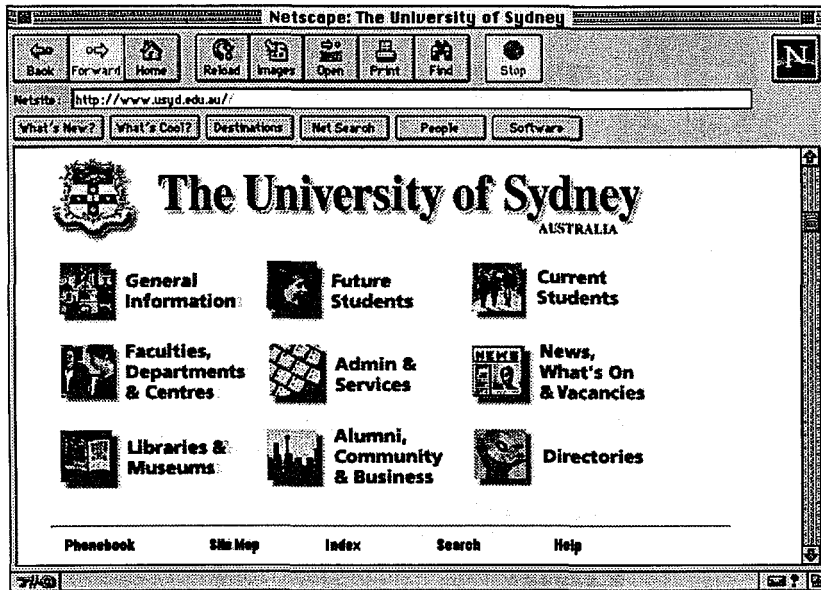




The University of Sydney

Faculty of Education  
Handbook 1998



The University's homepage tells you all about courses at Sydney, some careers they can lead to, and what university life is like. The interactive website, with video and sound clips, has links to the University faculties and departments.

You can explore the University of Sydney at <http://www.usyd.edu.au>

**Communications should be addressed to:**

The Faculty of Education  
The University of Sydney  
N.S.W. 2006  
Telephone (02) 9351 2634 undergraduate enquiries  
(02) 9351 7048 MTeach enquiries  
Fax (02) 9351 5027  
Email [enquiries@edfac.usyd.edu.au](mailto:enquiries@edfac.usyd.edu.au)

*Faculty of Education Handbook 1998*

©The University of Sydney 1997

ISSN 1327-399X

The information in this Handbook is subject to approval and/or change by the Faculty or the University. Students should always check the accuracy of the information with Faculty staff.

The University of Sydney  
NSW 2006  
Telephone (02) 9351 2222

Printed in Australia by Printing Headquarters, Sydney, NSW.

## Semester and Vacation Dates 1998

Semester	Day	1998
<b>First Semester lectures begin</b>	Monday	2 March
<b>Easter recess</b>		
Last day of lectures	Thursday	9 April
Lectures resume	Monday	20 April
<b>Study vacation</b>		
1 week beginning	Monday	15 June
<b>Examinations commence</b>	Monday	22 June
<b>Second Semester lectures begin</b>	Monday	27 July
<b>Mid-semester recess</b>		
Last day of lectures	Friday	25 September
Lectures resume	Tuesday	6 October
<b>Study vacation</b>		
1 week beginning	Monday	2 November
<b>Examinations commence</b>	Monday	9 November

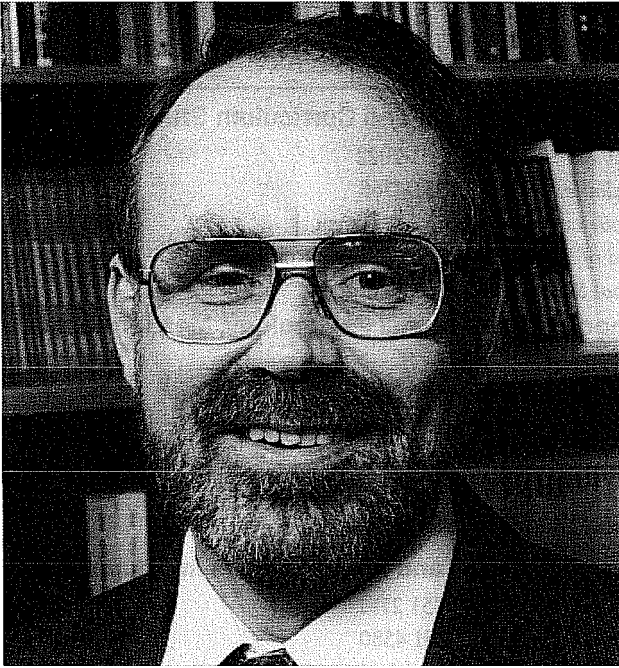
## Latest Dates for Withdrawals and Discontinuations

	Day	1998
<b>Semester 1 Courses</b>		
Last day for Withdrawal	Monday	30 March
Last day to Discontinue with Permission	Monday	20 April
Last day to Discontinue	Friday	12 June
<b>Semester 2 Courses</b>		
Last day for Withdrawal	Friday	28 August
Last day to Discontinue with Permission	Monday	14 September
Last day to Discontinue	Friday	30 October
<b>Full Year Courses</b>		
Last day for Withdrawal	Monday	30 March
Last day to Discontinue with Permission	Monday	27 July
Last day to Discontinue	Friday	30 October
<i>Please note:</i> No discontinuations can be made after 13 November 1998		

# Contents

<b>1. Welcome</b>	<b>1</b>	<b>7. Postgraduate Information</b>	<b>154</b>
<b>2. Guide to the Faculty and its Schools and Centres</b>	<b>2</b>	Master of Teaching	154
<b>3. The Bachelor of Education Degrees</b>	<b>4</b>	Doctor of Philosophy	154
Primary Education	4	Doctor of Education	154
Secondary Education	5	Master of Philosophy in Education	154
Human Movement and Health Education	5	Master of Education	154
Humanities and Social Sciences	5	Graduate Diplomas and	
Mathematics	5	Certificates in Educational Studies	154
Technological and Applied Studies	7	<b>8. Other Information</b>	<b>155</b>
Bachelor of Education (Honours) Program	8	The Faculty, its Schools and Centres	255
<b>4. Units of Study in the Bachelor of Education Degrees</b>	<b>9</b>	List of Staff by Departments	257
Units of Study in Generalist Education -		Prizes and Scholarships	259
See also Chapter 5 Tables	9	Dean's List of Scholars	260
Year I	9	Student Facilities and Societies	260
Year II	9	<b>9. General Information</b>	<b>162</b>
Year III	10	<b>10. Glossary of Terms</b>	<b>165</b>
Professional Studies (Year n, III and IV)	14	<b>Map of Main Campus</b>	<b>168</b>
Year II (Secondary common units)	14		
Year III (Secondary common units)	14		
Year IV (Secondary common units)	15		
Professional Studies in Curriculum			
Methods (Humanities and			
Social Sciences/Mathematics)	16		
History	16		
Social Sciences/Geography	17		
TESOL	19		
LOTE	19		
English	20		
Mathematics	22		
Professional Studies in Human			
Movement and Health Education	23		
Professional Studies in			
Primary Education	25		
Professional Studies in Technological			
and Applied Studies	30		
Units of Study offered by the Faculty of			
Arts, Economics and Science -			
See also Chapter 5 Tables	36		
<b>5. Tables of Units of Study</b>	<b>37</b>		
Units of Study in Education	37		
Units of Study Table A - Arts	47		
Units of Study Table B - Other Faculties	111		
<b>6. Regulations</b>	<b>141</b>		
Bachelor Degree and			
Diploma Requirements	141		
Variation, Withdrawal and			
Discontinuation of Enrolment	150		
Policy regarding Extensions			
and Plagiarism	151		
Style Guide for Education Essays	151		

