



Kandos
HIGH SCHOOL

Stage 6
Life Skills



Elective Courses
2025-2026

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INTRODUCTION

Dear Student,

Congratulations on your commitment to continuing your studies towards your Higher School Certificate. This commitment is an important one and requires a great deal of thought, preparation and research. Please read this booklet carefully before making your final course selections.

Where a decision has been made to return to school, course choice becomes extremely important. Your choice of courses will significantly determine your options after you leave school.

Students and parents/caregivers must read this information carefully as it forms the basis for making choices about subjects and courses for 2025/2026. It gives you information on the courses available. The detail provided for each course ensures that you understand the commitment required to complete each course successfully.

Please note: It is recommended that students spend 18 hours per week on homework and study for Preliminary courses and up to 24 hours per week for HSC courses.

Remember: All courses in the senior school require considerable effort and commitment.

There are no easy courses. The courses in this handbook have been selected to support the ambitions of a wide variety of students.

IMPORTANT INFORMATION

What are Units?

- All courses offered for the HSC have a 1 or 2 unit value
- 1 unit courses are worth 50 marks
- 2 unit courses are worth 100 marks
- Each unit equals approximately 60 hours of class time per year
- Extension courses build on the content of 2 unit courses and carry an additional value of 1 unit (you must study a Year 11 extension course to proceed to extension courses in Year 12)

What are your Study Requirements?

- English is the only compulsory Higher School Certificate subject
- To be eligible for your Higher School Certificate you must satisfactorily complete at least 12 units in Year 11 and 10 units in Year 12

Study in both Year 11 and Year 12 require:

- at least six units of Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects

COURSE CATEGORIES

BOARD DEVELOPED COURSES (BDC)

- HSC exam
- Contribute to an ATAR
- Vet frameworks courses have an optional HSC exam

The New South Wales Education Standards Authority (NESAS) has developed the syllabus, assessment requirements and performance scales for these courses

BOARD ENDORSED COURSES (BEC)

- Count towards the HSC
- No HSC exam
- Do not contribute to an ATAR
- Content Endorsed Courses (CECs) are run by the school and TAFE
- Vet Endorsed Courses

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

- Optional HSC exam – VET Frameworks courses only
- Count towards the HSC
- Contribute towards an ATAR (if you sit for the HSC exam)
- Enable you to gain advanced standing in several TAFE courses

Give you Australian Qualifications Framework (AQF) VET accreditation which are recognised by industry and employers throughout Australia

LIFE SKILLS COURSES

Years 11–12 Life Skills courses provide options for students with an intellectual disability who cannot access the regular course outcomes. The appropriate timing of the decision to access one or more of these courses is guided by the needs of the student and the collaborative curriculum planning process. Students accessing Life skills Stage 6 will, in general, have completed at least four Generic Life Skills courses in Stage 5 (Years 9 and 10). The completion of an individual education plan for each student is a condition of access to Stage 6 Life Skills courses. The planning process must involve the student and other significant individuals in the student's life (including parents, carers, teachers, advocates).

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises of a 2-unit Year 11 course and a 2-unit Year 12 course. The Board expects that most students would meet the outcomes for a 2-unit Year 11 course and a 2-unit Year 12 course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course). As with the study of all Board Developed Courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject area (e.g. Industrial Technology Timber Life Skills and Industrial Technology Metal Life Skills).

For students wishing to complete 2 or more subjects in a given Key Learning Area (KLA), they will be enrolled in the broader course i.e. Technology Life Skills.

FEES

Fees apply to some subject areas, as indicated in the subject description tables that follow. Please note that some courses involve compulsory excursions.

HSC RULES AND PROCEDURES

Meeting HSC eligibility requirements

Know the eligibility basics

To be eligible for the HSC, you must:

- have completed Year 10 or equivalent that is recognised by NESA
- attend a NSW government school, an accredited non-government school, TAFE or a NESA-recognised school outside NSW
- complete All My Own Work (or its equivalent) (nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work) unless entered in a pattern of study comprising only Life Skills courses for Years 11 and 12
- satisfactorily complete courses in a Year 11 and Year 12 pattern of study required by NESA (detailed below)
- demonstrate a minimum standard of literacy and numeracy (www.nsw.gov.au/educationand-training/nesa/hsc/minimum-standard/skills-needed) of at least Level 3, by sitting for the online tests in reading, writing and numeracy
- sit for and make a serious attempt at the required HSC exams.

