

# Canning College

Western Australian Universities'  
Preparatory Program 2012




**A guide for international students  
selecting the Preparatory Program**



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Canning College provides its adult community with a quality educational environment promoting commitment to lifelong learning in a rapidly changing world.

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Note: From 2011 the Western Australian Universities' Foundation Program (WAUFP) has become the Western Australian Universities' Preparatory Program (WAUPP). The Course structure remains the same.

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*More information can be obtained from the International Office.  
Full assessment details are provided soon after you commence a course.  
The information is correct at the time of printing in November 2011.*

# Introduction

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The Western Australian Universities' Preparatory Program (WAUPP) is an initiative of four public universities in Perth, Western Australia.

The universities are:

Curtin University of Technology

Edith Cowan University

Murdoch University

The University of Western Australia

The Program's aim is to prepare international students for first year undergraduate study in one of the universities within Western Australia by:

- providing a program that enables participants to concentrate on courses that will be of most use in their chosen university course;
- providing course work that will assist students to settle into the Australian community;
- developing a variety of study skills in relation to note making, assignment preparation and presentation and preparing for and sitting examinations; and
- developing English language competency.

The advantages of the Preparatory Program over the WACE Program are:

- you will be able to study fewer courses, giving you more time to study each course, hopefully enabling a higher mark;
- you will only be required to study courses that will assist with your chosen university course;
- the English Language and Australian Cultural Studies Course (ELACS) has been designed to develop the study skills most useful for university study; and
- a less complex set of rules relating to course selection and the calculation of final results.

## **Points to Note:**

- The Preparatory Program is now recognised by most of the eastern states universities and students should check for details with the International Office. Students unsure about continuing their studies at an Australian university may be advised to select the WACE Program.
- More information comparing the Preparatory Program with the WACE Program can be found in a table at the end of this document. (Appendix 1)
- Due to changes in the Western Australian curriculum the word "course" replaces the word "subject".

# Courses Offered

All students are required to take the course English Language and Australian Cultural Studies (ELACS). In order to gain a Combined Percentage Score (CPS) for university entrance students must select at least 3 other optional courses.

<b>Compulsory Course (9 hours/week)</b>	<b>Optional Courses (4.5 hours/week)</b>
English Language and Australian Cultural Studies (ELACS)	Accounting & Finance 3AB Business Management & Enterprise 3AB Chemistry 3AB Computer Science 3AB Earth & Environmental Science 3AB Economics 3AB History - Modern 3AB Human Biological Science 3AB Mathematics 2CD Mathematics 3AB Mathematics 3CD Mathematics Specialist 3CD Physics 3AB Psychology 3AB

## **Please note:**

1. Students wishing to study 2 mathematics courses **must** choose Mathematics 3CD and Mathematics Specialist 3CD.
2. Students must achieve a Combined Scaled Score of 50% for ELACS to fulfil one of the university entry requirements. This score will not be included in the Combined Percentage Score. Note: some courses at University require a score of 60% or higher in ELACS.
3. Before selecting courses students need to be aware of the prerequisite or preferred courses for their chosen university course.
4. The final assessment for each course will be out of 100. 50% of the marks will be obtained from College assessment conducted throughout the course and the other 50% from the external Preparatory Examination set by the Tertiary Institutions Service Centre (TISC).
5. Students may also choose other year 12 WACE courses. These will **not** contribute to your CPS. For more information contact your student advisor.

# Course Information

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## Compulsory Non Combined Percentage Score Course

### English Language and Australian Cultural Studies (ELACS) (non C.P.S.C.)

The English Language and Australian Cultural Studies course is designed to meet the needs of international students whose present level of English language attainment may be below the minimum level of competence required for entry into undergraduate programs at Western Australian universities. The course has the special purpose of providing the literacy requirement necessary for direct entry into such institutions.

The course aims to develop students' familiarity with Australian society and culture. It also gives particular attention to the skills of reading, writing, listening and speaking, which are deemed necessary for success at university level. Students will be introduced to Australian society and culture through course content.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Assessment tasks	70%
Semester 1 Exam	10%
Semester 2 Exam	20%



# Optional Combined Percentage Score Courses

## Accounting and Finance

Financial decision making is an integral part of our daily lives on a personal or business level. This course aims to make students financially literate and to develop an understanding of the fundamentals on which accounting and financial management are based. The course also aims to make students aware of the ethical, social and environmental issues involved in business financial decision making.

