

Camden Haven High School

Life Skills Senior Subject Selection

2018 Preliminary Year



Education &
Communities

Public Schools NSW

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PART 1: INTRODUCTION

Welcome to senior study. Successful completion of Preliminary and HSC Life Skills studies leads to the award of the Higher School Certificate.

The purpose of the Higher School Certificate Life Skills 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, students are encouraged to develop their knowledge, skills, understanding and attitudes in the fields of study they choose;
- Develop student capacity to manage their own learning with a desire to continue learning in formal or informal settings after school;
- Encourage working with others and fostering 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 student achievements;
- Provide a context within which schools also have the opportunity to foster students physical and spiritual development.

PART 2: HIGHER SCHOOL CERTIFICATE

A. Eligibility for HSC Life Skills program

For a small percentage of students with special education needs, particularly those with an intellectual disability, it may be appropriate to develop a pattern of study that includes **one** or more Life Skills courses.

Students that have completed four (4) Life Skills courses in Stage 5 are automatically eligible for Stage 6 Life Skills.

All other applicants for Stage 6 Life Skills will be assessed on an individual basis and in negotiation with a team from Camden Haven High School. This may include the Head Teacher Distance Education, Stage Coordinator, Head Teachers from Key Learning Areas and Career and Transition Coordinators.

Schools do not need to seek the Board's permission to enrol students in Life Skills courses. Before making this decision, consideration should be given to other ways of assisting the student to achieve the regular outcomes. This assistance may include:

- adjustments for course work and/or assessment tasks
- accumulation of courses
- disability provisions for the HSC examinations

B. Pattern of Study

To qualify for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. 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 or greater (either Board Developed or Board Endorsed Courses)

There are no HSC examinations

** For students who are intending to complete a combination of standard Board Developed Courses and Life Skills courses please contact the Enrolment Officer for further information.

Students undertaking **only** Stage 6 Life Skills courses are exempt from the requirement that all students undertaking preliminary or HSC courses must complete *All My Own Work*.

All My Own Work is optional for students undertaking only Life Skills courses.

C. Assessment in Life Skills

There is an opportunity for students to demonstrate evidence of learning. Tasks and/or opportunities are developed by the school in response to the needs of individual students and are based on outcomes identified in the planning process.

Assessment may be conducted in a variety of ways eg. Observation, interviews, written responses and may be conducted across a range of environments, eg. School, community, telephone, email.

D. Satisfactory Completion of a Life Skills Course

If in the Principal's view, there is sufficient evidence that the student has:

- Followed the course of study developed or endorsed by the board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the outcomes

the student will be deemed to have satisfactorily completed a Life skills Course.

E. Types of Courses

Course Units—what they mean

All HSC courses are assigned a unit value. Courses are offered as 2 units of study. Units are used to indicate the amount of teaching time students will spend studying a particular course. Each unit equates to approximately two hours per week, and each unit has a value of 50marks. Thus, a 2 Unit course is 120 hours of about four hours per week.

i). Board Developed Courses (BDC)

The makeup of these courses is determined by NESAs (NSW Education Standards Authority). Six units of Board Developed courses must be studied to obtain the HSC.

ii). Board Endorsed Courses (BEC)

a) Content Endorsed Courses (CECs)

The syllabi for these courses are supplied by NESAs. They are from popular courses developed by schools. Content Endorsed Courses count towards the HSC.

b) School Developed/Board Endorsed Courses (BECs)

The content of these courses is usually developed by the school and approved by NESAs. They count towards the HSC.

Part 3

Subject Description

A. LIFE SKILL COURSES

Board Developed Courses

Creative Arts	8
English (mandatory)	9
Mathematics	10
PD/H/PE	11
Science	12
Technology	13
Work and the Community	14

B. OTHER COURSES

Board Endorsed Courses

Exploring early Childhood	15
Driver Education	16
Financial Management	17
Lifestyle Studies	18

CREATIVE ARTS LIFE SKILLS

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

The Stage 6 Creative Arts Life Skills course focuses on developing awareness and understanding of the visual arts, music, drama, and dance. It offers creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views.

Study of this course should contribute to students' appreciation of the arts, their quality and enjoyment of life, and assist them to prepare for various post-school opportunities.

TOPICS

The topics to be covered may come from:

- Drama
- Visual Arts
- Music
- Dance
- Photography



COURSE REQUIREMENTS

School Based Assessment which will cover recommendations from Individual Transition Planning for students

ENGLISH LIFE SKILLS

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

English Life Skills is designed for students with special education needs who are unable to access the outcomes of the Stage 6 English courses even with adjustments to teaching, learning and assessment. It provides an opportunity for students to engage in personalised learning of English through the selection of outcomes and content relevant to the student's abilities, needs and interests. Students undertaking English Life Skills are eligible for the Higher School Certificate.