Certain patterns of study and course requirements apply

You must satisfactorily complete:

- a preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects.

Some courses have certain rules and prerequisites, for example:

- you can enrol in an extension course, only if you are enrolled in the corresponding 2-unit course
- where courses have an optional exam, you can only enrol in the optional exam, if you have enrolled in the corresponding course (or in the case of Vocational education and training (VET) the 240-hour or 360-hour course where applicable)
- you cannot do more than one non-extension course from a subject (eg you can't do Mathematics Standard and Mathematics Advanced).

There are specific eligibility rules (educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility) for some Languages courses including all Beginners courses and some Continuers and in Context courses, for example Chinese.

Additional rules apply if you want an ATAR. The ATAR eligibility rules (uac.edu.au/futureapplicants/atar/atar-eligibility) are determined by UAC.

NESA advises students of their ATAR eligibility on behalf of UAC (uac.edu.au/futureapplicants/atar). For example, the HSC pattern of study must include 10 units of examinable courses including English.

Completion of All My Own Work program

All students (except those entered only for Stage 6 Life Skills courses) are required to have satisfactorily completed: All My Own Work or its equivalent before any Year 11 or Year 12 course entries can be submitted.

Important things to know:

- The ATAR is calculated by the universities in NSW and the ACT and is released by the Universities Admission Centre (UAC)
- The Higher School Certificate (HSC) is awarded by NESA an independent Statutory Board
- The HSC serves many purposes but the ATAR serves only one – to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way across 50,000 – 60,000 students. The ATAR should not be used for any other purpose.
- The ranking of students depends solely on their performance in both school based assessment and HSC exams in Year 12 only.
- The ATAR is a rank. It is not a mark.

Completing your school-based assessments

For most Board Developed Courses with HSC exams, school-based assessment makes up 50% of your HSC mark and is shown on your RoSA (see 6.1 Getting your HSC results (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2024-guide/results))

If you study English Studies, Mathematics Standard 1 or Numeracy, your final result will be a grade (A to E) submitted by your school. If you do the optional HSC exam for English Studies or Mathematics Standard 1 course, your final result will be an exam mark and an HSC Performance band. Your final HSC mark will be the same as your exam mark.

Schools prepare and run an assessment program for each course, in line with NESA requirements. NESA determines which course components are assessed, and how they are weighted in the assessment and reporting documents for each syllabus (educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z). Schools set individual assessment tasks and decide due dates and weightings for each. These tasks measure knowledge, skills and understanding for a wide range of outcomes. They may include:

- tests
- written assignments
- practical activities
- fieldwork
- projects

When you start your HSC courses, your school must give you details of your assessment schedule, including weightings and due dates. All work that you present in any HSC school-based assessment task or exam must be your own. Malpractice, including plagiarism, could mean that you receive zero marks for that task or exam (see 2.1 Maintaining honesty and integrity) (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2025-guide/before-you-start-your-hsc) and (2.2 Understanding malpractice) (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2025-guide/before-you-start-your-hsc).

NESA moderates your final school-based assessment mark in calculating your final results for courses that have HSC exams

Your school uses your performance in assessment tasks to calculate your school-based assessment mark for each course. If you study a course at an institution outside your home school, that institution provides your assessment mark.

At the end of the assessment program, your school (or other institution delivering the course) sends your assessment marks to NESA. NESA then moderates these marks to calculate the assessment marks that appear on your results (see 6.1 Getting your HSC results) (nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/2025-guide/results).

Moderating means adjusting the school assessment marks so they are on the same scale as the school exam marks for that course. Each school group's assessment marks are adjusted based on how it performs in the HSC exam. We do not change your rank order (your position in the school group for each course) that your school submits.

The estimated mark your school provides for the following courses is only used if you have an upheld illness or misadventure application:

- exam mark for English Studies, Mathematics Standard 1 and VET Industry Curriculum Framework courses
- assessment mark for courses with an outside tutor.

Assessment marks for courses without external exams are not moderated. These marks are reported as submitted by your school.

