



WA UNIVERSITIES' FOUNDATION PROGRAM (WAUFP) 2024

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INTRODUCTION

International students at Canning College who wish to study at a Year 12 (pre-university) level, can enrol in the Western Australian Universities' Foundation Program (WAUFP). Local/domestic students (including Permanent Residents and certain Temporary Resident visa holders) who meet the relevant entry requirements and have completed no more than two years of high school education in Australia, may also be eligible to enrol in the Foundation Program.

Students in this program follow the WACE syllabus in all subjects except for English. Foundation students study English Language and Australian Cultural Studies (ELACS) for 9 hours per week.

The Western Australian Universities' Foundation Program (WAUFP)

The aim of the WAUFP is to prepare eligible students for first year undergraduate study in an Australian university by:

- providing a program that enables students to concentrate on subjects that will be of most use in their chosen university degree;
- 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, preparing for and sitting examinations; and
- developing English language competency.

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

- students are able to study fewer subjects, giving students time to study each subject more intensively to enable a higher mark;
- students are only required to study subjects that will assist with a chosen university degree;
- the English Language and Australian Cultural Studies (ELACS) subject is designed specifically for international students to develop the English language skills most useful for university study; and
- it has a simpler set of rules relating to subject selection and calculation of final results.

Additional Information:

- The Foundation Program leads into the first year of an undergraduate degree in Western Australian universities and is also recognised by most Australian universities and some overseas universities.

THE PROGRAM

Canning College intends to offer the following subjects at the time of printing in August 2023. However, the College reserves the right to alter the list of subjects offered or cancel a subject if there are insufficient student enrolments. Each elective subject consists of units 3 and 4. These units are studied concurrently over the year. All students are required to study 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 elective subjects.

Compulsory Subject (9 hours a week)	Elective Subjects (4.5 hours/week)
English Language and Australian Cultural Studies (ELACS)	Accounting and Finance
	Business Management and Enterprise
	Chemistry
	Computer Science
	Economics
	Human Biology
	Mathematics Applications
	Mathematics Methods
	Mathematics Specialist
	Physics
	Psychology

Please Note:

1. Students studying Mathematics Specialist must also study Mathematics Methods.
2. Students must achieve a Combined Scaled Score of 50% for ELACS to fulfil one of the university entry requirements. This score may or may not be included in the Combined Percentage Score. Some university degrees require a score of 60% or higher in ELACS.
3. Before selecting subjects, students need to be aware of the prerequisites or preferred subjects for their university degree.

The final assessment for each subject will be out of 100%. 50% of the marks will be obtained from College assessments conducted throughout the program and the other 50% from the external Foundation examinations set by the Tertiary Institution Service Centre (TISC).

ENROLMENT

If you would like to find out more about the WAUFP at Canning College and whether our College provides the pathway that meets your academic aspirations and needs, please follow these enrolment steps:

- Think about your education and career goals and read the information in this handbook to see if the WAUFP meets your needs.
- Contact a member of our enrolment team by calling 08 9278 3500 during office hours (8.30am – 4pm, Monday to Friday). Alternatively, complete an enquiry form on our website here www.canningcollege.wa.edu.au/local-students, or email canning.col.local@education.wa.edu.au.
- We will send you an Expression of Interest (EOI) enrolment form and arrange a suitable time for you to meet with one of our team members.

COMPULSORY ENGLISH SUBJECT

ENGLISH LANGUAGE AND AUSTRALIAN CULTURAL STUDIES (ELACS)

Description

English Language and Australian Cultural Studies (ELACS) is designed to meet the literacy needs of international students with the purpose of entry into leading universities.

The aim of this subject is to develop students' academic skills of reading, writing, listening, speaking and viewing. These skills effectively prepare students for success at university level. At the same time, students increase their knowledge and understanding of Australian society and culture. This helps students to understand and adapt to the Australian way of life. Students are provided with 9 hours per week of tuition by highly experienced teachers.

College Assessment Outline

Assessment Type	Weighting
Assessment Tasks	75%
Semester 1 Examination	8%
Semester 2 Examination	17%

ELECTIVE SUBJECTS

ACCOUNTING AND FINANCE - Elective

Description

The Accounting and Finance subject focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The subject will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Year 12 Level

Unit 3: The focus for this unit is on internal management for business

Unit 4: The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001.

