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Abbreviations used in this booklet:

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<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Qualification Training Framework</td>
</tr>
<tr>
<td>CGEA</td>
<td>Certificate in General Education for Adults</td>
</tr>
<tr>
<td>TEA</td>
<td>Tertiary Entrance Aggregate (formerly TES)</td>
</tr>
<tr>
<td>ECU</td>
<td>Edith Cowan University</td>
</tr>
<tr>
<td>Curtin</td>
<td>Curtin University</td>
</tr>
<tr>
<td>HELP</td>
<td>Higher Education Loan Program</td>
</tr>
<tr>
<td>Murdoch</td>
<td>Murdoch University</td>
</tr>
<tr>
<td>Notre Dame</td>
<td>Notre Dame University</td>
</tr>
<tr>
<td>STAT</td>
<td>Special Tertiary Admissions Test</td>
</tr>
<tr>
<td>Training WA</td>
<td>Technical and Further Education</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>SCSA</td>
<td>School Curriculum and Standards Authority</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 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.
MAKING THE BEST CHOICE

Tuart College prepares students for entry to Training WA (TAFE) colleges and universities. This preparation can be completed in **one year** or **two years**, depending on your educational background, and how long it has been since you left school.

Students who need to improve knowledge and skills to year 9, 10 and 11 level can prepare over two years.

**BRIDGING CERTIFICATE PROGRAMS** allow you to qualify for a **CERTIFICATE IN GENERAL EDUCATION FOR ADULTS** (Certificate III satisfies the Year 11 requirement for WACE graduation. This leads to the Certificate IV program or Year 11 WACE program.)

or alternatively, you can enrol directly into our **YEAR 11 WACE PROGRAM** and then move to the **YEAR 12 PROGRAM** in your second year.

Ask your course adviser about the best study program to suit your needs.

STILL NOT SURE?  Then read through this booklet and discuss your situation with a course adviser, who will help you to decide on the right track.
## COURSES AVAILABLE in 2015
### WACE Year 11 Program

### List A Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>On-Campus Day</th>
<th>On-Campus Night</th>
<th>Open Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Economics ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>English ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EAL/D) ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>French (3 hour block) General Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>French (3 hour block) ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Italian (3 hour block) General Units 1 and 2</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Literature ATAR Units 1 and 2</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Modern History ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Visual Arts ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
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</tr>
</tbody>
</table>

### List B Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>On-Campus Day</th>
<th>On-Campus Night</th>
<th>Open Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting and Finance ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Biological Sciences ATAR Units 1 and 2</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Chemistry ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Computer Science ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Human Biological Science ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics Application ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Mathematics Methods ATAR Units 1 and 2</td>
<td>Yes</td>
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</tr>
<tr>
<td>Mathematics Specialist ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Physics ATAR Units 1 and 2</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Psychology ATAR Units 1 and 2</td>
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</tr>
</tbody>
</table>

### On-Campus Night School

<table>
<thead>
<tr>
<th>Day</th>
<th>Course</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>French General Units 1 and 2</td>
<td>6:00pm - 8:00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Italian General Units 1 and 2</td>
<td>6:00pm - 9:00pm</td>
</tr>
</tbody>
</table>

### Day Block Classes

<table>
<thead>
<tr>
<th>Day</th>
<th>Course</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>French ATAR Units 1 and 2</td>
<td>10:00am - 1:00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>French General Units 1 and 2</td>
<td>10:00am - 1:00pm</td>
</tr>
<tr>
<td>Italian General Units 1 and 2</td>
<td>9:30am - 12:30pm</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>French ATAR Units 1 and 2</td>
<td>10:00am - 1:00pm</td>
</tr>
</tbody>
</table>

