YEAR 11 & 12 WACE

2013

International Students
Matriculation Program
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Abbreviations used in this booklet:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank (formerly TER)</td>
</tr>
<tr>
<td>CGEA</td>
<td>Certificate in General Education for Adults</td>
</tr>
<tr>
<td>ECU</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>Curtin</td>
<td>Curtin University</td>
</tr>
<tr>
<td>Murdoch</td>
<td>Murdoch University</td>
</tr>
<tr>
<td>Notre Dame</td>
<td>Notre Dame University</td>
</tr>
<tr>
<td>SCSA</td>
<td>School Curriculum and Standards Authority</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TEA</td>
<td>Tertiary Entrance Aggregate</td>
</tr>
<tr>
<td>TEE</td>
<td>Tertiary Entrance Examination</td>
</tr>
<tr>
<td>TES</td>
<td>Tertiary Entrance Score</td>
</tr>
<tr>
<td>TISC</td>
<td>Tertiary Institutions Service Centre</td>
</tr>
<tr>
<td>UWA</td>
<td>The University of Western Australia</td>
</tr>
<tr>
<td>WACE</td>
<td>Western Australian Certificate of Education</td>
</tr>
<tr>
<td>WSA</td>
<td>Wholly School Assessed</td>
</tr>
</tbody>
</table>

We recommend that you keep this information booklet on file. You will need to refer to it if you alter your course.

While the information in the booklet is correct at the time of the printing there may be some minor modifications to this information as a result of changes made by organisations external to the College, insufficient enrolments in particular courses or the unavailability of places in certain courses.

13 November 2012
SELECTING COURSES

The WACE Program offered by the College is designed to allow you to complete your tertiary entrance requirements in one or two years.

It is important that you select very carefully the courses in which you wish to enrol. Because the tertiary entrance requirements are quite complex there are a number of factors you must take into account when making your course selection. These factors include:

1. meeting the requirements for tertiary entrance in the category under which you will be applying,
2. meeting any special course prerequisites for the tertiary course in which you hope to enrol, and
3. selecting courses at which you are likely to succeed.

IT IS YOUR RESPONSIBILITY FOR CHECKING THAT YOUR COURSE OF STUDY WILL PROVIDE YOU WITH ENTRANCE TO THE UNIVERSITY COURSE OF YOUR CHOICE

Every effort is made by College staff to give the best advice. However, it is your responsibility to check with the relevant tertiary institution that your College study program can qualify you to enter the course in which you are interested.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements.

Western Australian Certificate of Education (WACE) Requirements for 2013

In order for students to be eligible for a WACE at the end of 2013, they must satisfy the following requirements:

Breadth and depth of study:
- Complete a minimum of 20 course units or the equivalent. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone units).
- The 20 course units must include at least:
  - four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12).
  - one pair of course units from each of List A and List B completed in Year 12.

Achievement standard requirement:
- Achieve a C grade or better across the best 16 course units of which at least 8 must be completed in Year 12.

English language competence:
- Students must achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect (except 1A and 1B for English as an Additional Language/Dialect).
- For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the students’ work with the work samples to verify the student has demonstrated the required standard.

Examinations:
All students studying a course at Stage 2 or Stage 3 in the final year of senior secondary schooling (Year 12) are required to sit an examination at the appropriate stage of that course, unless exempt.

Practical and performance examinations are conducted in addition to written examinations for some courses.

International Students who have not studied a standard Year 11 program in Western Australia will need to provide documentation of their equivalent studies. They must study 5 two unit Courses in their Year 12 program.
INTERNATIONAL STUDENT ENTRY TO TAFE

TRAINING WA (TAFE)

Training WA (TAFE) offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA (TAFE), applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

International Students who are interested in applying for Training WA (TAFE) courses are strongly advised to access the latest information from www.eti.wa.edu.au.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

Education and Training International
Ground Floor, 123 Adelaide Terrace
East Perth

Phone: 9218 2100 or 1800 999 167
Email: study.eti@dtwd.wa.gov.au
Web: www.eti.wa.edu.au
INTERNATIONAL STUDENT ENTRY TO UNIVERSITY
Refer to TISC Information Booklet 2014

To be considered for university admission an international student applicant must -

- meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority,
- achieve competence in English as prescribed by the individual universities,
- obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways); and
- satisfy any prerequisites or special requirements for entry to particular courses.