Assessment

- Tests – students calculate, record, report, analyse, interpret, problem solve and provide recommendations on financial and non-financial information
- Projects – students scrutinise accounting and financial issues, analyse, critique and interpret given situations and make conclusions
- Examinations

Exploring career pathways

Accountant – forensic; crypto; environment, social and governance; start-up; digital; financial investigator; financial analyst; auditor; Chief Financial Officer; financial manager; investment analyst; cost accountant; project accountant; actuary; data analyst; procurement manager

BUSINESS MANAGEMENT AND ENTERPRISE - Elective

Description

The Business Management and Enterprise elective subject focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The subject equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Year 12 level

Unit 3: The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

Unit 4: The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

Assessment

- Business research presented in written, oral or multimedia formats, including presentations, in-class validation essays, survey data, learning journals, project notes
- Response – short answer or extended questions, responding to one or more stimuli
- Examination

Exploring career pathways

Accountant, actuary, Arts Administrator or Manager, Small Business Owner, Financial Analyst, Records Manager, Sports Administrator, Marketing Officer, Industrial Relations Officer, Management Consultant, Marketing Officer, Work Health and Safety Officer

CHEMISTRY - Elective

Description

The Chemistry elective subject equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This subject prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Year 12 level

Unit 3: Equilibrium, acids and bases, and redox reactions

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

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.

Assessment

- Science Inquiry, Practical work, Investigation
- Extended Response
- Tests
- Examination

Exploring career pathways

Biomedical engineer; Chemist; Dietician; Environmental Health Officer; Wine Maker; Pathologist; Geophysicist; Exercise Physiologist; Registered Nurse; Veterinarian

COMPUTER SCIENCE - Elective

Description

The Computer Science elective subject builds on the core principles, concepts and skills of Digital Technologies. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

Python is the prescribed programming language for Computer Science.

Year 12 level

Unit 3: Design and development of programming and networking solutions

Students gain knowledge and skills to create software solutions. They use algorithms, structured programming and object-oriented techniques to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Unit 4: Design and development of database solutions and cyber security considerations

Students learn about the design concepts and tools used to develop relational database systems. Students gain knowledge and skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure. Students examine attitudes and values involved in the creation and use of computer-based systems, and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

Assessment

- Project
- Theory test
- Practical test
- Examination

Exploring career pathways

Electronics Engineer; Games Developer; Mechatronics Engineer; Patents Examiner; Systems Analyst; Business Systems Analyst; Statistician; Multimedia Specialist; Records Manager Computer Science supports further studies in other areas including Science, Technology, Engineering, Mathematics and Business.

ECONOMICS - Elective

Description

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics elective subject develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. Economic literacy developed through this subject enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. The emphasis of the subject is on the Australian economy.

Year 12 level

Unit 3: Australia and the global economy

Explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4: Macroeconomic Theory and Economic Policy

Explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

Assessment

- Investigation
- Data interpretation/Short answer
- Extended answer
- Examination

Exploring career pathways

Accountant; Urban and regional planner; Statistician; Economist – health, behavioural, financial, labour, macroeconomy; Auditor; Financial Analyst; Human Resource Manager; Importer or Exporter; Industrial Relations Officer; Management Consultant; Market Research Analyst; Policy Analyst; Quantity Surveyor; Stockbroker; Actuary; Financial controller, financial services, financial consultant; banking, insurance, real estate, law, public taxation, transport, energy, pricing and risk analysis

HUMAN BIOLOGY - Elective

Description

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

As a science, the subject matter of this subject is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Year 12 level

Unit 3: Homeostasis and disease

Students explore 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

Students explore the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment

- Science inquiry, practical work, Investigations
- Extended response
- Tests
- Examination

Exploring career pathways

Biomedical scientist; Epidemiologist; Pharmacist; Audiologist; Research Assistant; Biopharmaceutical industry quality control; Laboratory Technician; Optometrist; Dentist; Registered Nurse; Occupational Therapist; Speech Therapist; Dietician; Genomic/Genetic Counselling; Bioinformatics/Computational Biology (application of computer, statistics and mathematics to biological information); Physiotherapist; food and hospitality pathways; childcare, sport and social work; medical and paramedical fields.

MATHEMATICS APPLICATIONS - Elective

Description

This subject 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 subject 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 subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Year 12 level

Unit 3 contains the three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using 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 way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4 contains the three topics:

- Time series analysis
- Loans, investments and annuities
- 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.

