

# 2018

## Tuart College Pathways

Pathways to University/TAFE

Pathways to Education

Registered Training Organisation 2020

  
**Tuart College**

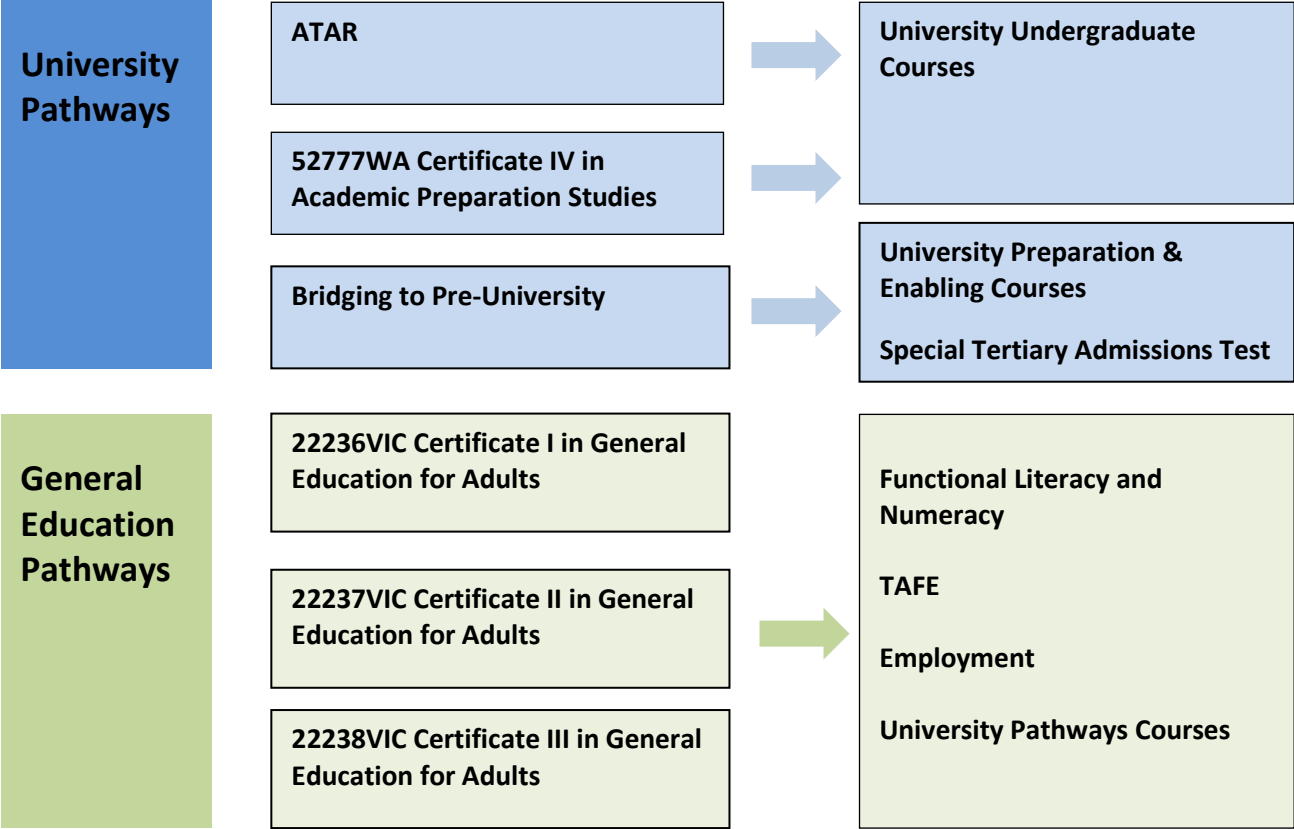
**EXPAND YOUR HORIZONS**

## Contents

Pathways 2018 .....	1
<b>University Pathways</b>	
ATAR .....	2
52777WA Certificate IV in Academic Preparation Studies Program .....	4
Bridging to Pre-University .....	5
<b>General Education Pathways</b>	
22236VIC Certificate I in General Education for Adults .....	6
22237VIC Certificate II in General Education for Adults .....	6
22238VIC Certificate III in General Education for Adults .....	6
Enrolling at Tuart College .....	7
Conditions of Enrolment .....	8
Appendix A - Subject Descriptions .....	11
Appendix B - Units of Competency and VET Award Requirements .....	22
Appendix C - Course Planning Form .....	25

While the information in the booklet is correct at the time of 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.

# Pathways 2018



Questions? Please contact our Course Advisors on 92426222.

Registered Training Organisation 2020



# University Pathways

# ATAR

The **Australian Tertiary Academic Rank (ATAR)** provides an entry into Australian and International Universities. In Western Australia, to obtain an ATAR students must complete at least four Year 12 WACE courses (school entry students) or at least two Year 12 WACE courses (mature age students) and sit the WACE exam in those courses.

School entry students must also complete the requirements for the Western Australian Certificate of Education (WACE) to be eligible for undergraduate entry to Western Australian universities.

In the ATAR program, Year 11 units are available for school age students needing to complete the requirements for a WACE and for other students requiring subject background before enrolling in Year 12 courses.