# 1. Welcome



## Message from the Dean

I would like to extend my best wishes to all students coming into the Faculty of Education, and I hope your stay with us will be rewarding for you, both personally and professionally. Established in 1986, the Faculty of Education is one of the largest and most highly respected in Australia and you can be assured the programs of study you will pursue will be based on up-to-date research and best practice. I am sure you will find them stimulating and thought provoking.

The present Faculty has about 115 staff and around 1800 students and grew to this size following an amalgamation with the former Sydney Institute of Education. This amalgamation was completed in 1992.

Broadly, the academic concerns of the Faculty are: the study of education as a social science, the professional preparation of educators, the extension through research of knowledge in the field of education, and the provision of special services to governmental and community agencies and policy makers and to other institutions.

The Faculty is involved in offering students a broad range of distinct but interrelated patterns of courses. First, there are the undergraduate generalist courses, Education 100, Education 200 and Education 300, which promote the understanding of Education as a social science. These courses are an essential part of the Bachelor of Education degree and are also offered in several other faculties. Second, there are pre-service teacher education programs leading to the Bachelor of Education degree, or the Master of Teaching degree. Each of these is offered in the areas of both primary and secondary education. Third, there are higher degrees (postgraduate) programs leading to the degrees of Master of Philosophy in Education, Master of Education, Doctor of Education and Doctor of Philosophy.

It is very apparent that students and staff are finding the new Education Complex an exciting place to be. The new buildings were purpose built for the Faculty in 1992. The world class facilities for the teaching of education include extensive computer and Information Technology facilities and laboratories, a dance studio, art workshops, a music laboratory, a bio-mechanics laboratory, a television studio and much more.

While our working environment is probably the best in Australia, the significant thing will be the quality of the interactions established amongst staff and students as new ideas are explored and critical issues pursued. I hope all students will take full advantage of what we can offer. My special hope would be that, having completed undergraduate studies with us, you will want to proceed with further work which will involve wider reading and, perhaps, some original research. If you do, we have an array of postgraduate programs which will suit your needs and provide an exciting challenge.

A handwritten signature in black ink that reads "Geoff Sherington". The signature is written in a cursive style and is positioned above a horizontal line.

Geoff Sherington

Dean

## 2. Guide to the Faculty and its Schools and Centres

### THE FACULTY OF EDUCATION

Education Building A35  
The University of Sydney  
NSW 2006

*Telephone:* +61 (02) 9351 2634

*Facsimile:* +61 (02) 9351 5027

*e-mail:* all staff in the Faculty may be contacted by e-mail. Simply take the first initial and family name of the staff member (eg j.smith) and add it to [edfac.usyd.edu.au](mailto:edfac.usyd.edu.au). If you want to contact John Smith, email him as follows: [j.smith@edfac.usyd.edu.au](mailto:j.smith@edfac.usyd.edu.au). Alternatively, you may email 'enquiries' by sending an email directly from the website address below.

*URL* <http://www.edfac.usyd.edu.au>

*Dean*

Professor Geoff Sherington

*Pro-Dean*

Associate Professor Roslyn Arnold

*Associate Deans*

Associate Professor Lloyd Dawe (Undergraduate Student Matters)

Ms Marianne Hulsbosch (Undergraduate Programs)

Dr Neil B6chervaise (Research)

Dr Anne Fritz (Coursework Higher Degrees Program)

Dr Mike King (Research Higher Degrees Program)

Associate Professor David Smith (Teaching)

*Faculty Secretary*

Raymond Patman

*Postgraduate Adviser*

Marion Melnyczek

*Undergraduate Adviser*

Margaret Thomas

*Administrative Assistants*

Faye Barnes

Patricia Crickmay

Tanya Keane

Anthea Lo

*Marketing Manager*

Shona Smith

*Finance Officer*

Arnold Lai

*Professional Development Director*

Brent Corish

### SCHOOLS/DIVISIONS and CENTRES

#### School of Teaching and Curriculum Studies

*Telephone:* +61 (02) 9351 2022

*Facsimile:* +61 (02) 9351 4765

*e-mail:* [r.arnold@edfac.usyd.edu.au](mailto:r.arnold@edfac.usyd.edu.au)

*Head of School* Associate Professor Roslyn Arnold

*School Secretary* Ms Cecilia Rigor

#### School of Educational Psychology, Measurement and Technology

*Telephone:* +61 (02) 9351 2616

*Facsimile:* +61 (02) 9351 2606

*e-mail:* [p.cuttance@edfac.usyd.edu.au](mailto:p.cuttance@edfac.usyd.edu.au)

*Head of School* Professor Peter Cuttance

*School Secretary* Ms Kerry Walls

#### School of Social and Policy Studies in Education

*Telephone:* +61 (02) 9351 2791

*Facsimile:* +61 (02) 9351 4580

*e-mail:* [p.jones@edfac.usyd.edu.au](mailto:p.jones@edfac.usyd.edu.au)

*Head of School* Associate Professor Phillip Jones

*School Secretary* Ms Teresa Wise

#### Division of Graduate Studies

*Telephone:* +61 (02) 9351 3686

*Facsimile:* +61 (02) 9351 4765

*e-mail:* [m.king@edfac.usyd.edu.au](mailto:m.king@edfac.usyd.edu.au)

*Head of the Division* Dr Mike King

#### Division for International Programs

*Telephone:* +61 (02) 9351 3349

*Facsimile:* +61 (02) 9351 4765

*e-mail:* [l.owens@edfac.usyd.edu.au](mailto:l.owens@edfac.usyd.edu.au)