### Stage 3

#### 3A Management Accounting

This unit focuses on internal management for business. Students will be required to critically analyse financial information and demonstrate an ability to make sound financial decisions.

Topics covered in this unit include:

Introduction to financial management; Planning, budgeting and performance evaluation; Introduction to cost accounting; Cost-volume-profit analysis and relevant costing; Capital investment decisions and Financial management challenges.

#### 3B Company Accounting

This unit focuses on Australian reporting entities and how they are regulated by the Corporations Act. Students will prepare financial statements for a reporting entity, identify and evaluate financing options of larger entities and develop an awareness of corporate social issues and business ethics.

Topics covered in this unit include:

Introduction to corporations; Regulation of accounting for corporations; Corporate financial reporting; Analysing corporate financial statements and Challenges in the corporate reporting environment.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Assignments	10%
Tests	40%
Semester 1 examination	15%
Semester 2 examination	35%

## **Business Management and Enterprise**

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives.

The Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment.

### **Stage 3**

#### **3A International Business Strategies**

In this unit, the focus is on contexts related to strategic business in a globalised world. The unit explores and examines competitive moves and business approaches to achieve successful performance in the international arena. Differentiation and competitive advantage are covered, as well as the needs, pressures and opportunities that influence business strategies and decision-making. Financial management is emphasised in this unit.

#### **3B Planning and Operations Management**

In this unit, the focus is on contexts related to strategic business management and implementation, which may include business practices, competitive situations and work environments. Ultimately the focus is on developing sustainable business growth by converting planned strategies into action in order to achieve strategic objectives. This leads to an emphasis on operations management in this unit.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Assignments	45%
Tests	15%
Semester 1 Examination	10%
Semester 2 Examination	30%



## Chemistry

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us.

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Chemistry requires observation, investigation, experimentation, collection and evaluation of data and the application of new understandings. This Chemistry course mirrors this process by providing opportunities for students to investigate properties and reactions of matter within a developing theoretical framework, enabling them to recommend applications and possible future uses, and hazards, of materials.

### Stage 3

#### 3A Chemical processes

The focus for this unit is chemical processes and their application within industry. A sustainable chemical industry is important to the well-being of an industrialised society. This study is multi-faceted and includes laboratory work as well as students exploring ways that chemists assist in monitoring and controlling processes in the environment, highlighting links to the importance of chemistry to society.

#### 3B Chemistry and modern lifestyles

The focus for this unit is chemistry and modern lifestyles. Students examine the relationships between chemistry, industry and modern lifestyles e.g. the development of portable power supplies (batteries) for laptop computers, portable MP3 players, hearing aids or fuel cells used in electric buses and space craft.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Practical/Investigation	15%
Research/Assignment and Class work	15%
Tests	20%
Semester 1 Exam	25%
Semester 2 Exam	25%

## Computer Science

Information and communication technologies are integral to the 21st century global village. As 60% of existing and 90% of new jobs require some ICT skills, everyone is influenced by computers in some way. The Computer Science course aims to take students beyond the use of computers at an application level into the realm of creating software and building computer-based systems. The course has both theoretical and practical components.

Students planning future studies in any field that utilises ICT, such as commerce, architecture, science, information technology, computing and engineering would benefit from studying Computer Science.

### Stage 3

#### 3A Databases and Systems Development

This unit focuses on the design and development of computer systems and database applications. Students gain the knowledge and skills to design and create relational databases using Microsoft Access. They explore complex interactions between users, developers, the law, ethics and society when developing land using computer-based systems.

#### 3B Program Development and Networks

This unit focuses on the design and development of communication systems and software solutions. Students gain knowledge and skills in structured programming to design and implement software solutions. They examine network structures and communication systems, including security and protocols.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Investigation	10%
Production/Practical	20%
Tests	30%
Semester 1 Exam	10%
Semester 2 Exam	30%

## **Earth and Environmental Science**

The Earth is unique in the solar system. Its water and oxygenated atmosphere support a great diversity of life in a wide range of environments. This unit takes a scientific approach to understanding the structure of the Earth, how it works and applies this knowledge to finding solutions to the environmental challenges facing our Earth and making informed decisions about its management.