<b>Year 12 ATAR Courses</b>				
	<b>On-campus</b>	<b>Online Night</b>	<b>Block Class</b>	<b>Charge</b>
<b>List A WACE Courses</b>				
Ancient History ATAR Unit 3/4	✓	✓		\$103.00
Economics ATAR Unit 3/4	✓			\$103.00
English ATAR Unit 3/4	✓	✓		\$103.00
English as an Additional Language/Dialect (EAL/D) ATAR Unit 3/4	✓			\$103.00
French ATAR Unit 3/4 (Block Class)	✓		Tue 6:00PM-9:00PM	\$103.00
Italian General Unit 3/4 (Block Class)	✓		Wed 9:30AM-12:30AM	\$103.00
<b>List B WACE Courses</b>				
Accounting and Finance ATAR Unit 3/4	✓	✓		\$103.00
Chemistry ATAR Unit 3/4	✓	✓		\$103.00
Computer Science ATAR Unit 3/4		✓		\$103.00
Human Biology ATAR Unit 3/4	✓	✓		\$103.00
Mathematics Applications ATAR Unit 3/4	✓	✓		\$103.00
Mathematics Methods ATAR Unit 3/4	✓	✓		\$103.00
Mathematics Specialist ATAR Unit 3/4	✓	✓		\$103.00
Physics ATAR Unit 3/4	✓	✓		\$103.00
Psychology ATAR Unit 3/4	✓	✓		\$103.00

**Questions? Please contact our Course Advisors on 92426222.**

<b>Year 11 ATAR Courses</b>				
	<b>On-campus</b>	<b>Online Night</b>	<b>Block Class</b>	<b>Charge</b>
<b>List A WACE Courses</b>				
Economics ATAR Unit 1/2	✓			\$103.00
English ATAR Unit 1/2	✓	✓		\$103.00
English as an Additional Language/Dialect (EAL/D) ATAR Unit 1/2	✓			\$103.00
French ATAR Unit 1/2 (Block Class)	✓		Mon 6:00PM-8:00PM	\$103.00
Modern History ATAR Unit 1/2	✓			\$103.00
<b>List B WACE Courses</b>				
Accounting and Finance ATAR Unit 1/2	✓	✓		\$103.00
Chemistry ATAR Unit 1/2	✓	✓		\$103.00
Human Biology ATAR Unit 1/2	✓	✓		\$103.00
Mathematics Applications ATAR Unit 1/2	✓	✓		\$103.00
Mathematics Methods ATAR Unit 1/2	✓	✓		\$103.00
Mathematics Specialist ATAR Unit 1/2	✓	✓		\$103.00
Physics ATAR Unit 1/2	✓	✓		\$103.00
Psychology ATAR Unit 1/2	✓	✓		\$103.00

## Online Night Timetable

<b>Year 12</b>	<b>eLesson 6:00pm – 7:00pm</b>	<b>eLesson 7:30pm – 8:30pm</b>
<b>Monday</b>	Physics ATAR Units 3/4	Accounting & Finance ATAR Units 3/4
<b>Tuesday</b>	Mathematics Specialist ATAR Units 3/4 Computer Science ATAR Unit 3/4	Chemistry ATAR Units 3/4 Human Biology ATAR Units 3/4
<b>Wednesday</b>	Mathematics Applications ATAR Units 3/4 Psychology ATAR Units 3/4	Ancient History ATAR Units 3/4 Mathematics Methods ATAR Units 3/4
<b>Thursday</b>	English ATAR Units 3/4	

<b>Year 11</b>	<b>eLesson 6:00pm – 7:00pm</b>	<b>eLesson 7:30pm – 8:30pm</b>
<b>Monday</b>	Accounting & Finance Units 1/2 Mathematics Applications Units 1/2	Physics Units 1/2 Psychology Units 1/2
<b>Tuesday</b>		Mathematics Specialist Units 1/2
<b>Wednesday</b>	Mathematics Methods Units 1/2	Chemistry Units 1/2 Human Biology Units 1/2
<b>Thursday</b>		English ATAR Units 1/2

**Note:** These timetables illustrate the likely days and times when the course will be presented but is subject to viable enrolment numbers.

**Questions? Please contact our Course Advisors on 92426222.**

Successful completion of the 52777WA Certificate IV in Academic Preparation Studies ensures access to a range of degree courses at Curtin, ECU\* and Murdoch universities.

The Certificate IV in Academic Preparation Studies is designed to develop the academic skills necessary for success at university and further study. The Certificate IV program comprises of core and elective modules.

The core modules develop academic communication and study skills, including organisational and planning skills, academic writing skills, research and investigation techniques and knowledge of academic requirements at a tertiary level. The elective modules provide students with the opportunity to apply their academic skills in a range of subject disciplines. Elective modules can be completed in one semester or over one academic year.

## Entry Requirements

Students should have completed at least eight Year 11 or Year 12 WACE units with an average grade of 'C' or have literacy and numeracy skills equivalent to the Certificate III in General Education for Adults. Where this requirement has not been met, entry options may be available through Recognition of Prior Learning (RPL) or through the Tuart College Bridging and General Education Pathways. Students must be of post-compulsory school age to be eligible for enrolment into the Certificate IV in Academic Preparation Studies.

## Course Structure

Students must complete the two Core modules (Tertiary Study Skills and Academic Communication Skills) and three Elective modules. Tertiary Study Skills must be completed prior to or concurrently with electives.

52777WA Certificate IV in Academic Preparation Studies			Hours	Charges
Core Modules	AW885 Tertiary Study Skills	(Semester length)	5 hrs/wk	\$76.00
	AW886 Academic Communication Skills	(Semester length)	5 hrs/wk	\$76.00
Elective Modules	AW900 Commerce 4	(Year length only)	4.5 hrs/wk	\$103.00
	AW888 Economics 4	(Year length only)	4.5 hrs/wk	\$103.00
	AW890 History 4	(Year length only)	4.5 hrs/wk	\$103.00
	AW901 Computer Science 4	(Semester length)	4.5 hrs/wk	\$59.00
	AW892 Mathematics 420	(Semester length)	4.5 hrs/wk	\$59.00
	AW897 Human Biology 4	(Semester length)	4.5 hrs/wk	\$59.00

The indicative total cost for completing this Certificate in Semester length is \$329

## Assessment

All students who complete one or more Certificate IV APS modules will receive a Statement of Attainment. Students successfully completing the course requirements and demonstrating competence in the required Core and Elective modules will receive a Certificate IV Academic Preparation Studies.

\* ECU has additional English Competency requirements that students must satisfy.

