for food preparation
 - eg – use appliances in accordance with instructions
 - use appropriate amounts of food and liquid in appliances
 - ensure cords are not in the way of electric beaters
 - do not leave appliances unattended when operating
 - use only appropriate cookware and covers in microwave ovens

- select the appliance appropriate to the task
 - eg – use a microwave to reheat food quickly
 - use a toaster rather than a pan to prepare toast

- safely connect appliances to power points when necessary
 - eg – ensure cords and plugs are in good condition
 - turn switches off before inserting or removing plugs
 - ensure electrical appliances are away from the sink and water

- identify and operate power or cycle controls
 - eg – adjust speed of mixer to the changing consistency of ingredients in a cake
 - adjust the temperature of a hot plate setting

- select appropriate settings on appliances
 - eg – microwave cooking timer and power settings
 - electric mixer speed
 - baking temperature and time

Outcome

2.8 Identifies and demonstrates appropriate hygiene and safe practices in the storage of food

Content

Students:

- recognise that food may be unsafe to eat for various reasons
 - eg – if food has been stored inappropriately
 - if the use-by date has expired
 - if food has been frozen longer than recommended
- discriminate between perishable and non-perishable foods
- recognise that food is safe to eat for a limited time
 - eg – canned food should be eaten soon after opening
 - fresh dairy products should be consumed by the use-by date
- identify by direct observation food that is unsafe to eat
 - eg – bread has mould
 - milk smells sour
 - fruit is shriveled or mouldy
 - flour has weevils
 - can is rusty or bulging
- identify that food is safe for consumption by recognising the use-by date
 - eg – locate and interpret the use-by date on a variety of products
 - act on use-by date information, by discarding out-of-date items
- sort food by type of storage required
 - eg – dry storage for cereals
 - freezer storage for meat, frozen vegetables
 - refrigeration storage for dairy products, vegetables, fruit
- discriminate between the shelf-life of different kinds of food
 - eg – dry food in opened and unopened containers
 - frozen and thawed food
 - food in sealed or open packets
- store opened food in an appropriate container and location
 - eg – flour in a sealed container
 - sauces in the refrigerator
- identify appropriate ways of storing prepared chilled foods
 - eg – custards
 - jelly
 - cheesecakes
 - ice cream
 - fruit salad

- recognise that cooked food has different storage requirements from uncooked food
 - eg – allow cooked food to cool appropriately before storing at appropriate temperatures
- identify a variety of storage areas for cooked food
 - eg – cakes in airtight container
 - prepared meals in refrigerator or freezer
 - leftovers covered in refrigerator
- demonstrate hygienic storage of cooked food
 - eg – transfer food to a clean, dry container
 - use a sealed cover (lid or wrap)
- recognise that stored cooked food has a limited safe storage time
 - eg – take steps to discard when necessary

Outcome

2.9 Identifies and demonstrates hygienic and safe food preparation and clearing away

Content

Students:

- indicate recognition that there are hygiene practices associated with handling and eating food
 - eg – wash hands before preparing food
 - use separate surfaces for raw and cooked food
- recognise that lack of appropriate hygiene can lead to illness
 - eg – wash food preparation items to avoid contamination
- identify appropriate places for preparing food
 - eg – kitchen in home
 - work bench within food preparation area
- take steps to ensure that the work area is clean and safe
 - eg – clean used utensils
 - discard food scraps
 - clean benches prior to and after food preparation
 - check that cloths and utensils are clean
- take steps to ensure that hands are clean
 - eg – wash hands with soap, dry hands
 - put on gloves
- follow appropriate hygiene procedures during food preparation
 - eg – use separate boards for preparation of meat and vegetables
 - do not lick spoons
 - discard dropped food
 - protect food from flies and insects
- identify items that can be washed by hand or machine
 - eg – identify items that are dishwasher-safe
 - identify items that are not dishwasher-safe and require hand washing
- wash dishes and utensils by hand
 - eg – partly fill sink with hot water
 - use dishwashing liquid
 - use clean dishwashing implements
 - dry dishes and utensils, using clean, dry tea towels
- use dishwasher to clean dishes
 - eg – rinse dishes first
 - load items in appropriate places
 - use correct detergent
 - select cycle for items
 - ensure items are clear of moving parts
 - check cleanliness of dishes, cutlery and utensils when unloading