Completing your courses and work placements

Your principal certifies that you have completed a course

Your principal will certify that you have completed a Board Developed or Board Endorsed Course if, in your principal's view, there is enough evidence that you have met the following criteria:

1. followed the course
2. applied yourself with diligence and sustained effort to the set tasks and experiences that the school provided in the course
3. achieved some or all the course outcomes.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute more than 50% of the available marks.

For most VET Industry Curriculum Framework courses and some VET Board Endorsed courses, you must undertake set work placement hours to develop industry competencies and practise learned skills. You must complete any required work placement to complete these courses. If mandatory work placements are not completed, your school will issue you with a non-completion of course determination.

You will receive a warning if your performance is unsatisfactory

If you are in danger of not completing a course, your school will give you a written warning in time for you to meet criteria 1 to 3 above. If you do not complete a course:

- you will receive no result in that course
- the course will not appear on your NESA record
- the course will not count towards your HSC pattern of study.

Your school will tell you, in writing, if your principal determines you did not complete a course. You will then have the right to appeal to the school against this determination. If your appeal is unsuccessful, you can appeal to NESA. Your principal will explain this to you and tell you how to appeal.

6.1 Getting your HSC results

In December, your HSC results will be available in Students Online and sent to you by email and SMS. Your RoA or RoSA will list each HSC course you completed and the corresponding results. For Board Developed Courses with an external HSC exam, the results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding.

VET courses will refer to 'Vocational documentation'. Life Skills courses will refer to 'Profile of Student Achievement'.

NESA will provide your full credentials and VET qualifications as free PDF documents in Students Online in the Certificates/eRecord section until 30 June the year after you leave school. You can print your credentials and VET qualifications directly from these PDFs or apply for a printed copy from NESA for a small fee: see HSC results services for students, in Students Online. If you are eligible for the HSC, you will receive a hard copy testamur by mail in January.

VET qualifications (Certificate and Transcript, or Statement of Attainment) will only be available through Students Online for VET courses delivered by a school system RTO. Where a VET course has been delivered by TAFE NSW or another provider, the VET qualification will be available from that RTO.

University admission

The Australian Tertiary Admission Rank (ATAR) is calculated for the Universities Admissions Centre (UAC). Students wishing to have an ATAR calculated must ensure that this is recorded on their Year 12 Confirmation of Entry. The Board passes this information to UAC. For further information, visit the UAC website at <https://www.uac.edu.au/> or call 02 9752 0200.

For further information, you should contact:

The Head Teacher of the Subject

Miss Thommeny - Principal

Mrs Johnston - Deputy Principal

Mrs Parsons - Careers Advisor

Year 10 Advisor

New South Wales Education Standards Authority (NESA)

FREQUENTLY ASKED QUESTIONS

HOW SHOULD I SELECT MY COURSES?

Students should take great care in selecting their courses and base their decision on the following:

- **Ability:**
It should be obvious to all students that to do well in a HSC course you have to have some ability in the subject. If you have shown ability and skill in a certain subject in Years 7 to 10 it is reasonable to assume that you will be able to do well in that subject or related subjects for the HSC.
- **Balance:**
In order to ensure a balanced education and a degree of variety in your studies it may be wise to vary your subjects, e.g. include a creative or expressive subject or a more practical VET course with other theoretical courses.
- **Type of Assessment:**
In some subjects a large component of the HSC requirement is completed and submitted well before the HSC examination. For some students this is attractive in that at least some work is out of the way before the final exams begin. Also, unless students want to count VET courses to the ATAR, they do not have to do a HSC exam in the course.
- **Future Plans:**
Some Tertiary courses at University and TAFE suggest that certain requirements be met as part of the HSC. If you are in any doubt check with Mrs. Parsons, the Careers Advisor.

DO NOT CHOOSE COURSES BECAUSE:

- **The subject is supposed to score well for University entry:**
All subjects are scaled on the basis of the results of the students who sat for the subject. The student who does well in a subject generally scores high marks towards their ATAR. It is easier to place near the top of a subject if you have an interest in the subject and show some ability in the area.
- **Your friends are doing it:**
Preparing for the HSC is a serious business and no longer just endless school days spent with friends. There is time available every day to be with friends - class time is reserved for concentrated work and independent learning at an individual level.
- **Particular Teacher:**
With the complex process of timetabling not even the teaching staff know all of the classes that they will teach until the end of each year. In addition, teachers work in faculty teams and are always available to work and consult with senior students regardless of their class.
- **The subject is 'easy':**
While some subjects may have more emphasis on skills rather than theory, it is naive to regard any HSC course as easy. Each subject has a predetermined syllabus, a range of selected skills, a set of assessment tasks and a number of formal examinations. If you are a serious student each subject will receive an equal amount of effort.