University Application Procedures
Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2013. International Students apply directly to each university via their International Offices.

The closing date for applications is normally the beginning of December or later. Offers of admission are made by the universities in the second half of January and in early February.

Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au. The University Admission 2014 booklet is available on the website, but please note that is it subject to change.

**SUMMARY OF INTERNATIONAL STUDENT UNIVERSITY ENTRY CONDITIONS**

<table>
<thead>
<tr>
<th></th>
<th>Curtin</th>
<th>Murdoch</th>
<th>ECU</th>
<th>UWA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WACE</strong> (see page 2)</td>
<td>Required by all universities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tertiary Entrance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence in English</td>
<td>Normally a scaled mark of at least 50 in an English stage 2 or 3 course, or EAL/D stage 2 or 3 or Literature stage 2 or 3. Edith Cowan University will accept a grade A, B or C in two English units at stage 2 or 3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Must have studied the courses listed for certain university courses. Desirable to have studied the courses listed for certain university courses. These two institutions require at least a scaled score of 50 in courses listed for certain university courses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATAR (formerly TER)</td>
<td>The score in a course is gained by adding 50% of the standardised external exam result in the course to 50% of the moderated College’s cumulative assessment in that course to produce a scaled score out of 100. A TEA is calculated from the scaled scores in your best four (4) courses. The TEA is then converted to an ATAR with a range between zero and 99.95.</td>
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<td></td>
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</tbody>
</table>

4
EVIDENCE OF PREVIOUS YEAR 11 OR EQUIVALENT PERFORMANCE

If you are applying for university entrance under the school-leaver entry conditions you must provide the College with evidence of your previous school or equivalent performance. This will allow the College to:

(a) make a record of the grades that you have previously gained, or
(b) allocate you credit for grades on the basis of your previous study.

To have grades recorded and allocated you will need to:

(a) complete the Evidence of Previous School Performance Form,
(b) provide a certified photocopy of your previous results,
(c) forward both of these to the International Student Office, and
(d) complete and sign the demographic form.

If your results are in a foreign language you must provide a certified copy of a translation of your results. Please note that a certified copy must be signed and stamped by the issuing institution, a Justice of the Peace, a Commissioner for Declarations, or this College. The stamp must show the name, designation and address of the person signing the document.

Examine the table below to see what results you must submit when applying for credit grades.

<table>
<thead>
<tr>
<th>Previous Study</th>
<th>Results Submitted</th>
<th>Grades Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sat for Year 11 and/or Year 12 overseas, completed</td>
<td>Final certificate or school report gained.</td>
<td>Grade points will be allocated.</td>
</tr>
<tr>
<td>CGEA Cert III at Tuart College</td>
<td>Final Certificate</td>
<td>Grade points will be allocated.</td>
</tr>
</tbody>
</table>

You need to keep the following in mind.

1. If you have fewer than four Year 11 grades of C or more, or equivalent studies, you may not be able to complete your WACE secondary graduation in a single year.

2. Overseas students who submit forecast results will be allocated credit provisionally. You must submit your actual results when they become available so as to have your allocated credit ratified.

3. If you receive credit for Year 11 from studies interstate or overseas, or from TAFE certificates or CGEA III from Tuart College, you must take at least five (5) Year 12 courses to enable you to complete graduation in 2013.
Converting Average Marks to ATAR or CPS

The following table gives an indication of the Combined Percentage Score (CPS) required to approximate a particular Australian Tertiary Admission Rank (ATAR).