*Head of the Division* Dr Lee Owens

#### Division of Research

*Telephone:* +61 (02) 9351 4536

*Facsimile:* +61 (02) 9351 4765

*e-mail:* [n.bechervaise@edfac.usyd.edu.au](mailto:n.bechervaise@edfac.usyd.edu.au)

*Head of the Division* Dr Neil Bechervaise

#### Division of Professional Development

*Telephone:* +61 (02) 9351 6311

*Facsimile:* +61 (02) 9351 6249

*e-mail:* [b.corish@edfac.usyd.edu.au](mailto:b.corish@edfac.usyd.edu.au)

*Head of the Division* Mr Brent Corish

#### Educational Technology Centre

*Telephone:* +61 (02) 9351 6388

*Facsimile:* +61 (02) 9351 2606

*e-mail:* [j.harvey@edfac.usyd.edu.au](mailto:j.harvey@edfac.usyd.edu.au)

*Director of the Centre* Dr John Harvey

**China Education Centre**

*Telephone:* +61 (02) 9351 3834

*Facsimile:* +61 (02) 9351 4580

*e-mail:* [r.holenbergh@edfac.usyd.edu.au](mailto:r.holenbergh@edfac.usyd.edu.au)

*Chair of the Centre* Ms Rosita Holenbergh

**Curriculum Development Centre**

*Telephone:* +61 (02) 9351 3846

*Facsimile:* +61 (02) 9351 4765

*e-mail:* [r.cusworth@edfac.usyd.edu.au](mailto:r.cusworth@edfac.usyd.edu.au)

*Director of the Centre* Dr Robyn Cusworth

**Centre for Early Childhood**

*Telephone:* +61 (02) 9351 2612

*Facsimile:* +61 (02) 4782 5534

*e-mail:* [s.juan@edfac.usyd.edu.au](mailto:s.juan@edfac.usyd.edu.au)

*Director of the Centre* Dr Stephen Juan

**Children's Centre**

*Telephone:* +61 (02) 9351 6320

*Facsimile:* +61 (02) 9351 5525

*e-mail:* [p.whiting@edfac.usyd.edu.au](mailto:p.whiting@edfac.usyd.edu.au)

*Director of the Centre* Dr Paul Whiting

**Teacher Education Centre**

*Telephone:* +61 (02) 9351 6229

*Facsimile:* +61 (02) 9351 4765

*e-mail:* [n.hatton@edfac.usyd.edu.au](mailto:n.hatton@edfac.usyd.edu.au)

*Director of the Centre* Mr Neville Hatton

**Multicultural Research Centre**

*Telephone:* +61 (02) 9351 3161

*Facsimile:* +61 (02) 9351 4580

*e-mail:* [c.inglis@edfac.usyd.edu.au](mailto:c.inglis@edfac.usyd.edu.au)

*Director of the Centre* Dr Christine Inglis

**NOVAE Research Group**

*Telephone:* +61 (02) 93516393

*Facsimile:* +61 (02) 9351 2606

*e-mail:* [k.crawford@edfac.usyd.edu.au](mailto:k.crawford@edfac.usyd.edu.au)

*Director of the Centre* Dr Kathryn Crawford

**Health Education Unit**

*Telephone:* +61 (02) 9351 6310

*Facsimile:* +61 (02) 9351 7056

*e-mail:* [healthed@edfac.usyd.edu.au](mailto:healthed@edfac.usyd.edu.au)

*Head of the Unit* Ms Meg Pickup

**Cultural Diversity Training Centre**

*Telephone:* +61 (02) 9351 6329

*Facsimile:* +61 (02) 9351 6249

*e-mail:* [b.corish@edfac.usyd.edu.au](mailto:b.corish@edfac.usyd.edu.au)

*Director of the Centre* Mr Brent Corish

**TEFL (Teaching of English as a Foreign Language) Program**

*Telephone:* +61 (02) 9351 4735

*Facsimile:* + 61 (02) 9351 4765

*e-mail:* [j.swan@edfac.usyd.edu.au](mailto:j.swan@edfac.usyd.edu.au)

*Director of the Program* Ms June Swan

# 3. The Bachelor of Education degrees

## The Bachelor of Education degrees

Outlines of units of study offered by the Faculty of Education are in Chapter 4 below. Units taught by the Faculties of Arts, Science and Economics are listed at the end of the chapter. Outlines of these may be found either in the handbook of the faculty offering the unit or on the course database on the University's website <http://www.usydedu.au>.

The resolutions (or rules) governing progress through the Bachelor of Education degree course and rules about extensions, plagiarism and presentation of essays may be found in Chapter 6.

## Primary Education

**Program Director:** Dr Len Unsworth

Telephone: 9351 3687

Facsimile: 9351 4765

e-mail: [l.unsworth@edfac.usyd.edu.au](mailto:l.unsworth@edfac.usyd.edu.au)

The Bachelor of Education (Primary Education) is a four year full-time degree course preparing students to work in primary schools and other contexts with young children (aged 5-12 years) in Years K-6.

Units in the sciences, social sciences and humanities are selected from a wide range offered by the faculties of Arts, Science and Economics. Alongside these, units in generalist education and professional studies are undertaken in the Faculty of Education.

Generalist education studies examine education as a social science and looks at issues of policy and social theory. Studies in these areas carry on through the first three years of the course. In the first year, you are also required to take a Science Foundations Unit, which gives you a grounding in the four major science areas: Physics, Chemistry, Biology and Geology. Professional learning, that is studying methods of teaching and including practice teaching, begins in second year.

You will be introduced to teaching through individual work with children in the Faculty's Children's Centre, small group teaching in schools and in out-of-school facilities which care for children. You will also complete practical and theoretical studies relating to children with special needs and children from a wide variety of cultural and linguistic backgrounds.

In your final year, you may elect to undertake either a third year in say, English or Psychology, for example, or you may take one of a range of Special Units offered within the Faculty. These include Special Education, Teaching English to Speakers of Other Languages (TESOL) and Aboriginal Studies. Completion of one of these Special Courses is equivalent to a major study (third year or 300 level) and equips you with an additional teaching method.

You may also specialise in specific areas of the curriculum and/or areas of professional practice by enrolling in the honours program. If, from second year you gain a Credit or higher in Education 101/102 and one other of your four subjects, you may elect to take honours. This will entail extra studies and the preparation of a thesis in your final year. Honours is also available in the subject you take through Arts, Science and/or Economics.