**Questions? Please contact our Course Advisors on 92426222.**

## University Pathways

# Bridging to Pre-university

This is a six month program designed to develop the literacy and numeracy necessary for students to enter into alternative university pre-undergraduate programs, such as Curtin UniReady or ECU Uni Prep courses. This course builds a solid foundation in literacy and numeracy while developing student experience through links and awareness of university requirements and study.

For mature age students, the Bridging to Pre-university course also provides a preparation for the STAT test.

Semester 1	Subject*	Hours	Charges
Core Modules	English/ESL Level 3 (Semester length)	9 hrs/wk	\$119.00
	Mathematics Level 2 (Semester length)	4.5 hrs/wk	\$59.00
Optional Modules	Computing 201 (Semester length)	4.5 hrs/wk	\$76.00
	Science Level 2 (Semester length)	4.5 hrs/wk	\$59.00

Alternatives for continuing the Bridging program in Semester Two are available and can be discussed with Student Advisors.

\*See Appendix B (Page 22) for information on Certificates in General Education Units of Competency that will be completed in each subject. Upon successful completion of this program, students will be issued a Statement of Attainment listing each unit of competency achieved.

**Questions? Please contact our Course Advisors on 92426222.**

# General Education Pathways

# CGEA

**General Education Pathways** are designed to provide students with foundations in literacy and numeracy and the ability to function in Australian society and engage successfully in the workplace. These programs are suitable for students born in Australia or students with English as a second language (ESL) and provide a pathway to enter the workforce, entry into TAFE and to continue into the Tuart College University Pathways programs.

The course is structured around the Australian Core Skills Framework and the **Certificates in General Education for Adults (CGEA)**. Units from four certificate levels of Certificate in General Education for Adults are offered to provide a developmental framework for students to enter and progress at their most appropriate level.

22235VIC Certificate I in General Education for Adults (Introductory)	<b>Semester 1 Subjects*</b>	<b>Hours</b>	<b>Charges</b>
	<b>Individual units of competency only. Full certificate not available.</b>		
	English/ESL Introductory	9 hrs/wk	\$119.00
	Mathematics Introductory	4.5 hrs/wk	\$59.00

22236VIC Certificate I in General Education for Adults	<b>Semester 1 Subjects*</b>	<b>Hours</b>	<b>Charges</b>
	English/ESL Level 1	9 hrs/wk	\$119.00
	Mathematics Level 1	4.5 hrs/wk	\$59.00
	Computing Skills 201	4.5 hrs/wk	\$76.00

The indicative total cost for completing this Certificate is \$254

22237VIC Certificate II in General Education for Adults	<b>Semester 1 Subjects*</b>	<b>Hours</b>	<b>Charges</b>	
	English/ESL Level 2	9 hrs/wk	\$119.00	
	Mathematics Level 2	4.5 hrs/wk	\$59.00	
	Science Level 2	} Choose one Subject	4.5 hrs/wk	\$59.00
	Computing Skills 201		4.5 hrs/wk	\$76.00

The indicative total cost for completing this Certificate is \$237

22238VIC Certificate III in General Education for Adults	<b>Semester 1 Subjects*</b>	<b>Semester 2 Subjects*</b>	<b>Hours</b>	<b>Charges</b>
	English/ESL Level 3		9 hrs/wk	\$119.00
		Mathematics Level 3	4.5 hrs/wk	\$59.00
		Science Level 3	4.5 hrs/wk	\$59.00

The indicative total cost for completing this Certificate is \$237

\*See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements. Upon successful completion of this program, students will be issued a Certificate or a Statement of Attainment.

**Questions? Please contact our Course Advisors on 92426222.**



# Enrolling at Tuart College

## Eligibility for Enrolment

In general, students must be at least 16 and a half years of age before 1 January 2018 to be eligible to apply to enrol in the College. Each program has a minimum age requirement. This will be explained to you at your enrolment interview. The College will attempt to match all students with suitable learning opportunities. If the College does not offer an appropriate program, it will attempt to refer applicants to another institution, where their needs can be met.

Tuart College reserves the right to reject applications for enrolment from students who:

- (a) previously lost their good standing in the College,
- (b) have a record of unsatisfactory behaviour, attendance or attitude when previously enrolled in the College,
- (c) have achieved a level of education higher than the course or subject in which they wish to enrol,
- (d) owe the College money or resources,
- (e) it is determined that no suitable educational program is available for them, or
- (f) do not satisfy the National Police History Check (for all non-compulsory age students).

## Enrolment Categories – Full and Part-Time Student

Your enrolment category is determined by the amount of weekly class time for which you are enrolled. On this basis you are classified as either a full-time or a part-time student. This may affect your eligibility for the Youth Allowance or Austudy. Students enrolled for a **minimum of sixteen (16) hours per week are full-time**. For example if you are enrolled in three Certificate subjects and one WACE subject you qualify for full-time status. **Students enrolled for less than sixteen (16) hours per week are in the part-time category.**

## Enrolment Process

Enrolment for Semester One 2018 will commence on 6 November 2017. To maximise your chances of obtaining the subjects of your choice your enrolment should be completed by 24 January 2018. After this date student may enrol in subjects if spaces are available. All prospective students are enrolled after an interview with a course adviser. At this interview previous educational achievement will be discussed, as well as future study and career goals. Classes will not operate if enrolment numbers are not sufficient.

To enrol:

1. Call the College on 92426222 to make an appointment for an enrolment interview.
2. To your enrolment interview you should bring:
  - i) Your **School Report** and/or **Statements of Results** from previous places of study such as TAFE or CGEA at Tuart College.
  - ii) Your NAPLAN or OLNA results (if you have them).
  - iii) Your **SCSA number** from your previous school or the SCSA itself.
  - iv) A credit card or money to pay fees.
  - v) Post Compulsory Age students must complete a National Police History Check requiring 100 points of identification (refer to page 10).