### Open Learning Timetable (Year 11)

<table>
<thead>
<tr>
<th>eLesson 6:00pm – 7:00pm</th>
<th>eLesson 7:30pm – 8:30pm</th>
</tr>
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<tbody>
<tr>
<td>Monday</td>
<td>Computer Science Units 1 and 2</td>
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<tr>
<td></td>
<td>Modern History Units 1 and 2</td>
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<tr>
<td></td>
<td>Physics Units 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Mathematics Applications Units 1 and 2</td>
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<tr>
<td>Tuesday</td>
<td>Biological Science Units 1 and 2</td>
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<tr>
<td></td>
<td>Mathematics Specialist Units 1 and 2</td>
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<tr>
<td>Wednesday</td>
<td>Economics Units 1 and 2</td>
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<tr>
<td></td>
<td>Chemistry Units 1 and 2</td>
</tr>
<tr>
<td>Thursday</td>
<td>Human Biological Science Units 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Literature Units 1 and 2</td>
</tr>
</tbody>
</table>

**Note:** These timetables illustrate the likely occurrences and times when the course will run (subject to viable enrolment numbers).
COURSE DESCRIPTIONS

Accounting and Finance ATAR Units 1 and 2

Unit 1: 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.

Unit 2: 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.

Ancient History ATAR Units 1 and 2

The Ancient History course enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. Ancient history is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world. The ancient period, as defined in this syllabus, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Unit 1: Investigating the Ancient World
This unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented. This study provides an opportunity to explore key artefacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times.

Possible electives of study (two) include: Troy; the fall of the Roman Empire; Cleopatra; Pompeii and Herculaneum, and the assassination of Julius Caesar.

Unit 2: Ancient Societies
This unit examines how people lived in the ancient world through an examination of the evidence of the social, political, economic, military and religious institutions and structures of one ancient society. The unit focuses on the study of significant features of ancient societies, such as slavery; the family; and beliefs, rituals and funerary practices.

Students study one society from a number of options including: Rome 264-133BC; Early Imperial Rome 27BC-180AD; Sparta 700-371BC; the Qin and Han Dynasties, and Ptolemaic Egypt.

Biological Sciences ATAR Units 1 and 2

Unit 1: Ecosystems and Biodiversity
The current view of the biosphere as a dynamic system composed of Earth’s diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists who collected, classified, measured and mapped the distribution of organisms and environments around the world. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Unit 2: From Single Cells to Multicellular Organisms
The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.
Chemistry ATAR Units 1 and 2

In Unit 1, 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.

In Unit 2 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.

For both units students will carry out practical activities and investigations.

The prerequisites for both units include familiarity with certain mathematical skills which include the following:

- 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.

Computer Science ATAR Units 1 and 2

Unit 1: The focus for this unit is developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. 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. The unit is organised into two content areas: Systems Analysis and Development, Managing Data.

Unit 2: The focus for this unit is developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop basic programming skills. They create solutions exploring the ethical, legal and societal implications of industry-based applications. The unit is organised into three content areas: Developing Software, Programming, Networks and Communications.

Economics ATAR Units 1 and 2

This Economics ATAR course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and well-being. Economics develops the knowledge, reasoning and interpretation skills which are an important component of understanding individual, business and government behaviour at the local, national and global levels.

This course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economic literacy developed through this course enables students to actively participate in economic and financial decision making.

Unit 1: Microeconomics
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.

Unit 2: Macroeconomics
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.
English ATAR Units 1 and 2

The English ATAR course focuses on developing students’ analytical, creative and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from past and with texts from Australian and other cultures so they can develop a sense of themselves, their world and their place in it. The course is designed to develop students’ facility with all types of texts and language modes and to foster an appreciation of the value of English for life-long learning.

Unit 1: 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.

Unit 2: 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.

English as an Additional Language/Dialect (EAL/D) ATAR Units 1 and 2

Unit 1: Ways of Life
Unit 2: Making Choices

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.

French ATAR Units 1 and 2

Unit 1: This unit focuses on C’est la vie! (That’s life!). Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2: This unit focuses on Voyages (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

French General Units 1 and 2

This course is suitable for students who have studied Tuart College French Short Courses at levels 3 or 4 or lower school French.