The course emphasises the ability to initiate interactions and to respond appropriately to others in a variety of situations. This can provide opportunities for students to expand their understanding of the cultural, social and emotional aspects of verbal communication. The course focuses on reading, comprehending, interpreting and responding to a variety of texts. It also provides opportunities for students to develop their written communication skills and skills in, and understanding about, viewing a wide range of visual material.

Studying in the Stage 6 English Life Skills course should enable students to access

TOPICS

The structure of the English Life Skills course allows teacher to provide a broad and balanced program that reflects the need of individual students within the context of the transition-planning process. Students may study selected modules or may engage all six modules.

The modules are:

- Achieving through English
- Playing the Game
- Part of the Family
- We are Australians
- On the Road
- The Big Screen



Within a module, teachers will design a program, which includes the outcomes and content that are most appropriate to the student's participation.

COURSE REQUIREMENTS

The completion of a transition-planning process for each student is a condition of access to the English Life Skills course.

MATHEMATICS LIFE SKILLS

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

The main aim of this course is to improve the numeracy skills enabling students to achieve better results in their future endeavours. Each student would be working on a course which would be developed around their own individual requirements.

TOPICS

Preliminary Course

- Numeration
- Operations
- Time
- Space
- Money
- Measurements

HSC Course

- Numeration
- Operations
- Time
- Space
- Money
- Measurement



COURSE REQUIREMENTS

The completion of a transition-planning process in Year 12 for each student is a condition of access to the Mathematics Life Skills course.

PDHPE LIFE SKILLS

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

This course will enable students to make informed decisions about living a healthy life. Exercise, food and health issues are all covered over the 2-year course.

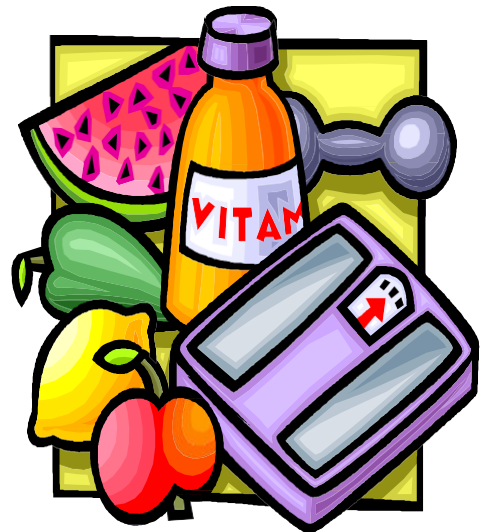
TOPICS

Preliminary Course:

- Growth and Development
- Safe Living
- Leisure

HSC course:

- Developing and maintaining a Healthy Lifestyle
- Interpersonal Relationships
- Outdoor Recreation



COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.

SCIENCE LIFE SKILLS

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

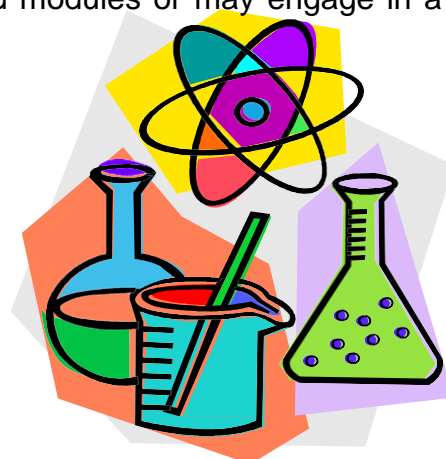
Students would choose this subject to develop their knowledge and understanding of the various ways we interact with our environment. The course also has an emphasis on safety in the various science fields, particularly for those students who may seek employment in related industries.

TOPICS

The structure of the Science Life Skills course allows teachers to provide a broad and balanced program that reflects the needs of individual students within the context of the transition-planning process. Students may study selected modules or may engage in a six modules.

Topics include:

- Cause and Effect
- Force and Motion
- Earth's Resources
- Living Things
- Matter and Energy



Within a module teachers will design a program which includes the outcomes and content that are most appropriate to student's participation in many aspects of daily living.

COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.

TECHNOLOGY LIFE SKILLS

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

This course will provide students with the opportunity to work with a range of technologies and acquire knowledge and skills that are transferable to the workplace. Students can enhance their capacity to use a range of appliances, machinery and equipment they will encounter in post– school environments. They will be provided with experiences that will increase their knowledge and understanding of essential features of home management, care and organisation.