The Primary Program prepares graduates who have:

- a broad general education with in-depth knowledge in at least one area;
- an evolving personal theory of education, based on an understanding of contemporary society, children's development, the variety of roles of teachers, and the purposes and functions of schooling;
- knowledge, attitudes and attributes required for the effective performance of the complex tasks and responsibilities of primary teachers;

- a capacity to construct, implement and evaluate appropriate programs of learning experiences for primary school children;
- the maturity and humanity necessary for professional teaching;
- an ability to maintain, enquire into, and evaluate their own professional development;
- ability to analyse critically new professional and policy developments.

### NOTE:

From 1996, if you intend seeking employment with the New South Wales Department of School Education to teach Primary School, you must have completed 2 units of Mathematics and 2 units of English at the HSC (or equivalent). Students who have not met such requirements should consult the Program Director. Bridging courses in Mathematics may be available, the cost for which will be met by the student.

### Year I

Education 101 and 102 and  
Science Foundation; and

1 Junior (level 100) unit of study chosen from those offered by the Faculty of Arts eg History, English, Anthropology Religious Studies, French, Arabic, Japanese, Philosophy; and

1 Junior (level 100) unit of study chosen from those offered by the Faculties of Arts, Science and Economics.

### Year II

Education 201 and 202; and  
Professional Studies

comprising: separate semester units of study in Language, Mathematics, Music, Visual Arts, Science and Technology, Teaching and Curriculum (including 8 days practice teaching and 20 hours field experience with children in a non-school context) and

1 Senior (level 200) unit of study offered by the Faculties of Arts, Science or Economics.

(If you take Honours, a Transition Unit will be completed during Semester II)

### Year III

Education 301 and 302; and  
Professional Studies

comprising: two sessions of practice teaching consisting of 2 blocks of 12 days; separate semester courses in Language, Mathematics, Teaching and Curriculum, Drama, Personal Development and Health, Science and Technology Education, Aboriginal Education, TESOL.

(if you are taking Honours, the strand continues with the units Honours A and Honours B)

### Year IV

Professional Studies

comprising: 2 sessions of practice teaching consisting of 28 days in two blocks; separate semester units in Language, Mathematics, Teaching English to Students of non-English Speaking Backgrounds, Aboriginal Studies, Teaching Children with Special Needs, Teaching and Curriculum, Visual Arts, Music, PE (Gym and Dance) Personal Development and Health, Science and Technology, and Human Society and its Environment and either a

Senior (Level 300)/Third Year unit offered by the Faculties of Arts, Science or Economics or a Special Unit offered by the Faculty. Some of these currently being offered are: Teaching English to Speaker of Other Languages; Educational Drama; Languages Other Than English (LOTE); Special Education; and Aboriginal Studies.

(If you are taking Honours, during the final year you will write up and submit your final essay.)

# Bachelor of Education (Secondary Education) (Humanities and Social Sciences) and Bachelor of Education (Secondary Education) (Mathematics)

**Program Directors:** Ms Llian Merritt  
*Telephone:* 9351 6362  
*Facsimile:* 9351 4765  
*e-mail:* [l.merritt@edfac.usyd.edu.au](mailto:l.merritt@edfac.usyd.edu.au)

Mr Neville Hatton  
*Telephone:* 9351 6229  
*Facsimile:* 9351 4765  
*e-mail:* [n.hatton@edfac.usyd.edu.au](mailto:n.hatton@edfac.usyd.edu.au)

The Bachelor of Education (Secondary Education) is a four year full-time degree course preparing students to work in high schools teaching students in Years 7-12.

You will enrol in either a Bachelor of Education degree teaching Secondary Humanities and Social Sciences subjects, or Mathematics, depending on the course you nominated in your UAC application.

The teaching methods available in the humanities and social sciences are:

English, History, Economics, (including Business Studies, Commerce, Legal Studies), Geography, a range of modern European and Asian Languages (LOTE) and Teaching English to Speakers of Other Languages (TESOL).

If you are doing your course in Mathematics teaching, you may either do a double method in Mathematics, taking your Mathematics units in the faculty of Science, or, you may elect to take a single method in Mathematics and a second method in another area, such as Languages Other Than English, or Computer Studies. All methods available to students in the Humanities and Social Sciences Degree are also available to those in Mathematics taking the single method.

Units in the sciences, social sciences and humanities are selected from a wide range offered by the faculties of Arts, Science and Economics. These form the basis of academic study in the selected teaching subjects. Alongside these, units in generalist education and professional studies are undertaken in the Faculty of Education.

Students in both the Mathematics and Humanities stream will complete a series of units in generalist Education. These examine education as a social science and look at issues in policy and social theory. Studies in these areas carry on through the first three years of the course. Professional learning, that is studying methods of teaching your selected teaching subjects, and practice teaching, begins in second year.

An Honours Program is available in the specialist professional teaching area, and/or in the subject Education, and/or in academic studies in the Faculties of Arts/Science/Economics.

## Year I

Education 101 and 102 and

3 Junior (level 100) units of study chosen from those offered by the Faculty of Arts (eg History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy), the Faculty of Economics, and the Faculty of Science

## Year II

Education 201 and 202 comprising: Psychology of Teaching and Learning, Human Development and Social Perspectives on Education; and

Professional Studies 201 and 202 comprising: Teaching and Learning (Basic Skills and Strategies and Managing the Classroom with Educational Technology), introductory units in your chosen Curriculum Area (eg Teaching English, Teaching Geography or Teaching LOTE-Italian), and 12 days experience in the First Practicum, teaching in subjects related to your Curriculum Area;

and

1 Senior (200 level) unit of study offered by the Faculties of Arts, Science or Economics

(If you take Honours, a Transition Unit will be completed during Semester II)

## Year III

Education 301 and 302 comprising: three units of study chosen from the range offered and Children with Special Needs (required if seeking employment with the Department of School Education); and Professional Studies 301 and 302

comprising: Teaching and Learning (Teachers' Roles, Disaffection and Behaviour Problems and Schools Systems and Policies, with Issues in School Health), Introductory units in your second Curriculum Area (eg Teaching History, TESOL, or Teaching Economics/Commerce) or continue with a double method (eg Teaching LOTE - French, German); and 12 days experience in the Second Practicum, teaching in subjects related to your second (or double) Curriculum Area;

and

1 Senior (300 level) unit of study offered by the Faculties of Arts, Science or Economics

(if you are taking Honours, the strand continues with the units Honours A and Honours B)

## Year IV

Professional Studies 401,402,403 and 404 comprising: Teaching and Learning (Reflective Teaching and Curriculum Planning and Preparation for Entry into the Profession with Teaching Sport in Schools); and

Further units from the range of Curriculum Studies in both (or a double) curriculum area/s; and

30 days practice teaching experience in the Final Practicum, teaching in both curriculum areas, or in subjects related to a double;

and

a Senior (200 level) unit of study offered by the Faculties of Arts, Science or Economics.