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. It is a language of diplomacy, used by many international organisations and French culture has contributed to the shaping of global movements and traditions associated with the arts, cinema, philosophy and critical theory, as well as fashion, design, food and wine. Australia and the French speaking world have a significant shared history and strong connections and large numbers of Australians continue to visit France and other French speaking countries.

Unit 1: The focus of this unit is the study of learning contexts that will enable students to develop skills, knowledge and understandings in order to communicate in the French language and gain an insight into French culture. These contexts include, exploring aspects of the aspirations, values, opinions, ideas, and relationships of the students and of other individuals and groups. Students will develop an understanding of how culture and identity are expressed through language. An important focus in this unit is health and the family.
Unit 2: The focus for this unit is Voyages (Travel) through the study of unit contexts similar to Unit 1. The major topics of this unit include, students reflecting on their own travel experiences and considering what is essential when planning to travel abroad to a French-speaking country. Students will consider how they would prepare French speaking travellers for a visit to Australia. An important focus will be major problems of the world such as Pollution, Energy Use, Immigration and Integration in Our Changing World.

The study in the French language will be supported through the use of Kerbooble, an integrated on–line program containing activities and additional background materials.

Human Biological Science ATAR Units 1 and 2

Unit 1: The Functioning Human Body
This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Unit 2: Reproduction and Inheritance
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.

Italian General Units 1 and 2
This course is suitable for students who have studied Tuart College Italian Short Courses at levels 3 or 4 or lower school Italian.

Unit 1: Focuses on questo mio mondo (here and now). Students explore the Italian language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture.

Unit 2: Focuses on cose da fare, luoghi da visitare (things to do and places to go). Students have the opportunity to share information about their own sense of their personal, social and community environment. They begin to develop the language skills to travel within Italy and learn more about Italian-speaking communities and cultures.

Literature ATAR Units 1 and 2 (Available Open Learning Only)

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate language; evaluate perspectives and evidence and challenge ideas and interpretations. The course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. Students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. Students establish and articulate their views through creative response and logical argument, reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Unit 1: Develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a wide range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. A range of literary forms is considered: prose fiction, poetry and drama.

Unit 2: Develops students’ knowledge and understanding the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted.
Mathematics Applications ATAR Units 1 and 2

Unit 1: This unit has three topics: ‘Consumer arithmetic’, ‘Algebra and matrices’, and ‘Shape and measurement’.
• ‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.
• ‘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.
• ‘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.
Classroom access to the technology necessary to support the computational aspects of the topics in this unit is assumed.

Unit 2: This unit has three topics: ‘Univariate data analysis and the statistical process’, ‘Linear equations and their graphs’, and ‘Applications of trigonometry’.
• ‘Univariate data analysis and the statistical process’ develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation.
• ‘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.
• ‘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.
Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.

Mathematics Methods ATAR Units 1 and 2

Unit 1: 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.

Unit 2: 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.

Mathematics Specialist ATAR Units 1 and 2

Unit 1: 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. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers.

‘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.

‘Combinatorics’ provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students’ ability to construct mathematical arguments.
The three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

Access to technology to support the computational aspects of these topics is assumed.

**Unit 2:** Unit 2 of the Mathematics Specialist ATAR course contains three topics: ‘Trigonometry’, 'Matrices', and 'Real and complex numbers'.

'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.

Access to technology to support the computational aspects of these topics is assumed.

**Modern History ATAR Units 1 and 2**

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.

**Unit 1:** Understanding the Modern World

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.

**Unit 2:** Movements for Change in the 20th Century

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.

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 and 2**

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.

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.

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.

**Psychology ATAR Units 1 and 2**

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.
Visual Arts ATAR Units 1 and 2

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, contemporary society, and culture. Enterprise and initiative are recognised and encouraged. Students engage in art making processes in traditional and new media areas.
ENROLMENT STATUS

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

(a) have 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 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, and
(f) do not meet the National Police History Check requirements.

If your application for enrolment is accepted, you will be classified as either a full-time or part-time student on the basis of hours per week in which you are enrolled.

Full-Time Student

For full-time student status you need to enrol in a minimum of four (4) standard courses in WACE courses. This means that you will have a minimum of 16 hours per week in class. You must also meet the College’s attendance and work requirements.