## **Allowances**

If you are aged up to 24 years you may be able to claim the Youth Allowance while you are studying. Students aged 25 and over may be able to claim Austudy. It is wise to discuss your eligibility for allowances with Centrelink before you enrol. You can enquire about your eligibility for an allowance from your local Centrelink office by accessing their web site at [www.centrelink.gov.au](http://www.centrelink.gov.au) or [www.getaccess.wa.gov.au](http://www.getaccess.wa.gov.au).

## **CHARGES FOR WITHDRAWAL FROM COURSES**

### **(a) Withdrawals prior to 1 February 2018**

In the event of a withdrawal from a full program or individual courses prior to 1 February 2018 a full refund of course fees will be provided. No refund is possible for the National Police History Check.

### **(b) Withdrawals from 1 February 2018**

Refunds for withdrawal from a program or individual courses from 1 February 2018 will be calculated on a pro-rata basis, as a percentage of the duration you have been enrolled in your program or course of study.

### **(c) Full withdrawal requires you to return your ID card to the College. Failure to do so may delay any refund owing. *Please do not lose your ID card and have it with you at all times.***

### **(d) Those students who have entered into a student notebook agreement must return the notebook before any refunds are issued.**

## **Conditions of Enrolment at Tuart College**

Conditions of enrolment are outlined below. A full explanation of these requirements appears 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 of compulsory school age. 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 SCSA number) are sent to the Public Transport Authority. If you do **not** want this information transferred, please tell your enrolling officer and have it noted on your enrolment form. You will be issued with a plain Tuart College Card.

## **Additional Conditions of Enrolment for POST COMPULSORY Aged Students**

### **1. College Attendance Requirements**

To remain enrolled in any subject in the College you must abide by the College's attendance policy as stated in the Student Diary. In simple terms this means that your name will be removed from the class roll in a subject if you continue to attend irregularly after being given a written notice of unsatisfactory attendance, or following a roll check.

If your name has been removed from a class roll you will only be allowed to re-enrol with the approval of a Deputy Principal.

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.

### **2. Course Work Requirements**

As a student at Tuart College you must meet the published schedule of course work requirements. If you fail to do so your name may be removed from the roll. Students must be available to sit semester examinations in the exam periods published in the Student Diary.

### **3. Eligibility for Certification and/or Tertiary Entrance**

To be eligible to receive a certificate you must:

- (a) comply with the College attendance requirements,
- (b) meet the work requirements for each course,
- (c) complete the assessment requirements for each course.

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

### **4. A Student's Good Standing**

Post Compulsory 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 students may have their courses of study terminated and be excluded from the College. Students who have had their "Good Standing" status removed and have been excluded from the College, will not be able to re-enrol in the College for one year after the date of the loss of "Good Standing". Providing false information on the Enrolment Form may lead to the loss of "Good Standing" status.

**5. Department of Education National Police History Check**

It is a requirement of the Department of Education that students, who are 18 years of age or older on or before the commencement of their course, enrolling in Department of Education schools, must apply for a Department of Education National Police History Check at a cost of \$46.00\* (non-refundable). You will be required to do this when enrolling. To make application you will need to provide 100 points of identification and complete the full version of the application documentation. This can be done online via the Department of Education web site or during your enrolment interview.

**Minimum Identity Requirements**

You must provide:

- one document from Category A;
- AND one document from Category B, OR two documents from Category C;
- **at least one of your identity documents must contain a photograph.**
- the combination of documents supplied should, as a minimum, equal a total of 100 points; and evidence of your full name and date of birth.

<b>Category A - Primary ID - Each document is worth 70 points</b>			
<ul style="list-style-type: none"> <li>▪ Birth Certificate</li> <li>▪ Australian or International Passport (Current or expired within the previous two years, but not cancelled)</li> <li>▪ International Travel Document (Current or expired within the previous two years, but not cancelled)</li> <li>▪ Australian Citizenship Certificate</li> <li>▪ Other document of identity having the same characteristics as a passport</li> </ul>	<b>70</b>	<input type="checkbox"/>	
<b>Category B - Secondary ID — Each document is worth 40 points</b>			
<ul style="list-style-type: none"> <li>▪ Current Driver’s Licence or Permit (Government issued)</li> <li>▪ Working With Children/ Teachers Registration Card</li> <li>▪ Aviation Security Identification Card/ Marine Security Identification card</li> <li>▪ Public Employee ID card (Government issued)</li> <li>▪ Department of Veteran Affairs Card</li> <li>▪ Centrelink Pensioner Concession or Health Care Card</li> <li>▪ Current Tertiary Education Institution Photo ID</li> <li>▪ Reference from a medical practioner (must have known the applicant for a period of at least 12 months)</li> </ul>	<b>40</b>	<input type="checkbox"/>	
<b>Category C - Secondary ID — Each document is worth 25 points</b>			
<ul style="list-style-type: none"> <li>▪ Birth Extract</li> <li>▪ Foreign/International Driver’s Licence</li> <li>▪ Proof of Age Card (Government Issued)</li> <li>▪ Medicare Card/Private Health Care Card</li> <li>▪ Council Rates Notice</li> <li>▪ Property Lease/Rental Agreement</li> <li>▪ Property Insurance Papers</li> <li>▪ Australian Tax Office Assessment</li> <li>▪ Superannuation Statement</li> <li>▪ Seniors Card</li> <li>▪ Electoral Roll Registration</li> <li>▪ Motor Vehicle Registration or Insurance Documents</li> <li>▪ Professional or Trade Association Card</li> </ul>	<b>25</b>	<input type="checkbox"/>	
		If relied upon, the following documents must be from different organisations:	
		<ul style="list-style-type: none"> <li>▪ Utility Bills (e.g. telephone, gas, electricity, water) in your name</li> <li>▪ Credit/Debit Card</li> <li>▪ Bank Statement/Passbook</li> </ul>	

\* Correct price at time of printing.