(if you are taking Honours, during the final year you will write up and submit your final essay)

# Bachelor of Education (Secondary) (Human Movement and Health Education)

**Program Director:** Ms Meg Pickup  
*Telephone:* 9351 6374  
*Facsimile:* 9351 4765  
*e-mail:* [m.pickup@edfac.usyd.edu.au](mailto:m.pickup@edfac.usyd.edu.au)

The Bachelor of Education (Human Movement and Health Education) is a four year full-time degree program preparing students to work in the Personal Development, Health and Physical Education Key Learning Area, primarily within secondary school contexts although some training in teaching at primary school level is also included.

Over the first two years of your degree course, units in the sciences, social sciences and humanities are selected from a wide range offered by the faculties of Arts, Science and Economics. In your first year, you will choose two units from these as well as units in generalist education in the Faculty of Education. These examine education as a social science and look at issues in policy and social theory. In the first year, you are also required to take a Science Foundations Unit, which gives you a grounding in the four major science areas: Physics, Chemistry, Biology and Geology. Professional learning, that is studying methods of teaching, and practice teaching, begins in second year. While all students undertake studies in both Human Movement and Health Education, you will select one of these as a major study over three years, and undertake the other as a minor, over two years.

An Honours Program is available in the specialist professional teaching area, and/or in the subject Education, and/or in academic studies in the Faculties of Arts/Science/Economics

The Human Movement and Health Education Program prepares graduates who have:

- core knowledge essential to be educators in HME/HE K-12 and the community;
- technical background which includes information relevant to the subject areas of health education, movement science, anatomy and physiology, and fitness;
- knowledge of the historical/philosophical/socio-cultural impact on health status, behaviour, research, personal performance competencies, personal health, administration, role modelling, medical/safety/legal implications, marketing techniques, the selection of activities;
- interpersonal skills in the teaching of HME drawing from the areas of games, dance, aquatics, gymnastics, track and field, outdoor and leisure pursuits;
- interpersonal skills in the teaching of HE drawing from the areas of growth development, healthy lifestyles, drug education, nutrition, safe living;
- learned to utilise the applied science/social science theoretical background in the practice of HME/HE;
- accepted their position as a role model of health-enhancing behaviour;
- the intention of pursuing professional liaison through colloquia, seminars, and professional associations.

### **Year I**

Education 101 and 102 and  
Science Foundation,

2 Junior/First Year units of study chosen from those offered by the Faculty of Arts (eg History, English, Anthropology, Religious Studies, French, Arabic, Japanese, Philosophy), the Faculty of Economics, and the Faculty of Science

### **Year II**

Education 201 and 202;

*and*

One Senior (200 level) unit of study offered by the Faculties of Arts, Economics or Science

*and*

Professional Studies in Human Movement Education (if majoring in this area)

comprising

Human Movement Education 201 and 202 which includes

HM201 Exercise Foundations

HM208 Curriculum Skills

Dance I

Gymnastics I

Introduction to Games

Softball

Touch

Track and Field

*or*

Professional Studies in Health Education (if majoring in this area)

comprising

HE201 Personal Development and Health Education I

HE202 Personal Development and Health Education II

HE203 Foundations of Health Education A

HE204 Foundations of Health Education B

HM208 Curriculum Skills; and

### **Year II continued**

Professional Preparation for both HME and HE majors

HM/HE207 Education Technology in PDHPE

HM/HE209 Teaching PDHPEI

HM/HE311 Microteaching

HM/HE210 Teaching Practice;

(If you take Honours, a Transition Unit will be completed during Semester II)

### **Year III**

Education 301 and 302 (including the option 'Sports, Leisure and Youth Policy'); and

Professional Studies in Human Movement Education comprising

Human Movement Education 301 and 302 which includes

HM301 Biomechanics

HM302 Exercise Physiology

HM308 Curriculum Skills;

*and*

Professional Studies in Health Education comprising

Health Education 201 and 202 which includes

HE201 Personal Development and Health Education I

HE202 Personal Development and Health Education II

HE203 Foundations of Health Education A

HE204 Foundations of Health Education B

*or*

Professional Studies in Health Education comprising

Health Education 301 and 302 includes

HE301 Personal Development and Health Education III

HE302 Personal Development and Health Education IV

HE303 Planning for Healthy Behaviour I

HE304 Planning for Healthy Behaviour II;

*and*

Professional Studies in Human Movement Education comprising

Human Movement Education 201 and 202 includes

HM201 Exercise Foundations;

*and*

Professional Preparation for both HME and HE majors

HM/HE305 Assessment and Evaluation in PDHPE

HM/HE306 Adapted PDHPE

HM/HE309 Teaching in PDHPE II

HM/HE310 Teaching Practice

ED3112 Sports, Leisure and Youth Policy (an option from Education 300 level);

Human Movement Education 301 and 302 and Health Education 301 and 302; Curriculum Skills units of study consist of the following: Dance II; Gymnastics II; and a selection of three units of study from those listed below in the entry for Year IV.

(if you are taking Honours, the strand continues with the units Honours A and Honours B)

### **Year IV**

Professional Studies in Human Movement Education comprising

Human Movement Education 401 and 402 includes

HM401 Sports Psychology

HM404 Sports Medicine

HM408 Curriculum Skills

and three units of study from HM/HE411-422;

*and*

Professional Studies in Health Education comprising

Health Education 301 and 302 includes

HE301 Personal Development and Health Education III

## Year IV continued

HE302 Personal Development and Health Education IV

HE303 Planning for Healthy Behaviour I

HE304 Planning for Healthy Behaviour II

or

Professional Studies in Health Education comprising

Health Education 401 and 402 includes

HM403 Practical Studies in Health Education

HE411 Mental Health and Stress Management

HM404 Sports Medicine

HM408 Curriculum Skills

and two units of study from HM/HE411-422;

and

Professional Studies in Human Movement Education comprising

Human Movement Education 301 and 302 includes

HM301 Biomechanics

HM302 Exercise Physiology;

and

Professional Preparation for both HME and HE majors

HM/HE402 Administration of PDHPE and Sport

HM/HE410 Teaching Practice;

and

Unit of study Credits\*; and

Professional Studies in Human Movement Education (300 and 400 levels) Curriculum Skills Unit of study consists of the following:

Dance II                      Dance III

Gymnastics II                Gymnastics III

and a selection of three units of study from those listed below:

Aerobics & Exercise Presentation

Archery                      Australian Football League

Badminton                  Basketball                      Cricket

Hockey                      Outdoor Activities              Soccer

Tennis                      Touch                              Water Polo

Weight Training              Yoga

Options may be selected from the following:

Applied Sports Psychology                      Coaching Concepts

Practical Studies in Exercise Physiology      International Sport

Kinesiology    Mental Health and  
Stress Management

Recreation Leadership and Management      Sociology of Sport

Cross Cultural Aspects of Physical Education and Sport

NOTE: These units of study may not be available every year.

