

E665 INDEPENDENT LIVING (YEAR 12) – 2008-2009

Introduction

The focus of this subject is on students addressing practical everyday problems related to living in a family or independently.

Students will develop essential life skills and work related competencies when working in contexts such as:

- food selection and preparation
- personal financial management
- provision of accommodation, clothing and leisure
- family relationships and relating with others.

Opportunities will also be available to develop student creativity when designing and implementing innovative strategies in an enterprise activity.

Year 12 Independent Living addresses the Health and Physical Education and Technology and Enterprise learning outcomes of the *Curriculum Framework for Western Australian education*.

The subject facilitates the inclusion of national competencies relevant to vocational education and training and employment opportunities.

Rationale

By addressing relevant issues related to health, relationships, law and the management of finite resources, students will develop the necessary knowledge, understanding, skills, attitudes and values to optimise their development and quality of life.

Participation in this subject will improve students' competence in the areas of communication, resource management, income generation, goal-setting, time management and the productive use of leisure.

Students will consider the influence of principles related to social justice, ethical behaviour and environmental responsibility on their activities.

Students will apply creative problem-solving processes and self-management skills that a young adult will use when dealing with the demands of living and working in a rapidly changing society.

Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. They are not sequential and teachers may change the order in which they are presented. A set of components is listed under each outcome. These components are specified for the development of each outcome.

If schools wish to vary the specified components they may do so, provided it can be demonstrated that the outcomes can be achieved and that the subject is assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on a subset of subject outcomes. A set of performance criteria supports the assessment framework for the subject.

A procedure for rating student performance on each outcome, and allocating grades at the end of the subject, has been stipulated.

Subject Outcomes

Within the context of the subject of Independent Living the student is provided with opportunities to meet each of the following outcomes:

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| Outcome 1: | Designs and implements strategies to address the needs of young people. |
| Outcome 2: | Plans and achieves a goal by designing, implementing and evaluating a project. |
| Outcome 3: | Demonstrates resource management skills in a variety of contexts. |
| Outcome 4: | Demonstrates interpersonal skills in a variety of situations. |
| Outcome 5: | Applies an understanding of relevant laws. |
| Outcome 6: | Researches the availability of community resources for young people. |

Components of Outcomes

Outcome 1: Designs and implements strategies to address the needs of young people.

The following components amplify the context and meaning of the outcome. The student:

- investigates issues, opportunities and challenges related to meeting the physical, social, intellectual, emotional, spiritual and mental health needs of young people
- demonstrates an understanding of the influences that have underpinned the development of community and personal values and attitudes, particularly in relation to:
 - family
 - food
 - accommodation
 - management of personal finances
 - maintaining and improving health
 - body image
 - relationships
 - moral and ethical questions
 - social justice issues
- identifies knowledge, understandings and skills and resources required to meet specific needs
- develops and justifies strategies to meet these needs
- implements and manages plans, adjusting processes in response to difficulties and constraints, reviewing the effectiveness of the plan
- applies knowledge and skills required to address the needs of young people.

Outcome 2: Plans and achieves a goal by designing, implementing and evaluating a project.

The following components amplify the context and meaning of the outcome. The student:

- applies a process when working with materials, technology or systems
- demonstrates initiative and creativity in developing an enterprise
- prepares a budget for the project
- participates in the organisation and operation of projects related to gaining an income
- applies safety principles appropriate to the context
- develops and applies strategies to monitor and evaluate a project
- draws considered conclusions regarding the success or otherwise of the project in relation to stated goals
- discusses the changing nature of the workplace
- explores the way in which leisure activities may be used to generate an income.

Projects may include:

- an income-generating activity
- a voluntary community activity

- school-based service e.g. planning school graduation
- personal development projects e.g. interview preparation, leisure skills.

Outcome 3: Demonstrates resource management skills in a variety of contexts.

The following components amplify the context and meaning of the outcome. The student:

- identifies and applies self-management skills to the management of human and non-human resources e.g. time, budget, materials, resources, equipment, skills and people
- selects and manages resources in ways consistent with principles of conservation
- uses appropriate technology, in relation to, for example:
 - obtaining, maintaining and improving accommodation
 - identifying recreation and leisure needs
 - provision and maintenance of clothing
 - selection and production of food in various situations
- applies knowledge and understanding of principles of consumerism
- develops and uses a budget for meeting personal needs or undertaking a particular project
- sets goals, develops realistic time lines, monitors progress, determines whether those goals are being met and considers further action.

