OPEN LEARNING

WACE Courses and Certificate of General Education for Adults (CGEA) Subjects

2013
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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.

8 November 2012
Making the Best Choice

Tuart College prepares students for entry to State Training Providers (formerly TAFE colleges) and universities. This preparation can be completed in one year or two years, depending on your educational background.

Tuart College offers a range of Open Learning Courses for students to enrol into. Open Learning consists of:

- a weekly evening 'live' on-line lesson which you can access from your home or any convenient location,
- scheduled weekly teacher-student contact time (on-line, email and telephone), and
- 24/7 access to resources-rich on-line course material.

Each school term, sessions are timetabled to meet face to face with each class teacher on-campus. Revision seminars are also offered in the October holidays to maximize success in final examinations.

Studying WACE Courses or Certificate of General Education Subjects can lead to different types of certification. The rules for these are highlighted in this booklet after the list of course offerings and descriptions. Students need to speak to the Counsellor before enrolling into an Open Learning Course to ensure it is suitable for their educational purposes and they have the required background to be successful.
Open Learning Program

WACE Course Fees

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<thead>
<tr>
<th>Year 11 List A</th>
<th>Charge</th>
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<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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<td><strong>Year 11 List B</strong></td>
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<td>Biology 2A/2B</td>
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<td>Computer Science 2A/2B</td>
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<td><strong>Year 12 List B</strong></td>
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<td>Accounting and Finance 3A/3B</td>
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Certificate of General Education for Adults (CGEA) Course Fees

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<td>English Level 2</td>
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<td>Mathematics Level 2</td>
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Open Learning Timetable

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<th>E-lesson 7:00pm – 7:45pm</th>
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<tr>
<td><strong>Monday</strong></td>
<td>Ancient History 2A/2B</td>
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<td>Human Biology 3A/3B</td>
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<td><strong>Tuesday</strong></td>
<td>Mathematics Specialist 3C/3D</td>
<td>Chemistry 3A/3B</td>
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<td>Psychology 2A/2B</td>
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<td><strong>Wednesday</strong></td>
<td>CGEA Mathematics Level 2</td>
<td>Ancient History 3A/3B</td>
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<td>Economics 3A/3B</td>
<td>Biology 2A/2B</td>
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<td>Mathematics 2C/2D</td>
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WACE COURSE DESCRIPTIONS

Accounting and Finance 3A/3B

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

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

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

Ancient History 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 Romans from Roman 66BCE through to 27BCE is studied.

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.

Ancient History 3A/3B

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

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

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

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

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

Economics 3A/3B

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

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

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

English 3A/3B

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

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

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

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

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

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

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

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

Human Biological Science 2A/2B

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

Human Biological Science 3A/3B

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

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 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 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 3A/3B

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

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

Physics 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.

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.

CERTIFICATE OF GENERAL EDUCATION FOR ADULTS (CGEA)

SUBJECT DESCRIPTION

English (Level 2)

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

Mathematics (Level 2)

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

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.
GENERAL INFORMATION

ENROLMENT PROCESS, and WITHDRAWAL FROM COURSES

Enrolment in WACE and CGEA courses for 2013 will commence in the week beginning 12 November 2012, and to maximise your chances of obtaining the subjects of your choice your enrolment should be completed by 18 January 2013. After this students may enrol in subjects if spaces are available. All prospective students are enrolled after an interview with a course adviser. At this interview previous school performance will be discussed, as well as future study and career goals. This is done so that all students select a course that is appropriate to their abilities, needs and aspirations.

To enrol:
1. Call the College to make an appointment for an enrolment interview.
2. To your enrolment interview you should bring:
   i) Your School Report and/or Statements of Results from previous places of study such as TAFE or CGEA at Tuart College.
   ii) If you are from WA, you must find out your Curriculum Council number from your previous school or the Curriculum Council itself. Write it down and bring it as you need it to complete forms.
   iii) A credit card or money to pay fees.

Note: Post Compulsory Age students please refer to National Police History Check on page 14.

Open Learning students who are unable to attend Tuart College to enroll should call the College to make an appointment to enroll over the phone. Enrolment documentation will need to be scanned and emailed or posted to the College using this process.

Course Withdrawal

(a) Withdrawals prior to 4 February 2013
In the event of a full withdrawal prior to 4 February 2013 a full refund of course fees will be provided. No refund is possible for the National Police History Check.

(b) Withdrawals from 4 February 2013
Withdrawal refunds after 4 February 2013 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 2012, your enrolment will be assumed to have commenced from 4 February 2013.

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 2013, that is born on or after 1 March 1994, you are in the SCHOOL-LEAVER CATEGORY.

If you are 19 years of age before 1 March 2013, that is born before 1 March 1994, 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. 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.
The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements.

**Western Australian Certificate of Education (WACE) Requirements for 2013**

For 'School Leaver Category' aged students:
In order for students to be eligible for a WACE at the end of 2013, they must satisfy the following requirements:

**Breadth and depth of study:**
- Complete a minimum of 20 course units or the equivalent. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand-alone units).
- The 20 course units must include at least:
  - four 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 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 2 or Stage 3 in the final year of senior secondary schooling (Year 12) are required to sit an examination at the appropriate stage of that course, unless exempt.

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

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 2013. 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 2014 booklet is available on the website, but please note that is it subject to change.
**CERTIFICATION**

Satisfactory completion of sufficient subjects in the Bridging Certificates program entitles you to a **Certificate in General Education for Adults (CGEA)**. This is an accredited, nationally recognised qualification. Depending on the level you reach in the subjects you take, you will be awarded a certificate at Level: 1, 2 or 3. The table below shows you which subjects will make you eligible for these qualifications. Students who do not meet certificate requirements will be given a **Statement of Attainment** when they exit the program. Tuart College recognises the AQF qualifications and statements of attainment by any other Registered Training Organisation (RTO).

<table>
<thead>
<tr>
<th>Certificate I in General Education for Adults</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded this certificate you must satisfactorily complete these Bridging subjects to Level 1 or higher.</td>
<td></td>
</tr>
<tr>
<td>English or ESL</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Note: Certificate II is recognised as Year 10 equivalent for entry to TAFE, the Defence Force, Police and FESA recruiting.

<table>
<thead>
<tr>
<th>Certificate II in General Education for Adults</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded this certificate you must satisfactorily complete these Bridging subjects to Level 2</td>
<td></td>
</tr>
<tr>
<td>English or ESL</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate III in General Education for Adults</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To be awarded this certificate you must satisfactorily complete these Bridging subjects to Level 3</td>
<td></td>
</tr>
<tr>
<td>English or ESL</td>
<td>at least two (2) other Level 3 subjects which can include Mathematics, Biological Science, Physical Science, Art, Personal Computing or Workplace Learning 1C/1D.</td>
</tr>
</tbody>
</table>

Note: These three subjects will satisfy the requirements of the Certificate III, and the Year 11 requirement for TAFE entry. Students wishing to meet School Curriculum and Standards Authority Western Australian Certificate of Education (WACE) requirements should take English and three other Level 3 subjects. It will then be necessary to take five Year 12 courses in 2014 or four Year 12 courses, if WPL 1C/1D has been successfully completed. A greater variety of Level 3 subjects is offered in Semester Two.
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 certification 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 Education Act that post compulsory age students enrolling in Department of Education schools must apply for a National Police History Check at a cost of $23.00 (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:
   
   - 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.