Outcome

2.10 Develops skills in meal planning and organisation

Content

Students:

- recognise that meals follow a general pattern or order
eg – entrée, main course, dessert
- identify various meal patterns appropriate to an occasion
eg – cereal followed by toast or hot food for breakfast
– soup or entrée, main course, dessert for dinner
– savoury food before sweet food
- undertake to plan meals with appropriate patterns
eg – plan to serve soup before main course
– plan to serve tea or coffee at end of meal
- recognise that tasks must be done in a given time frame
eg – sequence tasks according to meal plan
- identify tasks that can be done ahead of time
eg – prepare food that is to be served cold
– prepare casserole or stew
– prepare salad ready for dressing
- demonstrate time-management skills
eg – follow time sequence outlined in a recipe
– follow own plans to meet time frame for a meal
– allow time for preparation and cleaning up
- plan an order of events when preparing a meal
eg – identify tasks which should be completed in sequence such as shopping for ingredients, preparing items in advance
- plan and undertake the preparation of a meal in a given time frame

Module 3: Working with Materials, Equipment and Machinery

Module Description

This module provides students with opportunities to work with a range of materials, equipment and machinery to complete specific projects.

Outcome

3.1 Demonstrates awareness of the nature and purpose of specific materials, equipment and machinery

Content

Students:

- recognise that things are made of different materials
eg – tables may be made from timber, plastic, metal
- identify a range of materials by name
eg – wood, leather, plastic, adhesive, paint, wool, cotton
- identify how and where different materials are used
eg – paint on walls, wood or plastic for furniture, fabric for clothing and textiles
- identify materials that can be used for hobby or leisure activities
eg – wool for knitting or rug making, timber for woodwork
- identify the most appropriate material for a specific purpose
eg – glass for windows, fire-retardant materials for nightwear
- identify appropriate materials for repairs or construction in a variety of environments
eg – glass for windows
– timber logs for garden beds
- identify and indicate use of specific materials in the workplace
eg – heat-proof and shatter-proof materials
- indicate why a material is used for a specific purpose
eg – metal for strength
– fibreglass for insulation
– synthetic fibres for ease of care
– fire-retardant materials for safety

Outcome

3.2 Identifies and demonstrates safe working practices with a variety of materials, tools and machinery

Content

Students:

- identify and demonstrate safe practice in handling, using and storing everyday materials
eg – scissors, adhesives, computers, floppy disks
- identify and demonstrate safe practice in handling, using and storing a range of specific materials
eg – glass, timber, concrete, fibreglass
- identify and demonstrate safe practice when working with materials and substances that are sensitive to temperature, light or air
eg – petrol
 - methylated spirits
 - mineral turpentine
- identify and demonstrate safe practice when working with materials which react dangerously if mixed with other substances
eg – bleach or ammonia
 - pool chlorine
 - battery acid
- select appropriate hand tools for a specific task to ensure safety
eg – choose appropriate screwdriver for a particular task
- use hand tools safely when working alone or with others
eg – ensure that children are at an appropriate distance
 - use tool in accordance with practice or instructions
- use equipment safely when working alone or with others
eg – ensure ladders are placed safely before use
- return hand tools to appropriate safe storage
eg – away from the reach of children
- select appropriate power tool for a specific task to ensure safety
eg – power drill with masonry bit for concrete or brick surfaces
- select and wear appropriate protective clothing and equipment
eg – mask, goggles, earmuffs, safety footwear

identify that tools and machinery are in safe working order

- eg
 - cord is not frayed or damaged
 - plug is in good condition
 - electrical connections are clean and in good order
 - no loose parts are evident
 - guards and protective devices are working
- ensure tools and machinery are maintained in a safe working order
 - eg – ensure tools and machinery are clean, stored appropriately and serviced regularly
- charge battery-operated cordless tools safely, using appropriate charging devices
 - eg – insert battery in charger correctly
 - connect charger to power outlet correctly
- identify emergency stop procedures before using power tools or machinery
 - eg – locate on or off button
 - locate emergency stop buttons before using machinery
- return power tools to appropriate safe storage
 - eg – out of the reach of children
- select appropriate machinery for a given task to ensure safety
 - eg – jigsaw rather than a circular saw for a specific project
- ensure that guards or protective devices are in place before using machinery
- use tools and machinery in accordance with design and instructions
 - eg – always operate with safety guards and other devices in place
 - follow instructions about machine loads and capacities
 - use tools so that they do not overheat
 - use appropriate attachments for specific projects

