

## Individual Transition-planning Process for Alan

### Student's Details (name, age, school, details of support needs)

Alan is in Year 10 and is 16 years old. Alan has a mild intellectual disability. He is enrolled at his local high school. Alan is undertaking some courses based on Life Skills outcomes and content to meet the requirements of the School Certificate. Alan lives with his family. He has a network of friends at school and his social skills are effective in that setting. Most of Alan's leisure time is spent with his family.

#### Student's Stage 5 Pattern of Study

English (Life Skills outcomes and content)  
Mathematics (Life Skills outcomes and content)  
Science (Life Skills outcomes and content)  
Australian History (Life Skills outcomes and content)  
Australian Geography (Life Skills outcomes and content)  
Food Technology  
Personal Development, Health & Physical Education  
Visual Arts

#### Identify Student's Strengths, Interests and Abilities

- Demonstrates a commitment to work
- Is interested in hospitality with a preference for food preparation
- Often cycles with his family as a weekend and holiday activity
- Is interested in repairing bikes
- Goes fishing and camping with his father regularly

#### Outline Areas for Student's Further Development

- Needs to develop skills to access a wider range of leisure and recreation activities
- Needs to continue to develop skills in literacy and numeracy
- Needs to further develop organisational skills
- Develop friendships with peers in a broader community context

### 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 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

### Goals for Post-school

- Gain and maintain employment in the food preparation area
- Travel independently
- Participate independently in a range of recreation and leisure activities within the community
- Live independently

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

English Life Skills – 2 Units  
Mathematics Life Skills – 2 Units  
Personal Development, Health and Physical Education Life Skills – 2 Units  
Work and the Community Life Skills – 2 Units  
Hospitality Operations (240 indicative hours) Core plus Strand A  
Commercial Cookery  
Skills for Living – Content Endorsed Course – 2 Units

### Individual Transition-planning Meeting – End of Preliminary Year

- 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

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

English Life Skills – 2 Units  
Mathematics Life Skills – 2 Units  
Citizenship and Society Life Skills – 2 Units  
Work and the Community Life Skills – 2 Units  
Hospitality Operations (240 indicative hours) Core plus Strand A  
Commercial Cookery

# **Year 11**

## **(Preliminary Year)**

### **Pattern of Study**

**To Meet Identified Student Goals for Alan**

Identified courses, relevant units/modules, outcomes and content that constitute Alan's educational program

## Year 11 Pattern of Study

<b>Course: English Life Skills</b>		<b>2 Units</b>
<b>Module: Speaking</b>		
Outcomes	Content	
2.6 Uses the telephone appropriately	<ul style="list-style-type: none"> <li>– leave a message on an answering machine</li> <li>– use telephone books and dial businesses or shops for information or to arrange purchases</li> <li>– use the telephone to make appointments for interviews</li> <li>– consult directory assistance if number is not known and there is no available directory</li> </ul>	
2.9 Speaks with others in a range of formal and informal situations	<ul style="list-style-type: none"> <li>– speak with an unknown person (individually) in an appropriate manner (volume, tone, vocabulary, grammar) to convey basic information, express choices or make requests in a range of situations</li> <li>– speak with several unknown people in an appropriate manner (volume, tone, vocabulary) in a range of social situations</li> <li>– use appropriate social conversational skills with people in a range of situations</li> <li>– speak with unknown people in a formal situation</li> </ul>	
2.10 Gives directions and instructions	<ul style="list-style-type: none"> <li>– give directions or instructions comprising two or more steps using appropriate vocabulary, tone, volume, manner, gesture to known/unknown people, in a range of situations</li> </ul>	
2.8 Recounts stories, personal experiences and jokes	<ul style="list-style-type: none"> <li>– identify the types of stories, personal experiences and jokes that are appropriate for particular occasions</li> <li>– retell stories, personal experiences and jokes with known and unknown people using appropriate vocabulary, tone, volume and gesture in a range of situations</li> </ul>	
2.11 Uses spoken language appropriately to express points of view and to manage disagreements	<ul style="list-style-type: none"> <li>– express a point of view to known adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations</li> <li>– express points of view to manage disagreements affecting them using appropriate vocabulary, tone, volume and manner in a range of situations</li> </ul>	
<b>Module: Listening</b>		
Outcomes	Content	
3.5 Listens and responds to the views of others	<ul style="list-style-type: none"> <li>– listen to views of known and unknown people and make responses using appropriate vocabulary, tone, volume and manner</li> <li>– listen and respond to a range of speakers in a range of situations</li> </ul>	
3.4 Listens and responds appropriately to a variety of presentations in a variety of media	<ul style="list-style-type: none"> <li>– listens to a variety of presentations in the community</li> </ul>	