WHO CAN HELP & HOW?

- Your **CAREERS ADVISOR** - They can tell you what subjects (if any) are required for particular careers.
- Your **HEAD TEACHER** - They can tell you course requirements, course content and your suitability for a subject.
- Your **YEAR ADVISOR** - They can help you by talking over your ideas.
- Your **SUBJECT TEACHERS** - They can advise about whether the course is appropriate for you.
- Your **PARENTS** - You can discuss choices with your parents. Encourage them to make an appointment or telephone any of the above people if you have differing ideas or if they need more information.

AND FINALLY

- **YOU**
 - Do your own research.
 - Get help from the right people.
 - Be confident about the decisions you make.

PARENTS - HOW TO HELP

Many parents ask, "How can I help? It is so different from my senior school and there are so many choices." Below are just a few suggestions.

If you have questions, ring the Careers Advisor.

- Be interested, supportive, encouraging and positive towards your children and their needs.
- Help promote realistic aspirations and goals.
- Don't apply too much pressure to achieve. It can be counterproductive.
- Help them explore career areas which interest them
- Encourage them to be responsible for their actions.
- Try not to impose your wishes. Understand that their needs and desires may not be the same as your own.
- Encourage them to think broadly.
- Seek professional advice on what would suit their particular needs, interests and abilities.
- Encourage them not to make their choices based on what their friends are choosing.

Any questions you may like to ask:

STAGE 6 LIFE SKILLS COURSES 2025

NOTE: Most mainstream courses offered at Kandos High School have an equivalent Life Skills course. Students may elect to study Life Skills courses that are not offered in the Support Unit, however, these courses will be taught concurrently with the mainstream course, with mainstream students.

Any request to complete courses in mainstream classes will need to be discussed with the Head Teacher and Class Teacher of the subject.

CREATIVE ARTS - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: Year 11 \$30 YEAR 12 \$30 plus project materials	

Course Description
<p>The aim of the Stage 6 Creative Arts Life Skills Syllabus is to develop in students an awareness and understanding of dance, drama, music and visual arts that offer creative opportunities for self-expression and personal choice, communication, and the sharing of cultural views. These opportunities should contribute to students' appreciation of the arts, their quality and enjoyment of life and assist them to prepare for various post-schooling opportunities.</p> <p>The Creative Arts Life Skills course provides students with the opportunity to study outcomes and content drawn from two or more of the courses. There is also the flexibility for each of the courses to be offered as 2 units. For example, a student can elect to complete only the Visual Arts Life Skills course for both Year 11 and Year 12. However, The Creative Arts Life Skills course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.</p>

Course Content
<p>Creative Arts Life Skills provides opportunities for students to engage in a course of study based on outcomes and content selected from two or more of the following courses: Dance Life Skills, Drama Life Skills, Music Life Skills and Visual Arts Life Skills. Teachers have the flexibility to select outcomes and content from the course based on the priorities, interests and needs of students.</p>

Course: & Course Description
<p>Dance Life Skills - This course provides opportunities for students to experience different movements and dance styles. Through these learning opportunities students can develop their own physical skills, awareness of the body and techniques that facilitate their participation in dance. They also understand how dance offers opportunities for communication and the expression of personal and social ideas and meanings.</p> <p>Through performing and appreciating their own movement and dance compositions as well as those of others, students may enjoy their learning and participate in dance and movement experiences in post-school environments.</p>
<p>Drama Life Skills - This course provides opportunities for students to make and perform drama to explore personal and community issues, develop social skills and self-expression. Responding to and participating in a variety of activities enhances students' understanding of drama and theatre.</p> <p>Through making, performing and appreciating their own dramatic works as well as those of others, students may enjoy their learning and participate in drama and theatre experiences in post-school environments.</p>

Music Life Skills - This course provides opportunities for students to listen and respond to a range of musical styles and to make and perform music individually and in groups. Through these learning opportunities students can develop their own musical interests in singing, playing, and composing. Music forms an integral aspect of society and provides an important means of communication and personal and cultural expression.