<table>
<thead>
<tr>
<th>CPS</th>
<th>Approximate ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>30.00</td>
</tr>
<tr>
<td>40</td>
<td>50.00</td>
</tr>
<tr>
<td>45</td>
<td>59.00</td>
</tr>
<tr>
<td>50</td>
<td>66.00</td>
</tr>
<tr>
<td>55</td>
<td>74.00</td>
</tr>
<tr>
<td>60</td>
<td>81.00</td>
</tr>
<tr>
<td>65</td>
<td>86.00</td>
</tr>
<tr>
<td>70</td>
<td>90.00</td>
</tr>
<tr>
<td>75</td>
<td>95.00</td>
</tr>
<tr>
<td>80</td>
<td>97.00</td>
</tr>
<tr>
<td>85</td>
<td>98.00</td>
</tr>
<tr>
<td>90</td>
<td>99.00</td>
</tr>
</tbody>
</table>

COURSES AVAILABLE IN 2013

The courses listed below will be offered by the College in 2013. The availability of courses will depend upon sufficient numbers of students enrolling in them.

In order to gain a WACE, you must include a course from both List A and List B.

### Year 12 Accredited Courses

<table>
<thead>
<tr>
<th>List A Courses</th>
<th>List B Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History 3A/3B</td>
<td>Accounting and Finance 3A/3B</td>
</tr>
<tr>
<td>Chinese Background Speakers 3A/3B (Wednesday night)</td>
<td>Applied Information Technology 3A/3B</td>
</tr>
<tr>
<td>Economics 3A/3B</td>
<td>Biological Sciences 3A/3B</td>
</tr>
<tr>
<td>English 3A/3B</td>
<td>Chemistry 3A/3B</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EAL/D) 2A/2B</td>
<td>Computer Science 3A/3B</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EAL/D) 3A/3B</td>
<td>Human Biological Science 3A/3B</td>
</tr>
<tr>
<td>French 3A/3B (Tuesday night)</td>
<td>Mathematics 2C/2D</td>
</tr>
<tr>
<td>Geography 3A/3B</td>
<td>Mathematics 3A/3B</td>
</tr>
<tr>
<td>Literature 3A/3B</td>
<td>Mathematics 3C/3D</td>
</tr>
<tr>
<td>Media Production and Analysis 3A/3B</td>
<td>Mathematics Specialists 3C/3D</td>
</tr>
<tr>
<td>Modern History 3A/3B</td>
<td>Physics 3A/3B</td>
</tr>
<tr>
<td>Visual Arts 3A/3B</td>
<td>Psychology 3A/3B</td>
</tr>
</tbody>
</table>

### Year 11 Accredited Courses

<table>
<thead>
<tr>
<th>List A Courses</th>
<th>List B Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 2A/2B</td>
<td>Accounting and Finance 2A/2B</td>
</tr>
<tr>
<td>English 2A/2B</td>
<td>Chemistry 2A/2B</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect 2A/2B</td>
<td>Computer Science 2A/2B</td>
</tr>
<tr>
<td>Modern History 2A/2B</td>
<td>Human Biology 2A/2B</td>
</tr>
<tr>
<td>Workplace Learning 1C/1D</td>
<td>Mathematics 2C/2D</td>
</tr>
<tr>
<td></td>
<td>Mathematics 3A/3B</td>
</tr>
<tr>
<td></td>
<td>Mathematics Specialist 3A/3B</td>
</tr>
<tr>
<td></td>
<td>Physics 2A/2B</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

Accounting and Finance 2A/2B

This module provides opportunities for students to investigate small businesses and to document business events through the process of analysing and recording information. Students identify accounting assumptions, principles and standards that are associated with the reporting process. They examine the principles and features of the GST (Goods and Services Tax) including accounting and reporting for GST and BAS (Business Activity Statement). Students have opportunities to use Electronic Data Processing to record financial data and produce financial reports for small business. Students apply their knowledge and skills in a range of problem solving situations including preparation of Vertical Balance Sheets, preparation of Classified Income Statements for a trading business, posting transactions from the General Journal to the General Ledger and understanding the purpose and nature of Balance Day adjustments.

Accounting and Finance 3A/3B

Accounting and Finance 3A: Internal management for business
Accounting and Finance 3B: Australian reporting entities

The unit, Accounting and Finance 3A, provides opportunities for students to prepare and interpret budgets and performance reports in relation to forecasting the future of a business. Students will be able to distinguish between internal and external reporting requirements. An important focus of this unit is the examination of decision-making processes using cost accounting techniques. Students will have opportunities to critically analyse financial information and explore the importance of short and long-term planning for business.