Each course involves a one hour session on Monday plus 2 sessions, each lasting 1 hour 45 minutes, on 2 other days of the week.

Part-Time Student

If you are enrolled for less than 16 hours per week you will be classified as a part-time student.

Mature-age students who only need two courses can choose from a wide range of courses which will involve you in classes three times per week/per class.

Please discuss this matter with your Course Adviser when enrolling so that the most convenient time-table can be arranged for you. However, this is subject to the availability of classes and therefore cannot be guaranteed.

MODES OF INSTRUCTION

Standard Day Mode

All courses are taught across three sessions per week, consisting of one, 1 hour and two, 1 1/4 hour classes.

Block Mode

Selected Italian and French courses are delivered during the week in a 3 hour block of time. (Please discuss this with your course advisor for details.)

Open Learning Mode

A range of courses are taught in Open Learning Mode. This involves a weekly eLesson in the evening at either 6.00pm – 7.00pm or 7.30pm – 8.30pm. Resource-rich Course Materials are available online. The courses offered and the eLesson proposed timetable is listed on page 11.
**TIMES OF CLASSES**

*Normal Day Classes*

All courses taught in the standard mode will have their class times distributed throughout the week in a one hour and two one-and-three-quarter hour sessions between 8.30am and 4.40pm. *Orientation Day is Friday 30 January and classes commence Monday 2 February 2015.*

**TUART COLLEGE TIMETABLE**

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

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<td>4 Cl:</td>
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</tbody>
</table>

**MORNING TEA**

| 10.50  | 3 Cl:   | 6 Cl:     | 2 Cl:    | 7 Cl:  |
| 11.50  | Rm:     | Rm:       | Rm:      | Rm:    |

**LUNCH**

| 1.30   | 3 Cl:   | 7 Cl:     | 3 Cl:    | 6 Cl:  |
| 2.30   | Rm:     | Rm:       | Rm:      | Rm:    |

**BREAK**

| 3.30   | 4 Cl:   | 1 Cl:     |         |        |
| 3.30   | Rm:     | Rm:       |         |        |
| 4.30   |         |           |         |        |
**COURSE CHARGES**

The single charge for each course includes a general amenities charge and a resources charge for the course.

<table>
<thead>
<tr>
<th>List A Course</th>
<th>Charge</th>
<th>List B Course</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Accounting and Finance ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>Economics ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Biological Sciences ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>English ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Chemistry ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EAL/D) ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Computer Science ATAR Units 1 and 2</td>
<td>$125.00</td>
</tr>
<tr>
<td>French (3 hour block) General Units 1 and 2</td>
<td>$100.00</td>
<td>Human Biological Science ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>French (3 hour block) ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Mathematics Methods ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>Italian (3 hour block) General Units 1 and 2</td>
<td>$100.00</td>
<td>Mathematics Application ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>Literature ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Mathematics Specialist ATAR Units 1 and 2</td>
<td>$100.00</td>
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<tr>
<td>Modern History ATAR Units 1 and 2</td>
<td>$100.00</td>
<td>Physics ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
<tr>
<td>Visual Arts ATAR Units 1 and 2</td>
<td>$125.00</td>
<td>Psychology ATAR Units 1 and 2</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

**Note:** Students enrolling in Mathematics Application Units 1 and 2, Mathematics Methods Units 1 and 2, and Mathematics Specialist Units 1 and 2, will need to purchase an approved Computer Algebra System (CAS) calculator.
GENERAL INFORMATION

ENROLMENT PROCESS, and WITHDRAWAL FROM COURSES

Enrolment Process

Enrolment in WACE courses for 2015 will commence in the week beginning 10 November 2014, and to maximise your chances of obtaining the subjects of your choice your enrolment should be completed by 16 January 2015. After this students may enrol in subjects if spaces are available. All prospective students are enrolled after an interview with a course adviser. At this interview previous school performance will be discussed, as well as future study and career goals. This is done so that all students select a course that is appropriate to their abilities, needs and aspirations.