<b>Course: English Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Reading</b>		
<b>Outcomes</b>	<b>Content</b>	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> <li>– demonstrate to supervisor the steps required to follow written instructions</li> <li>– read and comprehend multiple-step instructions in a range of situations</li> </ul>	
4.5 Comprehend and respond to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and undertake further education, training and employment	<ul style="list-style-type: none"> <li>– use public libraries to select a variety of written material</li> <li>– select written material to read for recreation and leisure</li> <li>– read to gain information for personal purposes</li> <li>– interpret text presented in a variety of formats</li> <li>– read and interpret instructions to complete tasks required in a range of training and employment situations</li> <li>– distinguish between fact and opinion in texts</li> <li>– identify and describe different perspectives in a variety of texts on the same topic</li> </ul>	
<b>Module: Writing</b>		
<b>Outcomes</b>	<b>Content</b>	
5.3 Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> <li>– complete a range of forms presented in different formats</li> <li>– complete surveys or questionnaires</li> <li>– provide information requested by electronic means</li> </ul>	
5.4 Writes and documents information for personal use	<ul style="list-style-type: none"> <li>– write messages on cards</li> <li>– use acceptable formats for various types of correspondence</li> <li>– write letters for informal purposes in handwriting or using technology</li> <li>– write letters for formal purposes</li> </ul>	
5.5 Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> <li>– keep daily diaries</li> <li>– summarise information in educational and training settings</li> <li>– keep personal records</li> </ul>	

<b>Course: Mathematics Life Skills</b>		<b>2 Units</b>
<b>Module: Numeration</b>		
<b>Outcomes</b>	<b>Content</b>	
1.6 Demonstrates knowledge, understanding and application of basic fractions and decimals	– demonstrate that decimals are another way of describing fractional portions	
1.7 Recognises and uses percentages	– recognise occasions when use of fractional expressions and percentage expressions are common – calculate percentages of quantities, such as 10%, 20%, 25%, 50% – apply percentage terms within broader contexts	
1.8 Applies mathematical knowledge and skills to solve problems in a range of contexts	– apply knowledge and skills in a range of situations	
<b>Module: Operations</b>		
<b>Outcomes</b>	<b>Content</b>	
2.3 Uses a calculator to perform calculations	– use calculator to perform a given calculation utilising function key – demonstrate understanding of relevant occasions to use a calculator	
2.4 Determines and applies appropriate processes to solve problems	– solve problems utilising appropriate individual skills – generalise problem-solving skills across a range of environments	
<b>Module: Time</b>		
<b>Outcomes</b>	<b>Content</b>	
3.8 Reads and understands calendars and plans events	– use a calendar in planning regular events – use a calendar to plan ahead for special events – use a calendar to calculate time available for particular activities	
3.9 Reads and interprets timetables	– understand and apply daily plan or timetable used in school, training or employment environments – read and interpret written timetables for community activities – read and interpret single mode transport timetable – read and interpret interconnecting transport timetables	
3.10 Prioritises personal time and manages scheduled activities	– identify time needed for personal activities and priorities – identify school, work or training activities that require planning time – plan daily activities to meet priorities and scheduled events – plan a week's activities to meet priorities and scheduled events – schedule activities within a weekly plan in accordance with designated responsibilities – manage personal time to ensure that conflicts of schedules do not occur	

