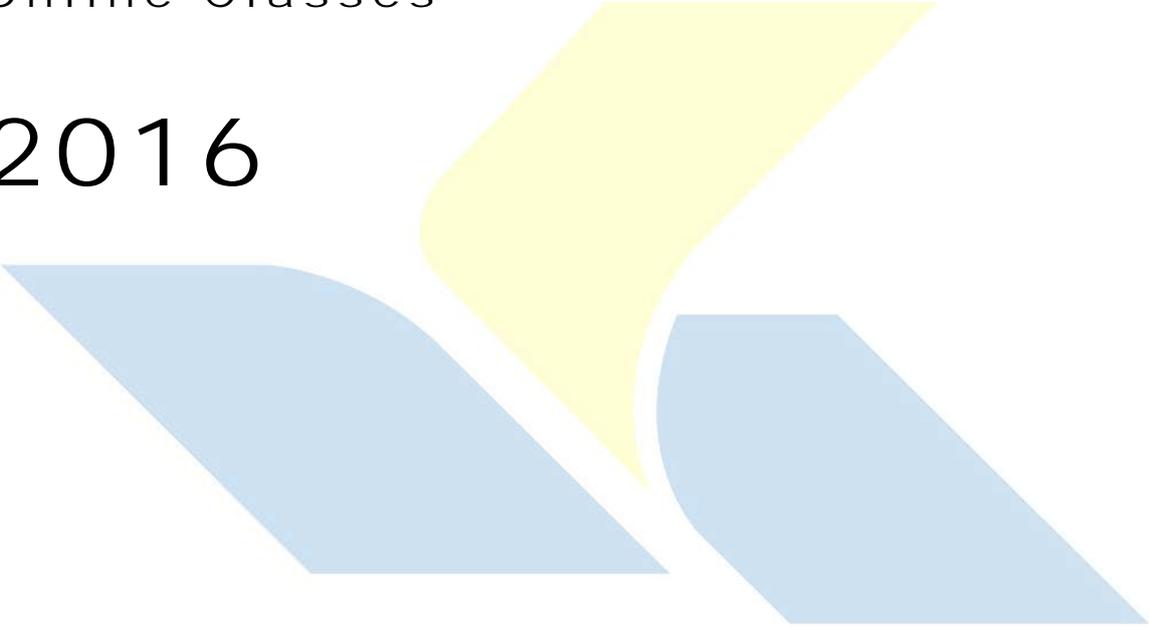


OPEN LEARNING

Online Classes

2016



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

While the information in the booklet is correct at time of printing there might be some minor modifications to 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.

OPEN LEARNING PROGRAM 2016

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.

Attending Classes Online (eLessons)

The *Open Learning Program* is developed around weekly eLessons where students attend a class online and work with their teacher in a similar way to traditional on-campus classes. To provide the most convenient contact times, weekly, one hour eLessons are conducted in the evening, Monday to Thursday, at either 6.00pm - 7.00pm or 7.30pm - 8.30pm.