Outcome

3.3 Demonstrates skills when working with materials, hand tools, power tools and machinery to complete specific projects

Content

Students:

- recognise that different materials, tools and machinery have different purposes
 - eg – saws for cutting
 - machinery for pressing
- identify purposes for a range of tools
 - eg – scissors, tinsnips for cutting, hammer or crowbar for applying force
- demonstrate appropriate preparation for use of hand tools
 - eg – pencil or scribe to mark lines to cut
 - centre punch to mark holes for drilling
- demonstrate appropriate use of hand tools
 - eg – screwdriver to screw
 - scraper or abrasive paper to remove paint
 - hammer to nail
- select and use hand tools appropriate to a specific material
 - eg – correct saw blade for wood or metal
- select and use power tools appropriate to the task and material being worked
 - eg – use drill attachments appropriately
- demonstrate appropriate use of machinery to complete projects in a range of environments
 - eg – power saw for cutting timber
- demonstrate knowledge of the properties and value of materials
 - eg – recycled materials for durability
- select material for a specific task or project, based on knowledge of properties or value
 - eg – tiles rather than carpet for floors in wet areas
- decide when a hand tool, power tool or machine is needed to continue or finish a project

Outcome

3.4 Develops skills in design while working with a variety of materials

Content

Students:

- recognise that the design of an object is related to its function and intended purpose
 - eg – an oven mitt is shaped and made from materials to protect the hand from heat
 - jugs have spouts for pouring
- recognise that the choice of material is related to the purpose of the design
 - eg – padding and heat insulating material for an oven mitt
- identify factors affecting the suitability of a design
 - eg – cost, functionality, durability, size
- choose their own projects or designs
 - eg – a tray rather than a teapot stand
 - a cushion cover rather than an apron
- undertake to plan or design a project
 - eg – design and make covers for camping stools
 - construct a kitchen bookshelf following plans
- demonstrate an appreciation of the aesthetic aspects that contribute to design
 - eg – choose texture of fabric, select paint/stain for a project
- use technology to assist in the design process
 - eg – use simulation computer software to design a project
 - use bookmarked websites to locate a range of ideas and images to inform design development
 - use drawing software to draw a diagram from a range of perspectives
- modify and improve a design
 - eg – lengthen a hemline to improve appearance
 - vary the shape of a handle to improve functionality
- manage resources and time to complete a project
 - eg – sequence the steps to complete a project
 - use resources as planned
- demonstrate creativity in completing projects
 - eg – lace decoration on a garment
 - tile patterns on a surface

Module 4: Home Management, Care and Organisation

Module Description

This module provides students with experiences that will increase their knowledge and understanding of and skills in essential features of home management, care and organisation

Outcome

4.1 Indicates need for changes in personal areas, materials or equipment

Content

Students:

- recognise the need for change in personal areas, materials, equipment
 - eg – indicate desire for meal items to be removed
 - indicate feeling of cold, heat and desire for fan, heater to be switched on
 - indicate desire for a change to room organisation such as rearrangement of furniture

- communicate the need for change by gesture, signs, communication devices, vocalising or speech

- identify and describe the change required
 - eg – remove or replace equipment
 - request heater to be turned on or off

- ask someone else to make the required changes
 - eg – gesture to family member or carer
 - use communication device to alert teacher

- make the changes themselves
 - eg – change equipment
 - remove dirty dishes

Outcome

4.2 Identifies appropriate locations for personal items

Content

Students:

- indicate recognition that personal items have specific or designated locations

- identify appropriate locations for various personal items
 - eg – toiletries in bathroom
 - clothing in bedroom

- identify specific locations for personal items within a room
 - eg – clothes in wardrobe or dresser
 - books on shelf

- collect and return personal items from and to specific locations

- keep personal items of value in safe place
 - eg – money in wallet
 - jewellery in own bedroom
 - television or radio in own room if living in shared accommodation

Outcome

4.3 Understands and carries out basic home care and cleaning

Content

Students:

- recognise when an area of the home needs cleaning
 - eg – carpets
 - bathroom
- use appliances and cleaning materials with assistance in basic home care and cleaning
- recognise that appropriate cleaning is needed in order to maintain hygiene
 - eg – to remove dust and bacteria
- identify the particular cleaning task to be done
 - eg – sweeping floor
 - changing bed linen
 - dusting furniture
- recognise that the area can be cleaned by themselves or other people
 - eg – carer, family member
- carry out cleaning tasks themselves
 - eg – changing bed linen
 - dusting furniture
- arrange for someone else to carry out specialised cleaning tasks
 - eg – cleaning light fittings
 - cleaning blinds
 - steam cleaning carpet

Outcome

4.4 Identifies and uses a variety of cleaning products in the home

Content

Students:

- use different cleaning products in the home with or without assistance
- indicate recognition that different cleaning jobs require different products
 - eg – bathroom cleaner
 - carpet cleaner
- differentiate between house cleaning products and other purpose-specific cleansers
 - eg – toilet cleaner as opposed to window cleaner
 - floor detergents as opposed to dishwashing detergents
- find cleaning products in an appropriate location
 - eg – under kitchen sink
 - in a laundry or bathroom cupboard
- identify and indicate the purpose of specific cleaning products
 - eg – floor cleaner
 - furniture polish
 - bathroom cleaners
- use cleaning products appropriate to a task
 - eg – furniture polish to clean wooden table
- use cleaning products safely
 - eg – rubber gloves for bleach or ammonia products
 - ventilation
 - protective clothing
- store cleaning products according to directions on products and out of reach of children

Outcome

4.5 Identifies and uses a variety of cleaning equipment and appliances

Content

Students:

- recognise that different cleaning tasks require different equipment
 - eg – vacuum cleaner for carpets
 - sponge or mop for tiles or floors
- identify a variety of cleaning equipment and appliances
 - eg – broom, duster, mop, vacuum cleaner
- identify cleaning equipment storage areas
 - eg – broom cupboard
- identify and select non-electrical equipment for specific tasks
 - eg – broom to sweep kitchen floor
 - mop and bucket to wash floor
- use non-electrical equipment in an appropriate manner for a specific task
 - eg – sweep floor with a broom
- identify and select electrical appliances for specific tasks
 - eg – vacuum cleaner, polisher, 'dust buster'
- safely connect and use a mains-powered electrical appliance to a power outlet
 - eg – vacuum cleaner
- demonstrate safe handling of electrical appliances for cleaning
 - eg – ensure that cords are clear of equipment
- select settings and attachments on vacuum cleaner according to specific task
 - eg – timber or vinyl floor
 - carpet
 - furnishings
- carry out a specific cleaning task using an appliance
 - eg – vacuum carpets and furnishings
- clean equipment or appliance if necessary
 - eg – empty dust bag from vacuum cleaner
- return equipment or appliance to correct storage area

Outcome

4.6 Understands and carries out regular internal maintenance activities required in the home

Content

Students:

- indicate recognition of maintenance tasks by direct observation
 - eg – garbage bin is full
 - light fails to come on
- identify specific maintenance tasks required
 - eg – curtains need washing
 - recycling bin due to be collected
- recognise and identify the materials needed to carry out tasks
 - eg – new light bulb required
- decide if they can carry out the task themselves, or if they need help
- carry out regular maintenance tasks themselves
 - eg – wash windows
 - put out garbage and recycling materials for collection on designated days
- ask other people for help with tasks if necessary
- identify potential hazards around the home
 - eg – slippery floor areas
 - faulty electrical connections
 - overhanging branches
- take action to correct potential hazards
 - eg – dry wet floor
 - arrange for professionals to repair specific problems

Outcome

4.7 Understands and carries out outdoor and grounds maintenance

Content

Students:

- recognise when outdoor areas and grounds require maintenance
 - eg – garden needs to be watered
 - lawns need to be mown
 - fences require repair

- identify and carry out steps in preparing for lawn mowing
 - eg – remove objects or toys
 - roll up hoses
 - refuel lawn mower safely and with correct fuel

- undertake maintenance tasks not requiring motorised equipment
 - eg – weed garden
 - sweep up leaves