<b>Course: Mathematics Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Space</b>		
<b>Outcomes</b>	<b>Content</b>	
4.5 Reads and understands a variety of directories and maps	<ul style="list-style-type: none"> <li>– understand the purpose and functions of directories and maps</li> <li>– understand basic features of maps and directories</li> <li>– use maps for a variety of personal purposes</li> </ul>	
<b>Module: Money</b>		
<b>Outcomes</b>	<b>Content</b>	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> <li>– compare the prices of identical or similar items to minimise outlay</li> <li>– understand the functions and purpose of financial institutions</li> <li>– use a savings account</li> <li>– understand the various forms of credit available</li> <li>– become aware of the impact of interest, fees and charges on account balances</li> <li>– determine value of purchasing a weekly travel ticket rather than five daily tickets</li> <li>– recognise the need to manage money to achieve long and short-term goals</li> </ul>	
5.8 Demonstrates an understanding of the responsibilities and obligations associated with money management	<ul style="list-style-type: none"> <li>– learn about the responsibilities and obligations involved in financial relationships</li> <li>– prepare personal budgets</li> </ul>	
<b>Module: Measurement</b>		
<b>Outcomes</b>	<b>Content</b>	
6.3 Reads and interprets a variety of graphs and tables	<ul style="list-style-type: none"> <li>– understand and use graphs and tables in a range of activities</li> </ul>	
6.4 Estimates and calculates lengths and distances	<ul style="list-style-type: none"> <li>– estimate length or distance using standard and non-standard units</li> <li>– calculate length or distance using standard and non-standard units</li> </ul>	
6.5 Estimates and calculates quantities	<ul style="list-style-type: none"> <li>– estimate quantity using standard and non-standard units</li> <li>– measure quantity using standard and non-standard units</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills</b>		<b>2 Units</b>
Module: Growth and Development		
<b>Outcomes</b>	<b>Content</b>	
1.10 Recognises and responds appropriately to emotional transitions	<ul style="list-style-type: none"> <li>– identify strategies to manage or control feelings and emotions such as mood changes, sexual feelings, frustration, fatigue</li> <li>– identify personal strengths, abilities and characteristics</li> <li>– identify factors that contribute to self-esteem, self-worth and a sense of responsibility</li> <li>– consider the feelings and emotions of others</li> <li>– respond to emotional changes and feelings of others through displaying appropriate behaviour</li> </ul>	
1.11 Demonstrates understanding of possible consequences of a range of sexual activities and knows how to seek advice or assistance if necessary	<ul style="list-style-type: none"> <li>– recognise possible consequences of sexual activities for themselves, their partners and others</li> <li>– recognise the consequences of unplanned or unwanted pregnancies</li> <li>– recognise the importance of contraception and ‘safe sex’</li> <li>– identify appropriate sources for advice on, and assistance with, the implications and consequences of sexual activity, and how to conduct them</li> </ul>	
Module: Developing and Maintaining a Healthy Lifestyle		
<b>Outcomes</b>	<b>Content</b>	
2.4 Recognises the need for, and participates in, regular physical activity	<ul style="list-style-type: none"> <li>– select and participate in appropriate individual and group physical activities to maintain personal health</li> <li>– identify local facilities for selected activities</li> <li>– demonstrate safe practices while undertaking physical activities individually or with others</li> </ul>	
2.8 Recognises and demonstrates understanding of the appropriate and inappropriate use of drugs	<ul style="list-style-type: none"> <li>– identify and discriminate between legal and illegal drugs</li> <li>– discuss reasons why people take drugs</li> <li>– discuss the nature and purposes of medicinal drugs</li> <li>– describe the dangers associated with the use of drugs</li> <li>– know how to seek advice and assistance in relation to the use of drugs</li> </ul>	
2.10 Demonstrates an understanding of the relationship between personal and community health	<ul style="list-style-type: none"> <li>– acknowledge that community health is influenced by the actions of every individual in the community</li> <li>– demonstrate personal practices that contribute to positive community health</li> <li>– identify and access community health facilities</li> </ul>	
Module: Interpersonal Relationships		
<b>Outcomes</b>	<b>Content</b>	
3.6 Demonstrates awareness and understanding of, and respect for, the feelings of others	<ul style="list-style-type: none"> <li>– demonstrate sensitivity and empathy towards others in need</li> </ul>	
3.7 Demonstrates awareness and use of strategies to cope with changing relationships	<ul style="list-style-type: none"> <li>– recognise and evaluate the reasons why a relationship might change or end</li> <li>– identify and explore the impact of, and their reactions to, the changes in, or the end of, a relationship</li> <li>– use positive strategies to cope with stress, disappointment, loss, anger or rejection</li> <li>– demonstrate conflict resolution skills</li> </ul>	

<b>Course: Personal Development, Health and Physical Education Life Skills (continued)</b>		<b>2 Units</b>
<b>Module: Safe Living</b>		
<b>Outcomes</b>	<b>Content</b>	
4.2 Demonstrates appropriate behaviour in emergency situations	<ul style="list-style-type: none"> <li>– demonstrate knowledge of first aid techniques and procedures</li> <li>– practise first aid techniques</li> </ul>	
4.3 Demonstrates understanding of and skills in appropriate road safety behaviours as a pedestrian, wheelchair user, bike rider, passenger and driver	<ul style="list-style-type: none"> <li>– demonstrate road safety skills as a bike rider</li> <li>– recognise appropriate behaviour as a driver</li> </ul>	
4.5 Demonstrates safe lifting practices	<ul style="list-style-type: none"> <li>– demonstrate the skills required to carry out one-person and two-person lifts</li> <li>– identify when mechanical lifting devices are required</li> </ul>	
4.6 Demonstrates knowledge about and skills in using fire blankets, fire extinguishers and alarms	<ul style="list-style-type: none"> <li>– identify occasions when a fire extinguisher should or should not be use</li> <li>– demonstrate skills in using fire extinguishers and blankets</li> </ul>	
4.7 Demonstrates knowledge, understanding and skills of basic water safety	<ul style="list-style-type: none"> <li>– demonstrate water safety skills</li> </ul>	
<b>Module: Leisure</b>		
<b>Outcomes</b>	<b>Content</b>	
5.1 Chooses and participates in a range of indoor and outdoor leisure activities	<ul style="list-style-type: none"> <li>– indicate knowledge of outdoor leisure activities in the local community</li> <li>– participate in a range of indoor and outdoor leisure activities</li> </ul>	
5.5 Demonstrates an understanding of the elements of a balanced leisure program	<ul style="list-style-type: none"> <li>– recognise that a healthy lifestyle requires a balance of work, rest, sleep, exercise, leisure and recreation</li> <li>– design or look at examples of balanced and unbalanced leisure programs</li> </ul>	
<b>Module: Outdoor Recreation</b>		
<b>Outcomes</b>	<b>Content</b>	
6.1 Participate in outdoor recreational activities individually, with a partner or in a group	<ul style="list-style-type: none"> <li>– identify a range of recreational activities that can be undertaken individually</li> <li>– identify and select recreational activities that can be undertaken with a partner or with a group</li> <li>– participate in a chosen recreational activity as an individual, with a partner or as a member of a group</li> <li>– demonstrate understanding of the knowledge required for participation in the preferred recreation activity</li> <li>– demonstrate knowledge about and skills in the preferred activity</li> <li>– participate with safety in preferred recreational activity</li> </ul>	
6.6 Understands and minimises the impact of recreational activities on the environment	<ul style="list-style-type: none"> <li>– understand the need to protect and minimise the impact of recreational activities on environments</li> <li>– follow guidelines to care for the environment</li> </ul>	