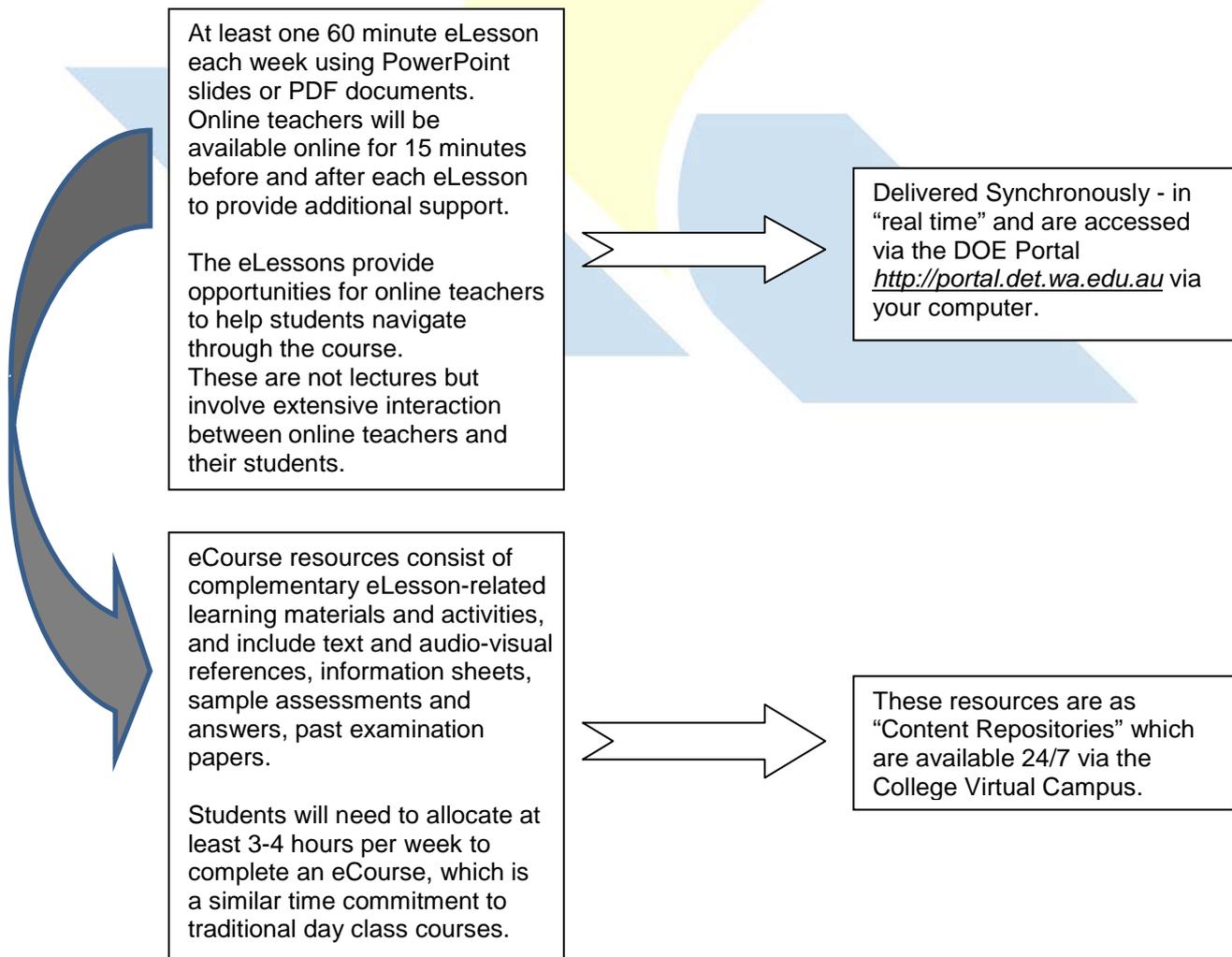
Accessing Resource-rich eCourse Materials 24/7

Comprehensive online, resource-rich course materials are available 24/7 to complement each eLesson. After attending an eLesson, students will work on eCourse activities in their own time and learn in a way that is most appropriate for their needs and circumstances. Students will also have 24/7 access to the Tuart College online eLibrary resources.

Talking to Your Online Teacher

Open Learning teachers are available to answer questions and discuss study issues in addition to the contact students have with them during eLessons. Online teachers will also be available for face-to-face on-campus meetings.

DELIVERING OPEN LEARNING COURSES



Completing Online Assessments

A continuous assessment process is used to monitor student progress and achievement which requires online students to complete a number of different types of assessment tasks as outlined in their eCourse Assessment Profile which will be provided by their online teachers. There will be a Semester 1 and Semester 2 Examination in all online courses.

Assessments will be conducted in a variety of ways:

- At the College (whenever possible) particularly the Semester 1 and 2 Examinations during the day or evening.
- In your school, home or workplace, under supervision by a *validator*, a person nominated by you. Assessments completed with a validator might be submitted via Moodle, email or post.
- Semester Examinations completed outside the College will require supervision by a *supervisor* nominated by you, for example, a teacher, librarian or public servant. Assessments completed with a supervisor will be sent out and submitted by post.
- Open-ended assessment tasks will generally not require a validator or supervisor.
- Validator and/or supervisor information materials and notification forms will be emailed to online students for completion.