- identify precautions to be taken in order to operate lawn mowers and other motorised equipment safely
 - eg – wear safety footwear
 - keep fuel tanks sealed
 - ensure objects are removed from area
 - wear eye and ear protection when necessary

- use motorised equipment themselves
 - eg – mow grass with lawn mower
 - trim edges with ‘whipper snipper’
 - sweep leaves with blower or vacuum

- arrange for someone else to carry out tasks that require specialised skills
 - eg – trim high trees and bushes
 - remove branches that are close to electrical wires
 - clean guttering

- recognise conditions that may be dangerous for some outdoor tasks or activities
 - eg – avoid use of electrical equipment in wet weather
 - avoid uneven or soft surfaces under ladders

- recognise when pool maintenance is required and identify safe procedures
 - eg – ensure power is turned off before filter is emptied or cleaned
 - wear non-slip shoes when moving around pool

- identify potentially hazardous chemicals used around the home
 - eg – pool chlorine
 - fertilisers
 - pesticides
 - weed killers

- use and store chemicals according to instructions
 - eg – out of the reach of children
 - in a cool, dry area

- clearly labelled

Outcome

4.8 Identifies maintenance requiring a qualified tradesperson

Content

Students:

- identify maintenance tasks that need to be carried out by qualified tradespeople
 - eg – repair plumbing leak
 - rewire electricity connections

- advise appropriate people of the need for maintenance if necessary
 - eg – carers
 - landlord, if in rental accommodation

- locate the required tradesperson
 - eg – plumbing leak: plumber
 - broken switch: electrician

- arrange to have the maintenance procedures carried out by a qualified tradesperson
 - eg – contact electrician

Outcome

4.9 Demonstrates knowledge, understanding and skills in the various home-care responsibilities associated with different types of accommodation

Content

Students:

- identify different living situations
 - eg – group home
 - rental flat or house
 - own unit or house
 - shared accommodation
 - single accommodation

- recognise responsibilities associated with different forms of accommodation
 - eg – landlord responsibilities for maintenance in rented accommodation
 - personal responsibilities for putting out garbage

- identify role responsibilities in shared accommodation
 - eg – rosters for duties

- carry out shared duties
 - eg – vacuum when their turn
 - shop when their turn
 - wash up when their turn

- identify the person or organisation responsible for property matters
 - eg – landlord, body corporate, student and family

- identify need to contact the appropriate person or organisation in certain situations
 - eg – to make major changes such as painting
 - to report problems in maintenance

- identify responsibilities for themselves and others
 - eg – keep interior and exterior clean, tidy
 - abide by rules for pets
 - abide by noise restrictions

Module 5: Clothing Care

Module Description

This module provides students with opportunities to develop knowledge and understanding of and skills in the care and maintenance of clothing. The module focuses on understanding and using a range of appliances.

Outcome

5.1 Recognises and understands the need for clothing to be changed and cleaned

Content

Students:

- recognise clothing that is soiled
- identify clothing that is soiled and requires changing
- indicate to others when clothing is soiled and requires changing through gestures, signs, communication devices or speech
- recognise when clothing requires changing or cleaning and take action to obtain assistance from others
- organise to have soiled clothing cleaned

Outcome

5.2 Changes clothes in appropriate locations

Content

Students:

- remove outerwear, involving a range of fasteners
- put on a variety of outerwear, involving a range of fasteners
- remove footwear, involving a range of fasteners
- put on a variety of footwear, involving a range of fasteners
- remove underwear, including underwear with fasteners, eg hooks and eyes
- put on underwear, including underwear with fasteners
- remove clothes in an appropriate sequence
- put on clothes in an appropriate sequence
- indicate to others providing assistance that clothes should be changed in an appropriate environment, eg in the bathroom, toilet, bedroom, change room

Outcome

5.3 Takes responsibility for own clothing in a range of situations

Content

Students:

- keep clean clothes in designated locations
eg – on hangers in a cupboard, in a drawer, on a shelf
- place soiled clothing in a designated location
eg – in a soiled clothing basket
- prepare personal clothing for activities
eg – pack an overnight bag
- collect personal clothing after activities
eg – after swimming
- identify and follow procedures for recovering lost clothing

Outcome

5.4 Recognises and understands the need for clothing repairs

Content

Students:

- indicate recognition of clothing that needs repair
 - eg – when a button is missing
 - when a fastener is broken

- indicate recognition of clothing that is torn or worn
 - eg – jeans with holes
 - hems that are frayed

- indicate recognition of footwear that needs repair
 - eg – heels that are worn
 - soles with holes in them

- communicate to appropriate people, using a range of communication modes, that clothing needs repair

- sort clothing that is worn or torn from clothing that does not need repair

- identify the type of repair needed for clothing
 - eg – needs a button to be sewn on
 - hem has come undone

- clarify the options for making repairs to clothing
 - eg – independently, with assistance from others such as family or group members, by outside agencies

- identify materials needed to repair clothing
 - eg – needle and thread
 - matching button
 - sewing machine
 - iron-on hem strips

- identify the sources most likely to assist with obtaining materials for clothing repair
 - eg – family members or carer
 - appropriate department in a store

- identify professional agencies that specialise in the repair of clothing
 - eg – alteration specialists
 - invisible menders
 - shoe repair shops

Outcome

5.5 Demonstrates knowledge about and skills in the ways that clothing can be cleaned and cared for

Content

Students:

- identify clothing requiring cleaning
- recognise that clothing can be cleaned and cared for by themselves, by others in a family or group and by outside people or services
 - eg – laundromats
 - dry cleaners
 - home help
- recognise that appropriate cleaning and care will extend the life of clothing
 - eg – garments should be cleaned according to instructions
- recognise that care and cleaning of clothing must be appropriate to the type of fabric and design
 - eg – hand wash woollen clothing
- recognise that clothing may be cleaned by a range of methods such as hand washing, machine washing, dry cleaning
- recognise that clothing needs regular maintenance
 - eg – make necessary repairs as soon as possible
- sort clothing to be cleaned according to the appropriate cleaning method for particular garments
 - eg – hand wash
 - machine wash
 - dry clean
- identify factors which may influence when clothing may be cleaned
 - eg – if sharing a washing machine or clothes line
 - if raining or windy
- identify locations outside the home where clothing can be taken to be cleaned
 - eg – laundromats
 - dry cleaners
- identify locations where clothes can be taken to be dry cleaned
 - eg – through an agency
 - directly to a dry cleaner
- arrange for clothes to be cleaned by a laundromat or dry cleaner
- undertake to clean clothing in a range of facilities
 - eg – home laundry
 - laundromat, holiday accommodation

Outcome

5.6 Demonstrates knowledge and understanding of the use of protective clothing to minimise clothing maintenance

Content

Students:

- identify situations or activities where protective clothing may be necessary
 - eg – in the kitchen
 - in the garden
 - in the workplace

- identify specific items of protective clothing for use in the kitchen
 - eg – aprons

- identify specific items of protective clothing for use in the garden
 - eg – overalls, gloves

- identify specific items of protective clothing for use in the workplace
 - eg – overalls
 - hair covering
 - aprons
 - hard hats
 - gloves
 - eye wear

- select and wear appropriate protective clothing in a range of situations

Outcome

5.7 Demonstrates knowledge about and skills in cleaning and caring for clothes according to the nature of the fabric

Content

Students:

- recognise that clothing is made from a variety of fibres
 - eg – polyester
 - cotton
 - wool
 - leather

- identify the fabric in particular items of clothing
 - eg – woollen jumper (knit fabric — stretchy)
 - leather pants
 - jeans (woven fabric — stable)

- recognise that advice on clothing care and cleaning is usually located on a label attached to the clothing item

- identify and interpret the range of symbols that may be included on clothing items to indicate appropriate care
 - eg – symbols for washing machine
 - symbols for dry cleaning
 - symbols for tumble drying
 - symbols for ironing

Outcome

5.8 Identifies and uses a range of products to clean clothing

Content

Students:

- discriminate between products used to clean clothes and those used for other cleaning purposes
eg – washing powder, liquid or soap for cleaning clothes as opposed to dishwashing detergent for cleaning utensils
- identify other products that are suitable for cleaning clothes
eg – wool wash
- identify products that are appropriate for cleaning specific items of clothing
eg – gentle products for delicate items
- identify and use products appropriate for cleaning footwear
eg – shoe polish
– shoe brushes
– polishing cloths
- identify products that are used to remove stains on particular items
eg – bleach
– pre-wash soaker
- use laundry products appropriately to treat clothing for stains prior to washing
- use laundry products appropriately to hand wash clothing
eg – underwear or woollen garments
- use laundry products appropriately to machine wash clothing
- use laundry products in accordance with safety directions
eg – skin protection
- use appropriate products when ironing clothes
eg – ironing aid