Curriculum Skill Requirements

HM208 - all skills courses are required.

HM308 and 408 - 5 skills courses are required in both HM308 and HM408 including:

Dance II and Dance III

Gymnastics II (a or b) and Gymnastics III

One racquet sport

2 individual sports (one can be a racquet sport)

(if you are taking Honours, during the final year you will write up and submit your final essay)

\*Unit of study Credits

Please note: the First Aid Certificate, some skills units and the extra curricular activities must be undertaken off campus in the students' own time.

(1) Except with the permission of the Program Director, all students must take a minimum of 5 curriculum skills units in each of HM308 and HM408. All HM208 units must be taken.

(2) The minimum standard for swimming to be attained by all students will be the Auswim certificate.

(3) Students are required to obtain, off campus, and in their own time, no less than 3 umpires', coaches' or examiners' certificates in any combination before the completion of Year IV.

(4) First Aid Certificate, co-requisite for HM404 Sports Medicine and Outdoor Activities curriculum skills courses.

(5) In all curriculum skills courses where books of rules have been published, students are requested to purchase these prior to commencing the unit of study.

(6) Extra-curricular activities. Students are reminded that, except with the permission of the Program Director, they must participate in at least two of the following before completing Professional Studies in Human Movement (400 level) (HME majors) or Professional Studies in Health Education (400 level) (HE majors):

- a swimming school
- a camp
- health agency work
- workshop on health-related issues; or
- other activities involving teaching or leadership as approved by the Program Director

Students may acquire specific information about these areas from the HMHE staff. These requirements can be achieved in any year (I, II, III or IV) of the course.

## Bachelor of Education (Secondary) (Technological and Applied Studies)

**Program Director: Mr Rick Fletcher**

Telephone: 9351 3350

Facsimile: 9351 5662

e-mail: [r.fletcher@edfac.usyd.edu.au](mailto:r.fletcher@edfac.usyd.edu.au)

The Bachelor of Education (Technological and Applied Studies) degree course prepares you to teach in a variety of subjects related to Technological and Applied Studies in NSW secondary schools. All graduates are qualified to teach Design and Technology Years 7-12 and two or more of Applied Studies, Computing Studies, Engineering Science, Food Technology, Graphics (Technical Drawing), Industrial Technology, Industry Studies, Technics, and Textile Technology. The course is unique in the Faculty in that no studies are undertaken in other faculties. You will do all your units within the Faculty of Education itself. You will study both core and elective strands. The core strands in first year include units in generalist Education. These examine education as a social science and look at issues in policy and social theory. Studies in these areas carry on through the first three years of the course. In the first year, you are also required to take a Science Foundations Unit, which gives you a grounding in the four major science areas: Physics, Chemistry, Biology and Geology, and units in Curriculum Areas (see table below). Professional learning, that is studying methods of teaching, and practice teaching, begins in second year. The course culminates in the production of a major design project over the final two years.

An Honours Program is available in the specialist professional teaching area, and/or in the subject Education.

## Year I

### Core

Education 101 and 102

Design Foundations

Science Foundations

**Curriculum Areas** (1 semester each)

Food Technology 1

Applied Graphics 1

Textile Technology 1

Industrial Technologies

Applied Design 1

Computing Studies 1

## Year II

### Core

Education 202 and 202

Professional Studies comprising the following:

*Audio Visual/Film and Television, Language and Learning, Learners with Special Educational Needs, Teaching and Learning, Teaching Technological and Applied Studies 1, Practicum*

Technology and Society 1

**Curriculum Areas** (select 3)

Computing Studies 2

Food Technology 2

Applied Design 2

Industrial Technologies 2

Applied Graphics 2

Textile Technology 2

(If you take Honours, a Transition Unit will be completed during Semester II)

## Year III

### Core

Education 301 and 302

Professional Studies comprising the following:

*Teaching and Learning, Teaching Technological and Applied Studies 2, Health, Special Education: Policies and Perspectives, Practicum*

Management and Industry Studies A

Design Project A

**Curriculum Areas** (select 2)

Computing Studies 3

Applied Graphics 3

Industrial Technologies 3

Applied Design 3

Food Technology 3

Textile Technology 3

(if you are taking Honours, the strand continues with the units Honours A and Honours B)

## Year IV

### Core

Professional Studies comprising the following:

*Teaching Technological and Applied Studies 3, Sport, Extension or option, Practicum*

Technology and Society 2

Design Project B

Management and Industry Studies B

**Curriculum Areas** (select 2)

Computing Studies 4

Applied Graphics 4

Industrial Technologies 4

Applied Design 4

Food Technology 4

Textile Technology 4

(if you are taking Honours, during the final year you will write up and submit your final essay)

# Bachelor of Education (Honours) Program

### Program Director

Mr Lindsay Grimison

Telephone: 9351 2610

Facsimile: 9351 4177

e-mail: [l.grimison@edfac.usyd.edu.au](mailto:l.grimison@edfac.usyd.edu.au)

## School and Strand Coordinators

### Social and Policy Studies

Dr Marjorie O'Loughlin

Telephone: 9351 6273

Facsimile: 9351 4580

e-mail: [m.o'loughlin@edfac.usyd.edu.au](mailto:m.o'loughlin@edfac.usyd.edu.au)

### Educational Psychology, Measurement and Technology

Dr Richard Walker

Telephone: 9351 6274

Facsimile: 9351 2606

e-mail: [r.walker@edfac.usyd.edu.au](mailto:r.walker@edfac.usyd.edu.au)

### Human Movement and Health Education

Ms Meg Pickup

Telephone: 9351 6374

Facsimile: 9351 4765

e-mail: [m.pickup@usyd.edu.au](mailto:m.pickup@usyd.edu.au)

### Primary Education

Dr Len Unsworth

Telephone: 9351 3687

Facsimile: 9351 4765

e-mail: [l.unsworth@usyd.edu.au](mailto:l.unsworth@usyd.edu.au)

### Secondary Education

Dr Lee Owens

Telephone: 9351 3349

Facsimile: 9351 4765

e-mail: [l.owens@usyd.edu.au](mailto:l.owens@usyd.edu.au)

The Faculty offers an Honours program which encompasses the professional studies (Primary, Secondary, Human Movement and Health) and the generalist studies in Education. Suitably qualified students may take Honours in the relevant areas. In addition, students in Primary Education and Secondary Humanities and Social Sciences and Secondary Mathematics may undertake Honours units in Arts, Science or Economics.