Unit 3B focuses on Australian reporting entities and examines how these are regulated by the Corporations Act. Students will use the Framework for the Preparation and Presentation of General Purpose Financial Reports and the accounting standards in preparing financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, such as profitability and stability. Students have opportunities to develop an awareness of corporate social disclosure issues and the ethical behaviour within corporations.

Ancient History 3A/3B

Ancient History 3A: Societies and change
Ancient History 3B: People, ideas and events that shaped history

The unit, Ancient History 3A, focuses on societies and change. Students will become aware of the evolving nature of the society being studied and the various forces for continuity and change that exist. The unit examines some of the values, beliefs and traditions linked to the identity of Greek society from 479 BC to 440 BC. The changes studied include the Delian League, the Athenian Empire and Periclean Athens.

Unit 3B focuses on people, ideas and events that shaped history. The unit explores the power of people, ideas and events as forces for change, and their reinforcement, in Greece during the Peloponnesian War from 440 - 404 BC, including the causes of the war, the Archidamian War, Peace of Nicias, Sicilian Expedition, Ionian War and the Oligarchic Revolt. Students will understand the beliefs and values of the society and whether these ideas have been cohesive or divisive. They will consider which people, ideas and events were dominant and if this dominance changed.

Applied Information Technology 3A/3B

This course explores developments in information technology. Students gain a practical and theoretical understanding of ICT as it is currently applied in media and business settings. Students develop background knowledge in computer hardware, software and communications and gain practical experience operating common media and business applications. Students work with digital files, media and business applications, manipulate digital audio and visual data and implement design principles. They also study the impact of emerging technologies such as virtual reality and smart phone technologies and investigate career opportunities in IT.
Biological Sciences 3A/3B

The focus for 3A is maintaining balance. Students understand how survival depends upon an organism’s ability to respond to changes in external and internal environments. Students will study homeostasis and changes in ecosystems and explore a range of environmental issues. They will understand cellular processes and organelle functions of the whole organism. Students will critically analyse data and make judgements based on scientific evidence and biological knowledge.

The focus for 3B is evolution. Evolution is the single most unifying idea in biology. Natural selection and the processes leading to variation and speciation are considered the main mechanisms of evolution. Students relate the development of evolutionary theory to evidence of evolution from paleontology, radioactive dating and biology. Biodiversity that currently exists on the earth is a result of evolutionary processes. Biodiversity can be maintained by conservation strategies, including modern biotechnology. Students will see that quality of life depend on conservation of biodiversity, ecosystem stability, supply of food, recycling of resources and the aesthetic value of the natural environment. Students will be able to recognise and analyse ethical issues related to working as a biologist and how context has influenced biological research throughout history.

Chemistry 2A/2B

This module covers the properties of matter, kinetic theory, structure of the atom, elements, compounds and ions and their formulae, types of chemical reactions and equations, acids and bases, types of bonding, electron configuration and the Periodic Table, chemical calculations involving moles, mass, volume and pressure of gases, solution concentrations and stoichiometry. A practical component is included in many of the topics.

Chemistry 3A/3B

The Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

The focus for the 3A unit is chemical processes. Students examine relationships between concepts, models and principles, and sustainable chemical practices where industry endeavours to achieve a maximum yield at the lowest possible cost.

The focus for the 3B unit is chemistry and modern lifestyles. In this unit students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry.

Chinese: Background Speakers 3A/3B

These courses are the ideal opportunity for background speakers of Chinese to practise, preserve and refine their language skills. Students build on their cultural and linguistic background of Chinese. Through wide reading, listening and viewing texts students gain a general perspective on contemporary themes and socio-cultural issues and use the language to communicate ideas and opinions.

Computer Science 2A/2B

Computer Science Stage 2 focuses on developing systems and producing spreadsheet and database solutions and to systems development solutions and communications as applied to industry.

They examine a variety of systems, build on spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. Through the use of algorithms, students develop programming skills. Students will also explore the ethical, legal and societal implications of industry-based applications.