Outcome 4: Demonstrates interpersonal skills in a variety of situations.

The following components amplify the context and meaning of the outcome. The student:

- identifies and applies effective communication techniques with family and others
- uses decision-making processes
- applies strategies for conflict resolution
- monitors personal and/or group performance, using appropriate interpersonal skills
- discusses strategies for coping with change, trauma, grief or stress
- participates in group projects to achieve an agreed outcome
- outlines how involvement in voluntary work results in personal rewards and contributes to the development of young people.

Outcome 5: Applies an understanding of relevant laws.

The following components amplify the context and meaning of the outcome. The student:

- identifies and explains laws relevant to young people within the community
- discusses individual, family and community rights and responsibilities related to laws relevant to everyday living. Examples may include:
 - accommodation
 - consumer law and regulations
 - alcohol
- applies an understanding of relevant laws specific to forms of employment and operation of an enterprise. Examples may include:
 - food handling
 - occupational health and safety.

Outcome 6: Researches the availability of community resources for young people.

The following components amplify the context and meaning of the outcome. The student:

- researches issues and evaluates the appropriateness of relevant community resources. Issues might include:
 - women's/men's health
 - drug/alcohol abuse
 - domestic violence
 - youth homelessness
 - teenage suicide
 - particular needs of special individuals
 - the family and the environment etc.
- applies an understanding of the rights and responsibilities of accessing the social security system in a variety of contexts
- investigates community resources related to employment and small business
- understands how to access local community
- understands the organisation of community groups e.g. government, non-government, religious etc.
- evaluates health promotion activities aimed at young people.

Common Assessment Framework

The framework outlined below specifies a series of common assessment tasks for this subject. The teacher has the flexibility to select from the subject outcomes those to be assessed in each task. On completion of the subject the student must have been provided with **at least two opportunities** to demonstrate achievement of each outcome in this subject.

Each common assessment task measures student performance on a subset of subject outcomes. For each outcome measured in a task, student performance will be rated as **Very High (V)**, **High (H)**, **Satisfactory (S)** or **Not Demonstrated (ND)**.

Task No.	Task Description	Outcomes
One	Teen Challenge: Problem-solving	1, 2, 3, 4, 5, 6
Two	Group Enterprise	1, 2, 3, 4, 5, 6
Three	Applied Project 1	1, 2, 3, 4, 5, 6
Four	Applied Project 2	1, 2, 3, 4, 5, 6

Common Assessment Tasks Booklet

The *Common Assessment Tasks* booklet for this subject further describes each task, and defines parameters for its completion. Schools are free to determine specific assessment details within these parameters. Copies of the booklet are available from the Curriculum Council and can be found, along with the syllabus for this subject, on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

Outcome 1: Designs and implements strategies to address the needs of young people.

Satisfactory	High	Very High
The student designs and implements strategies to address the needs of young people.	The student designs and implements strategies to address the needs of young people and explores the relationships between these needs.	The student draws conclusions regarding the effectiveness of the strategies used when addressing the interrelated needs of young people.

Outcome 2: Plans and achieves a goal by designing, implementing and evaluating a project.

Satisfactory	High	Very High
The student follows steps in a process to complete a project.	The student applies a process, explains their selection of resources and reviews the project outcomes.	The student applies a process, justifies the use of the resources and evaluates the project outcomes.

Outcome 3: Demonstrates resource management skills in a variety of contexts.

Satisfactory	High	Very High
The student uses their resource management skills to meet their needs or those of other young people.	The student selects and uses resource management skills to meet their needs or those of other young people.	The student demonstrates and justifies their application of resource management skills to meet their needs or those of other young people.

Outcome 4: Demonstrates interpersonal skills in a variety of situations.

Satisfactory	High	Very High
The student selects and applies interpersonal skills when interacting with others.	The student selects, applies and justifies their interpersonal skills when interacting with others.	The student demonstrates initiative and provides leadership through their application of interpersonal skills when interacting with others.

Outcome 5: Applies an understanding of relevant laws.

Satisfactory	High	Very High
The student identifies laws relevant to young people in a variety of contexts.	The student explains the rights, responsibilities and consequences of a range of relevant laws.	The student applies an understanding of the impact of laws that are relevant to young people.