### **Stage 3**

#### **3A Global Environments**

This unit focuses on the earth we live in. The processes that operate from within the Earth – earthquakes, volcanoes, mountain building, rock cycling to the creation and use of mineral resources. Climatic change is studied with an emphasis on causes and impact over time. Mass extinction events and loss of biodiversity is linked to climate change followed by a study on global pollution issues – CFCs, acid rain and land degradation.

#### **3B Complex Earth Environments**

The Earth is currently being altered at an unprecedented rate by human activity. Students correlate human activities with environmental problems and identify potential ways to limit environmental destruction by considering issues like mining, biodiversity loss, deforestation, energy needs and geohazards. Throughout the unit is the theme that understanding the geological past is a key to understanding the present and the future.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Investigation	25%
Extended Response	25%
Tests	20%
Semester 1 Exam	10%
Semester 2 Exam	20%

## **Economics**

The Year 12 course in Economics builds on fundamental economics principles, concepts and skills with students studying the course and acquiring skills in model use and data interpretation at a more advanced level. The objective of the course is to prepare students for university level study in Economics and in general equip students with a sound economic knowledge as part of their preparation for life.

### **Stage 3**

#### **3A International Economics**

The focus of this unit is Australia and the global economy. Students will examine Australia's economic relationships with the rest of the world through the study of topics such as globalisation, free trade and protection, the balance of payments, exchange rates, foreign debt and foreign investment. Students will further their knowledge and skills in economic analysis through the use of models and data interpretation.

### **3B Government Economic Policies**

The focus of this unit is economic public policy and management. Students will build on their knowledge of the role of government by examining the key policy tools used by government in the pursuit of its macroeconomic objectives. New economic models will be introduced to students which they will learn to use when analysing and explaining public policy implementation. Topics covered in the unit include government economic objectives, fiscal and monetary policy, microeconomic reform and the use of aggregate economic data to examine macroeconomic activity.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Practical/Investigation	7.5%
Short Answer (multiple choice, data interpretation)	30%
Long Answer (essay, extended answer)	32.5%
Semester 1 Examination	10%
Semester 2 Examination	20%

### **History - Modern**

Studying Modern History enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources including oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events.

#### **Stage 3**

### **3A Cohesion and Division Australia 1880's – 1920's**

The focus for this unit is cohesion and division. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used, how different groups and individuals responded and whether there was potential for greater cohesion or division.

### **3B Ideas that shaped conflict in the Middle East: Imperialism, Colonialism, Arab Nationalism, Zionism, Fundamentalism, and Terrorism**

The focus for this unit is ideas that shaped history. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive.

### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Historical Inquiry: Research Investigation	20%
Explanation: Essay, Oral Presentation, Cognitive Test	30%
Document Study	20%
Semester 1 Examination	10%
Semester 2 Examination	20%

## **Human Biological Science**

Human Biological Science covers a wide range of ideas relating to the functioning of humans. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. Students will research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction, growth and development are studied to understand the sources of variation that make each of us unique and to appreciate our future as ageing individuals.

### **Stage 3**

#### **3A Human Regulation**

The focus for this unit is human regulation. How the body works to maintain a constant internal environment despite changes in the external environment. The human body does malfunction and in this unit students will examine the role of genetics in malfunction and how the behaviour of diseases can be controlled by medical intervention.

This unit will also examine how genes can be affected by the environment and/or chance events. The struggle for survival has been recorded over millions of years in fossils. Students will examine the process of natural selection and then examine evidence of evolution from comparative anatomy and biochemical studies.

#### **3B Future of Humans**

The focus for this unit is the future of humans. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. This unit will examine the role of DNA and how recent advances in knowledge and bio-techniques have led to new ways of diagnosing and treating disease.

### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Practical/Investigation	20%
Response (extended)	20%
Tests	20%
Semester 1 Exam	15%
Semester 2 Exam	25%

## Mathematics

### Stage 3

#### Mathematics 3A/3B

The aim of this course is to provide students with skills in the following areas:

*Number and Algebra:* Students will learn how to apply polynomial, exponential and power functions to practical situations by using numerical and graphical techniques. Students will be introduced to the calculus of polynomial functions. Also covered are the topics of solving systems of equations, recursion and financial mathematics.