Computer Science 3A/3B

This course focuses on developing an understanding in key areas of computer science. Students study topics including computer architecture, databases, programming and system development. Students apply knowledge and skills in a range of problem solving situations including development of programs, database development and systems analysis and design. This course provides students with a solid basis for further study in a wide range of disciplines including computing, engineering, science, commerce and education.
Economics 2A/2B

This module provides students with an opportunity to examine the choices they and others make when confronted with the universal problem of having scarce resources but unlimited wants. It therefore enables students to obtain the knowledge and develop the skills to help them to better understand their own economic decision-making and that of businesses and governments and to be more aware of contemporary economic events and issues which often affect them directly. This module offers learning experiences that will provide insights into important issues such as unemployment, inflation, budgets, the distribution of income, balancing economic growth and environmental protection, taxation and increasing globalization.

Economics 3A/3B

Economics 3A: Australia and the global economy.
Economics 3B: Economic policies and management.

The unit, Economics 3A, explores Australia’s economic relationships with the economies of other countries and examines the policies and actions Australia is using to increase the level of economic co-operation with other economies. There are opportunities to study current global or international economic events and issues and discuss how they impact on everyone.

Unit 3B examines the overall performance of the Australian economy relative to other national economies and introduces the major economic policies that are being implemented in order to achieve favourable economic outcomes. The focus of the unit is to develop an understanding and to make critical assessments of these policies.

English 2A/2B (Available open learning only)

This course is designed to assist students achieve skills and competencies that will fulfill WACE (formerly TEE) competence. Higher levels of achievement in both English units are needed for students to make a worthwhile contribution to their TER. The general focus for these units is language and action, and language and the world. Students develop their language skills by exploring issues of concern or controversy, past and present. They study how such uses of language can be challenged and/or resisted. They consider the relationship between language and power; how particular uses of language can be empowering or disempowering and how they can empower themselves through language. Students study literary texts, mass media texts and popular culture texts.

English 3A/3B

This is an academic course, which replaces TEE English, and is designed to equip students with the skills to work at and to enjoy university level studies. The learning contexts will have the broad focus of language and knowledge. Students learn about the English language: how it works and how to use it effectively. Language competency empowers students with access to knowledge, enables them to communicate effectively in the world of work and to play an active part in society, and contributes to their personal growth. The focus of the course is on four Outcomes: listening and speaking, viewing, reading and writing.

English as an Additional Language/Dialect (EAL/D) 2A/2B

The English as an Additional Language/Dialect course is an academic course designed to meet the specific linguistic, cultural and educational needs of students learning Standard Australian English as an additional language or dialect.

It is designed as an alternative to "English" for students who speak another language or dialect as their first or "home" language. It has the specific focus of providing appropriate language skills for students considering applying for tertiary entrance. A satisfactory pass meets the English competence requirement for university entrance. The course is defined with a particular focus and selection of learning contexts.

The focus of the course is on four outcomes: listening, speaking, reading and viewing, and writing. There are specific eligibility criteria for enrolment into Year 12 in this course.
English as an Additional Language/Dialect (EAL/D) 3A/3B

The English as an Additional Language/Dialect course is an academic course designed to meet the specific linguistic, cultural and educational needs of students learning Standard Australian English as an additional language or dialect. It is designed as an alternative to "English" for students who speak another language or dialect as their first or "home" language. It has the specific focus of providing appropriate language skills for students considering applying for tertiary entrance. A satisfactory pass meets the English competence requirement for university entrance. The course is defined with a particular focus and selection of learning contexts.

Stage 3 units provide opportunities for students to extend their knowledge and understandings in challenging academic learning contexts. The focus of this course is on four learning outcomes: listening, speaking, reading and viewing, and writing.

There are specific eligibility criteria for enrolment into Year 12 in this course.

French 3A/3B

An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions and belief systems. In the French course, students analyse, process and respond to texts to understand aspects of the language and culture of a range of French-speaking communities throughout the world.

Geography 3A/3B

Geography 3A: Geography of planning cities.
Geography 3B: Geography of climate change.

The unit, Geography 3A is concerned with the geography of planning cities. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision-making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected mega city.