Through performing, composing and listening to their own works and those of others, students may enjoy their learning and participate in musical experiences in post-school environments.

Visual Arts Life Skills - This course provides opportunities for students to investigate different ideas and interests that can be represented in 2D, 3D and 4D artworks. Through these learning opportunities students can develop sensory, tactile, manipulative and technical skills and recognise the importance of representing meaning in their work. Each of the forms offers opportunities for self-expression and personal choice, communication, and sharing of cultural views.

Through making and appreciating their own artworks and responding to the works of other artists, students may enjoy their learning and participate in the visual arts in post-school environments.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

Students may demonstrate the 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 environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

ENGLISH - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

The Stage 6 English Life Skills course focuses on the development of effective communication and literacy skills to enhance students' participation in all aspects of post-school life. The course emphasises the ability to communicate effectively in a range of contexts through different modes and media. Students are provided with opportunities to comprehend and interpret a variety of texts and develop an understanding of the ways in which language forms and features shape meaning in texts. Study in this course enables students to access information, engage in a range of recreational and leisure activities and undertake further education, training and employment.

Course: & Course Content

Teaching and learning opportunities which draw from a diverse range of texts can assist students to broaden and develop their own language skills.

Opportunities may be provided for students to:

read, view, listen to and compose a wide range of texts, including print and multimodal texts.

Where appropriate, the selection of texts should give students experience of the following:

- Reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and the peoples and cultures of Asia
- Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- Texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
- A range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies will be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

Students may demonstrate the 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 environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR

HUMAN SOCIETY AND ITS ENVIRONMENT - 2 UNIT

LIFE SKILLS - Board Developed Course	
HSC Exam N/A	ATAR N/A
Contribution: YEAR 11: N/A YEAR 12: N/A	

Course Description
<p>In studying one or more courses from the <i>Stage 6 Human Society and Its Environment Life Skills</i> course, students will develop knowledge, understanding, skills, values and attitudes that reflect their priorities, needs and interests. The objectives for each course will vary according to the selected outcomes and content. Programs have the flexibility to focus on a course of study and the depth to which outcomes and content are studied, based on the priorities, needs and interests of students.</p> <p><i>The Stage 6 Human Society and Its Environment Life Skills</i> course provides students with the opportunity to study outcomes and content drawn from two or more of the courses. There is also the flexibility for each of the courses to be offered as 2 units. For example, a student can elect to complete only the <i>Ancient History Life Skills</i> course for both Year 11 and Year 12. However, the <i>Human Society and Its Environment Life Skills</i> course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.</p>

Course Content
<p><i>Human Society and Its Environment Life Skills</i> provides opportunities for students to engage in a course of study based on outcomes and content selected from two or more of the following courses: Aboriginal Studies Life Skills, Ancient History Life Skills, Business and Economics Life Skills, Citizenship and Legal Studies Life Skills, Geography Life Skills, Modern History Life Skills, Society and Culture Life Skills, Studies of Religion I Life Skills and Studies of Religion II Life Skills. Teachers have the flexibility to select outcomes and content from the courses based on the priorities, interests and needs of students.</p>

Course: & Course Description
<p>Aboriginal Studies Life Skills - This course provides opportunities for students to learn about the historical and contemporary experiences and cultures of Aboriginal peoples in Australia and the world. Students explore initiatives and actions aimed to promote the social and cultural identity of Aboriginal people. Students gather and communicate information from a variety of perspectives.</p> <p>Through these learning opportunities, students can develop intercultural understandings, informed and responsible values and attitudes about social justice, and empathy with Aboriginal peoples' experiences and views.</p>
<p>Business and Economics Life Skills - This course provides opportunities for students to develop their financial literacy through the study of the economic behaviours of individuals, businesses, institutions and governments. Students learn about the role of businesses in society in designing, producing, marketing, delivering and supporting a range of goods and services.</p>

Citizenship and Legal Studies Life Skills - This course provides opportunities for students to develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society in relation to the law. Students develop an appreciation for informed citizenship and develop the skills required for participation in democratic processes.