To enrol:
1. Call the College 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 Training WA (TAFE) or CGEA at Tuart College.
   ii) Your Curriculum Council/SCSA number from your previous school or the SCSA itself.
   iii) A credit card or money to pay fees.

Note: Post Compulsory Age students please refer to National Police History Check on page 17.

Course Withdrawal

(a) Withdrawals prior to 2 February 2015
In the event of a withdrawal from a full program or individual courses prior to 2 February 2015 a full refund of course fees will be provided. No refund is possible for the National Police History Check.

(b) Withdrawals from 2 February 2015
Refunds for withdrawal from a full program or individual courses from 2 February 2015 will be calculated on a pro-rata basis, as a percentage of the duration you have been enrolled in your particular program/courses of study, within the academic year. For example, if your program/courses runs for the full academic year (e.g. Year 12 WACE) and you withdraw half way through this program, you will be eligible for a 50% refund of your fees, subject to the Tuart College conditions of enrolment and withdrawal.

(c) Full withdrawal requires you to hand back 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 device before any refunds are issued.

If you enrol in the early enrolment period at the end of 2014, your enrolment will be assumed to have commenced from 2 February 2015 unless you are contacted regarding this.

ALLOWANCES

If you are aged up to 24 years you may be able to claim the Youth Allowance while you are studying. If you are aged 25 or over you may be able to claim an Austudy allowance. It is wise to discuss your eligibility for allowances with Centrelink before you enrol at this College. You can get additional information on allowances by accessing the Centrelink internet site at: www.youthallowance.centrelink.gov.au or www.thesource.gov.au.
CAREERS AND EDUCATION WEBSITES

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

Apprenticeships and Traineeships
www.dtwd.wa.gov.au/apprenticentre

Australian Defence Force Academy
www.defencejobs.gov.au

Australia wide job search
www.jobsearch.gov.au

Career, Employment, Training Information in Western Australia
www.getaccess.wa.gov.au

Career research
www.careersonline.com.au

Centrelink
www.centrelink.gov.au

Curtin University
www.curtin.edu.au

Edith Cowan University
www.ecu.edu.com

Job Resources Australia
www.jobjuice.com.au

Murdoch University
www.murdoch.edu.au

My Future
www.myfuture.edu.au

OZJAC link
www.curriculum.edu.au (Type ‘OZJAC’ in Search for easy access)

Training WA (TAFE course information)
www.dtwd.wa.gov.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

Vacancies Australia wide
www.seek.com.au

Western Australian Government (go to ‘Education and Training’)
www.wa.gov.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 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 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 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 the Deputy Principal Administration, or the Manager of Student Services.

   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 or sit for external examinations 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,
   (d) complete the School Curriculum and Standards Authority application form (Year 12 students) and return it to the College,
   (e) complete the university entrance application process with TISC, and/or
   (f) complete the Training WA (TAFE) entrance application form and return it to Training WA (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.
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 will have their courses of study terminated and be excluded from the College. People 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” and without interview with the Deputy Principal Administration. Providing false information on the Enrolment Form may lead to the loss of “Good Standing” status.

5. **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 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.

**PRIMARY IDENTIFICATION** (You must submit one (1) item from this first box)

- Birth Certificate / Birth Extract OR
- Current Passport OR
- International Travel Document (diplomatic/refugee with photograph) OR
- Australian Citizenship Certificate

The remaining 30 points must be made up from items in the Secondary Identification section.