Unit 3B focuses on the geography of climate change over geological time. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

Human Biological Science 2A/2B

The focus of 2A is on the functioning human. This is achieved by looking at how human structure and function supports cellular metabolism. Systems studied are the respiratory, circulatory, digestive and excretory systems. Human diversity and change looks at inheritance, Mendelian genetics, sex-linkage, sex determination, variation and evolution. 2B focuses on human survival, through an in depth exploration of genetic transmission, the roles of males and females in reproduction. Areas covered include the reproductive system, embryonic and foetal development and the effect of environmental factors (e.g. smoking, alcohol drinking on foetus), mutations, pedigrees studies, Human Genome Project, variation and evolution.

Human Biological Science 3A/3B

This course equips students with skills for future academic study in several related disciplines. The focus of 3A is human regulation. This unit explores variations in humans in their changing environment both at the level of the functioning individual and groups of humans as a population or species. It covers homeostasis with emphasis on the role played by the nervous and endocrine systems, gene expression, mechanisms for evolution and change of gene frequency in the population. 3B focuses on the future of humans. It explores DNA, its manipulation and application in the treatment of disease, the ageing individual and evolutionary trends in primates and hominins. It also includes the study of muscular and skeletal systems and the use of current biotechnological techniques to control diseases to improve life quality eg. Bionic limbs, production of insulin, vaccines by DNA recombinant techniques.
Literature 3A/3B

Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to better understand their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

Mathematics 2C/2D

This course builds on the skills and content covered in Mathematics 2A/2B. The content of Mathematics 2C/2D incorporates: financial mathematics, including interest and loan repayment calculations; functions and graphs; trigonometry and coordinate geometry; representation and interpretation of simple networks; patterns and recursion rules; probability; sampling, data analysis and predictions for single variable and bi-variate data.

Students are required to solve problems with or without a calculator and investigate and test mathematical conjectures.

The assessment structure includes assignments, tests and examinations with a calculator-free section. This course provides a sound preparation for further studies at stage 3, or tertiary courses without a strong mathematical content.

Mathematics 3A/3B

This course builds on the content and skills covered in Mathematics 2C/2D. The content of Mathematics 3A/3B incorporates: functions and graphs; solving equations and inequalities; financial calculations including annuities, reducible interest, loans and repayments; trigonometry; networks; probability; collection, representation and interpretation of data, including regression and time series analysis; linear programming; calculus of polynomial functions, both derivatives and anti-derivatives.

Students are required to solve problems with or without a calculator and ascertain the validity of mathematical arguments.

This course provides a sound preparation for further studies at stage 3, or tertiary courses with a reasonable mathematical requirement.

Mathematics 3C/3D

This course builds on the content and skills covered in Mathematics 3A/3B. The content of Mathematics 3C/3D incorporates: functions and graphs; solving equations and inequalities; linear programming; counting techniques, probability laws and distributions, both discrete and continuous; interpretation of data including the inference of population statistics from sample statistics and confidence intervals; calculus skills and applications including rates of change, related rates, area and volume.

Students are required to solve problems with or without a calculator, test conjectures, ascertain the validity of mathematical arguments and construct deductive geometric and algebraic proofs.

This course provides a sound preparation for tertiary courses with a solid mathematical requirement.

Mathematics Specialist 3A/3B

This course provides a solid foundation for the many students who will continue their study of mathematics. It has an emphasis on mathematical reasoning, modelling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour. This course is a preparation for the Mathematics Specialist 3C/3D course required for university entry to specialist courses such as engineering, physical sciences and mathematics and is usually studied in conjunction with the Mathematics course. Students are required to solve problems with or without a calculator and apply mathematical reasoning techniques to conjectures, generalisations and proofs. This course provides a sound preparation for tertiary courses with a strong mathematical requirement.
Mathematics Specialist 3C/3D

This course will usually be studied concurrently with Mathematics 3C/3D and builds on the content and skills covered in Mathematics 3A/3B and Mathematics Specialist 3A/3B.

The content of Mathematics Specialist 3C/3D incorporates: functions and graphs, including power, polynomial, exponential, logarithmic and trigonometric; calculus techniques and applications incorporating all of these functions including simple harmonic motion; limits; vectors; complex numbers; polar coordinates; matrices; methods of proof.

Students are required to solve problems with or without a calculator and apply mathematical reasoning techniques to conjectures, generalisations and proofs.