Making the Best Choice

The *Open Learning Program* provides students with increased study flexibility and opportunity. However, it is important that students will need to demonstrate commitment and consistent application to their studies to maximise the academic outcomes they wish to achieve through enrolment in *the Open Learning Program*.

It is recommended that students do not enrol in more than 2 or 3 eCourses since each of these requires a substantial time commitment beyond the weekly eLessons. It is recommended that secondary school students attending in other schools enrol in only one online course.

The range of Year 11 and 12 online courses offered in 2016 are detailed in this document. (Please note that the availability of these courses is subject to viable enrolment numbers in each course).

Students should arrange an interview with a College Course Advisor before enrolling in the *Open Learning Program* to ensure that they have the required educational background and that the eCourses selected are consistent with their educational goals.

It is important that you carefully select the online courses in which you enrol. Tertiary entrance requirements are complex and there are a number of factors you must take into account. These include:

- Knowing and meeting the requirements for the **Western Australian Certificate of Education (WACE)** as prescribed by the School Curriculum and Standards Authority (SCSA).
- Achieving competence in English as prescribed by individual universities.
- Obtaining 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 courses).
- Knowing and meeting the requirements of the age category under which you will be applying for tertiary entrance (School Leaver Category) if you are under 19 years of age on 1 March 2016 or born on that date and (Mature-Age Category) if you are 19 before 1 March 2016.
- Meeting any special course prerequisites for the tertiary course in which you would like to enrol. Selecting courses in which you are most likely to succeed.
- Referring to the Information regarding individual university entrance requirements and processes available from the TISC website: www.tisc.edu.au. 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.

Online students not seeking WACE or entry to a tertiary education institution but studying eCourses out of interest or to gain background in a course, do not need their results to be registered with SCSA.

ONLINE COURSE DESCRIPTIONS

Accounting and Finance ATAR Units 1 and 2 (YEAR 11)

The course units provide 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 Statements). 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 and 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 ATAR Units 3 and 4 (Year 12)

Unit 3: Internal Management for Business

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

Unit 4: Australian Reporting Entities

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

Ancient History ATAR Units 1 and 2 (Year 11)

Ancient History Unit 1: Investigating the Ancient World
Ancient History Unit 2: Ancient Societies

Ancient History Unit 1 – This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented. A series of electives ranging from the fall of Troy and the Celts through to the end of the Roman Empire can be studied.

Ancient History Unit 2 – This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family and beliefs, rituals and funerary practices. Societies are diverse as Egypt's Old Kingdom, early Imperial Rome and the Han Dynasty can be studied.

Ancient History ATAR Units 3 and 4 (Year 12)

Unit 3: People, Power and Authority – Athens 481-440BC

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious, cultural and economic features. The Persian Wars, growth of the Delian League and Athenian Empire and Periclean Athens are considered. The study of an individual as part of this unit enables study of the influence of the individual on events and developments.

Unit 4: Reconstructing the Ancient World -- Athens, Sparta and the Peloponnesian War 440–404 BC

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practices, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence. Students study the Peloponnesian War in the period 440–404 BC, with particular reference to Thucydides' *The Peloponnesian War*, Books I-VIII, and other relevant sources.

Biology ATAR Units 1 and 2 (Year 11)

The focus of Biological Science Unit 1 is ecosystems which 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 of Biological Science Unit 2 is organisms which 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.

Biology ATAR Units 3 and 4 (Year 12)

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3: Continuity of Species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4: Surviving in a Changing Environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

Chemistry ATAR Units 1 and 2 (Year 11)

The course units cover 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 ATAR Units 3 and 4 (Year 12)

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3: Equilibrium, Acids and Bases, and Redox Reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4: Organic Chemistry and Chemical Synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

Computer Science ATAR Units 1 and 2 (Year 11)

Computer Science Units 1 and 2 focus on developing systems and producing spreadsheet and database solutions and to systems development solutions and communications as applied to industry.