## Appendix A - Subject Descriptions (Alphabetical Order)

### Academic Communication Skills (AW886)

### University Pathways - CIV APS

Academic Communication Skills is designed to develop the communication skills and general understanding of tertiary institutions necessary to effectively undertake an academic course of study. The module focuses on developing and applying academic communication skills in practical educational situations. The module provides four outcomes:

1. Demonstrate speaking and listening for academic purposes.
2. Demonstrate writing conventions for academic purposes.
3. Demonstrate reading for academic purposes.
4. Demonstrate knowledge of tertiary institutions.

Students are required to demonstrate an ability to work independently and an ability to actively participate in communication forums. Students are also required to demonstrate that they understand the expectations and frameworks for communication in a tertiary institution.

### Accounting and Finance ATAR Units 1/2

### University Pathways - ATAR

Unit 1:	Unit 2:
The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.	The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

### Accounting and Finance ATAR Units 3/4

### University Pathways - ATAR

Unit 3: Internal Management for Business	Unit 4: Australian Reporting Entities
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.	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 ATAR Units 3/4

### University Pathways - ATAR

Unit 3: People, Power and Authority – Athens 481-440BC	Unit 4: Reconstructing the Ancient World -- Athens, Sparta and the Peloponnesian War 440–404 BC
This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious, cultural and economic features. The Persian Wars, growth of the Delian League and Athenian Empire and Periclean Athens are considered. The study of an individual as part of this unit enables study of the influence of the individual on events and developments.	This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practices, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence. Students study the Peloponnesian War in the period 440–404 BC, with particular reference to Thucydides' <i>The Peloponnesian War</i> , Books I-VIII, and other relevant sources.

**Chemistry ATAR Units 1/2****University Pathways - ATAR**

<b>Unit 1:</b>	<b>Unit 2:</b>
In this unit students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.  For both units students will carry out practical activities and investigations.	In this unit students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect rates of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

**Chemistry ATAR Units 3/4****University Pathways - ATAR**

<b>Unit 3: Equilibrium, Acids and Bases, and Redox Reactions</b>	<b>Unit 4: Organic Chemistry and Chemical Synthesis</b>
In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.	In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

**Commerce 4 (AW900)****University Pathways - CIV APS**

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.
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**Computing Skills 201****General Education Pathways - CGEA; University Pathways - Bridging to Pre-university**

This subject is designed to provide the foundation skills and knowledge to use information and communication technology. Units covered include producing simple word processed documents, creating and using spread sheets and using software packages.  See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.
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**Computer Science 4 (AW901)****University Pathways - CIV APS**

Students are introduced to the key areas of computer science: computer architecture, databases, programming and system development. Students apply knowledge and skills from these key areas in a range of problem solving situations including development of programs, database development and systems analysis and design. This subject content provides students with a basis for further study in a wide range of disciplines including computing, engineering, science, commerce and education.
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**Computer Science ATAR Units 3/4****University Pathways - ATAR**

<b>Unit 3: Design and development of computer-based systems and database solutions</b>	<b>Unit 4: Design and development of communication systems and software solutions</b>
In this unit, students understand the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.	In this unit, students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. Students consider networks, communication systems, including security and protocols.

**Economics 4 (AW888)****University Pathways - CIV APS**

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 globalisation.

**Economics ATAR Units 1/2****University Pathways - ATAR**

<b>Unit 1: Microeconomics</b>	<b>Unit 2: Macroeconomics</b>
This unit explores the theory that markets are an efficient way to allocate scarce resources, using examples of world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society regards as efficient, equitable or sustainable, market failure can occur and this requires a range of government policy options that can be applied to achieve more desirable economic outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret past and current economic events and issues.	This unit explores the government's role in Australia's modified market economy and Australia's recent (the last ten years) economic performance. Fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity.

**Economics ATAR Units 3/4****University Pathways - ATAR**

<b>Unit 3: Australia and the Global Economy</b>	<b>Unit 4: Economic Policies and Management</b>
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 national economies. There are opportunities to study contemporary international economic events and issues, such as increasing globalisation, free trade and whether or not to protect domestic industries and to discuss how they impact on the Australian economy appropriate by using economic data.	Examines the overall performance of the Australian economy relative to other national economies and introduces major economic policy responses, such as fiscal, monetary and microeconomic policies, implemented in order to achieve the Australian government's major economic objectives. The focus of the unit is to develop an understanding and to make critical assessments of such policies.

**English/ESL (Level 1)****General Education Pathways - CGEA**

English Certificate 1 learners will be engaged in creating and interpreting a range of fictional and non-fictional texts with a focus on texts of limited complexity that have relevance to their personal and learning environments and their community experiences (e.g. short stories, simple reports, letters, media). They will also be required to design a learning plan and produce a portfolio.

See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.

**English/ESL (Level 2)****General Education Pathways - CGEA**

Certificate 2 English learners will be engaged in creating and interpreting a range of fictional and non-fictional texts with a focus on texts with some complexity that have relevance to their personal and learning environments (e.g. novels, short stories, reports, newspapers, essays, journals). They will also be required to design a learning plan and produce a portfolio.

See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.

**English/ESL (Level 3)****General Education Pathways - CGEA; University Pathways - Bridging to Pre-university**

Certificate 3 English learners will be engaged in creation and critical interpretation of a range of complex texts, including fictional and non-fictional genres (short stories, autobiography, novels, documentary, drama, current affairs and film). They will also be required to design a learning plan and complete a portfolio.

See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.

**English ATAR Units 1/2****University Pathways - ATAR**

<b>Unit 1:</b> Students explore how meaning is communicated through the relationship between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose and the contexts in which they are created and received. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.	<b>Unit 2:</b> Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Through the creation of their texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.
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**English ATAR Units 3/4****University Pathways - ATAR**

<b>Unit 3:</b> Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.	<b>Unit 4:</b> Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.
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**English as an Additional Language/Dialect (EAL/D) ATAR Units 1/2****University Pathways - ATAR**

<b>Unit 1: Ways of Life</b>	<b>Unit 2: Making Choices</b>
The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through study of language and meaning, students explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. The course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts.	