<b>Course: Citizenship and Society Life Skills</b>		<b>2 Units</b>
<b>Module: Travel and Holidays</b>		
<b>Outcomes</b>	<b>Content</b>	
3.6 Locates suitable venues and makes arrangements for an outing or vacation	<ul style="list-style-type: none"> <li>– identify a range of possible destinations independently or with assistance</li> <li>– indicate reasons for outing or holiday</li> <li>– identify mode of travel</li> <li>– plan holiday</li> <li>– plan vacation or short holiday</li> <li>– plan recreation for extended holiday in Australia</li> </ul>	
<b>Module: Citizenship and the Law</b>		
<b>Outcomes</b>	<b>Content</b>	
4.3 Demonstrates an understanding of personal roles, rights and responsibilities in relation to the law	<ul style="list-style-type: none"> <li>– recognise the rights and the various responsibilities of individual members of a family or group</li> <li>– recognise the rights and responsibilities of a driver of a motor vehicle in law</li> <li>– recognise the rights and responsibilities of a partner or spouse in relation to the law</li> <li>– recognise the rights of children and the responsibilities of parents within the law</li> <li>– indicate recognition of the rights and responsibilities of a consumer within the law</li> <li>– indicate recognition of economically and ecologically sound consumer practices in daily life</li> <li>– indicate recognition of the rights of a tenant within the law</li> <li>– indicate recognition of the rights and responsibilities of a trainee within the law</li> </ul>	
4.6 Understands the range and purposes of government in Australia	<ul style="list-style-type: none"> <li>– differentiate between state and federal levels of government</li> <li>– understand the purpose of local government</li> </ul>	
4.7 Recognises the rights and responsibilities of being a citizen in Australia	<ul style="list-style-type: none"> <li>– identify the rights and responsibilities of citizenship</li> <li>– identify different types of citizenship</li> <li>– behave as responsible and informed citizens in school, work and community contexts</li> </ul>	
4.8 Understands how to participate in democratic processes in a range of environments	<ul style="list-style-type: none"> <li>– develop an understanding of democratic processes in a range of environments</li> <li>– investigate and identify the responsibilities of participants in democratic processes</li> <li>– recognise the connection between the electoral process and democratic processes</li> </ul>	
<b>Module: Significant People, Events and Issues for Australia and the World Today</b>		
<b>Outcomes</b>	<b>Content</b>	
6.1 Identifies current key and significant people in daily life, the local community and Australia generally and the reasons for their significance	<ul style="list-style-type: none"> <li>– indicate recognition of people who are significant in the local community and the reasons for their significance</li> <li>– indicate recognition of the people who are significant in Australia generally and the reasons for their significance</li> </ul>	