**SECONDARY IDENTIFICATION**

(Only one (1) item per each box below can be added to your Primary ID to make up your 100 points)

- Current Driver’s Licence or Permit (Government issued)
- Current Working With Children Card
- Current Teachers Registration Card
- Public Service Employee ID card (Government issued)
- Department of Veteran Affairs Card
- Centrelink Pensioner Concession or Health Care Card
- Current Tertiary Education Institution ID Card with photo
- Reference from a Doctor (must have known the applicant for a period of at least 12 months)
- ASIC/MSIC Card

**Only one form of identification accepted from this category**

- Foreign/International Driver’s Licence
- Proof of age card (Government Issued)
- Medicare Card/Private Health Care Card
- Council Rates Notice
- Property Lease/Rental Agreement
- Property Insurance Papers
- Tax Declaration
- Superannuation Statement
- Seniors Card
- Electoral Roll Registration
- Motor Vehicle Registration or Insurance Documents
- Professional or Trade Association Card

Your initial Secondary ID document will score 40 points; any further Secondary ID documents will be awarded 25 points each

If you wish to use more than one of these ID documents, they must be from different organisations

- Utility Bills (e.g. telephone, gas, electricity, water) in your name
- Credit/Debit Card
- Bank Statement/Passbook

*Correct at time of printing.
ADDITIONAL CONDITIONS OF ENROLMENT FOR **COMPULSORY AGED STUDENTS**

1. **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.

2. **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 in the exam periods published in the Student Diary.

3. **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 Training WA (TAFE) entrance application form and return it to Training WA (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.

4. **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.
THE WACE PROGRAM

INTRODUCTION

Regulations governing entrance to TAFE and university are determined by age.

Age Categories

If you will be under 19 years of age on 1 March 2016, that is born on or after 1 March 1997, you are in the SCHOOL-LEAVER CATEGORY.

If you will be 19 years of age before 1 March 2016, that is born before 1 March 1997, you are in the MATURE-AGE CATEGORY. If your 19th birthday is on 1 March you are in the School Leaver category.

Selecting Courses

The WACE Program offered by the College is designed to allow you to complete your tertiary entrance requirements in a single year or over a number of years. However, for mature-age university entrance your ATAR (formerly TER) is calculated on courses studied in a single year.

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

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

IT IS YOUR RESPONSIBILITY TO CHECK 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. This is especially important if you have previously undertaken some tertiary study.
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 2016

For ‘School Leaver Category’ aged students:
In order for students to be eligible for a WACE at the end of 2016, they must satisfy the following requirements:

General Requirements
- Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. These standards are met through either NAPLAN testing or the OLNA (Online Literacy and Numeracy Assessment):
  (a) Each year students who have not demonstrated the literacy and numeracy standard will sit the Online Literacy and Numeracy Assessment (OLNA). Students who do not meet the standard will have the opportunity to re-sit the assessment in September or in subsequent years.
  (b) Meeting the standards in the literacy and numeracy components of the assessment will indicate that the student has met the minimum literacy and numeracy standards to achieve a WACE.
  (c) Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in the Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component.
  (d) Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age.
  (e) The Special Considerations – WACE Requirements Committee will consider requests from schools and/or students for waiving of the WACE requirements in exceptional circumstances. The Committee will meet as required throughout the year.
- Complete a minimum of 20 units or equivalents as described below.
- Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and Depth
Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:
- a minimum of 10 Year 12 units or the equivalent,
- two completed Year 11 English units and one pair of completed Year 12 English units,
- one pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

Achievement Standard
Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at list six C grades in Year 12 units (or equivalents).

Units equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:
- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:
- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.

Examinations
Examinations in 2016 are compulsory for all students enrolled in Year 12 ATAR courses.
SCHOOL-LEAVER 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.

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

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

Career Centre
Level 2, 166 Murray Street Mall
Perth City

Phone: 132398 or 9224 6500

Email: career.centre@dtwd.wa.gov.au

Web: www.careercentre.dtwd.wa.gov.au
To be considered for university admission as a school leaver, an 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 course; 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/Colleges in August 2016. Application will be via the TISC website.

The closing date for applications, without incurring a late fee, is normally the last working day in September. 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.

Applications need to be made through TISC when the applicant is:

- a school leaver,
- an Australian citizen,
- a New Zealand citizen, or
- approved/granted Australian permanent resident status.

International students do not fit these categories and will need to apply directly to the International Office at the relevant university.