*Chance and Data:* Calculation and analysis of one and two variable statistics.

*Space and Measurement:* Students will use trigonometric formulae to solve triangles and areas of triangles. The construction and analysing of networks will also be covered.

#### College Assessment Outline

Assessment	Weighting
Responses (including tests and exams)	85%
Investigation	15%

#### Mathematics 3C/3D

The aim of this course is to provide students with skills in the following areas:

*Number and Algebra:* Topics include limits, advanced differentiation and integration of functions techniques, linear programming and Gaussian eliminations of equations.

*Chance and Data:* Counting technique, formal probability laws and probability density functions are covered.

*Space and Measurement:* Applications of calculus are covered including rate of change, growth and decay, approximations, area between curves, volumes of solids, rectilinear motion and related rate.

#### College Assessment Outline

Assessment	Weighting
Responses (including tests and exams)	85%
Investigation	15%

## Stage 2 Mathematics 2C/2D

The aim of this course is to provide skills in the following areas:

*Data analysis:* Students will learn how to analyse statistical data represented in various formats and make inferences from the data. A major focus of this topic will be the effective use of the CAS calculator.

*Function:* Graphical and algebraic representation of mathematical relationships.

*Space and Measurement:* Trigonometry and Analytical Geometry.

*Probability:* Introduction to probability incorporating sample spaces and probability theory.

*Financial Mathematics:* Calculation and interpretation of financial formulas and spreadsheets.

### College Assessment Outline

Assessment	Weighting
Responses (including tests and exams)	75%
Investigation	25%

## Mathematics Specialist

### Stage 3 Mathematics Specialist 3C/3D

The aim of this course is to provide skills in the following areas:

*Vectors:* 2D and 3D vectors.

*Trigonometry:* Limits, differentiation and integration of the trigonometric functions.

*Exponentials and Logarithms:* Differentiation and integration of exponential and logarithmic functions are covered. Exponential growth and decay practical problems.

*Functions:* Extension of differentiation and integration techniques including implicit differentiation, parametric equations and integration by substitution.

*Complex Numbers:* Polar form of a complex number, De Moivre's Theorem and graphing in the Argand Plane.

### College Assessment Outline

Assessment	Weighting
Responses (including tests and exams)	85%
Investigation	15%

## Physics

The central theme of this Physics course is the inter-relationship of matter and energy. However, because these phenomena apply to all sciences, knowledge in physics is of much wider value than the course alone.

Within the course students will study content within the area of motion and forces in a gravitational field and electricity and magnetism.

Physics is best learned in context and through its application in everyday situations. In this course students will examine learning contexts for motion and forces in gravitational field by examining: playground equipment, physics in sports, space travel, planetary motion, fairground physics, bridges and buildings. In the context of electricity and magnetism it may include: electric toys, power generation and distribution, motors and generators.

Students enrolling for physics should be prepared to solve arithmetical and algebraic problems and actively participate in laboratory studies. It is an advantage for students to have an appropriate science background such as Physics 2A and 2B.

### Stage 3

#### 3A Fields

In this unit students will study, in context, 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 one or two dimensions, circular motion and motion under the effects of gravity. This unit also focuses on electricity and magnetism, including electrical circuits and magnetic fields. The concepts of charge and energy transfer are applied to situations involving current electricity, the motor effect and electromagnetic induction.

#### 3B Waves

In this unit students will study, in context, particles, waves and quanta and motion and forces in electric and magnetic fields. Study of mechanical and electromagnetic waves allows students to extend their understanding of the nature and behaviour of waves. They analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Experiments and investigations	16%
Research assignments and class work	4%
Tests	20%
Semester 1 Exam	25%
Semester 2 Exam	35%

## Psychology

Psychology is the scientific study of how individuals think, feel and act. It aims to answer important questions such as what motivates people to behave the way they do and what factors influence their development.

The course content is divided into three areas:

Self - biological influences, cognition, developmental psychology, psychology of personality;

Others - social psychology, relational influences and communication;

Society - culture, social values and practices, and historical and political influences.