Students 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 ATAR Units 3 and 4 (Year 12)

Unit 3: Design and development of computer-based systems and database solutions

Students learn about the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

Unit 4: Design and development of communication systems and software solutions

Students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the software development cycle (SDC). Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They consider networks, communication systems, including security and protocols.

Economics ATAR Units 1 and 2 (Year 11)

The course units provide 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 business firms and governments and to be more aware of contemporary economic events and issues which often affect them directly. Economics Units 1 and 2 offers learning experiences that provide insights into important issues such as unemployment, inflation, budgets, the distribution of income, balancing economic growth and environmental sustainability, taxation and increasing globalisation.

English ATAR Units 3 and 4 (Year 12)

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3: Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4: Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

CGEA English Level 2 (Semester 1)

This unit engages students in creating and interpreting a range of fictional and non-fictional texts that have relevance to their personal and learning environments and their community experience (e.g. novels, short stories, letters, reports, simple essays, media texts). They will also be required to design a learning plan and produce a portfolio.

CGEA English Level 3 (Semester 2)

This unit engages students in the creation and critical interpretation of a range of complex texts, including fictional and non-fictional genres (short story, biography, novels, documentary, drama, current affairs and film). Students will also be required to design a learning plan and produce a portfolio.

Human Biology ATAR Units 1 and 2 (Year 11)

The focus of Human Biological Science Unit 1 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.

Human Biological Science Unit 2 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 Biology ATAR Units 3 and 4 (Year 12)

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3: Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4: Human Variation and Evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in homonids.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Literature ATAR Units 1 and 2 (Year 11)

In the course units students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Literature ATAR Units 3 and 4 (Year 12)

Unit 3: Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Unit 4: Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Students' analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Mathematics Applications ATAR Units 1 and 2 (Year 11)

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or STP (TAFE.)

Mathematics Methods ATAR Units 1 and 2 (Year 11)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops the ability of students to describe and analyse phenomena that involve uncertainty and variation.

The Mathematics Methods ATAR course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in health and the social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Mathematics Specialist ATAR Units 1 and 2 (Year 11)

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Mathematics Application ATAR Units 3 and 4 (Year 12)

Unit 3: This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'.

- **Bivariate Data Analysis** - Introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.
- **Growth and Decay in Sequences** - Employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.
- **Graphs and Networks** - Introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Classroom access to technology to support the graphical and computational aspects of these topics is assumed.

Unit 4: This unit has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

- **Time Series Analysis** - Continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.
- **Loans Investments and Annuities** - Aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

- **Networks and Decision Mathematics** - Uses networks to model and aid decision making in practical situations.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.

Mathematics Methods ATAR Units 3 and 4 (Year 12)

Unit 3: The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

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

Unit 4: The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

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

Mathematics Specialist Units ATAR 3 and 4 (Year 12)

Unit 3: Unit 3 of the Mathematics Specialist ATAR course contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

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

Unit 4: Unit 4 of the Mathematics Specialist ATAR course contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference.

In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

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

CGEA Mathematics Level 2 (Semester 1)

This unit is designed for students who have successfully completed Certificate 1 or can demonstrate relevant prior knowledge, and wish to proceed to Mathematics Certificate 3.

Students will investigate 2-dimensional and 3-dimensional shapes involving ratio, scale drawings, plans and models, measurement and formulae. Content will also include the development and use of simple formulae related to solving real-life mathematical problems.

CGEA Mathematics Level 3 (Semester 2)

This unit is designed for students who have passed Certificate 2 (or have demonstrated relevant prior knowledge). The content will cover algebraic techniques to investigate, analyse and solve mathematical problems. Also there is a focus on trigonometry, probability and data analysis.

At the beginning of Term 3 students will do a grading test to make sure they are enrolled in an appropriate Certificate which reflects their background and skills. All students will need to purchase a scientific calculator and text book. Please wait until you have done your grading test before purchasing these.