<b>Course: Work and the Community Life Skills</b>		<b>2 Units</b>
<b>Module: Planning for Participation in Workplace and Community-Based Learning</b>		
<b>Outcomes</b>	<b>Content</b>	
2.3 Demonstrates knowledge, skills and appropriate attitudes in relation to work ethics and habits	<ul style="list-style-type: none"> <li>– understand and fulfil requirements in relation to work ethics and habits while on work experience and work placements</li> <li>– respond to advice from employers about work ethics and habits</li> <li>– undertake sound ethics and habits that increase employability</li> <li>– show respect for their own possessions and the possessions of others</li> <li>– clarify procedures for reporting breaches of ethics</li> </ul>	
2.4 Demonstrates knowledge and skills in job seeking and job application processes	<ul style="list-style-type: none"> <li>– identify sources where jobs are advertised such as newspapers, employment agencies, the Internet</li> <li>– identify and contact a range of people who may provide assistance in job seeking</li> <li>– analyse advertisements to ascertain requirements for positions</li> </ul>	
2.5 Demonstrates knowledge and skills in job interview processes	<ul style="list-style-type: none"> <li>– identify suitable dress and grooming requirements for job interview</li> <li>– rehearse interview processes using appropriate language, deportment, body language and gestures</li> </ul>	
<b>Module: Developing a Portfolio in Preparation for Employment</b>		
<b>Outcomes</b>	<b>Content</b>	
3.1 Identifies personal strategies and areas where further development is needed and uses information to maximise options for employment	<ul style="list-style-type: none"> <li>– identify personal skills which will increase employability</li> <li>– identify requirements for specific employment situations and evaluate personal abilities to meet these</li> </ul>	
3.3 Understands the impact of a range of personal considerations on workplace learning choices and options	<ul style="list-style-type: none"> <li>– recognise their strengths and areas where development is required for workplace learning</li> <li>– seek assistance with skills that require further development as part of the individual transition planning process</li> </ul>	
3.4 Demonstrates awareness of the entry level requirements in prior knowledge, training and/or experience for specific workplace learning environments	<ul style="list-style-type: none"> <li>– identify prior knowledge and prerequisite skills required to undertake workplace learning</li> <li>– keep records to demonstrate prior learning that may be used towards a recognised credential</li> <li>– assess literacy, numeracy and access skills necessary for some workplace learning situations</li> </ul>	

<b>Course: Work and the Community Life Skills (Continued)</b>		<b>2 Units</b>
<b>Module: Dealing with Workplace and Community-Based Learning Environment Issues</b>		
<b>Outcomes</b>	<b>Content</b>	
5.1 Demonstrates an understanding of the general occupational health and safety issues in workplace and community-based learning environments	<ul style="list-style-type: none"> <li>– discuss the responsibility of employers, employees and students involved in workplace learning or community-based learning in complying with occupational health and safety requirements</li> <li>– identify and describe specific occupational health and safety issues</li> <li>– demonstrate safe work practices in workplace learning situations</li> </ul>	
5.2 Adapts successfully to features of workplace learning environments	<ul style="list-style-type: none"> <li>– identify and describe the physical features of a range of workplace learning environments</li> <li>– recognise that features such as noise, space and change in the workplace may have implications for individual workers</li> <li>– demonstrate skills in dealing with issues such as noise, space and change by observing others and using appropriate strategies</li> <li>– demonstrate skills in adapting to a range of workplace learning situations</li> </ul>	
5.3 Understands and uses appropriate communication processes in workplace learning environments	<ul style="list-style-type: none"> <li>– identify and describe the hierarchy which influences communication in specific workplace learning environments</li> <li>– identify from an organisational chart the person responsible for direct supervision in a particular workplace learning situation</li> <li>– identify issues which should be taken up with a supervisor</li> <li>– describe how, when and where issues should be raised with supervisor or line manager</li> <li>– demonstrate knowledge and skills in communicating with supervisor or line manager</li> <li>– demonstrate skills in communicating with others as part of a team</li> </ul>	
5.4 Demonstrates knowledge and skills relating to interpersonal and social issues in workplace learning or community-based learning situations	<ul style="list-style-type: none"> <li>– demonstrate knowledge relating to social issues in workplace learning or community-based learning situations</li> <li>– successfully manage social interactions in workplace learning or community-based learning situations</li> </ul>	
<b>Module: Participating in Workplace Learning and Community-Based Learning Experiences</b>		
<b>Outcomes</b>	<b>Content</b>	
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> <li>– demonstrate generic work and social skills in workplace learning experiences in the community</li> <li>– conduct themselves appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations</li> <li>– develop work skills when participating individually or in small groups with direct supervision in workplace learning experiences in the community</li> <li>– develop work skills when participating independently with some supervision in workplace learning experiences in the community</li> </ul>	

**Year 11**  
**Skills for Living – Content Endorsed Course**

**Group A**

A3 Interpersonal Skills – 15 hours

A4 The Individual and the Local Community – 15 hours

**Group B**

B1 Accommodation – 15 hours

B4 – Home Maintenance Skills – 15 hours

B7 – Buying and Driving a Car – 30 hours

B9 – Understanding Cars and Engines – 30 hours

**Year 11**  
**Hospitality Operations (240 indicative hours)**  
**Core – plus Strand A – Commercial Cookery**

**Core:**

Unit Titles:

Work with colleagues and customers

Work in a socially diverse environment

Follow health, safety and security procedures

Communicate on the telephone

Develop and update hospitality industry knowledge

Follow workplace hygiene procedures

**Strand A – Commercial Cookery**

Unit Titles:

Organise and prepare food

Present food

Receive and store stock

Clean and maintain premises

Use basic methods of cookery

Implement food safety procedures

Plus four of the following units:

Prepare sandwiches

Prepare appetisers and salads

Prepare stocks and sauces

Prepare soups

Prepare vegetables, eggs and farinaceous dishes

# **Year 12**

## **HSC Year**

### **Pattern of Study**

**To Meet Identified Student Goals for Alan**

Identified courses, relevant units/modules, outcomes and content that constitute Alan's educational program

## Year 12 Pattern of Study

<b>Course: English Life Skills</b>		<b>2 Units</b>
<b>Module: Speaking</b>		
Outcomes	Content	
2.6 Uses the telephone appropriately	<ul style="list-style-type: none"> <li>– use telephone books and dial businesses or shops for information or to arrange purchases</li> <li>– demonstrate telephone etiquette in a range of situations</li> </ul>	
2.9 Speaks with others in a range of formal and informal situations	<ul style="list-style-type: none"> <li>– use appropriate social conversational skills with people in a range of situations</li> <li>– speak with unknown people in a formal situation</li> </ul>	
2.10 Gives directions and instructions	<ul style="list-style-type: none"> <li>– give directions or instructions comprising two or more steps using appropriate vocabulary, tone, volume, manner, gesture to known/unknown people, in a range of situations</li> <li>– clarify instruction or direction if asked to do so by:                             <ul style="list-style-type: none"> <li>– repeating the instruction or direction</li> <li>– breaking down the instruction or direction into separate parts</li> <li>– rephrasing the direction or instruction</li> </ul> </li> </ul>	
2.11 Uses spoken language appropriately to express points of view and to manage disagreements	<ul style="list-style-type: none"> <li>– express a point of view to unknown adults on a variety of issues using appropriate vocabulary, tone, volume and manner in a range of situations</li> <li>– express points of view to manage disagreements affecting them using appropriate vocabulary, tone, volume and manner in a range of situations</li> </ul>	
<b>Module: Reading</b>		
Outcomes	Content	
4.4 Comprehends written instructions in order to undertake activities and ensure personal safety	<ul style="list-style-type: none"> <li>– read and comprehend multiple step instructions in a range of situations</li> </ul>	
4.5 Comprehend and respond to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment	<ul style="list-style-type: none"> <li>– use public libraries to select a variety of written material</li> <li>– select written material to read for recreation and leisure</li> <li>– read to gain information for personal purposes</li> <li>– read and interpret a range of technological and print material in order to gather information</li> <li>– read and respond to a range of personal, imaginative and informative texts taken from literature and other sources</li> <li>– distinguish between fact and opinion in texts</li> <li>– identify and describe different perspectives on the same topic in a variety of texts</li> </ul>	
<b>Module: Writing</b>		
Outcomes	Content	
Writes and transfers specific information using standard formats	<ul style="list-style-type: none"> <li>– develop their own resumés</li> <li>– write, using technology, to request information</li> </ul>	
Writes and documents information for personal use	<ul style="list-style-type: none"> <li>– use acceptable formats for various types of correspondence</li> <li>– write letters for formal purposes</li> <li>– write for purpose of producing creative material</li> </ul>	
Writes to communicate information for a variety of purposes	<ul style="list-style-type: none"> <li>– summarise information in educational and training settings</li> <li>– keep personal records</li> <li>– write to clarify thoughts and ideas and to express emotions and reactions</li> </ul>	

<b>Course: English Life Skills (Continued)</b>		<b>2 Units</b>
Module: Viewing		
<b>Outcomes</b>	<b>Content</b>	
6.2 Views images and interprets their meaning, information and content	<ul style="list-style-type: none"> <li>– make value judgements and form opinions as a result of viewing different material</li> <li>– use computer to research interests, hobbies and projects</li> </ul>	
6.3 Views and interprets a range of media to access information and for leisure and recreation	<ul style="list-style-type: none"> <li>– explore other media for viewing and enjoyment such as the Internet and CD-ROMs</li> <li>– use the Internet to obtain information about news and current affairs</li> </ul>	
6.4 Views and critically assesses advertising material of various kinds	<ul style="list-style-type: none"> <li>– identify advertising material in different formats</li> <li>– use a variety of advertising sources to plan purchases</li> <li>– identify techniques employed by advertisers to sell products or promote events</li> </ul>	