Through this course, students acquire high-order skills which involve the exploration of data, development of analytical and critical thinking, and communication of their findings.

Psychology is useful for students who wish to better understand their own learning and personal development and who are planning future studies in fields such as law, human resources, marketing and management, health professions, sports science, education, sales, social work, counselling.

### **Stage 3**

#### **3A Psychology for a healthy lifestyle**

Students look at behavioural change that is dependent on intellectual development and maturation, including the links between cognitive skills and behaviour, such as in Attention Deficit Hyperactivity Disorder (ADHD) as well as behaviour change and behaviour modification strategies. Other topics include factors that influence group behaviour; interventions in relationships such as conflict resolution, mediation and counselling; cultural influences and their impact on social, emotional and moral development; and value conflicts in society in relation to decision-making on social issues such as health, welfare and death.

#### **3B Psychology of diversity and community**

Students look at the role of the brain in altered states of consciousness and distortion of perception (visual illusions); the origins of intelligence (nature versus nurture); and the development of personality in responding to life challenges. Other topics include communication and social skills development (innate and learned) and the influence of social and political changes on research and practices in psychology (mental health care, adoption). Students examine the interrelationship between different areas of psychology and related disciplines e.g. sociology and forensic science. They evaluate ethical issues as they relate to human and animal experiments and examine the professional code of conduct for psychologists.

#### *College Assessment Outline*

<b>Assessment</b>	<b>Weighting</b>
Production	20%
Investigation	20%
Extended Responses	10%
Tests	20%
Semester 1 Exam	10%
Semester 2 Exam	20%

# Final Examinations

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Students will sit the final Preparatory examinations in early November at Canning College. Each examination answer paper will be marked by two markers to reduce the chance of a paper being awarded an incorrect score.

## Calculation of the Combined Percentage Score

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A student's final mark in each course is the 50:50 composite of the final Preparatory Exam and the moderated College assessments. This mark may be scaled to take into account the relative difficulty of the course. This scaling is normally achieved by each student sitting a scaling test, the Special Abilities Test. The results of the Special Abilities Test are used to determine standards and relative marks between courses.

A Combined Percentage Score (CPS) is determined by calculating the average of the best three optional courses, excluding ELACS.

An acceptable level of performance must be obtained in ELACS representing an appropriate standard for university entrance.



## 1. College Assessment

Lecturers collect information on the performance of their students from the beginning of the year. This information is based on such things as semester examinations, classroom tests, in-class work, assignments and practical work. At the end of the year lecturers submit results based on this information to the Tertiary Institutions Service Centre.

For Preparatory Program courses, lecturers will submit a mark between 0 and 100.

This College assessment, after moderation, is combined with the Preparatory Program final examination mark for each course. As 50% of a student's final mark depends on continuous internal assessment it is important that students attend regularly, submit all assigned work on time and sit for all tests and examinations.

To comply with the spirit and intention of the policy, students should communicate with their lecturers any factors which may affect their performance during the course of the College year.

Many other factors relating to assessment at Canning College are in a document entitled "Assessment Policy", and this should be read in conjunction with this statement.

An electronic copy of the College Assessment Policy may be viewed on the College Student Portal. Hard copies are available on request from Student Services Reception.

It is essential that students read this as it will be assumed students understand the rules applying to their assessment.

The Assessment Policy explains:

- "Code of Conduct" and Attendance Regulations
- frequency of assessments
- late enrolment
- missing an assessment
- assessment of students with disabilities
- rules to be observed for assessment tasks
- obtaining a statement of results
- examination rules.

## 2. Moderation of Numerical College Assessments

Moderation is the process of ensuring comparability of assessment information between Colleges. In other words, the aim of moderation is to ensure that a student will not be advantaged or disadvantaged when compared with a student from a different College who is studying the same course.

During the school year, several procedures are used to ensure that the marks awarded in courses are comparable. Lecturers assess student work in accordance with guidelines issued by the universities. In addition, lecturers meet in groups and/or are visited by university appointed moderators to discuss assessment procedures and standards.