Geography Life Skills - This course provides students with opportunities to develop knowledge and understanding about the characteristics and distribution of a range of environments. Students learn about the relationships between geographical processes, human activity and environments, and learn to use geographical tools and investigate and communicate geographically.

Ancient History Life Skills - The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander cultures.

Society and Culture Life Skills - This course provides opportunities for students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. Students explore the interactions between persons, societies, cultures, environments and time. Students are provided with opportunities to undertake social and cultural research individually and/or collaboratively.

Studies of Religion I and II Life Skills - These courses provide opportunities for students to develop an understanding of belief systems and religions, their influence on human behaviour and interactions with culture and society. Students explore the role of religious traditions in Australian and global contexts.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

Students may demonstrate the 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 environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

MATHEMATICS - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

The Stage 6 Mathematics Life Skills course focuses on the development of students' ability to apply mathematics in a variety of contexts in order to enhance and encourage their participation in post-school contexts. Students are provided with opportunities to apply mathematical operations to practical situations and develop problem-solving in real-life situations. They develop their practical skills in measurement, calculating with money, statistics and using plans and maps. Students also have the opportunity to explore the concepts of earning and spending money and apply their understanding in a range of financial decision-making contexts.

Course Content

The Mathematics Life Skills course focuses on developing fundamental mathematics skills for life and applying these effectively in meaningful contexts. Students engage with number to develop number sense and basic numeracy skills, which they can use to solve problems in a range of contexts. The course allows students to further develop and apply their knowledge, skills and understanding in real-life situations, further increasing the relevance of the course for students in everyday and post-school life.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

Students may demonstrate the 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 environments.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student's ATAR.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

Personal Development, Health and Physical Education Life Skills provides student a chance to develop the values and attitudes, knowledge, understanding and skills that will enable them to lead healthy, active and productive lives.

Course Content

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

Module: & Module Description

Growth and Development - Knowledge, understanding and effective management of a range of personal health issues is critical to daily life as students grow and develop. A level of comfort and control as they experience physical changes will assist students as they enter post-school environments.

Developing and Maintaining a Healthy Lifestyle - A broad understanding of the importance of health practices (including nutrition, activity patterns and drug use) enables students to lead healthy lifestyles. The ability to access appropriate health care support will enhance their efforts to develop and maintain personal health.

Interpersonal Relationships - The ability to engage appropriately in a range of interpersonal relationships is a key factor in the successful participation of students in post-school environments. This module emphasises the ability to deal effectively with a range of emotions.

Safe Living - Students' effective participation in a range of post-school environments will be supported by knowledge, understanding, and skills in a range of safe living practices

Leisure - A balanced lifestyle includes the effective use of leisure time. This module outlines knowledge, understanding and skills that will assist students to engage in a range of leisure activities that will enhance their post-school life

Outdoor Recreation - Participation in a range of outdoor recreational activities is an important feature of post-school life for all students. This module provides students with experiences and information to enable them to engage in outdoor activities as a participant or spectator

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

Students may demonstrate the 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 environments.

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SCIENCE - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

The Science Life Skills Stage 6 Syllabus aim is for the students to develop an appreciation and understanding of science as a body of knowledge and a set of valuable processes that provide humans with an ability to understand themselves and the world in which they live. Through applying Working Scientifically processes, the course aims to enhance students' analytical and problem-solving skills in order to make evidence-based decisions and engage with and positively participate in an ever-changing, interconnected technological world.

Course Content

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Science Life Skills Stage 6 Syllabus includes five courses. Students may undertake up to three Science Life Skills courses in both Year 11 and Year 12.