**English as an Additional Language/Dialect (EAL/D) ATAR Units 3/4****University Pathways - ATAR**

The ATAR English as an Additional Language or Dialect course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. Please note that English as an Additional Language or Dialect eligibility criteria apply to the Year 12 course.

<b>Unit 3:</b> This unit focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.	<b>Unit 4:</b> This unit focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.
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**French ATAR Units 3/4**

**University Pathways - ATAR**

<p><b>Unit 3:</b></p> <p>The focus for this unit is <i>Les médias (The media)</i>. Students expand their skills, knowledge and understandings, refine their communication skills in French and gain a broader and deeper understanding of the language and culture.</p> <p>An understanding of the Year 11 content is assumed knowledge and it is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.</p> <p>Unit 3 is organised around three learning contexts and three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.</p> <p>The learning contexts include:</p> <ul style="list-style-type: none"> <li>• <b>The Individual</b> - Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</li> <li>• <b>The French-speaking Communities</b> - Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</li> <li>• <b>The Changing World</b> - Students explore information and communication technologies and the effects of change and current issues in the global community.</li> </ul>	<p><b>Unit 4:</b></p> <p>This unit's learning topics include:</p> <ul style="list-style-type: none"> <li>• <b>Technology and Me</b> - Students reflect on the role of technologies in their lives and in the lives of young people in French-speaking communities.</li> <li>• <b>Film and Music</b> - Students develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music</li> <li>• <b>In the Media</b> - Students consider the media and its impact on the global community.</li> </ul> <p>The focus is <i>Le monde qui nous entoure (The world around us)</i>. Students consolidate their skills, knowledge and understandings, extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture. This unit builds on the content covered in Unit 3.</p> <p>Unit 4 is organised around the same three learning contexts as Unit 3 and a set of three topics which include:</p> <ul style="list-style-type: none"> <li>• <b>Planning my Future</b> - Students reflect on their plans for the future.</li> <li>• <b>Migrant Experiences</b> - Students explore the accounts of French-speaking migrants to and from French-speaking communities, to consider reasons for migration, and experiences of participating in a new community.</li> <li>• <b>Youth Issues</b> - Students consider global youth issues related to coping with pressures: stress, drugs and alcohol.</li> </ul>
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**History 4 (AW890)**

**University Pathways - CIV APS**

<p>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.</p>
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**Human Biology 4 (AW897)**

**University Pathways - CIV APS**

<p>This module covers cells, microscopy, designing experiments, disease and the immune system, genetics, internal transport (heart, blood and lymph) and the lungs. Most of the topics have a practical and theory component.</p>
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**Human Biology ATAR Units 1/2**

**University Pathways - ATAR**

<p><b>Unit 1: The Functioning Human Body</b></p> <p>This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.</p>	<p><b>Unit 2: Reproduction and Inheritance</b></p> <p>This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.</p>
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**Human Biology ATAR Units 3/4****University Pathways - ATAR**

<b>Unit 3: Homeostasis and Disease</b>	<b>Unit 4: Human Variation and Evolution</b>
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.	This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

**Italian General Units 3/4****University Pathways - ATAR**

<b>Unit 1:</b>	<b>Unit 2:</b>
The focus for this unit is Vivere sani (A healthy life). Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain further insight into the culture.	The focus for this unit is Italia ci aspetta! (Italy awaits!). Students continue to develop skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain further insight into the culture.

**Mathematics (Level 1)****General Education Pathways - CGEA**

<p>This subject introduces students to numerical and statistical information found in familiar everyday situations. The content includes drawing and assembling shapes, and estimating, measuring and calculating everyday quantities. Also fractions, decimals and percentages as they relate to real life situations are studied. These topics will assist students in achieving relevant employability skills. Successful completion of this course will allow students to proceed to mathematics at the Certificate 2 level.</p> <p>See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.</p>
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**Mathematics (Level 2)****General Education Pathways - CGEA; University Pathways - Bridging to Pre-university**

<p>Students will investigate 2-dimensional and 3-dimensional shapes involving ratio, scale drawings, plans and models, measurement and formulae. Content will also include the development and use of simple formulae related to solving real life mathematical problems.</p> <p>See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.</p>
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**Mathematics (Level 3)****General Education Pathways - CGEA; University Pathways - Bridging to Pre-university**

<p>This subject is designed for students who have passed Certificate 2 (or have demonstrated relevant prior knowledge). The content will cover algebraic techniques to investigate, analyse and solve mathematical problems. Also there is a focus on trigonometry, probability and data analysis.</p> <p>See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.</p>
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**Maths 420 (AW892)****University Pathways - CIV APS**

<p>This module covers the following topics-algebra, graphs (linear and exponential), right triangles, transformations, statistics, networks and number sequences.</p>
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Mathematics Applications ATAR Units 1/2

University Pathways - ATAR

<p><b>Unit 1:</b></p> <p>This unit has three topics: ‘Consumer arithmetic’, ‘Algebra and matrices’, and ‘Shape and measurement’.</p> <ul style="list-style-type: none"> <li>• ‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spreadsheets.</li> <li>• ‘Algebra and matrices’ continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.</li> <li>• ‘Shape and measurement’ builds on and extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.</li> </ul> <p>Classroom access to the technology necessary to support the computational aspects of the topics in this unit is assumed.</p>	<p><b>Unit 2:</b></p> <p>This unit has three topics: ‘Univariate data analysis and the statistical process’, ‘Linear equations and their graphs’, and ‘Applications of trigonometry’.</p> <ul style="list-style-type: none"> <li>• ‘Univariate data analysis and the statistical process’ develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation.</li> <li>• ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear, piece-wise and step graphs to model and analyse practical situations.</li> <li>• ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right- angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.</li> </ul> <p>Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.</p>
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Mathematics Applications ATAR Units 3/4