Outcome 6: Researches the availability of community resources for young people.

Satisfactory	High	Very High
The student collects and uses information about community resources for young people.	The student collects, uses and reviews information about community resources for young people.	The student evaluates community services, considering their appropriateness for young people.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V** is attained when at least 50% of ratings are at a **Very High** level, and at least 50% of the remainder are at a **High** level or better.
- H** is attained when at least 50% of ratings are at a **High** level or better, and at least 50% of the remainder are at a **Satisfactory** level or better.
- S** is attained when at least 50% of ratings are at a **Satisfactory** level or better.
- ND** is attained when more than 50% of ratings are at a **Not Demonstrated** level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

- **the student has completed all the CATs incorporating that outcome**
- **the student has demonstrated S for that outcome in at least one task.**

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgment should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A** **Very High** in at least 50% of outcomes, and **High** or better in at least 50% of the remainder.
- B** **High** or better in 50% of outcomes, and **Satisfactory** or better in the remainder.
- C** **Satisfactory** or better in all outcomes.
- D** **Satisfactory** or better in at least 50% of the outcomes.
- E** **Not Demonstrated** in more than 50% of the outcomes.

Note: A final rating of ND for any outcome will result in a grade of D being awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* Booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

Facilities, Staff and Equipment

This subject emphasises practical activities in the Home Economics area and therefore will require specialist facilities and staff. Provision will need to be made for sufficient equipment and consumables to ensure that students are able to meet the specified outcomes.

Resources

NB: The materials listed below are a small sampling of the enormous number of valuable text, multimedia and audiovisual materials related to the content areas of this subject. This list should not be regarded as prescriptive. Local and school libraries contain many valuable references additional to the selection listed.

Note 1: The resources in this list were available at the time of printing, but please be aware that their subsequent availability cannot be guaranteed.

Note 2: '(OP)' identifies resources that are out of print but still valuable if teachers can locate them in their department or library.

References

Aspin, L., *Life Management: Individuals, Families and Groups*, Longman Australia, Melbourne 1995. (OP)

Auditor General Western Australia, *Accommodation and Support Services Provided to Young People Unable to Live at Home* [Report no. 11], Office of the Auditor General Western Australia, West Perth, WA, 1998. [http://www.audit.wa.gov.au/reports/report98_11.pdf]

Australian Women's Weekly Home Library series, ACP Publishing, Sydney.

Brooks, L., and Brooks, L., *Powerful Me* [workbook and coordinator's guide], Prim-Ed Publishing, Greenwood, W.A., 1998.

Burnett-Fell, B., *The Business of Living: Family Studies and Food Science in the 1990's*, Jacaranda Press, Qld, 1990. (OP)

Collings, S. and Barrile, S. *Up and Running: Small Business Education for Secondary Schools* (3rd ed.) VCTA, Melbourne, 1994. (OP)

Dugan, M., *Leaving Home : How to Make that First Move and Survive*, Penguin Books, Ringwood, Vic., 1989. (OP)

Dunn, Colin *Let's plan a Business*, VCTA Publishing, South Yarra. (OP)

Fawcett, L.L., *Food Tech Issues*, McGraw-Hill, Sydney, 1995.

Health Department of W.A. and The West Australian, *FoodCents Family Cookbook*, Perth, 1997. (OP)

Larsen, L., and Duthie, J., *Independent Living: Year 12*, B+G Resource Enterprises, Cottesloe, WA, 2004.

McMahon, M., *Moving Out: What you Need to Know When Moving Away from Home*, Millennium Books, NSW, 1989. (OP)

Meredith, G.G., (ed), *Small Business Success: Record Keeping*, McGraw-Hill, Sydney, 1990. (OP)

Meredith, G.G., (ed), *Small Business Success: Your Feasibility Study*, McGraw-Hill, Sydney, 1990. (OP)

Meredith, G.G.,(ed), *Small Business Success: Staying Afloat*, McGraw-Hill, Sydney, 1990. (OP)

Moving Out,

Rose, A., *101 Ways to Make Money*, Hodder and Stoughton, NSW, 1995. (OP)

Scott, T., and Grice, T., *The Great Brain Robbery* (2nd ed.), Allen and Unwin, St Leonards, NSW, 2005.