Course: & Course Description

Chemical World Life Skills - The Chemical World Science Life Skills Stage 6 course focuses on the development of students' knowledge and understanding of matter and chemical reactions in everyday contexts. Students are provided with opportunities to engage in scientific inquiry to explore the properties of matter and how chemical reactions occur. They are also provided with opportunities to explore how physical and chemical properties of a range of substances influence their use. Study of this course should contribute to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Earth and Space Life Skills - The Earth and Space Science Life Skills Stage 6 course focuses on the development of the knowledge, understanding and skills of scientific processes. Students are provided with opportunities to engage in scientific inquiry to make observations, ask questions, gather data and draw conclusions about the world around them. They can explore the relationship between science and technology and how science can be used for human progress and development. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Investigating Science Life Skills - The Investigating Science Life Skills Stage 6 course focuses on the development of the knowledge, understanding and skills of scientific processes. Students are provided with opportunities to engage in scientific inquiry to make observations, ask questions, gather data and draw conclusions about the world around them. They can explore the relationship between science and technology and how science can be used for human progress and development. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Living World Life Skills - The Living World Science Life Skills Stage 6 course focuses on the development of students' knowledge and understanding of the structure of living things, genetic traits and infectious and non-infectious diseases. Students are provided with opportunities to engage in scientific inquiry to explore how living things survive, grow and are interdependent. They explore the human impact on habitats and ecosystems and how advances in technology can contribute to the ongoing sustainability of life. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Physical World Life Skills - The Physical World Science Life Skills Stage 6 course focuses on the development of students' knowledge and understanding of forces, motion and energy in everyday contexts. Students are provided with opportunities to engage in scientific inquiry to explore how forces, motion and energy are used in our world. They are also provided with opportunities to explore how technological developments have contributed to a more efficient society. Study of this course contributes to students' understanding of the role of science in our world and develops students' skills in problem-solving and communicating ideas and information.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

Students may demonstrate the 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 environments.

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TECHNOLOGY - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: \$40 YEAR 12: \$40 Plus Project Material

Course Description

The aim of the *Stage 6 Technology Life Skills Syllabus* is to provide opportunities for students to engage with a range of technologies and acquire knowledge, understanding and skills which are transferable and facilitate lifelong learning.

Students will experience success in a diverse range of practical and creative activities using a variety of resources, materials, tools and techniques to solve problems and meet identified needs.

The syllabus modules provide students with opportunities to use a range of technologies in the context of a design process. These technologies may be used for researching, designing, manipulating and producing products, systems and environments.

The *Stage 6 Technology Life Skills Syllabus* course provides students with the opportunity to study outcomes and content drawn from two or more of the courses. There is also the flexibility for each of the courses to be offered as 2 units. For example, a student can elect to complete only the *Textiles and Design Life Skills* course for both Year 11 and Year 12. However, *Stage 6 Technology Life Skills Syllabus* course must not duplicate any of the outcomes and content being undertaken in any additional courses being studied.

Course Content

The *Technology Life Skills* course provides students with the opportunity to study outcomes and content drawn from two or more courses across the technologies. If a student undertakes the *Technology Life Skills* course and other course(s) from the syllabus, the *Technology Life Skills* course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.

Course: & Courses Description

Agriculture Life Skills - This course provides opportunities for students to engage in the study of agricultural enterprises. Practical skills are developed in designing, producing and evaluating agricultural products in the context of an agricultural enterprise.

Design and Technology Life Skills - This course provides opportunities for students to engage in a design process and explore and develop technologies in the context of a design project. Design projects will involve the design, production and evaluation of a product, system or environment.

Food Technology Life Skills - This course provides opportunities for students to engage in a design process through the development of food products in a variety of settings. Practical skills are developed through the care and safe handling of equipment, food preparation activities, and through the design, production and evaluation of food solutions.

Industrial Technology Life Skills - This course provides opportunities for students to study a focus area industry and engage in a design process. Industry study and design projects should be selected from one of the following focus areas:

- Automotive Technologies
- Electronics Technologies
- Graphics Technologies
- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and Furniture Technologies.

Practical skills are developed in designing, producing and evaluating in the context of an Industrial Technology project.

Information Processes and Technology Life Skills - This course provides opportunities for students to engage in the study of information processes and technology and the roles that information systems play in society. They will gain an appreciation of the nature of information, its ethical use and its impact on many aspects of life. Practical skills are developed in using information processes and technology to address needs.

Textiles and Design Life Skills - This course provides opportunities for students to engage in a design process in developing a design project. Practical skills are developed in the design, selection, production, evaluation and care of textiles in the context of a design project.