University Pathways - ATAR

<p><b>Unit 3:</b></p> <p>This unit has three topics: ‘Bivariate data analysis’, ‘Growth and decay in sequences’, and ‘Graphs and networks’.</p> <ul style="list-style-type: none"> <li>• <b>Bivariate Data Analysis</b> - Introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.</li> <li>• <b>Growth and Decay in Sequences</b> - Employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.</li> <li>• <b>Graphs and Networks</b> - Introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.</li> </ul>	<p><b>Unit 4</b></p> <p>This unit has three topics: ‘Time series analysis’, ‘Loans, investments and annuities’, and ‘Networks and decision mathematics’.</p> <ul style="list-style-type: none"> <li>• <b>Time Series Analysis</b> - Continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.</li> <li>• <b>Loans Investments and Annuities</b> - Aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.</li> <li>• <b>Networks and Decision Mathematics</b> - Uses networks to model and aid decision making in practical situations.</li> </ul>
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**Mathematics Methods ATAR Units 1/2**

**University Pathways - ATAR**

<b>Unit 1:</b>	<b>Unit 2:</b>
<p>This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence. Access to technology to support the computational and graphical aspects of these topics is assumed.</p>	<p>The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.</p>

**Mathematics Methods ATAR Units 3/4**

**University Pathways - ATAR**

<b>Unit 3:</b>	<b>Unit 4:</b>
<p>The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.</p>	<p>The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.</p>

**Mathematics Specialist ATAR Units 1/2**

**University Pathways - ATAR**

<b>Unit 1:</b>	<b>Unit 2:</b>
<p>Unit 1 of the Mathematics Specialist ATAR course contains three topics: 'Combinatorics', 'Vectors in the plane', and 'Geometry' that complement the content of the Mathematical Methods ATAR course. The proficiency strand, Reasoning, of the Year 7–10 curriculum is continued explicitly in 'Geometry' through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students' studies in Euclidean Geometry.</p> <p>'Vectors in the plane' provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3.</p> <p>'Combinatorics' provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments.</p>	<p>Unit 2 of the Mathematics Specialist ATAR course contains three topics: 'Trigonometry', 'Matrices', and 'Real and complex numbers'.</p> <p>'Trigonometry' contains techniques that are used in other topics in both this unit and Unit 3. 'Real and complex numbers' provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.</p> <p>Access to technology to support the computational aspects of these topics is assumed.</p>

**Mathematics Specialist ATAR Units 3/4****University Pathways - ATAR**

<p><b>Unit 3:</b></p> <p>Unit 3 of the Mathematics Specialist ATAR course contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2 and the study of complex numbers is now extended to the polar form.</p> <p>The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.</p>	<p><b>Unit 4:</b></p> <p>Unit 4 of the Mathematics Specialist ATAR course contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference.</p> <p>In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.</p> <p>In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.</p> <p>Access to technology to support the computational aspects of these topics is assumed.</p>
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**Modern History ATAR Units 1/2****University Pathways - ATAR**

This course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world.

<p><b>Unit 1: Understanding the Modern World</b></p> <p>This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.</p>	<p><b>Unit 2: Movements for Change in the 20th Century</b></p> <p>This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society.</p>
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The historical context emphasized is 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.

**Physics ATAR Units 1/2****University Pathways - ATAR**

<p><b>Unit 1:</b></p> <p>In Unit 1 students study the topics of Thermal, Nuclear and Electrical physics. As part of this process students investigate energy production by considering heating processes, radioactivity and nuclear reactions. In addition, energy transfer and transformation is considered in electrical circuits.</p>	<p><b>Unit 2:</b></p> <p>In Unit 2 students study the topics of Linear motion and Waves. Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.</p>
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Students will apply their knowledge and skills to various problem-solving situations including laboratory investigations, and through internet research. For both units, certain mathematical skills are required from prior learning. These skills include the ability to perform calculations involving addition, subtraction, multiplication and division of quantities; the ability to express fractions as decimals and vice versa; the ability to calculate percentages; the ability to change the subject of a simple equation; the ability to use power of ten notation; the ability to solve simple algebraic equations and translation of information between graphical, numerical and algebraic forms.

**Physics ATAR Units 3/4**

**University Pathways - ATAR**

<b>Unit 3: Gravity and Electromagnetism</b>	<b>Unit 4: Revolutions in Modern Physics</b>
Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.	Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

**Psychology ATAR Units 1/2**

**University Pathways - ATAR**

<b>Unit 1:</b>	<b>Unit 2:</b>
This course focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do and how they develop. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students gain insight into the nature/nurture debate and look at the role of play in assisting development and explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Students study psychological research methods, are introduced to ethics in psychological research and carry out investigations.	

**Psychology ATAR Units 3/4**

**University Pathways - ATAR**

<b>Unit 3:</b>	<b>Unit 4:</b>
The focus is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.	In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

**Science (Level 2)**

**General Education Pathways - CGEA; University Pathways - Bridging to Pre-university**

<p>This subject is suited to students who like to do activity based exercises and includes a number of experiments. Topics covered are:</p> <ol style="list-style-type: none"> <li>1. Living Things.</li> <li>2. Chemical behaviour of common substances.</li> <li>3. Energy, force and matter.</li> <li>4. Survey.</li> </ol> <p>See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.</p>
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**Science (Level 3)****General Education Pathways - CGEA; University Pathways - Bridging to Pre-university**

This subject has a human biology emphasis and the content will cover areas such as food groups, nutrition, diets, health, digestive system, immune system, disease, and microbiology. The skills will include writing scientific reports, word processing, research, graphing, microscopy and a large practical component carried out in the science laboratory.

See Appendix B (Page 22) for information on Units of Competency and CGEA Certificate requirements.

**Tertiary Study Skills (AW885)****University Pathways - CIV APS**

Tertiary Study Skills is designed to provide students with the techniques and strategies for successful academic study at a tertiary institution. The module provides four outcomes:

1. Demonstrate techniques to interpret and record information.
2. Demonstrate academic writing styles.
3. Demonstrate research and investigation techniques.
4. Demonstrate planning and organisational skills for academic purposes.