Full details regarding individual university entrance requirements and processes are available from the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au). The University Admission 2017 booklet is available on the website, but please note that it is subject to change.
SUMMARY OF SCHOOL-LEAVER UNIVERSITY ENTRY CONDITIONS

This method applies to you if you are either:

(a) 19 years of age or under on 1 March 2016, or
(b) not a permanent resident of Australia.

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<thead>
<tr>
<th></th>
<th>Murdoch</th>
<th>Curtin</th>
<th>UWA</th>
<th>ECU</th>
</tr>
</thead>
<tbody>
<tr>
<td>WACE (see page 4)</td>
<td>Required by all universities.</td>
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<tr>
<td>Tertiary Entrance</td>
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<tr>
<td>Competence in English</td>
<td>Normally a scaled mark of at least 50 in Year 12 English ATAR, or EALD ATAR or Literature ATAR.</td>
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<tr>
<td>Edith Cowan University</td>
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<tr>
<td>will accept a grade A, B or C in Units 3 and 4 in Year 12 of English ATAR, EALD ATAR or Literature ATAR.</td>
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<tr>
<td>These three institutions require at least a scaled score of 50 in courses listed for certain university courses.</td>
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<tr>
<td>ATAR</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.</td>
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<tr>
<td>A Tertiary Entrance Aggregate (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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</tbody>
</table>
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 provide a certified photocopy of your previous results.

**IMPORTANT:** Your enrolment is not complete until all documents have been provided.

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 by 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>Completed Year 12 and are not eligible for mature-age entry</td>
<td>School Curriculum and Standards Authority Statement of Results</td>
<td>Grades listed on School Curriculum and Standards Authority Statement of Results.</td>
</tr>
<tr>
<td>Completed Year 11 in Western Australia but not eligible for mature-age entry.</td>
<td>Final Year 11 school report.</td>
<td>The grades listed for submission to the School Curriculum and Standards Authority.</td>
</tr>
<tr>
<td>Completed Year 11 and/or Year 12 in another Australian State or overseas, but not eligible for mature-age entry.</td>
<td>Final certificate or school report gained.</td>
<td>Year 11 equivalence (10 units, 8 at C grade) will be allocated.</td>
</tr>
<tr>
<td>CGEA III or equivalent AQTF recognised certificate.</td>
<td>Final certificate.</td>
<td>Year 11 equivalence will be allocated (10 units, 8 at C grade).</td>
</tr>
</tbody>
</table>

You need to keep the following in mind.

1. If you believe that you are entitled to more credit than allocated by the College you will need to apply directly to the School Curriculum and Standards Authority (SCSA).

2. If you have fewer than 8 units with a grade of C or better, or equivalent studies, you may not be able to complete your WACE secondary graduation in a single year.

3. 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.

4. If you receive credit for Year 11 from studies interstate or overseas, or from AQTF certificates or CGEA III from Tuart College, you must take at least five (5) Year 12 courses to enable you to complete graduation in 2016. You need to complete the **Year 11 Equivalence form** by Friday 9th April 2016, available on [www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au), and have it signed by the Deputy Principal Administration and posted to the School Curriculum and Standards Authority.

5. If you have been enrolled in or completed any university courses, your eligibility to re-enter under the school-leaver category could be affected. Check this with the university in which you wish to enrol.
## MATURE-AGE ENTRY TO TAFE

Refer to the Training WA (TAFE) website for further information: www.dtwd.wa.gov.au. You should be aware of any Training WA (TAFE) entry requirements into particular courses before deciding on your study program for 2015.

## DETAILS OF MATURE-AGE ENTRY TO UNIVERSITY

Refer to the TISC 2017 Mature Age Information Booklet

### SUMMARY OF MATURE-AGE UNIVERSITY ENTRY REQUIREMENTS

<table>
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<tr>
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<th>UWA</th>
<th>ECU</th>
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<td><strong>WACE</strong></td>
<td>Not required for any university.</td>
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<td>Competence in English</td>
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<td>Edith Cowan UniversityThese three institutions require at least a scaled score of 50 in courses listed for certain university courses.</td>
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<td>ATAR</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 moderated assessment in that course to produce a scaled score out of 100.</td>
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