# Assessment Policy

## 3. Review of College Assessments

If a student believes the numerical college assessment awarded is incorrect, he/she may ask the College to review the assessment. Students are required to make written application to the Deputy Principal, Curriculum, requesting a review, within five days of the release of assessments. This does not require that the student's work is re-marked but rather to determine whether:

- the weightings specified by the College in its assessment program conform with university guidelines;
- the assessment procedures conform with the College's stated assessment program; and
- there are any computational or clerical errors in determining the assessment.

### Helpful websites

More information on Canning College

[www.canningcollege.com](http://www.canningcollege.com)

Detailed information on optional CPS subjects

[www.curriculum.wa.edu.au](http://www.curriculum.wa.edu.au)

University admission

[www.tisc.edu.au](http://www.tisc.edu.au)

Admission to State Training Provider

[www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)



# Applying for a University Course

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The four universities in the West Australian Universities' Preparatory Program provide in advance combined percentage scores that students need to achieve to assure a place in most of the courses that they offer. These scores are available to students prior to enrolment.

Satisfactory completion of the Preparatory Program for the purposes of entry to a degree course at university is achieved when all the following have been met:

- A Combined Percentage Score (CPS) that meets the university CPS requirement for that course.
- A score of at least 50% in the course English Language and Australian Cultural Studies (ELACS). (60% or higher for some courses at university)
- Any course prerequisite and folio requirements.

Assurance of a place is not provided for high demand courses that have a limited number of places and require either an interview or further testing (e.g. Medicine, Dentistry etc).

Students apply for university entry through TISC. Application forms for University Admission and a prospectus from each university will be available from the International Office.

After consultation with an International Student Advisor, students will complete their application form.

In general, each university offers a generous number of places for their courses. For a few courses, however, there are very limited places e.g. Physiotherapy, Veterinary Studies, Pharmacy, Medicine, Dentistry. Where more students apply than there are places, selection is according to academic results.

Once the Combined Percentage Score is calculated by TISC, in mid December, the universities will be provided with the results. Students meeting the requirements for a course applied for, will be made an offer. A student may receive offers from one or more universities.

Students will be notified in late December if they have been successful in obtaining an offer. Students, on receipt of an offer they wish to accept, must contact the university, or the education agent in their country, and confirm acceptance of that offer.

Any WAUPP applicant may, after offers have been sent, approach any of the universities regarding entry to courses for which an offer has not been received.

