Erina High School

Application Booklet

This booklet must be read and the back page completed and returned to Mrs Smith to confirm your changes to your pattern of study.

Memorial Garden completed by Year 12 Construction students 2010

Changes to your Preliminary or HSC pattern of study.

* Eligibility Information
* Content Endorsed Courses
* Extension Courses
* TVET Courses
1. Introduction

- This booklet has been designed to assist you in making decisions regarding "dropping" or "picking up" subjects in your Preliminary or HSC years at Erina High. Allowing you to check your pattern of study and making sure you are still meeting the Board of Studies requirements, ATAR, HSC and/or Preliminary.

- Any Content Endorsed Course that you satisfactorily completed in year 11 cannot be studied again in year 12 – ie you cannot repeat a course. **Unless a school decision has been made in negotiation with staff and students to apply for a CEC to be delivered as a 2 year 2 unit course**

- A copy of the list of 2 Unit CEC’s is included in this booklet.

- It must also be noted that a course will only be offered if sufficient students elect to study the course.
  a) You must study a minimum of 10 HSC units to qualify for the H.S.C.
  b) You must complete 6 units of Board Developed Courses, to be eligible for the HSC.
  c) You must complete 10 units of Board Developed courses to be eligible for the ATAR

- You can only study a HSC Board Developed Course if you have **successfully completed** your Preliminary Course in this subject.

- You must continue to attend ALL your classes until you receive written approval to discontinue a course from Mrs Smith. You will **not** be allowed to “drop” a subject until the end of Week 4 Term 4 for new year 12 Students. Or after week 4 Term 1 for year 11 students. Applications may be completed before this time but will not be processed until after said time.
  **All year 12 students** are most strongly encouraged /advised to **hold** all 2 Unit Courses into the start of the next calendar year (Term 1).

- Course changes will only be possible when course change forms (available from Mr Smith) are completed after eligibility is determined. Parents must also approve all course changes by providing a note that will "action" the change and or signed the “Subject Change Form” (see attached).

- If you are doing 12 units, ie six subjects of 2 units you may continue this pattern into Year 12.

- If you are doing 12 units as above and wish to drop a 2 unit subject then you can do this – but only after you are certain your remaining 10 units are your **best** units of study.

- You may choose a new 2 unit Content Endorsed Course or a TAFE course to study instead of a 2 unit Board Developed Course, if it fits your BOS requirements.

- If you have studied a TAFE subject you may: - Pick up a 2 Unit CEC or - Apply for another TAFE course ( preference is given to Year 11 students so you will also need to choose a school based course in case your TAFE application is unsuccessful ). Or - A small number of Preliminary TAFE courses may be continued in the HSC year.

- You may be **invited** to do an Extension Course in English, History, Hospitality or Maths. You must apply to the Head Teacher if you wish to do this.
2. A few things to remember

- To check your pattern of study and confirm your eligibility meet BOS and HSC requirements

Remember you must-

1. Study a minimum of 10 HSC units to qualify for a HSC
2. You must complete 6 units of Board developed Courses
3. You must study 10 units of Board developed Courses to achieve an ATAR
   - The listed Content Endorsed Courses (NON ATAR) will only run if there are sufficient numbers of students wishing to study the course
   - You cannot repeat a one year CEC course (In Prelim & HSC).
   - You can only study a Board Developed Course if you have successfully completed it in year 11.
   - You must continue to attend all lessons until approval is given by Mrs Smith for you to drop a course. This will not occur until Week 5 and you must complete the application in this booklet including your parent/ carers signature. Subject changes will not occur without ALL signatures.

Remember

- All changes to your pattern of study are subject to approval from Mrs Smith or the Careers and Transition team (Mr Jackson, or Mrs Pursehouse, or Mr Bath,)
- If you are studying 12 units or 6 subjects you can continue this pattern through-out year 12
- You can choose to study a content endorsed course if available but remember this will impact on your ATAR eligibility
- TAFE courses may also be an option- make an appointment with Mrs Pursehouse if interested in completing a TAFE course
- You may be invited to study an extension course, you must apply to the Head teacher of the subject if you are interested in an extension course.
## 3. Content Endorsed Courses (Non ATAR)