<b>Course: Mathematics Life Skills</b>		<b>2 Units</b>
Module: Numeration		
<b>Outcomes</b>	<b>Content</b>	
1.6 Demonstrates knowledge, understanding and application of basic fractions and decimals	<ul style="list-style-type: none"> <li>– understand and apply decimals within meaningful contexts</li> </ul>	
1.7 Recognises and uses percentages	<ul style="list-style-type: none"> <li>– apply percentage terms within broader contexts</li> </ul>	
Module: Time		
<b>Outcomes</b>	<b>Content</b>	
3.8 Reads and understands calendars and plans events	<ul style="list-style-type: none"> <li>– use a calendar to calculate time available for particular activities</li> </ul>	
3.9 Reads and interprets timetables	<ul style="list-style-type: none"> <li>– understand and apply daily plan or timetable used in school, training or employment environments</li> <li>– read and interpret single mode transport timetable</li> <li>– read and interpret interconnecting transport timetables</li> </ul>	
3.10 Prioritises personal time and manages scheduled activities	<ul style="list-style-type: none"> <li>– plan daily activities to meet priorities and scheduled events</li> <li>– plan a week's activities to meet priorities and scheduled events</li> <li>– schedule activities within a weekly plan in accordance with designated responsibilities</li> <li>– schedule activities over a month in accordance with designated responsibilities</li> <li>– manage personal time to ensure that conflicts of schedules do not occur</li> <li>– identify changing circumstances and alter activities accordingly</li> </ul>	

<b>Course: Mathematics Life Skills (Continued)</b>		<b>2 Units</b>
Module: Space		
<b>Outcomes</b>	<b>Content</b>	
4.5 Reads and understands a variety of directories and maps	– use maps for a variety of personal purposes	
Module: Money		
<b>Outcomes</b>	<b>Content</b>	
5.7 Demonstrates knowledge, understanding and application of financial decision-making skills	<ul style="list-style-type: none"> <li>– make appropriate financial decisions</li> <li>– understand the relationship between income and expenditure</li> <li>– recognise the need to manage money to achieve long and short-term goals</li> </ul>	
5.8 Demonstrates an understanding of the responsibilities and obligations associated with money management	<ul style="list-style-type: none"> <li>– prepare personal budgets</li> <li>– modify personal budgets in response to changes in income, expenditure and goals</li> <li>– fulfil responsibilities and obligations involved in financial relationships</li> </ul>	
Module: Measurement		
<b>Outcomes</b>	<b>Content</b>	
6.3 Reads and interprets a variety of graphs and tables	– understand and use graphs and tables in a range of activities	
6.4 Estimates and calculates lengths and distances	– calculate length or distance using standard or non-standard units	
6.5 Estimates and calculates quantities	– measure quantity using standard and non-standard units	

<b>Course: Work and the Community Life Skills</b>		<b>2 Units</b>
Module: Planning for Participation in Workplace and Community-based Learning		
<b>Outcomes</b>	<b>Content</b>	
2.2 Demonstrates knowledge and understanding of the relationship between employment and employment-related training	<ul style="list-style-type: none"> <li>– set goals for future employment and develop strategies to access training to meet these goals</li> <li>– enquire about on-the-job training opportunities</li> </ul>	
2.4 Demonstrates knowledge, skills and appropriate attitudes in job seeking and job application processes	<ul style="list-style-type: none"> <li>– complete job application forms from a variety of sources with accurate details</li> <li>– write sample letters of application in correct format using conventional grammar and correct spelling</li> <li>– use the telephone to make enquiries about advertised positions</li> <li>– canvass for potential employment vacancies</li> </ul>	
2.5 Demonstrates knowledge and skills in job interview processes	<ul style="list-style-type: none"> <li>– identify suitable dress and grooming requirements for job interview</li> <li>– rehearse interview processes using appropriate language, deportment, body language and gestures</li> </ul>	
2.6 Establishes personal links with appropriate personnel and agencies before leaving school	<ul style="list-style-type: none"> <li>– seek assistance from careers advisers or others to identify and contact key people in the community who will support them in finding a job and choosing appropriate training courses</li> <li>– visit and register with government and non-government agencies that offer support to school leavers</li> </ul>	

