OPEN LEARNING

WACE Courses

2014
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We recommend that you keep this information booklet on file. You will need to refer to it if you alter your course.

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

18 December 2013
Tuart College Open Learning

Attend Classes Online
In recognition of the diverse needs of students, the Open Learning program at Tuart College provides an alternative mode for students to study WACE courses without the need to attend on-campus classes. Open learning provides the flexibility to study online from home or from any convenient location. All you need is a computer with a broadband internet connection.

Live Online Lessons = eLessons
The Open Learning program is developed around regular eLessons where students attend a class online and work live with their teacher in a similar way to traditional on-campus classes. To provide the most convenient contact times, eLessons are conducted in the evenings, Monday to Thursday at either 6.00pm - 7.00pm or 7.30pm - 8.30pm.

Resource-rich Course Materials 24/7 Online
Comprehensive online course materials including activities, outlines, tasks, support exercises, extension exercises and assessments are available 24/7 to complement eLessons. Students can access this resource rich material at any time convenient for them. After attending an eLesson, students can work in their own time, to learn in a way that is most appropriate for their needs. Students also have 24/7 access to our Tuart College online eLibrary resources.

Talk to Your Teacher
Open Learning teachers are available to answer questions and discuss study issues in addition to the contact students have with them through eLessons. Each school term, optional sessions are timetabled to meet face to face with each class teacher on-campus.

What Courses are Available and When?
A range of Year 11 and 12 WACE courses are offered, as detailed on Page 5 of this document, for study in 2014. (Please note, commencement of these courses is subject to enrolment numbers in each course).

Making the Best Choice
The Open Learning program provides students with increased study flexibility and opportunity. It is also important to understand that students require commitment and consistent application to their studies to maximise the academic outcomes they wish to achieve through enrolment in the Open Learning Program.

To maximise success it is recommended that students do not enrol in more than 2 or 3 eCourses since each eCourse requires a substantial time commitment beyond the one hour weekly eLesson.

Students should arrange an interview with the Course Advisor before enrolling in an Open Learning course to ensure that they have the required educational background and that the course selected will be appropriate to enhance their educational goals.

eLessons will commence on Monday 10 February 2014.

Making the Best Choice
Ring the College to make an appointment for an enrolment interview. Your enrolment interview can be:
- an on-campus appointment for metropolitan students, or
- a phone appointment for Open Learning country students.
## Open Learning Program 2014

### WACE Course Fees

<table>
<thead>
<tr>
<th>Year 11 List A</th>
<th>Charge</th>
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<tbody>
<tr>
<td>Ancient History 2A/2B</td>
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<td>English as an Additional Language/Dialect 2A/2B</td>
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<tr>
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<tr>
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<tr>
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<td>Chemistry 2A/2B</td>
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<tr>
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<tr>
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<td>Psychology 2A/2B</td>
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**Learning Timetable Stage 2 (Year 11)**

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<tr>
<td>Monday</td>
<td>Accounting &amp; Finance 2A/2B</td>
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<tr>
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<td>Ancient History 2A/2B</td>
<td>Modern History 2A/2B</td>
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<tr>
<td></td>
<td>Mathematics Specialist 3A/3B</td>
<td>Physics 2A/2B</td>
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<tr>
<td>Tuesday</td>
<td>Mathematics 3A/3B</td>
<td>Biology 2A/2B</td>
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<td>Psychology 2A/2B</td>
<td>Geography 2A/2B</td>
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<tr>
<td>Wednesday</td>
<td>Economics 2A/2B</td>
<td>Chemistry 2A/2B</td>
</tr>
<tr>
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<td>Mathematics 2C/2D</td>
<td></td>
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<tr>
<td>Thursday</td>
<td>Human Biology 2A/2B</td>
<td>EALD 2A/2B</td>
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<td>Literature 2A/2B</td>
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**Note:** These timetables illustrate the likely occurrences and times when the course will run (subject to viable enrolment numbers).

**Learning Timetable Stage 3 (Year 12)**

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<tr>
<td>Monday</td>
<td>Human Biology 3A/3B</td>
<td>Accounting &amp; Finance 3A/3B</td>
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<tr>
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<td>Physics 3A/3B</td>
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<td>Tuesday</td>
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<td>Chemistry 3A/3B</td>
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<tr>
<td>Wednesday</td>
<td>Computer Science 3A/3B</td>
<td>Ancient History 3A/3B</td>
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<td>Mathematics 2C/2D</td>
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</tr>
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<td></td>
<td>Psychology 3A/3B</td>
<td>Mathematics 3C/3D</td>
</tr>
<tr>
<td>Thursday</td>
<td>EALD 3A/3B</td>
<td>Biology 3A/3B</td>
</tr>
<tr>
<td></td>
<td>English 3A/3B</td>
<td>English 3A/3B</td>
</tr>
</tbody>
</table>

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

Accounting and Finance 2A/2B

This course 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 a small business. Students apply their knowledge and skills in a range of problem solving situations including preparation of Vertical Balance Sheets, preparation of Classified Income Statements for a trading business, posting transactions from the General Journal to the General Ledger and understanding the purpose and nature of Balance Day adjustments.