Honours units are started in the second semester of the second year of studies, or the first semester of the third year. Students enrol in an extra unit, the Honours Transition Unit. To gain entry into the Honours program you will need to have attained a grade of Credit or higher in Education 101/102 and one other of the units taken in the faculties of Arts, Science or Economics. Admission requirements for these will differ, and students should consult the Faculty or Department concerned.

In the third year, students complete two Honours units, one in each semester. Those wishing to take Honours in generalist Education will need to obtain a grade of Credit or higher in Education 200 (including a Credit or higher in the Honours Transition Unit). Students intending to take Honours in professional education studies will need a grade of Credit or higher in their first professional unit (eg Primary Education 201/202) and a minimum of a Credit in the Honours Transition Unit.

In the fourth year, students undertake a Special Study and Report, which involves an investigation of a topic of their choice relevant to their own work and interests in education. To progress to this stage, you will need to have obtained a grade of Credit or higher in the Honours Units taken in second year, and if you are taking honours in the professional strand, a grade of Credit or higher in the second professional unit (eg Human Movement Education 301/302). If you are taking Honours in generalist Education, you will need to have a grade of Credit or better in the unit Education 300 and also in the Honours Units undertaken in second year. The Special Study will be based on a proposal developed as part of Honours Unit B and will be supervised individually by a member of staff in the Faculty. You will prepare a report of the study of around 15,000 words.

*Outlines of the units referred to here may be found in Chapter 5, under the entry for units of study in Generalist Education.*

# 4. Units of Study in the Bachelor Of Education Degrees

## Units of study in Generalist Education

### YEAR I

These units are taken by all students in the Bachelor of Education degree. Please note that the Science Foundations Unit is compulsory for all students except those enrolled in the Bachelor of Education (Secondary) (Humanities and Social Sciences) and (Mathematic) degrees. That is, if you are taking Primary Education or Human Movement and Health Education, or Technological and Applied Studies, you must take the unit in year I

#### **EDUF 1013 Science Foundation Course** **12 credit points**

*Teacher/Coordinator: Dr Armstrong Osborne*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of exams, assignments, reports, practical classes and workshops.*

This introductory Science unit of study will cover units on Physics, Chemistry, Biology and Geology. It can be studied concurrently with other Junior units of study offered by the Faculty of Science such as Biology I, Chemistry I, Psychology I, Physics I or Physics I (Life Sciences).

#### **EDUF 1011 Education 101** **6 credit points**

*Teacher/Coordinator: Dr Stephen Juan*

*When Offered: March semester, 1998*

*Assessment: Assessment will proceed with a range of work required throughout the year, including tutorial activities and assignments, a major essay, and a final examination.*

#### **Unit of study objectives and themes**

Designed for students who intend to pursue a career in education, the unit of study will provide a basis for the study of Education as a social science and for entry into the range of courses in the various strands of the Bachelor of Education course program. The unit of study will explore four related themes, each examined from a range of perspectives. These themes also relate to two additional unit of study components: Computers in Education, and In-school Experience. The four themes examined are:

##### **Theme 1: Perspectives on Education, Culture and Society**

This theme will take up broad issues in education which ultimately relate to meanings and purposes in education. Students will examine such questions as: What is meant by education and schooling? What are the ultimate purposes of schooling, and how do these relate to democracy, culture and nation-building? By what authority do we educate? How are conflicts interpreted and resolvable? How does education relate to themes of equity, gender and ethnicity? How can such matters be informed by reference to the humanities and social sciences, and what do they say about the condition of education both in Australia and overseas?

##### **Theme 2: The Curriculum**

This theme will explore changing concepts of curriculum, principles of curriculum development, system-based and school-based curriculum, and curriculum for children with special needs. It will examine such questions as: How has curriculum organisation and content changed in recent years? What kinds of knowledge are important? What are the 'given' and the 'hidden' curricula? What principles need to be considered in curriculum development? How might curricula relate to a given social context? What are the roles of teachers, learners and communities in curriculum development? How might curricula be adapted to children with special needs and backgrounds (e.g. special education, multicultural education and Aboriginal education)?

##### **Theme 3: Human Development and Classroom Teaching**

This theme begins by introducing the learners in the educational process. Children and adolescents spend much of their youth in schools, where teachers attempt to motivate them to learn. The concepts of childhood, adolescence, development and learning will be explained, in order to address such questions as: How do children learn? What various learning and teaching processes are used from the early through to the late school years? How do these processes relate to the educational goals specified by or for educators? What motivates children and adolescents to learn?

##### **Theme 4: Introduction to Teaching**

This theme takes up questions related to classroom teaching. It explores such matters as: What are the various roles of teachers in classrooms, schools and communities? What tasks are teachers expected to perform? What are some major skills of teaching? How may teachers best apply their skills? How are lessons best planned and evaluated?

In addition to these major themes, two special course components are undertaken:

##### **A: Computers in Education**

This component addresses the development of computer productivity skills in word processing (including referencing) and information management, and introduces students to the roles of computers in teaching and learning. The personal productivity skills developed will enable students to use computers effectively (in writing reports and essays, in preparing for teaching, and in managing subject matter, information and learning).

##### **B: In-school Experience**

Two weeks of lectures and tutorials in Semester two are replaced by observations in schools. Reflection on teaching, on the students, and on the culture of the schools will relate to the major themes of the course.

In the first year of the degree, students complete Education 101 and Education 102 and three other courses from the faculties of Arts, Economics, and/or Science. At least two of these courses will form the content background for subjects which the student intends to teach (e.g. English or Geography, etc.). See the relevant faculty for course descriptions.

#### **EDUF 1012 Education 102** **6 credit points**

*Teacher/Coordinator: Dr Stephen Juan*

*When Offered: July semester, 1998*

See Education 101 for a unit of study description.

### YEAR II

All students take the first two of the following units. Those who have qualified for entry to the Honours program, also complete the Honours Transition Unit.

#### **EDUF 2001 Human Development/Psychology of Learning and Teaching** **8 credit points**

*Teacher/Coordinator: Mr Darvy Anderson*

*When Offered: March or July semesters, 1998*

*Assessment: Assessment will be in the form of one 2500w essay, tutorial tasks and a 2 1/2 hour exam.*

This is a single unit of study with two strands which will run concurrently.

The Human Development Strand will introduce the developmental changes that occur in the individual from conception to adulthood. This will emphasise the interactive processes of maturation, physical growth and experience. Topics covered will include: pre-school and school socialisation; the development of language and thought; the growth of physical competencies; moral and self development; intelligence and creative family influences on development. At the completion of this strand students will be able to:

- describe the changes in human development from conception through adolescence;
- employ developmental theories and research to explain these changes; and
- apply the concepts, generalisations and theories of human development to educational contexts.