Spooner, C., *Fashion by Design*, Longman Cheshire, Melbourne, 1993.

Stanton, R., *Healthy Cooking*, Murdoch Books, Sydney, 1993. (OP)

Tull, A., *Food and Nutrition* (3rd ed.), OUP, Sydney, 1996.

Willets, G., and Williamson, F., *Senior FoodTechnology 2*, Rigby Heinemann, Melbourne, 1995.

Yelland, J., *The Art of Minding Your Own Business*, (2nd edition), Press For Success, Fremantle, 1997.

Teacher References

Larsen, L., and Duthie, J., *How to Successfully Teach Independent Living: Year 12* [CD-ROM], B+G Resource Enterprises, Cottesloe, WA, 2002.

Pamphlets

Combined Credit Unions – *Money Matters* and *Budgeting: Making it Easy*.

Commonwealth Bank - *Starting Up and Running Your Own Business*. Prepared by KPMG Peat Marwick.

Consumer Affairs and Office of the Family - *Get Real, Get Smart*.

RAC - *Buying Your First Car*.

Small Business Corporation - various publications.

Victorian Commercial Teachers' Association and Australian Bankers' Association - *More on Money*.

Western Power - *How to Keep Tabs on your Energy Bill*.

Periodicals

Australian Country Craft magazine, Silverwater, NSW. [<http://www.accmagazine.com.au/>]

Australian House and Garden, ACP Publishing, Sydney.

Australian Stitches, Express Publications, Silverwater, NSW.

Better Homes and Gardens, North Sydney, NSW. [<http://www.bhg.com.au/>]

Family Circle, McMahons Point, NSW. [<http://www.familycircle.com.au/>]

Handmade, Silverwater, NSW. [<http://www.handmade.com.au/contacts.php>]

Agencies and Websites

Note: Internet addresses current at time of printing but please be aware that subsequent address changes may have occurred.

AlintaGas
<http://www.alintagas.com.au>

Australian Bankers' Association
<http://www.bankers.asn.au/default.aspx?FolderID=1>

Australian Dairy Industry
<http://www.dairy.com.au/>

Commonwealth Bank
<http://www.commbank.com.au/default.asp>

Department for Community Development
<http://www.community.wa.gov.au/>

Department of Consumer and Employment Protection
<http://www.docep.wa.gov.au/default.asp>

Department of Family and Children's Services
<http://www.community.wa.gov.au>

Department of Sport and Recreation
<http://www.dsr.wa.gov.au/>

Health Department of W.A.
<http://www.health.wa.gov.au>

Home Economics Institute of Australia Inc.
<http://www.heia.com.au/>

Library and Information Service of W.A.
<http://www.liswa.wa.gov.au/>

Meat & Livestock Australia
<http://www.mla.com.au>

Ministry of Fair Trading
<http://www.fairtrading.wa.gov.au>

National Health and Medical Research Council,
<http://www7.health.gov.au/nhmrc/publications/nhome.htm>

RAC
<http://rac.com.au/ecar/index.cfm>

REIWA - Real Estate Institute of W.A.
<http://www.reiwa.com.au/>

Royal Automobile Club of W.A.
<http://www.rac.com.au/>

Small Business Development Corporation
<http://www.sbdc.com.au/>

Small Business Development Corporation
<http://www.sbdc.com.au/index2.asp>

Victorian Commercial Teachers Association
<http://www.vcta.asn.au/index.html>

WA Government Youth Access
<http://www.dotu.wa.gov.au>

Western Power
<http://www.westernpower.com.au/>

Western Power
<http://www.wpcorp.com.au/>

Woolworths (Meal Planner)
<http://www.woolworths.com.au>

Youth Legal Services WA
<http://www.youthlegalserviceinc.com.au>

Multimedia

Audio Visual Materials

Australian Institute of Environmental Health, *FoodSafe-Food Handler Training Program*. (OP)

Australian Meat and Livestock Corporation, *The Balancing Act: A Nutrition Resource Kit*, [video, manual and blackline masters], 1992. (OP)

Computer Programs

FoodWorks series, Xyris Software (Australia), Highgate Hill, Qld. [<http://www.xyris.com.au/index.htm>]

SERVE Nutrition Management System, M. & H. Williams, St Ives, NSW. [<http://www.serve.com.au/>]