Accounting and Finance 3A/3B

Accounting and Finance 3A: Internal Management for Business
Accounting and Finance 3B: Australian Reporting Entities

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

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

Ancient History 2A/2B

Ancient History 2A Historical Trends and Movements
Ancient History 2B Confrontation and Resolution

The unit Ancient History 2A focuses on historical trends and/or movements. Students understand that throughout history there have been individuals, events, ideas, beliefs and values that have contributed to underlying historical trends and/or movements. In this unit, students learn to develop propositions/hypotheses with supporting arguments, use appropriate strategies for selecting, recording and organising information, recognise the tentative nature of evidence and communicate findings that reflect the purpose and audience of the investigation. To achieve these skills the late Roman Republic is studied, 133-166 BCE.

Unit 2B focuses on confrontation and resolution. Students learn that there are internal and external forces that result in confrontation and resolution within societies and these have consequences for continuity and change: Rome 66-27 BCE.

Ancient History 3A/3B

Ancient History 3A Societies and Change
Ancient History 3B People, Ideas and Events that Shaped History

The unit, Ancient History 3A, focuses on societies and change. Students will become aware of the evolving nature of the society being studied and the various forces for continuity and change that exist. The unit examines some of the values, beliefs and traditions linked to the identity of Greek society from 479 BCE to 440 BCE. The changes studied include the Delian League, the Athenian Empire and Periclean Athens.
Unit 3B focuses on people, ideas and events that shaped history. The unit explores the power of people, ideas and events as forces for change, and their reinforcement, in Greece during the Peloponnesian War from 440 - 404 BC, including the causes of the war, the Archidamian War, Peace of Nicias, Sicilian Expedition, Ionian War and the Oligarchic Revolt. Students will understand the beliefs and values of the society and whether these ideas have been cohesive or divisive. They will consider which people, ideas and events were dominant and if this dominance changed.

**Biological Sciences 2A/2B**

The focus for 2A is Ecosystems. Ecosystems have a diverse range of organisms that can be classified. Ecosystems are made up of communities and the surrounding environment through which matter cycles and energy flows. Environments create challenges to survival that are reflected in differing structures and functions of organisms.

The focus for 2B is Organisms. Organisms in systems form populations. This unit explores factors that affect population dynamics. Reproduction results in growth of populations. DNA controls the pattern of inheritance of traits from one generation to the next with the gene as the unit of inheritance. Many organisms have different developmental stages in their life cycles in order to maximise their survival.

**Biological Sciences 3A/3B**

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

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

**Chemistry 2A/2B**

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

**Chemistry 3A/3B**

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

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

The focus for the 3B unit is chemistry and modern lifestyles. In this unit students develop understandings of complex models that underlie the study of medicines, biochemistry, fuel cells and plastics through further study of equilibrium, oxidation and reduction, and organic chemistry.
Computer Science 2A/2B

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

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

Computer Science 3A/3B

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

Economics 2A/2B

This course 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. Economics 2A/2B offers learning experiences that 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 3A/3B

Economics 3A: Australia and the Global Economy
Economics 3B: Economic Policies and Management

Economics 3A, explores Australia’s economic relationships with the economies of other countries and examines the policies and actions Australia is adopting to increase the level of economic co-operation with other economies. There will be opportunities to study current global economic events and issues and discuss how these impact all Australians.

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

English 3A/3B

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

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

EALD 2A: Ways of Life
EALD 2B: Making Choices

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

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

The focus of the course is on four outcomes: listening, speaking, reading and viewing, and writing.
English as an Additional Language/Dialect (EAL/D) 3A/3B

EALD 3A: Australia as a Cultural Community
EALD 3B: Language and Empowerment

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

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

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

Geography 2A/2B

Geography 2A: Geography of Natural Hazards and Impact Minimisation
Geography 2B: Geography of Sustainable Resource Use

The focus in 2A is the increasing incidence of hazards, together with their impact on standards of living, has prompted the active search for proposed solutions. An understanding of how these hazards are perceived and managed at a local, regional and global level is developed in a range of ways.

The focus in 3A is on Natural Resources. These provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations.