<b>Course: Work and the Community Life Skills (Continued)</b>		<b>2 Units</b>
<b>Module: Dealing with Workplace and Community-based Learning Environment Issues</b>		
<b>Outcomes</b>	<b>Content</b>	
5.5 Demonstrates knowledge of entitlements to fair and equal treatment in workplace or community-based learning situations	<ul style="list-style-type: none"> <li>– identify and describe legislative protection from discrimination on the basis of race, gender, religion, age, disability and harassment and vilification</li> <li>– identify and describe support available for people with disabilities in workplace learning or community-based learning situations</li> <li>– identify and describe legislative and related information on industrial agreements, awards, enterprise bargaining</li> <li>– identify and describe legislative and related requirements for occupational health and safety</li> <li>– identify and describe legislative and related issues relating to workers' compensation</li> <li>– identify and describe legislation, organisations and interest groups involved in the negotiation and variation of working conditions and wages</li> </ul>	
5.6 Demonstrates knowledge and understanding of personal roles, rights and responsibilities as an employee	<ul style="list-style-type: none"> <li>– understand the expectations employers and other workers will have of them as employees or workplace learning students</li> <li>– demonstrate knowledge and understanding of general rights of employees in relation to awards, conditions and fair treatment at work</li> <li>– demonstrate knowledge and understanding of specific rights of employees in particular situations or circumstances</li> <li>– demonstrate knowledge of general responsibilities of employees</li> <li>– demonstrate knowledge and understanding of specific responsibilities which may apply to employees in particular situations or circumstances</li> </ul>	
5.7 Demonstrates knowledge and understanding of personal roles, rights and responsibilities of employers and other employees	<ul style="list-style-type: none"> <li>– demonstrate knowledge and understanding of role of an employer</li> <li>– demonstrate knowledge and understanding of roles of other employees in the workplace</li> <li>– demonstrate appropriate and realistic expectations of employers</li> <li>– demonstrate appropriate and realistic expectations of other employees</li> <li>– demonstrate knowledge and understanding of general rights of employers in relation to awards, conditions, fair treatment</li> <li>– demonstrate knowledge and understanding of general rights of other employees in relation to awards, conditions, fair treatment</li> <li>– investigate specific roles, rights and responsibilities which apply to employers in particular situations or circumstances</li> <li>– investigate specific roles, rights and responsibilities which apply to other employees in particular situations or circumstances</li> <li>– demonstrate knowledge of general responsibilities of all employers</li> <li>– gather information about specific responsibilities which may apply to an employer in a particular situation or circumstance</li> <li>– demonstrate knowledge of general responsibilities of other employees</li> <li>– gather information about specific responsibilities which may apply to other employees in particular situations or circumstances</li> </ul>	

<b>Course: Work and the Community Life Skills (Continued)</b>		<b>2 Units</b>
<b>Module: Dealing with Workplace and Community-based Learning Environment Issues (Continued)</b>		
<b>Outcomes</b>	<b>Content</b>	
5.8 Recognises personal responsibility for the quality and quantity of work produced	<ul style="list-style-type: none"> <li>– identify and describe expectations of quality of work in specific workplace learning situations</li> <li>– identify and describe expectations of quantity of work in specific workplace learning situations</li> <li>– demonstrate knowledge and understanding of appropriate action required if expectations regarding quality of work cannot be met</li> <li>– demonstrate knowledge and understanding of appropriate action required if expectations regarding quantity of work cannot be met</li> </ul>	
5.9 Demonstrates knowledge and understanding of issues relating to wages and conditions in the workplace	<ul style="list-style-type: none"> <li>– gather information about wages which apply to jobs in a particular workplace</li> <li>– identify and describe commencement wages for a particular position</li> <li>– identify and describe wage increments and the factors influencing them</li> <li>– identify and describe conditions relating to various jobs within a designated work</li> <li>– describe when and where conditions may be varied</li> </ul>	
5.10 Demonstrates knowledge and understanding of factors relating to job retention and career advancement, including efficient and effective work ethics and practices and upgrading of appropriate skills and knowledge	<ul style="list-style-type: none"> <li>– identify and describe general factors influencing job retention</li> <li>– identify and describe factors influencing career advancement</li> <li>– discuss processes for upgrading of appropriate skills and knowledge workplace situations</li> <li>– demonstrate application of efficient and effective work ethics and practices in real workplace situations</li> </ul>	
<b>Module: Participating in Workplace Learning and Community-based Learning Experiences</b>		
<b>Outcomes</b>	<b>Content</b>	
6.3 Engages in workplace learning experiences in the community	<ul style="list-style-type: none"> <li>– demonstrate generic work and social skills in workplace learning experiences in the community</li> <li>– conduct themselves appropriately in workplace learning experiences in the community showing awareness of occupational health and safety, anti-discrimination and equal employment opportunity considerations</li> <li>– develop work skills when participating independently with some supervision in workplace learning experiences in the community</li> </ul>	

**Year 12**

**Hospitality Operations (240 hours)**

**Core – plus Strand A – Commercial Cookery**

**Core:**

Unit Titles:

Work with colleagues and customers

Work in a socially diverse environment

Follow health, safety and security procedures

Communicate on the telephone

Develop and update hospitality industry knowledge

Follow workplace hygiene procedures

**Strand A – Commercial Cookery**

Unit Titles:

Organise and prepare food

Present food

Receive and store stock

Clean and maintain premises

Use basic methods of cookery

Implement food safety procedures

Plus four of the following units:

Prepare sandwiches

Prepare appetisers and salads

Prepare stocks and sauces

Prepare soups

Prepare vegetables, eggs and farinaceous dishes