<table>
<thead>
<tr>
<th>Course: Exploring Early Childhood</th>
<th>Contact Person- Mrs O'Mahony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Endorsed Course</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td>Our society is increasingly recognising children’s experiences in the early childhood years as the foundation for future growth, development and learning. This course explores issues within an early childhood context and considers these in relation to the students themselves, their family and the community. The study of this course will enable students to:</td>
<td></td>
</tr>
<tr>
<td>• develop an awareness and understanding of the growth, development and learning of young children and the importance of the early childhood years;</td>
<td></td>
</tr>
<tr>
<td>• recognise the uniqueness of all children, including those who have special needs;</td>
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<tr>
<td>• become aware of the value of play in the lives of children, and consider means of providing safe and challenging environments for play;</td>
<td></td>
</tr>
<tr>
<td>• identify the range of services developed and provided for young children and their families;</td>
<td></td>
</tr>
<tr>
<td>• consider the role of family and community in the growth, development and learning of young children;</td>
<td></td>
</tr>
<tr>
<td>• reflect upon potential implications for themselves as adults, in relation to young children;</td>
<td></td>
</tr>
<tr>
<td>• understand and appreciate the diversity of cultures within Australia and the ways in which this influences children and families.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course: Marine Studies</th>
<th>Contact Person – Mr Jackson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Endorsed Course</td>
<td>Exclusions: Nil</td>
</tr>
<tr>
<td>Fees: Fees apply to this course. This course may incur additional charges for some activities eg Scuba Diving</td>
<td></td>
</tr>
<tr>
<td>The oceans cover more than 70 per cent of the earth’s surface and influence all forms of life on this planet. Oceans are alternatively viewed as areas rich in minerals and marine life which can supply our needs virtually without limit, or as convenient dumping grounds for agricultural, industrial and domestic waste. The growing demands of urbanisation, industry, recreation and tourism have increased the pressures on marine facilities and our fragile water ecosystems. There is a need for wise management practices and a responsible, realistic approach to conservation of marine resources now and into the twenty first century. Marine Studies provides an opportunity for students to view these issues in a comprehensive and global perspective. Students undertaking Marine Studies will:</td>
<td></td>
</tr>
<tr>
<td>• Develop an awareness of the scope and diversity of marine ecosystems;</td>
<td></td>
</tr>
<tr>
<td>• Measure the fundamental parameters which affect life in the marine environment;</td>
<td></td>
</tr>
<tr>
<td>• Gain knowledge to assist with employment in marine related occupations;</td>
<td></td>
</tr>
<tr>
<td>• Develop a sense of responsibility, respect and the need for wise management practices when dealing with marine resources. Students have the expectation that they will:</td>
<td></td>
</tr>
<tr>
<td>• Attend water based activities away from the school e.g Gosford pool, Terrigal Haven</td>
<td></td>
</tr>
<tr>
<td>• May incur extra costs to complete the course</td>
<td></td>
</tr>
<tr>
<td>• Will be required to work on and submit a major project on extended group work.</td>
<td></td>
</tr>
</tbody>
</table>
Course: **Sport, Lifestyle and Recreation Studies – 2 Unit**  
Contact Person: **Miss Williams**

2 Units for 1 year in either the Preliminary Course or the HSC Course  
**Exclusions:** Students studying Board Developed PDHPE must not study CEC modules which duplicate PDHPE modules.

**FEES:** Please note fees will apply to this course

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**Course Description:**

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K-10 PDHPE. Specifically it focuses on those aspects of the KLA that relate most closely to *participation* in sport and physical activity. The course features a highly practical focus, physical activity being both an area of study and a medium for learning. All students will be given significant opportunities to apply theoretical understanding to practical situations.

**Main Topics covered**

The students will work on 3-6 modules from the following list:

- Aquatics
- Athletics
- Dance
- Direct Interceptive Activities
- First Aid and Sport Injuries
- Fitness
- Gymnastics
- Healthy Lifestyle
- Individual Performance Activities
- Indirect Interceptive Activities
- Outdoor Recreation
- Resistance Training
- Social Perspective’s
- Sports Administration
- Sports Coaching and Training

**Assessment**

The following weightings and components will apply

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding Skills</td>
<td>50%</td>
</tr>
</tbody>
</table>

Assessment tasks may take a variety of forms, including amongst others: Class tests, diary/log/journal entries, Practical
Course: **Photography**  
Contact Person: **Ms Kekwick**

<table>
<thead>
<tr>
<th>Content Endorsed Course</th>
<th>Exclusions: Visual Arts – Photography HSC submitted work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEES:</strong></td>
<td>Please note fees will apply to this course</td>
</tr>
</tbody>
</table>

Photography and its products are an integral part of our lives. We view significant events in snapshots and on the television news; we study pictures that figure prominently in newspapers and holiday brochures; we see satellite photographs of cloud cover on television weather reports; we know the surface of Mars and the moons of Jupiter from computer enhanced images transmitted across space; we take x-ray photographs of our interiors to a doctor for interpretation; we use photocopiers and fax machines as standard office equipment.