Assessment

- Response (e.g. tests, assignments, quizzes)
- Investigations
- Examination

Exploring career pathways

Statistician; Actuary; Economist; Urban and regional planner; Mathematician; Market Research Analyst; Land Economist; Financial Planning Adviser; Conservation Biologist; Environmental Manager; Geographical Scientist; Sports Scientist; Dietician; Biochemist; Geneticist; Public Health; Computer Scientist; Cybersecurity; Accountant; Marketing; Health Promotion; Nursing; Business Information Systems, Computer Science; Network Security; Artificial Intelligence and Autonomous Systems; Cyber Security

MATHEMATICS METHODS - Elective

*There is a subject-specific bonus awarded for Mathematics Methods.

Description

This subject 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 students' ability to describe and analyse phenomena that involve uncertainty and variation.

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

Year 12

Unit 3 contains the three topics

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes 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. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4 contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

*A bonus of 2.5% of a student's final scaled score in Mathematics Methods will be added to the student's CPS. The bonus will apply regardless of whether the subject is used in the calculation of the CPS.

Assessment

- Response – tests, assignments, quizzes
- Investigation
- Examination

Exploring career pathways

Psychology; Biomedical Science; Forensic Biology; Statistician; Veterinary Science; Engineering (Technology, Maritime, Chemical, Mechatronics, Renewal Energy, Computer Systems, Mechanical, Civil); Physics; Data Science; Medicine; Actuarial Science; Physiotherapy; Pharmacology; Neuroscience; Wildlife Conservation; Geochemistry; Nutritionist; Botanist; Marine Biologist; Zoologist; Geographical and Spatial Science; Production Manager

MATHEMATICS SPECIALIST - Elective

Must also study Mathematics Methods Units 3 and 4.

*There is a subject-specific bonus awarded for Mathematics Specialist.

Description

This subject provides opportunities, beyond those presented in the Mathematics Methods subject, 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 subject, as well as demonstrate their application in many areas. The Mathematics Specialist subject also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. It is recommended to be studied in conjunction with the Mathematics Methods subject as preparation for entry to specialised university subjects such as engineering, physical sciences and mathematics.

Year 12

Unit 3 contains the three topics:

- 3.1 Complex numbers
- 3.2 Functions and sketching graphs
- 3.3 Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods subject is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods subject. 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.

Unit 4 contains the three topics:

- 4.1 Integration and applications of integration
- 4.2 Rates of change and differential equations
- 4.3 Statistical inference

The study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this subject. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

*A bonus of 2.5% of a student's final scaled score in Mathematics Specialist will be added to the CPS. The bonus will apply whether or not the subject is used in the CPS calculation.

Assessment

- Response (tests, assignments, quizzes)
- Investigation
- Examination

Exploring career pathways

Statistician; Physicist; Engineering (all contexts); Astronomer; Financial Analyst; Actuary

PHYSICS – Elective

Description

Students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this subject.

Year 12

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.

Assessment

- Science Inquiry
 - Experiment
 - Investigation
 - Evaluation and Analysis
- Test
- Examination

Exploring career pathways

Science, Engineering, Medicine and Technology pathways: Physicist; Data Scientist; Astronomy and Space; Climate science and meteorology; Engineering (all contexts); Cyber Security; Laser and photonics; Medical physics including nuclear medical imaging; Renewable energy; Robotics and AI; VFX (video effects) and game development; Finance and law; Computational physics; Nanoscience and nanotechnology

PSYCHOLOGY - Elective

Description

Students will be introduced to psychological knowledge which supports an understanding of the way individuals think, feel and behave in different contexts. Students learn about major psychological theories, studies and models, and conduct scientific investigations. Students develop skills to apply their psychological knowledge to explain thoughts, feelings and behaviours in the everyday world. Students apply the principles of scientific inquiry and ethical guidelines as they analyse data used to examine phenomena, such as developmental stages, memory, attention, attitudes, personality and social influence. An understanding of psychology is very useful, both to individuals and those assisting us to improve ourselves and our relationships, and to society as a whole.

Year 12

Unit 3: Memory and learning

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research.

In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.

The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.

Unit 4: Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep.

This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts.

The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to contemporary concerns.