TOPICS

A variety of topics will be covered including:

- Design and technology
- Food technology
- Agriculture
- Industrial Technology
- Textiles and Design



Where possible individual student interests will be taken into account.

COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.

WORK AND THE COMMUNITY

2 units for each of Preliminary & HSC

Board Developed

COURSE DESCRIPTION

The aim of the Work and the Community Life Skills course is to provide students with practical skills and knowledge of the workplace to support their post school transition for life and independence in the community. The course is designed to assist students reach their full potential as active members of the community.

TOPICS

A variety of topics can be covered including:

- The future for me
- Communicating at work and in the community
- Work Experience and community based learning
- Ready for the future

Where possible individual student interests and circumstances will be taken into account.



COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students. It may include observation, workplace activities, practical tasks, research tasks.

EXPLORING EARLY CHILDHOOD

2 units for each of Preliminary & HSC

Board Endorsed

COURSE DESCRIPTION

This course introduces students to the concept of childhood by exploring children's growth and development from conception to early school years.

By completing this course, students will develop an understanding of the importance of the early childhood years. They will gain an appreciation of the roles of families and communities in providing opportunities for young children in nurturing and challenging.

TOPICS

Topics studied include:

- Child growth and development
- Physical and emotional development
- Importance of play
- Learning values of young children
- Interaction with young children



COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.

Students need to display an interest and appreciation for young children and parenting skills. Students need to display a keen interest in how to be a better parent.

Students should be well organised and demonstrate an interest in learning more about young children.

DRIVER EDUCATION

2 units for each of Preliminary & HSC

Board Endorsed

COURSE DESCRIPTION

Gaining a licence is seen as a symbol of independence, representing an important step towards adulthood. However, young people (15-25 years of age) are significantly over represented in fatal crashes on NSW roads. Peer influence, inexperience, and other risk-taking behaviours such as drink and drug driving, fatigue, and not wearing a seat belt, are major contributors to the high number of crashes involving young people of this age group.

In the Driver Education course students will examine the responsibilities of being a responsible road user; passenger, pedestrian, cyclist and future driver. The focus for this program is placed on assisting students to make informed decisions as road users.

TOPICS

Getting a licence and keeping it

Support Group Awareness

Drink driving, drug driving

Speed Kills

Planning a road trip

Crash analysis

Fuel analysis and alternatives

Road Safety Literacy

Behaviours and Attitudes

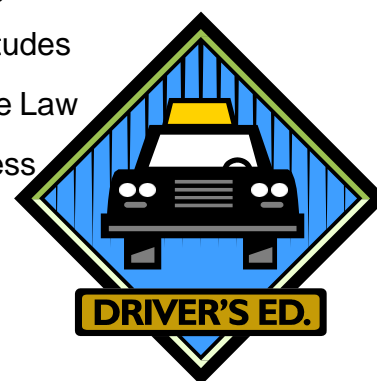
Road Safety and the Law

Consumer Awareness

Car Maintenance

Motorcycle safety

Website analysis



COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.

FINANCIAL MANAGEMENT

2 units for each of Preliminary & HSC

Board Endorsed

COURSE DESCRIPTION

This course is designed to equip young people transitioning into adulthood with the motivation and tools to manage their money with confidence. Being 'MoneySmart' is a core life skill. In a rapidly changing world of personal finance, young people will benefit from gaining and applying the knowledge, understanding, skills and behaviours to establish good consumer and financial habits.

This course is designed to develop students' consumer and financial literacy capabilities.

- Course structure - 120 hours for Preliminary and HSC Courses (2 units)

TOPICS

Modules for Prelim course include:

- First Car
- Credit and debt
- Mobile phone ownership
- Moving out of home
- Online financial transactions
- First job
- You be the Boss (Business Project)



COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.

LIFESTYLE STUDIES

2 units for each of Preliminary & HSC

Board Endorsed

COURSE DESCRIPTION

This is a very practical subject designed to provide students with hands-on skills so they may live in a variety of situations. Students develop an understanding of what is necessary to survive after school. Many concepts and skills are developed.

The course is designed for students to be able to transition from school into further study, job market and life in general. Self-paced modules are available at the completion of a common core.

TOPICS

Topics studied include:

- Healthy Lifestyle
- Self Esteem
- Moving Out
- Career Planning
- Industrial Relations
- Technology
- Personal Finance
- Buying a Car
- Travelling



COURSE REQUIREMENTS

School Based Assessment, which will cover recommendations from Individual Transition Planning for students.