Human Biological Science 2A/2B

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

Human Biological Science 3A/3B

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

Literature 2A/2B

In this course students are expected to develop a more sophisticated understanding of the elements of literary study. They are also expected to respond to texts of increasing complexity. In these units, students will explore how our response to literary texts results from relationships between writer, reader, text and context. They will have an opportunity to engage in close textual analysis of literary texts and develop their understandings of the historical and cultural contexts of the writer, the text and the reader.
Mathematics 2C/2D

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

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

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

Mathematics 3A/3B

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

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

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

Mathematics 3C/3D

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

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

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

Mathematics Specialist 3A/3B

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

Mathematics Specialist 3C/3D

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

The content of Mathematics Specialist 3C/3D incorporates: functions and graphs, including power, polynomial, exponential, logarithmic and trigonometric; calculus techniques and applications incorporating all of these functions including simple harmonic motion; limits; vectors; complex numbers; polar coordinates; matrices; methods of proof.
Students are required to solve problems with or without a calculator and apply mathematical reasoning techniques to conjectures, generalisations and proofs.

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

Modern History 2A/2B

This course 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, the social, economic and political conditions that led to Germany becoming a totalitarian state under the Nazis and the rise of the USA as the world's leading industrial and military power.

Modern History 3A/3B

Modern History 3A: Cohesion and Division
Modern History 3B: Ideas that Shaped History

Modern History 3A, studies Australia during an important period of its development. It examines the role and significance of individuals, groups and international events on shaping Australia's national identity, its culture and society, economy and political institutions. It provides opportunities to explore examples of cohesion and division within Australia in the nation's approach to important internal and external events and issues.

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

Physics 2A/2B

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

Physics 3A/3B

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

The 3B unit content organisers are particles, waves and quanta and motion and forces in electric and magnetic fields. Further study of mechanical and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. They learn how waves are used in a variety of technologies, such as in musical instruments, communication systems or sensing systems. They encounter the scale of the observable entities in our Universe, and relate physical principles about waves to the study of the Universe and its parts. Extending their knowledge of atomic physics, they analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some aspects of modern physics such as relativity and cosmology.
Psychology 2A/2B

Psychology 2A: Contemporary Issues
Psychology 2B: Human performance

In this course students focus on contexts related to contemporary issues and human performance. The content focuses on a number of concepts that enable them to fully appreciate the complexities of human behaviour, at an individual, group and societal level and also on memory and forgetting, motivation and arousal and how they affect human performance. They examine the traditional theories of intelligence and the concept of perception and expand their knowledge and understanding of human behaviour by analysing such factors as heredity. Students extend their understanding of how we learn by looking at classical and operant conditioning and negative and positive reinforcement. They study the impact of group influences on individual behaviour and carry out their own practical investigations and explore what is meant by the term personality and examine the relationship between personality, motivation and human performance. Students learn to identify the aims of a psychological investigation, recognise the methods used and evaluate the conclusions and apply appropriate communication skills and processes in the communication of psychological understandings. They also apply psychological research methods that allow them to develop useful skills in analytical and critical thinking and making inferences as well as applying appropriate structure data using correctly labeled tables, graphs and diagrams.

Psychology 3A/3B

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

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

ENROLMENT PROCESS, and WITHDRAWAL FROM COURSES

Enrolment in WACE for 2014 will commence in the week beginning 11 November 2013, and to maximise your chances of obtaining the subjects of your choice your enrolment should be completed by 17 January 2014. 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. Ring the College to make an appointment for an enrolment interview. Your enrolment interview can be:
   • an on-campus appointment for metropolitan students, or
   • a phone appointment for Open Learning country students.

2. If you would like to prepare prior to your enrolment interview, you can print and complete relevant parts of the Enrolment Form by following the link on the Tuart College web site.
   
   Note: This step is required if you are having a phone enrolment interview.

3. At your enrolment interview you will need:
   • School Reports and/or Statement of Results from previous places of study such as TAFE or schools.
   • Your School Curriculum & Standards Authority number or Curriculum Council number from your previous school or the School Curriculum & Standards Authority itself, if you are from WA and this is available. Write the number down and bring it as you need it to complete enrolment forms.
   • If you are 18 years on or before the commencement of your course, you will need copies of documents for a National Police History Check.
   • A credit card or money to pay fees.

   Note: If you are 18 years of age or older, please refer to National Police History Check on page 17.

Course Withdrawal

(a) Withdrawals prior to 3 February 2014
   In the event of a full withdrawal prior to 3 February 2014 a full refund of course fees will be provided. No refund is possible for the National Police History Check.