Students are required to demonstrate that they can work independently and take responsibility for applying the skills and knowledge learnt in this module.

## Appendix B – CGEA Units of Competency and Award Requirements

<b>22235VIC Certificate I in General Education for Adults (Introductory) - Units of Competency</b>			
<b>English/ESL Introductory</b>	VU21297	Develop a learning plan and portfolio with guidance.	Individual units only. Full Certificate not available.
	VU21298	Conduct a Project with guidance.	
	VU21299	Engage with simple texts for personal purposes.	
	VU21300	Engage with simple texts for learning purposes.	
	VU21302	Engage with simple texts to participate in the community.	
	VU21303	Create simple texts for personal purposes.	
	VU21304	Create simple texts for learning purposes.	
<b>Mathematics Introductory</b>	VU21306	Create simple texts to participate in the community.	
	VU21307	Work with numbers and money in simple, familiar situations.	
	VU21308	Work with and interpret directions in simple familiar situations.	
	VU21311	Work with and interpret simple numerical information in familiar texts.	
	VU21312	Work with and interpret statistical information in simple, familiar texts.	
<b>22236VIC Certificate I in General Education for Adults - Units of Competency</b>			
<b>English/ESL Level 1</b>	VU21323	Develop and document a learning plan and portfolio.	Core
	VU21324	Plan and undertake a project.	Core
	VU21325	Engage with texts of limited complexity for personal purposes.	Core Skills
	VU21326	Engage with texts of limited complexity for learning purposes.	Core Skills
	VU21328	Engage with texts of limited complexity to participate in the community.	Core Skills
	VU21329	Create texts of limited complexity for personal purposes.	Core Skills
	VU21330	Create texts of limited complexity for learning purposes.	Core Skills
<b>Mathematics Level 1</b>	VU21332	Create texts of limited complexity to participate in the community.	Core Skills
	VU21333	Work with a range of numbers and money in familiar and routine situations.	Core Skills
	VU21334	Work with and interpret directions in familiar and routine situations.	Core Skills
	VU21335	Work with measurements in familiar and routine situations.	Core Skills
<b>Computing Skills 201</b>	VU21338	Work with and interpret statistical information in familiar and routine texts.	Core Skills
	ICTICT203	Operate application software packages.	Elective
	ICTICT205	Design basic organisational documents using computing packages.	Elective
	BSBSUS201	Participate in environmentally sustainable work practices.	Elective
	ICTWEB201	Use social media tools for collaboration and engagement.	Elective
	BSBITU203	Communicate electronically.	Elective
	BSBWHS201	Contribute to health and safety of self and others.	Elective
<b>22237VIC - Certificate II in General Education for Adults - Units of Competency</b>			
<b>English/ESL Level 2</b>	VU21353	Research pathways and produce a learning plan and portfolio.	Core
	VU21354	Implement and review a project.	Core
	VU21355	Engage with a range of complex texts for personal purposes.	Core Skills
	VU21356	Engage with a range of complex texts for learning purposes.	Core Skills
	VU21359	Create a range of complex texts for personal purposes.	Core Skills
	VU21360	Create a range of complex texts for learning purposes.	Core Skills
<b>Mathematics Level 2</b>	VU21364	Investigate numerical and statistical information in a range of contexts.	Core Skills
	VU21365	Investigate and use simple mathematical formulae and problem solving techniques in a range of contexts.	Core Skills
<b>Science Level 2</b>	VU21354	Implement and review a project.	Core
	VU21368	Investigate the impact of a science issue on the community.	Elective
	VU21367	Investigate the characteristics of living things.	Elective
	VU21373	Investigate chemical behaviour of common substances.	Elective
<b>Computing Skills 201</b>	ICTICT203	Operate application software packages	Elective
	ICTICT205	Design basic organisational documents using computing packages.	Elective
	BSBSUS201	Participate in environmentally sustainable work practices.	Elective
	ICTWEB201	Use social media tools for collaboration and engagement.	Elective
	BSBITU203	Communicate electronically.	Elective
		BSBWHS201	Contribute to health and safety of self and others.



<b>22238VIC - Certificate III in General Education for Adults</b>			
<b>English/ESL Level 3</b>	VU21375	Evaluate pathway options, design a learning plan and complete a portfolio.	Core
	VU21376	Engage with a range of highly complex texts for personal purposes.	Core Skills
	VU21377	Engage with a range of highly complex texts for learning purposes.	Core Skills
	VU21380	create a range of highly complex texts for personal purposes.	Core Skills
	VU21381	Create a range of highly complex texts for learning purposes.	Core Skills
<b>Mathematics Level 3</b>	VU21383	Analyse and evaluate numerical and statistical information.	Core Skills
	VU21384	Use algebraic techniques to analyse mathematical problems.	Core Skills
<b>Science Level 3</b>	VU21389	Design and review a project.	Elective
	VU21390	Analyse science in the community.	Elective

<b>Requirements to be Eligible for Awards</b>	<b>Core Units</b>	<b>Core Skills Units</b>	<b>Elective Units</b>	<b>Total</b>
Certificate I in General Education for Adults (22236VIC)	2	10	4	<b>16</b>
Certificate II in General Education for Adults (22237VIC)	2	6	3	<b>11</b>
Certificate III in General Education for Adults (22238VIC)	1	4	3	<b>8</b>

Registered Training Organisation 2020



# Course Planning Form

You will help yourself to make the correct subject choice by working your way through this form with your Course Adviser.

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## Goals

Please use this space to explain why you are applying to enrol at Tuart College, and what your hopes are for the future.

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## Subject Selection

**Check Appendix B requirements if you wish to be eligible for a CGEA.**

	Subjects
List the subjects in which you wish to enrol.	_____
	_____
	_____
	_____
	_____
	_____