Outcome

5.9 Identifies and uses a range of appliances to care for clothing

Content

Students:

- identify appliances used to care for clothing
 - eg – washing machine
 - clothes dryer
 - iron
- use appliances correctly to clean and care for clothes
 - eg – ensure that the correct amount of detergent is added to a washing machine to avoid excessive suds
 - ensure that the lint filter is clean before using clothes dryer
- connect a washing machine to power and water outlets if necessary
- identify stages in washing machine cycles
 - eg – wash, rinse, spin
- set a washing machine appropriately for a variety of machine-washable clothing
 - eg – water level
 - water temperature
 - correct cycle
- add the correct quantity of washing product at the appropriate stages, according to the type of machine
- load a washing machine appropriately, according to colour and type of fabric, and type of washing machine
 - eg – whites, wash-and-wear
 - front loading washing machine or top loading washing machine
- recognise when a washing machine may need to be reset and take appropriate action
 - eg – when indicator light indicates machine is unbalanced, rearrange contents
- unload a washing machine
- use a washing machine in a laundromat correctly
 - eg – load machine
 - use appropriate amount and type of washing powder or liquid
 - insert coins or tokens
- connect a clothes dryer to a power outlet if necessary
- set the controls on a clothes dryer appropriately
 - eg – according to fabric type and the amount of time required

- load a clothes dryer
 - eg – take account of the weight of clothes to be dried
- recognise when a clothes dryer may need to be reset and take appropriate action
- recognise when the lint collector needs to be emptied
- remove clothes from a dryer
- use a dryer in a laundromat correctly
 - eg – temperature, timer, coin or token insertion
- identify from clothing label which clothes can be ironed and which should not
- safely add water to an iron if required
 - eg – ensure power is disconnected
- connect iron to a power outlet
- set an iron at the appropriate temperature for a particular fabric
 - eg – hot for cotton based fabric
 - cool for nylon based fabric
 - steam or dry
- iron a variety of clothes
- use different varieties of clothes lines
 - eg – retractable lines
 - wind up hoists

Outcome

5.10 Undertake basic repairs and alterations to clothing

Content

Students:

- determine what materials are needed for repair
 - eg – buttons
 - thread
- locate materials needed
- undertake basic clothing repairs that involve hand sewing
 - eg – sew on buttons
 - adjust a hem
- identify repairs and alterations that should be made with a sewing machine
 - eg – replace a zip
- set up a sewing machine to make a basic repair or alteration
 - eg – prepare bobbin with appropriate cotton
- use a sewing machine to make a basic repair or alteration
 - eg – adjust a hem

Module 6: General Maintenance of Appliances, Machinery and Equipment

Module Description

This module provides students with experiences that enhance their knowledge and understanding of and skills in the use of a range of appliances, machinery and equipment they will encounter in post-school environments.

Outcome

6.1 Demonstrates awareness of the nature and purpose of specific appliances, machinery and equipment

Content

Students:

- recognise and name a range of specific appliances used in everyday life
eg – toaster, microwave, jug, kettle, washing machine, iron
- describe the purpose of a range of specific appliances used in everyday life
eg – toaster, microwave, jug, kettle, washing machine
- indicate recognition that appliances operate using a power source
eg – gas or electricity
- recognise that appliances should be used only for the purpose for which they are intended
eg – jugs or kettles to boil water **not** for milk or other liquids
- identify and indicate the purpose of specific machinery or equipment used in everyday life
eg – lawn mowers, power tools
- identify and indicate the purpose of specific machinery or equipment used in the community
eg – vending machines for refreshments
– ticket machines
- identify and indicate the purpose of specific machinery or equipment used in work or training environments
eg – lifting equipment
– cutting equipment
– pressing equipment
– photocopier

Outcome

6.2 Demonstrates knowledge and understanding of the safety requirements of particular appliances, machinery and equipment