This course in Photography will allow students to

- Increase visual awareness of their environment and the way photographic representations can be created from this to communicate ideas and feelings;
- Develop an understanding of the methods photographers use to build meanings;
- Develop skills through the acquisition of the techniques of photography;
- Use photography as a means of visual communications and a process to aid observation and analysis;
- Gain an understanding of careers involving photography.

**IMPORTANT:** Students **MUST** have their **OWN** camera for this course. The camera will be needed constantly during the year.
4. Extension Courses

Course: **Hospitality Operations (Specialisation) – 120 Hour extension – 2 Unit**

**Board Developed Course** – Prerequisites: must be enrolled in or completed Hospitality operations 240 hours

**Course Description**

An additional Specialisation Study course may be available. Examples of electives are listed in the sample course structure below.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOLISTIC UNIT</td>
<td>SITHCC027A Prepare, cook and serve food for food service</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>SITHCC008A Prepare stocks, sauces and soups</td>
</tr>
<tr>
<td></td>
<td>SITHCC014C Prepare hot and cold desserts</td>
</tr>
<tr>
<td></td>
<td>SITHFAB010A Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td></td>
<td>SITXIVN001A Receive and store stock</td>
</tr>
</tbody>
</table>

Depending on the selection and achievement of units of competency, the possible qualification outcomes from a study of the Hospitality (240 hour) course and Specialisation Study (60hr / 120 hour) course are:

- Certificate II in Hospitality (Kitchen Operations) (SIT20307)
- Certificate II in Hospitality (SIT20207)

**Particular Course Requirements:**

* Work placement. Students must complete a minimum of 17 hours’ work placement in a hospitality workplace.

**Contact Person** Ms Best

**Compulsory Course Fee/Charge** – Fees apply $70

**Special requirements** – Uniform, leather shoes and hire of tool box.

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Course: **HSC History Extension Course (60 indicative hours) 1 unit**

**Board Developed Course:**

**Course Description:**

**Part I: What is History?**  
**Percentage of course time:** 60%

Students use historical debates from one case study and a source book of historical readings to investigate the question “What is history?” through the key questions:

- Who are the historians?
- What are the aims and purposes of history?
- How has history been constructed and recorded over time?
- Why have approaches to history changed over time?

**Part II: History Project**  
**Percentage of course time:** 40%

Students learn historical skills of:
• Developing a proposal for a historical investigation
• Locating, selecting, analysing, synthisising and evaluating information from a range of historical sources
• Presenting research findings through a well-structured historical text
• Appropriate referencing
• Preparing a bibliography
• Reviewing key sources
• Reflecting on process and product
And apply the skills by designing and conducting their own historical investigation.

**Course Requirements:** The HSC course in HSC History Extension comprises 60 indicative hours. A preliminary course in Modern or Ancient History is a prerequisite for the HSC History Extension course. An HSC course in Modern or Ancient History is a co-requisite for the HSC History Extension course.

**Summary of External and Internal Assessment HSC Course**

Assessment of the components of the HSC History Extension course is designed to provide a balance of assessment instruments across the total internal and external assessment program in order to ensure valid assessment of all course outcomes.

<table>
<thead>
<tr>
<th>Component</th>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: What is History?</td>
<td>Written examination 50</td>
<td>Assessment Tasks 10</td>
</tr>
<tr>
<td>(Question 1 =25, Question 2= 25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part II: History Project</td>
<td>History Project 40</td>
<td></td>
</tr>
<tr>
<td>Made up of: Proposal, Essay, Bibliography, Process Log</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

**Contact Person**  Mr Schofl

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**Course: Mathematics Extension 2**

I unit additional to the Mathematics Extension 1 course, for the HSC Board Developed Course

**Prerequisites:** The course is designed for students with a special interest in Mathematics who have shown that they possess special aptitude for the subject during the Preliminary Course.

**Course Description:** The course offers a suitable preparation for study of mathematics at tertiary level, as well as a deeper and more extensive treatment of certain topics than is offered in other Mathematics courses. It represents a distinctly high level in school mathematics involving the development of considerable manipulative skill and a high degree of understanding of the fundamental ideas of algebra and calculus. These topics are treated in some depth. Thus, the course provides a sufficient basis for a wide range of useful applications of mathematics as well as an adequate foundation for the future study of the subject.