This course provides a sound preparation for tertiary courses with a strong mathematical requirement.

Media Production and Analysis 3A/3B

This course is designed to equip students with appropriate levels of attainment for WACE (formerly TEE), for entry to TAFE or for university entry. The course explores how the mass media works and how media is shaped. Students create, produce and present their own works based on research into the technical and conceptual elements of chosen genre. 3A explores media art forms in film and television as investigation and production choices. 3B explores power and persuasion in the media in a variety of forms.

Modern History 2A/2B

This module provides students with an opportunity to develop a range of inquiry skills that will enable them to locate and use a variety of historical sources, written, verbal, pictorial, visual and statistical, to gather evidence about the past and to reflect upon the key people, organisations, ideas, events and issues within particular historical contexts. Students will examine the reasons for change over time and how individuals and communities, both national and international, responded to such change. The historical context will be a study of Nazi Germany and the USA. Students will examine the social, economic and political conditions that led to Germany becoming a totalitarian state under the Nazis and the rise of the USA as the world's leading industrial and military power.

Modern History 3A/3B

Modern History 3A: Cohesion and division. Modern History 3B: Ideas that shaped history.
The unit, Modern History 3A, studies Australia during an important period of its development. It examines the role and significance of individuals, groups and international events on shaping Australia's national identity and culture and its society, economy and politics. It provides opportunities to explore examples of cohesion and division within Australia in the nation’s approach to important internal and external events and issues.

Unit 3B examines the reasons for the Russian revolution, the major revolutionary ideas and the new society that emerged as a result of sweeping and fundamental social, economic and political changes that occurred. There are opportunities to assess the role and significance of individuals, groups and international events on the progress of Russia's revolution and how the revolution impacted on other countries.

Physics 2A/2B

Students gain a theoretical and practical understanding in Physics in the areas of forces, work, power and energy. In the area of forces and motion, this understanding is gained through a study of vectors, non-accelerated and accelerated motion, applications and effect of forces in various situations such as physical equilibrium, work, energy and power. In the area of electricity, students study electrical fundamentals, electric current, series and parallel circuits, Ohm's law, motors and generators and safety with electricity. Students will apply this knowledge and these skills in various problem-solving situations including laboratory investigations, and through internet research.
Physics 3A/3B

The 3A unit content organisers are motion and forces in a gravitational field and electricity and magnetism. Within motion and forces in a gravitational field, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within electricity and magnetism, they also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction.

The 3B unit content organisers are particles, waves and quanta and motion and forces in electric and magnetic fields. Further study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our Universe, and relate physical principles about waves to the study of the Universe and its parts. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology.

Psychology 3A/3B

Psychology is the scientific study of how we think, feel and act. It aims to answer important questions such as what motivates people and what factors influence their development. Whilst there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self, others and society. Students focus on contexts related to a healthy lifestyle. They expand their knowledge and understanding of human behaviour by looking at behaviour change that is not dependent on learning and behaviour that is dependent on intellectual development and maturation. Students also focus on contexts related to diversity and community. They extend their understanding of the relationship between physical, cognitive and social development in shaping behaviour. They can generate ideas and gain knowledge that may help them to become more confident, competent and independent in their daily lives.

Visual Arts 3A/3B

The focus of 3A is commentaries. Social, political and cultural stimuli for artworks will be explored. Students will research issues, events and ideologies and formulate their own statements in their artworks.

3B focuses on points of view. Issues or concepts of personal significance will be explored. The relationship between artworks, audiences and contextual factors will be considered as students create their body of work. Time, place, culture, religion and politics are possible avenues for the development of major artworks.

Workplace Learning 1C Course

This unit is a minimum of 50 hours in the workplace and 15 hours in the classroom.

The course will introduce students to the daily organization of the workplace, the rudimentary skills needed for the workforce, and the rights, roles and responsibilities within the workplace for employers and employees.

Occupational health and safety, equal opportunities issues and appropriate workplace behaviour and etiquette will be introduced.

Workplace Learning 1D Course

This unit is a minimum of 50 hours in the workplace and 15 hours in the classroom.

The course expands and consolidates the student's knowledge of the daily organization of the workplace, and the rights, roles and responsibilities within the workplace for employers and employees.