Design projects should be selected from one or more of the following focus areas:

- apparel
- furnishings
- costume
- textile arts
- non-apparel

Technology Life Skills - Technology Life Skills provides opportunities for students to engage in a design process across a range of technologies. The course of study is based on outcomes and content selected from two or more of the following courses: Agriculture Life Skills, Design and Technology Life Skills, Food Technology Life Skills, Industrial Technology Life Skills, Information Processes and Technology Life Skills and Textiles and Design Life Skills. Teachers have the flexibility to select outcomes and content from the courses based on the priorities, interests and needs of students.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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

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WORK AND THE COMMUNITY - 2 UNIT

LIFE SKILLS - Board Developed Course

HSC Exam N/A

ATAR N/A

Contribution: YEAR 11: N/A YEAR 12: N/A

Course Description

The Work and the Community Life Skills course is designed to prepare students to transition into adult life in a way that reflects the evolving nature of the role of work in our communities. The course develops students' literacy and numeracy, self-determination, independence, social participation and employability skills so that they have the confidence to recognise themselves as valuable contributors to society and to know what support is available for them. It is expected that all students enrolled in this course will gain practical experience in contributing to the community and the workforce.

Course Content

The Work and the Community Life Skills course has six modules, which focus on generalising, knowledge, understanding, skills, values and attitudes across a range of post-school environments.

Module: & Module Description

The Future - In this module students gain a conceptual understanding of what it is to work, to be an active member of a community and how this relates to their personal preferences, interests, aspirations and general wellbeing. Students will build their knowledge and understanding of the choices and challenges life after school can offer and will develop the skills and support networks to assist them with this transition.

Communicating at work and in the community - In this module students gain knowledge of communication skills that will enhance their employability, future study options and active participation in the community. Students will build their confidence and skills in computer literacy and information-gathering as they develop core skills for work. They will reflect on the employability skills they already have and how they can develop additional skills.

Rights and responsibilities - In this module students gain knowledge of their rights and responsibilities as a student, employee and citizen and how these rights are protected. Students develop skills and confidence in self-advocacy and build knowledge and understanding of their responsibilities towards others. Students are empowered by developing their understanding of the appropriate methods to resolve conflicts and disputes in relation to fair and equitable treatment in the workplace and community.

Problem-solving at work and in the community - In this module students build their confidence and resilience, enabling them to take on responsibility, advocate for themselves and learn how to manage difficult situations across different settings. They will gain skills in safe work and travel practices; how to be organised and how to manage themselves and their time effectively. Students will learn to manage their finances and to develop an understanding of financial matters relating to their future.

Work experience and community-based learning - In this module students are provided with opportunities to build skills, knowledge and understanding beyond the classroom. Students are empowered in their planning for post-school life by experiencing 'real world' learning opportunities in workplace and community environments. Students are encouraged to combine reflection on these experiences with their special interests, skills and aspirations in planning for the future.

Ready for the future - This module informs, empowers and encourages students to take an active role in planning for their own future. This will include preparing a resume, developing interview techniques and developing a transition plan. Students reflect on and apply skills, knowledge and understanding they have acquired of their own strengths, goals and aspirations to make decisions and take actions for their future.

Assessment

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course. Assessment should take account of the individual ways that students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used, appropriate for the outcomes to be assessed, and students' learning needs.

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(Head Teacher: Mrs O'Brien)



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LIFE SKILLS COURSE SELECTION 2025

Name: _____

NOTE: Most mainstream courses offered at Kandos High School have an equivalent Life Skills course. Students may elect to study Life Skills courses that are not offered in the Support Unit, however, these courses will be taught concurrently with the mainstream course, with mainstream students.

MANDATORY COURSES - These three courses will be studied by all of Year 11 and Year 12 students.

	Course	Type	Unit
◆	English	Life Skills	2
◆	Mathematics	Life Skills	2
◆	Work and the Community	Life Skills	2

ELECTIVE COURSES OFFERED IN SUPPORT UNIT

List them in order of preference 1 (most favourite), 2, 3, 4.

Choice Number	Course	Type	Unit
	Creative Arts	Life Skills	2
	Human Society and Its Environment	Life Skills	2
	Personal Development Health and Physical Education (PDHPE)	Life Skills	2
	Science	Life Skills	2
	Technology	Life Skills	2

MAINSTREAM COURSES - PLEASE LIST COURSE/S YOU ARE INTERESTED IN

	Course	Type	Unit
◆		Mainstream	
◆		Mainstream	
◆		Mainstream	

* Please return this completed sheet to Mrs O'Brien Head Teacher Support by Friday 1st November 2024.

Head Teacher: _____ Parent/Guardian: _____