**Main Topics Covered:**

- Graphs
- Complex Numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
• Harder Mathematics Extension 1 Topics

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written examination papers. One paper is</td>
<td>The objectives of the course are grouped into two components, Component A and Component B, for assessment purposes. Component A (60%) is primarily concerned with the student’s knowledge, Understanding and skills developed in each Content Area listed in the syllabus. Component B (40%) is primarily concerned with the student’s reasoning, interpretative, explanatory and Communicative abilities. A number of tasks will be Used to determine a student’s school-based Assessment and any one task may contribute to Measuring attainment of both components.</td>
</tr>
<tr>
<td>Identical to the paper of two hours duration for the Mathematics Extension 1 course. The other paper Is based on the Mathematics Extension 2 course And is of three hours duration.</td>
<td></td>
</tr>
<tr>
<td>Board-approved calculators, geometrical Instruments and approved geometrical templates May be used.</td>
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</tbody>
</table>

**Contact Person:** Mr McMaster

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**Course:** HSC English Extension Course 2

In the HSC English Extension Course 2, students develop a sustained composition, and document and reflect on this process.

Students undertaking HSC English Extension Course 2 must complete the Major Work.

**Major Work**

This module requires students to work independently to plan and complete a Major Work in the form of an extended composition. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction.

Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English (Advanced) and (Extension) courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or any combination of these. The chosen form and medium must be appropriate to the nature of the task, the student’s interests and abilities and the resources available.

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is documented in a journal that demonstrates the processes of inquiry, interprets, analyses and reflects on the knowledge and understanding gained, and explains the stages of the composition of the Major Work.

The Major Work will be assessed internally as a process and externally as a product.

**Contact Person:** Mr Chapman
5. Proposed TAFE – Delivered Courses

The TAFE VET Program allows senior students to study TAFE courses as part of their HSC. Students **must apply** to enter these courses and can only be accepted into **one** course. There are strict deadlines and course Fees associated with TAFE courses. For further information obtain a TVET handbook from the Career & Transition department and book a meeting with Mrs Purshouse.
6. Senior Subject Change Form

Name: ___________________________ Year: _______ Date: __/__/____

Before subjects can be changed you must first speak with a member of the Careers & Transition Team, get approval from the subject Head Teacher and your application must be signed by your parents/guardian.

<table>
<thead>
<tr>
<th>What you are currently studying.</th>
<th>Changes...</th>
<th>Head Teacher Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 1: (H1) English: ...............</td>
<td>English: ...............</td>
<td></td>
</tr>
<tr>
<td>Line 2: (H2) .........................</td>
<td>.........................</td>
<td></td>
</tr>
<tr>
<td>Line 3: (H3) .........................</td>
<td>.........................</td>
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</tr>
<tr>
<td>Line 4: (H4) .........................</td>
<td>.........................</td>
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<tr>
<td>Line 5: (H5) .........................</td>
<td>.........................</td>
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<tr>
<td>Line 6: (H6) .........................</td>
<td>.........................</td>
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<tr>
<td>Line 7: TAFE, Extension, ..........</td>
<td>.........................</td>
<td></td>
</tr>
</tbody>
</table>

Are you getting an ATAR? □ YES □ NO  – Will your changes affect this? □ YES □ NO

Career & Transition meeting and discussion: ___________________________ Pursehouse/ Bath/ Jackson/ Smith / /

Parental consent for subject change: ___________________________ / /

<table>
<thead>
<tr>
<th>Preliminary Requirements</th>
<th>HSC Requirements</th>
<th>ATAR Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must complete and pass a minimum of:</td>
<td>Students must complete and pass a minimum of:</td>
<td>Students must complete and pass a minimum of:</td>
</tr>
<tr>
<td>• 12 Units</td>
<td>• 10 Units</td>
<td>• 10 Units</td>
</tr>
<tr>
<td>(At least 2 Units of English)</td>
<td>(At least 2 Units of English)</td>
<td>(At least 2 Units of English)</td>
</tr>
<tr>
<td>(At least 6 Units of Board Developed Courses -Yellow &amp; Green subjects)</td>
<td>(At least 6 Units of Board Developed Courses -Yellow &amp; Green subjects)</td>
<td>(At least 8 Units of Category A subjects – Yellow)</td>
</tr>
<tr>
<td>(At least 3 subjects worth 2 Units or more)</td>
<td>(At least 3 subjects worth 2 Units or more)</td>
<td>(At least 4 Subjects)</td>
</tr>
<tr>
<td>(At least 4 Subjects)</td>
<td>(A Maximum of 6 Science Units)</td>
<td>(A Maximum of 6 Science Units)</td>
</tr>
</tbody>
</table>

I have read the subject change and information booklet: ___________________________ / /

OFFICE USE ONLY

All signatures checked: Subject Head Teacher □, Career & Transition □, Parent Guardian □, Student □

1: Changed on BOS _______ (H/T BOS) / /  2: Changed in Time Chart _______ (DP-D) / /  3: Changed OASIS and filed _______ (Admin) / /