Occupational health and safety, equal opportunity and harassment issues and appropriate workplace behaviour and etiquette will be addressed at a higher level.
TUART COLLEGE TIMETABLE

Each number denotes the 3 timeslots set aside for a particular course per week.

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CAREERS AND EDUCATION WEBSITES

The information gained from the following list of websites may help students determine their post-school options.

Career research
www.careersonline.com.au

School Curriculum and Standards Authority
www.curriculum.wa.edu.au

Curtin University
www.curtin.edu.au

Edith Cowan University
www.ecu.edu.com

Murdoch University
www.murdoch.edu.au

My Future
www.myfuture.edu.au

Education and Training WA International
www.eti.wa.edu.au

Tertiary Institutions Services Centre
www.tisc.edu.au

University of Notre Dame
www.nd.edu.au

University of Western Australia
www.uwa.edu.au
CONDITIONS OF ENROLMENT AT TUART COLLEGE

As Tuart College provides education for adult students, enrolment is a contract between the College and the student. The conditions of this contract are outlined below. A full explanation of these requirements will appear in the Student Diary. By signing the declaration on the enrolment form, you are indicating that you have understood and are willing to abide by these conditions.

1. **Age of Students**
   In accordance with the School Education Act, the College exercises a closer supervision of students under the age of 18 years. Parents may request information about the attendance and performance of students of this age who are in their care.

2. **Student Cards**
   Student cards incorporate the Public Transport Authority (PTA) Smartrider Card. This card entitles all enrolled students to discount travel with Transperth. To allow this process, student information (name, DOB, address and School Curriculum and Standards Authority number) are sent to the PTA. If you do not want this information transferred, please tell your enrolling officer and have it noted on your enrolment form. You

3. **College Attendance Requirements**
   Compulsory aged students are required to attend all classes for each subject they are enrolled in. If absent from class(es) your attendance will be reviewed by College staff and you may be required to enter an individual student attendance agreement.

   It is the responsibility of all students receiving Youth Allowance / Austudy / Abstudy allowances to notify their Centrelink Office of any changes to enrolment. Please note, student attendance data can be requested by Centrelink for those students receiving an allowance. Poor attendance records may lead to a reduction or removal of the allowance by Centrelink.

4. **Course Work Requirements**
   As a student at Tuart College you must meet the published schedule of course work requirements. Students must be available to sit semester examinations at the times published in the Student Diary.

5. **Eligibility for Certification and/or Tertiary Entrance**
   To be eligible to receive certification or sit for external examinations you must:

   (a) meet the work requirements for each course,
   (b) complete the assessment requirements for each course,
   (d) complete the School Curriculum and Standards Authority application form (Year 12 students) and return it to the College,
   (d) complete the university entrance application process with TISC, and/or
   (e) complete the TAFE entrance application form and return it to TAFE.

   It is your responsibility to see that you complete all the necessary requirements and proactively seek the support of College staff for assistance if required.

6. **A Student's Good Standing**
   Compulsory aged students who behave in any way which disturbs the learning of other students or causes disruption to the harmony of the College may have their "Good Standing" status removed. In such cases compulsory aged students may be temporarily removed from classes, be suspended from attending the College for a period of time, recommended to the Director General of Education for Exclusion from Tuart College, be required to enter into an individual education program, or be referred to the Regional Office Participation Coordinator.
COURSE SELECTION FORM

You will help yourself to make correct course choices by completing this form for your Course Adviser.

________________________________________________________________________

STUDENT INFORMATION FOR WACE ENTRY

Name: ________________________________________________________________

Nationality: __________________________________________________________

First Language: _______________________________________________________

Career Aimed For: _____________________________________________________

Preferred Course: _____________________________________________________

Preferred University: Curtin / Edith Cowan / Murdoch / UWA / Not Sure / Other (please specify)

________________________________________________________________________

1. Prerequisite Requirement

List the courses that are required for the university course in which you intend to enrol

________________________________________

________________________________________

________________________________________

________________________________________

2. Final Subject Choice

List the courses in which you intend to enrol this year

1. EAL/D

2. _______________________________________

3. _______________________________________

4. _______________________________________

5. _______________________________________