(b) Withdrawals from 3 February 2014
   Withdrawal refunds from 3 February 2014 will be calculated on a pro-rata basis, as a percentage of the duration you have been enrolled in your particular program of study, within the academic year. For example, if your program 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 notebooks agreement, must return the device before any refunds are issued.

If you enrol in the early enrolment period at the end of 2013, your enrolment will be assumed to have commenced from 3 February 2014 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.
THE WACE PROGRAM

INTRODUCTION

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

Age Categories

If you are under 19 years of age on 1 March 2014, that is born on or after 1 March 1995, you are in the SCHOOL-LEAVER CATEGORY.

If you are 19 years of age before 1 March 2014, that is born before 1 March 1995, 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 Australian Tertiary Admissions Rank (ATAR) 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. Because the tertiary entrance requirements are quite complex there are a number of factors you must take into account when making your course selection. These factors include:

1. 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 at 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 done some tertiary study.
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

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

Western Australian Certificate of Education (WACE) Requirements for 2014

For 'School Leaver Category' aged students:
In order for students to be eligible for a WACE at the end of 2014, they must satisfy the following requirements:

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

Achievement standard requirement:
- Achieve a C grade average or better across the best 16 course units of which at least 8 must be completed in Year 12. Repeat course units may only be counted once. For repeat course units the highest grade for the unit will be used when calculating the C grade average.
- Endorsed programs and/or VET credit transfer (stand alone) can reduce the required number of course units by up to 6 units.

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

Examinations:
All students studying a course at Stage 3 in the final year of senior secondary schooling (Year 12) are required to sit an examination at the appropriate stage of that course, unless exempt. Examinations for Stage 2 courses will be optional in 2014, but must be sat if the student requires an ATAR.

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

Full time students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (leading to the completion of at least one qualification or approved skill set) and are enrolled in 3 or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the examinations.

Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Apprenticeship are eligible to apply for an exemption from sitting examinations.
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 Schools Curriculum and Standards Authority.
- achieve **competence in English** as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways); and
- satisfy any **prerequisites** or special requirements for entry to particular courses.

**University Application Procedures**

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools/Colleges in August 2014. Application will be via the TISC website.

The closing date for applications is normally the end of September. Late applications will incur a late fee. 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 2015 booklet is available on the website, but please note that is it subject to change.
## DETAILS OF MATURE-AGE ENTRY TO UNIVERSITY

Refer to the TISC 2015 Mature Age Information Booklet

### SUMMARY OF MATURE-AGE UNIVERSITY ENTRY REQUIREMENTS

<table>
<thead>
<tr>
<th></th>
<th>Murdoch</th>
<th>Curtin</th>
<th>UWA</th>
<th>ECU</th>
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<tbody>
<tr>
<td><strong>WACE (formerly TEE)</strong></td>
<td>Not required for any university.</td>
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<td><strong>Tertiary Entrance</strong></td>
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<td><strong>Competence in English</strong></td>
<td>A scaled score of at least 50 in English course stage 2 or 3, EALD stage 2 or 3, Literature stage 2 or 3 or a 50 in a previous TEE English course.</td>
<td>Edith Cowan University will accept a letter grade of A, B or C in two Year 12 English units at stage 2 or 3.</td>
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<tr>
<td><strong>Prerequisites</strong></td>
<td>Desirable to have studied the courses listed for certain university courses.</td>
<td>These three institutions require at least a scaled score of 50 in courses listed for certain university courses.</td>
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<td><strong>ATAR</strong></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>
<td>For all institutions the ATAR is calculated from a minimum of two (2) WACE course TEA although a four (4) course TEA score is recommended for some highly competitive courses in some universities.</td>
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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. **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 Curriculum Council 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.

CONDITIONS OF ENROLMENT FOR POST COMPULSORY AGED STUDENTS

1. **Centrelink Requirements**
   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 at the times 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 participation 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 TAFE entrance application form and return it to TAFE.

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

4. **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 point identification by presenting one of the following:

   Either:
   - Birth Certificate (70 points),
   - Current Passport/International Travel Document (70 points),
   - Australian Citizenship Certificate (70 points),

   plus secondary identification such as a drivers licence (30 points), Medicare Card (20 points), Bank card (20 points), Proof of Age card (20 points), and Social Security Benefit card (20 points).

ADDITIONAL CONDITIONS OF ENROLMENT FOR COMPULSORY AGED STUDENTS

1. **Age of Students**
   In accordance with the School Education Act, the College exercises a closer supervision of students under the age of 18 years. Parents may request information about the attendance and performance of students of this age who are in their care.
2. **College Attendance Requirements**
Compulsory aged students are required to participate in 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 participation agreement.

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

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

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

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

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