Content

Students:

- recognise that safety procedures must be followed when using appliances
 - eg – cords should not be frayed or worn
 - appliances should not be overloaded
- identify safe practices when using or moving near appliances, equipment or machinery
- demonstrate safety requirements when preparing to use appliances, equipment or machinery
 - eg – check that appliance is in good working order from observation
- demonstrate safety requirements when using appliances in the home
 - eg – do not place metal items in microwave ovens
 - use dishwashers, irons, hair dryers and other appliances in accordance with instructions
- demonstrate safety requirements when using equipment and machinery in and around the home
 - eg – vacuum cleaners, power tools, lawn mowers, chain saws
- understand the need to store machinery in a safe place
 - eg – in a locked area out of the reach of children
- demonstrate safety requirements when using equipment and machinery in work or training environments
 - eg – wear appropriate protection
 - move safely around machinery and moving parts

Outcome

6.3 Identifies and uses procedures and products for cleaning and maintenance of appliances, machinery and equipment

Content

Students:

- recognise that electrical appliances must be cleaned with extreme care
 - eg – not immersed in water

- recognise when an appliance needs cleaning or maintenance which does not involve the use of products or materials and act appropriately
 - eg – change lint filter regularly in a washing machine
 - remove lint from a clothes dryer to avoid danger of fire
 - empty the dust bag from a vacuum cleaner

- recognise when equipment needs cleaning or maintenance
 - eg – empty grass catcher from a mower
 - remove grease build-up from a barbecue

- recognise when an appliance needs cleaning or maintenance that involves the use of a specific product
 - eg – oven cleaner

- use appropriate cleaning products safely with particular appliances or equipment
 - eg – oven cleaner, degreaser

- use specific products for cleaning and maintaining machinery
 - eg – sprays for oiling hinges and moving parts, degreasers

Outcome

6.4 Cleans and maintains a range of appliances, machinery and equipment

Content

Students:

- identify processes to clean dishes and cutlery which are appropriate for particular appliances
eg – cleaning by hand as opposed to placing in a dishwasher
- identify safe and appropriate processes for cleaning electrical appliances used in everyday life
eg – toaster, microwave, washing machine, dishwasher, oven
- safely clean electrical appliances used in everyday life
eg – toaster, microwave, washing machine, dishwasher
- identify safe and appropriate processes for cleaning machinery and equipment used in everyday life
eg – power tools, lawn mower, motor vehicle
- safely clean machinery and equipment used in everyday life
eg – power tools, lawn mower, motor vehicle
- identify and undertake appropriate maintenance themselves
eg – check air in tyres, oil or petrol levels
- demonstrate safe practices in cleaning machinery and equipment in work or training environments
eg – use cleaning products in accordance with directions
- identify safe processes in cleaning machinery and equipment in work or training environments
eg – turn off machinery before cleaning
- recognise the type of repairs they can do themselves
eg – replace a bike tyre tube
– tighten a handle on a saucepan with a screwdriver
- carry out simple repairs safely in order to maintain machinery or equipment in good working order
eg – tighten screws
- recognise the types of repairs that require specialist help
eg – refrigerator or washing machine repairs
- locate appropriate specialist help
eg – use the telephone book or Internet to contact appropriate company

Outcome

6.5 Identifies situations when appliances, machinery or equipment need professional attention

Content

Students:

- distinguish between safe and unsafe appliances, equipment or machinery, by observation
 - eg – electrical cord is frayed or worn, parts are loose or missing
- identify the type of repairs that should be made by a professional
 - eg – replace an iron cord
 - repair a faulty toaster
- arrange for repairs to be carried out professionally
- advise appropriate people when equipment or machinery in the workplace or training environment requires repair
 - eg – worn cords or switches
- advise appropriate people when equipment or machinery in the community requires professional attention
 - eg – ticket vending machine malfunctions
 - lift stops between floors

10 Post-school Opportunities

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

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

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

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

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

Recognition by TAFE NSW

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

Recognition by other Registered Training Organisations

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

11 Assessment and Reporting

11.1 Assessment

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

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

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

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

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

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

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

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

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

11.2 Reporting using the Profile of Student Achievement

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

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

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

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

12 Glossary

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

EAR	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.
ECC	External cardiac compression.
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.