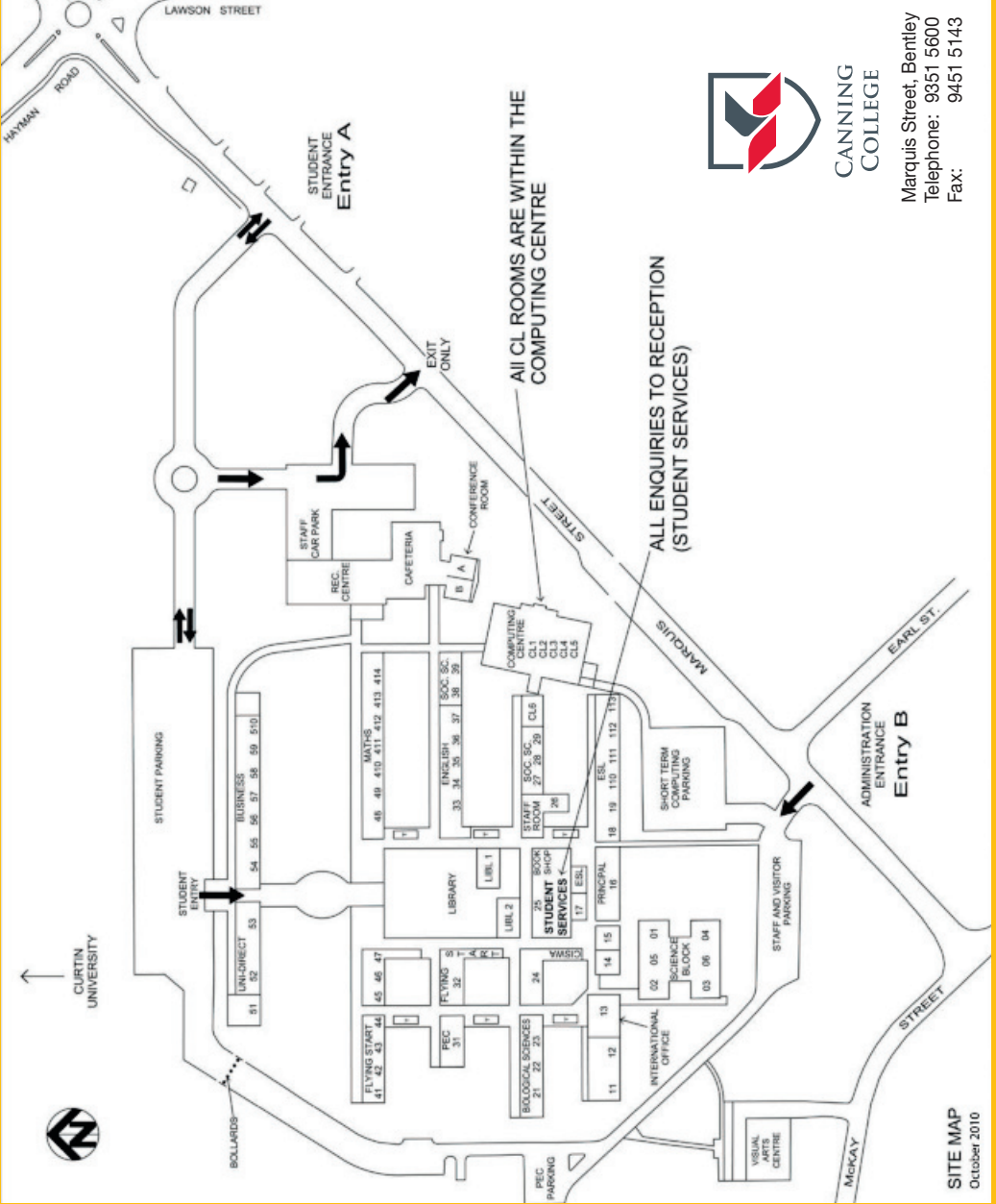
# Appendix 1

## Comparison of the Preparatory Program and WACE Program

	Preparatory Program	WACE Program
<b>Program Entry Requirements</b>	<ul style="list-style-type: none"> <li>• Normally, secondary students over 16 years of age, both secondary graduates and non-graduates.</li> <li>• 5.5 score in the IELTS test or its equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Normally, secondary students over 16 years of age, both secondary graduates and non-graduates.</li> <li>• 5.5 score in an IELTS test or its equivalent.</li> </ul>
<b>Universities Entry Requirements</b> <i>Secondary Graduation:</i>	Not required.	Students are required to have completed the equivalent of Year 11 before commencing the WACE unless they are a mature age student.
<i>Prerequisite Subjects:</i>	Must get 50% for the combined scaled score.	Must get 50% for the combined scaled score.
<i>Literacy:</i>	An acceptable level of performance in English Language and Australian Cultural Studies (ELACS)	Any <b>ONE</b> of the following: <ul style="list-style-type: none"> <li>• 50% in English</li> <li>• 50% in English Literature</li> <li>• A satisfactory score in English for EAL/D</li> <li>• 6.5 in IELTS</li> <li>• 550 in TOEFL</li> </ul>
<i>Entrance Score:</i>	A Combined Percentage Score out of 100 which is the average of the three best scoring courses excluding ELACS. Minimum number of courses required – four (4).	A score based on the four or five best WACE courses. Minimum number of courses required – five (5).
<i>Entry to University</i>	A place in a course of the student's choice will be offered to the student if he/she achieves: <ul style="list-style-type: none"> <li>• the Combined Percentage Score that is designated by the university for that course</li> <li>• 50% or more for ELACS (60% or higher for some courses at university</li> <li>• 50% in prerequisite courses.</li> </ul>	Students compete with other Western Australian students for a university place based on their ATAR. The score required for a course varies from year to year dependent on quotas. The score is not announced until after final exams are marked. Students can apply for a course at any Australian university during their year of study.
<b>Course Assessment</b>	The student's mark out of 100 will be calculated by combining a College component of 50% and 50% from the external Preparatory Examination set by TISC.	The student's mark out of 100 will be calculated by combining a College component of 50% and 50% from the external WACE examination set by the Curriculum Council.



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