Physics ATAR Units 1 and 2 (Year 11)

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 ATAR Units 3 and 4 (Year 12)

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3: Gravity and Electromagnetism

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4: Revolutions in Modern Physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

Psychology ATAR Units 1 and 2 (Year 11)

Psychology Unit 1: Contemporary Issues

Psychology Unit 2: Human Performance

In these course units 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 ATAR Units 3 and 4 (Year 12)

Unit 3: The focus is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

Unit 4: In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

Tertiary Study Skills (Semester Length)

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

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

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

Open Learning Course Fees 2016

Year 11 List A	Charge
Ancient History ATAR Units 1 and 2	\$101.00
Economics ATAR Units 1 and 2	\$101.00
Literature ATAR Units 1 and 2	
Year 11 List B	
Accounting and Finance ATAR Units 1 and 2	\$101.00
Biology ATAR Units 1 and 2	\$101.00
Chemistry ATAR Units 1 and 2	\$101.00
Computer Science ATAR Units 1 and 2	\$101.00
Human Biology ATAR Units 1 and 2	\$101.00
Mathematics Applications ATAR Units 1 and 2	\$101.00
Mathematics Methods ATAR Units 1 and 2	\$101.00
Mathematics Specialist ATAR Units 1 and 2	\$101.00
Physics ATAR Units 1 and 2	\$101.00
Psychology ATAR Units 1 and 2	\$101.00
Year 12 List A	
Ancient History ATAR Units 3 and 4	\$101.00
English ATAR Units 3 and 4	\$101.00
Literature ATAR Units 3 and 4	\$101.00
Year 12 List B	
Accounting and Finance ATAR Units 3 and 4	\$101.00
Biology ATAR Units 3 and 4	\$101.00
Chemistry ATAR Units 3 and 4	\$101.00
Computer Science ATAR Units 3 and 4	\$101.00
Human Biology ATAR Units 3 and 4	\$101.00
Mathematics Application ATAR Units 3 and 4	\$101.00
Mathematics Methods Units 3 and 4	\$101.00
Mathematics Specialist ATAR Units 3 and 4	\$101.00
Physics ATAR Units 3 and 4	\$101.00
Psychology ATAR Units 3 and 4	\$101.00
CGEA	
English Level 2 (Semester 1)	\$59.00
English Level 3 (Semester 2)	\$59.00
Mathematics Level 2 (Semester 1)	\$59.00
Mathematics Level 3 (Semester 2)	\$59.00
Certificate IV	
Tertiary Study Skills (1 semester in duration)	\$59.00

Proposed Open Learning Timetable (Year 11)

	eLesson 6:00pm – 7:00pm	eLesson 7:30pm – 8:30pm
Monday	Accounting & Finance ATAR Units 1 and 2 Ancient History ATAR Units 1 and 2 Mathematics Methods Units 1 and 2	Computer Science Units 1 and 2 Physics Units 1 and 2 Mathematics Applications Units 1 and 2
Tuesday	Psychology ATAR Units 1 and 2	Biological Science Units 1 and 2 Mathematics Specialist Units 1 and 2
Wednesday	Economics ATAR Units 1 and 2	Chemistry Units 1 and 2
Thursday	Human Biology ATAR Units 1 and 2 Literature ATAR Units 1 and 2	

Proposed Open Learning Timetable (Year 12)

	eLesson 6:00pm – 7:00pm	eLesson 7:30pm – 8:30pm
Monday	Human Biology ATAR Units 3 and 4 Physics ATAR Units 3 and 4	Accounting & Finance ATAR Units 3 and 4
Tuesday	Mathematics Specialist ATAR Units 3 and 4	Chemistry ATAR Units 3 and 4
Wednesday	Computer Science ATAR Units 3 and 4 Mathematics Application ATAR Units 3 and 4 Psychology ATAR Units 3 and 4	Ancient History ATAR Units 3 and 4 Mathematics Methods ATAR Units 3 and 4
Thursday	English ATAR Units 3 and 4	Biology ATAR Units 3 and 4 Literature ATAR Units 3 and 4

Proposed Open Learning Timetable (CGEA/Certificate IV)

	eLesson 6:00pm – 7:00pm
Tuesday	Mathematics Level 2 (Semester 1) Mathematics Level 3 (Semester 2)
Wednesday	English Level 2 (Semester 1) English Level 3 (Semester 2)
Thursday	Tertiary Study Skills (1 Semester duration)

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

GENERAL INFORMATION

ENROLMENT and WITHDRAWAL PROCEDURES

Enrolment for 2016 will commence in the week beginning 10 November 2015, 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. 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.