Assessment

- Science Inquiry
 - Practical
 - Research
- Response
- Examination

Exploring career pathways

Health professions, education, human resources including selection and recruitment, social sciences, sales, media, marketing and market research, management, community and welfare services, social work, child protection, juvenile justice, community corrections, disability work, drug and alcohol, youth work; counselling – child and family, personal, grief and loss, trauma, genetics, careers; public relations; industrial relations; Education; Health – nursing, speech therapy, occupational therapy, rehabilitation counselling, audiology; Forensic psychology – courts and tribunals, mental health services, corrections, family services including family violence, parent training programs, police, private practice; Conciliation and mediation – dispute resolution; Advocacy and policy development; Social research.

FINAL EXAMINATIONS

Students will sit the final Foundation examinations in early November at Canning College. Each examination answer paper will be marked by two TISC markers.

COMBINED PERCENTAGE SCORE (CPS) CALCULATION

All students' final marks in each subject are a 50:50 composite of the final Foundation exam and the moderated College assessments. This mark may be scaled to take into account the relative difficulty of the subject. This scaling is achieved by each student sitting a scaling test. The results of the Special Tertiary Admissions Test (STAT) are used to determine standards and relative marks between subjects.

A Combined Percentage Score (CPS) is calculated by averaging the best three scaled scores (excluding ELACS) OR averaging the sum of the best three scaled scores and the ELACS score, whichever is higher.

A bonus of 2.5% of a student's final scaled score in Mathematics Methods and/or Mathematics Specialist will be added to the student's CPS. The bonus will apply regardless of whether the subject is used in the calculation of the CPS.

A student must obtain a minimum of 50% in ELACS to meet English competency for university entrance.

The Combined Percentage Score (CPS) can be converted to an ATAR which is required for most Australian universities. The conversion chart can be found on the TISC website.

ASSESSMENT POLICY

1. College Assessment

Lecturers collect information on the performance of their students from the beginning of the year. This information is based on all tasks such 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 (TISC).

For all subjects, lecturers will submit a mark between 0 and 100. This College assessment, after moderation, is combined with the Foundation Program final examination mark for each subject. As 50% of a student's final mark depends on continuous internal assessment, it is very important that students attend regularly, submit all assigned work on time and sit for all tests and examinations.

To comply with this policy, students should communicate with their lecturers, regarding 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 Hub. Hard copies are available, on request from Student Services. It is essential that students read this as it will be assumed that students understand the rules applied 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 late assessment tasks
- Obtaining a statement of results
- Examination rules

2. 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 assessment procedures conform with the College's stated assessment program;
- there are any computational or clerical errors in determining the assessment.

WEBSITES

Canning College - www.canningcollege.wa.edu.au

Tertiary Institutions Service Centre International - www.tisc.edu.au/static/international.tisc

WAUFP elective subjects - www.scsa.wa.edu.au

APPLYING FOR A UNIVERSITY COURSE

Canning College will provide, in advance, the Combined Percentage Scores that students need to achieve to secure a place in degrees offered at the four Western Australian universities. These scores are available to students prior to enrolment.

Satisfactory completion of the Foundation 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 requirements for that degree;
- A score of at least 50% in the English Language and Australian Cultural Studies (ELACS) program;
- Completion of any subject prerequisite.

In addition:

- 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);

After consultation with a Student Advisor, Foundation students need to apply directly to the university unless they have already secured a packaged offer.

Once the Combined Percentage Score is calculated by TISC in early December, the Western Australian universities are provided with the results. Students meeting the requirements for the degree they applied for, are made an offer. A student may receive offers from one or more universities.

WAUFP students are notified in mid-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, to confirm acceptance of that offer.

After offers have been sent, WAUFP applicants can approach any of the universities regarding entry to degrees for which an offer has not been received.

APPENDIX 1

Foundation Program	
Academic Entry Requirements	<ul style="list-style-type: none"> • Successful completion of a recognised program that is equivalent to Year 11 • 5.5 score in the IELTS or equivalent
Course Assessment	The student's mark out of 100 will be calculated by combining a College component of 50% with 50% from the external Foundation Examination set by TISC.
University Entry English Competency	A minimum of 50% in English Language and Australian Cultural Studies (ELACS)
Final Foundation results	<p>A Combined Percentage Score (CPS) out of 100 is calculated by averaging the best three scaled scores (excluding ELACS)</p> <p>OR</p> <p>averaging the sum of the best four scaled scores including ELACS, whichever is higher.</p>
Entry to University	<p>A place in a degree of the student's choice will be offered to the student if he/she achieves:</p> <ul style="list-style-type: none"> • The Combined Percentage Score that is required by the university for that degree • 50% or more for ELACS • 50% or more in prerequisite subjects.