An enrolment Payment Form is available for posting or faxing.

3. At your enrolment interview you will need:
 - **School Reports** and/or **Statement of Results** from previous places of study such as Training WA (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**, please refer to page 18 and 19.
 - A credit card or money to pay **fees**.

Course Withdrawal

(a) Withdrawals prior to 1 February 2016

In the event of a withdrawal from a full program or individual courses prior to 3 February 2015 a full refund of course fees will be provided. **No refund is possible for the National Police History Check.**

(b) Withdrawals from 1 February 2016

Withdrawal refunds from 1 February 2016 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 notebooks agreement, must return the device before any refunds are issued.

If you enrol in the early enrolment period at the end of 2015, your enrolment will be assumed to have commenced from 1 February 2016 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 2016, that is born on or after 1 March 1997, you are in the SCHOOL-LEAVER CATEGORY.

If you are **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.

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 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 OLN (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 (OLN). 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 OLN 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

SCHOOL LEAVER ENTRY TO UNIVERSITY

Refer to TISC Information Booklet 2017

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 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 2016. 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. The University Admission 2016 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.

	Murdoch	Curtin	UWA	ECU
WACE (see page 4)	Required by all universities.			
Tertiary Entrance				
Competence in English	Normally a scaled mark of at least 50 in Year 12 English ATAR, or EALD ATAR or Literature ATAR.			Edith Cowan University will accept a grade A, B or C in Units 3 and 4 in Year 12 of English ATAR, EALD ATAR or Literature ATAR.
Prerequisites	Desirable to have studied the courses listed for certain university courses.	These three institutions require at least a scaled score of 50 in courses listed for certain university courses.		
ATAR	The score in a course is gained by adding 50% of the standardised external exam result in the course to 50% of the moderated College's cumulative assessment in that course to produce a scaled score out of 100. A 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.			

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 2016.

DETAILS OF MATURE-AGE ENTRY TO UNIVERSITY

Refer to the TISC 2017 Mature Age Information Booklet

SUMMARY OF MATURE-AGE UNIVERSITY ENTRY REQUIREMENTS

	Murdoch	Curtin	UWA	ECU
WACE	Not required for any university.			
Tertiary Entrance				
Competence in English	Normally a scaled mark of at least 50 in Year 12 English ATAR, or EALD ATAR or Literature ATAR.			
Prerequisites	Desirable to have studied the courses listed for certain university courses.	These three institutions require at least a scaled score of 50 in courses listed for certain university courses.		
ATAR	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.			
	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.			

Edith Cowan University will accept a grade A, B or C in Units 3 and 4 in Year 12 of English ATAR, EALD ATAR or Literature ATAR.

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 points of identification.

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

<ul style="list-style-type: none"> ▪ Birth Certificate / Birth Extract OR ▪ Current Passport OR ▪ International Travel Document (diplomatic/refugee with photograph) OR ▪ Australian Citizenship Certificate 	70	<input style="width: 60px; height: 30px;" type="text"/>
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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)

<p>Only one form of identification accepted from this category</p>	<ul style="list-style-type: none"> ▪ 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 	40	<input style="width: 60px; height: 30px;" type="text"/>
<p>Your initial Secondary ID document will score 40 points; any further Secondary ID documents will be awarded 25 points each</p>	<ul style="list-style-type: none"> ▪ 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 	25	<input style="width: 60px; height: 30px;" type="text"/>
<p>If you wish to use more than one of these ID documents, they must be from different organisations</p>	<ul style="list-style-type: none"> ▪ Utility Bills (e.g. telephone, gas, electricity, water) in your name ▪ Credit/Debit Card ▪ Bank Statement/Passbook 	25	<input style="width: 60px; height: 30px;" type="text"/>

* Correct at time of printing.

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 of compulsory school age. 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 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.