The Psychology of Learning and Teaching Strand will introduce current theory and research in educational psychology. Insights from cognitive theory and constructivist and social constructivist approaches in educational psychology will be explored and will provide a broadly unifying perspective. From this perspective the strand considers such topics as learning, attention and memory, problem-solving and critical thinking, intelligence, cooperative and group learning, and motivation for learning. At the completion of the strand, students will be able to:

- demonstrate an understanding on constructivist and social constructivist perspectives on learning;
- explain the implications of constructivist and social constructivist approaches for teaching and learning;
- understand how key concepts in the course provide in integral conception of the nature of self-regulated learning.

These outcomes will be assessed through integrative essay and examination questions and tutorial presentations based on constructivist/social constructivist principles.

### EDUF 2002 Social Perspectives in Education 8 credit points

**Teacher/Coordinator:** Mr Darcy Anderson

**When Offered:** March or July semesters, 1998

**Assessment:** Assessment will be in the form of one 2hr exam, one 1500w essay, one 3000w essay and classwork (or equivalent).

This unit of study will examine key social themes in the understanding of education, and how these relate to: the practice of education, the solving of educational problems, and the analysis of educational theory, policy and practice. The concept of the State will be analysed, from which perspectives on specific educational contexts (schools, communities, systems) will be derived. Three additional themes will be examined in detail, each permitting comparative insights into how various disciplines can contribute to the study of education: equity and diversity; knowledge and the information revolution; education and work. The unit of study will be presented through a multidisciplinary lecture series, and attendance at a seminar series representing one of the following fields of study: Comparative and International Studies; History of Education; Philosophy of Education; Sociology of Education.

### EDUF 2200 Honours Transition Unit

**Teacher/Coordinator:** Mr Darcy Anderson

**When Offered:** March or July semesters, 1998

**Assessment:** Assessment will be in the form of two 500w tutorial tasks and a 2000w essay.

The Honours Transition Unit aims to introduce students to educational research. It will begin to develop critical awareness of the social, educational and epistemological role of educational research, enabling students to think of themselves as consumers and practitioners of educational research, and providing the conceptual basis for a broad and flexible understanding and practice. An appreciation for the various fields of study will be developed through the lecture and tutorial program including participation in practical research activities and/or simulations. Honours Course A and Honours Course B will deal more intensively with research methods and design.

### YEAR III

Students enrol in two of each of the following units in each semester, that is, you must complete four units for the year.

Please note, that all students who intend to seek employment with the NSW Department of School Education must take the unit 'Children with Special Needs'.

If you are in the Honours program, you must also complete the Honours A and Honours B units, one in each semester.

### EDUF 3001 Contemporary Issues and Research in Psychology of Learning and Teaching 4 credit points

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Human Development/Psychology of Learning & Teaching (EDUF 2001)

**When Offered:** July semester, 1998

**Assessment:** Assessment will be in the form of one take-home exam, one 2500w essay and a tutorial presentation/paper.

This unit of study will examine three themes from current research on teaching and learning which have significant implications for enhancing learning outcomes in educational settings:

- Teacher knowledge, beliefs, expectancies and the learning context;
- The self-system, learning and academic achievement;
- Cognition, technology and classroom teaching.

Each of these themes will be defined by a central question which is examined through consideration of several bodies of related recent research. Additionally three current issues in educational research (Classroom Management and Instructional Goals; Gender Issues in Learning; The Impact of Media on Learning) will be examined through panel discussions.

At the completion of the unit of study students will be able to:

- analyse, synthesise, and draw conclusions from theory and research in each of the themes/issues considered;
- derive educational implications and applications;
- demonstrate competence in oral and written communication skills;

These outcomes will be assessed through tutorial work, integrative essay and take home exam questions, and an optional self-directed learning unit.

Students undertaking Honours in EPMT are required to take this unit of study.

### EDUF 3002 Adolescence 4 credit points

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Human Development/Psychology of Learning & Teaching (EDUF 2001).

**When Offered:** March semester, 1998

**Assessment:** Assessment will be in the form of three quizzes, one 2000w essay and one tutorial assignment.

This unit of study will examine theoretical approaches to and research findings on adolescence, with particular reference to the fundamental changes of adolescence (puberty and cognitive development), the contexts of adolescent development (family, school, peers, work and leisure), and the main psychosocial issues of adolescent development (identity, autonomy, values, sexuality and personal adjustment).

At the end of this unit of study, students will have developed a broad knowledge and understanding of the key concepts in adolescent development and their theoretical and research origins (tested through quizzes), skills in group work through the tutorial assignment, and skills of literature search, analysis and synthesis and written communication in the preparation of the major essay.

### EDUF 3003 Evaluation and Measurement in Education 4 credit points

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Any level 2 option from any program.

**When Offered:** March semester, 1998

**Assessment:** Assessment will be in the form of one assignment and one 2000w essay.

This unit of study will provide some theoretical background in traditional and current assessment and reporting practices. It will deal with some of the current issues in assessment, and will emphasise critical reflection on students' own extensive experience of being evaluated.

Students who complete the unit of study successfully will be able to plan effective evaluation processes for courses, and to make informed judgements about existing schemes as well as developing their own schemes. They will also have developed some skill in objective test development.

The outcomes will be assessed directly by asking students to demonstrate the relevant capacities.

### **EDUF 3004 Children with Special Needs** **4 credit points**

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Human Development/Psychology of Learning & Teaching (EDUF 2001)

**When Offered:** March or July semesters, 1998

**Assessment:** Assessment will be in the form of one 1hr exam and essay or afield report.

This unit of study will introduce students to the study of the psychology, development and education of students with special needs in accordance with mandatory requirements of the NSW Department of School Education for pre-service teacher education. Children classified as having special abilities, developmental delay, physical disabilities, intellectual impairment, learning disabilities or emotional/behavioural disorders will be given particular attention, as will educational policy and practice.

At the end of the unit of study, students will:

- (a) be familiar with the major categories of disability and the characteristics of students with such disabilities;
- (b) be aware regarding the NSW Department of School Education policies and practices relating to students with special needs;
- (c) be aware of basic constructs in the field and of the terminology appropriate for their discussion
- (d) be introduced to a range of strategies used when educating students with special needs.

#### **NOTE:**

**1st hour:** all students must attend one of the weekly lectures and pass an examination based on these and on reading of the set text.

**2nd hour:** after attending the first three weeks of the tutorial program students may either, (a) complete an individual field placement experience in a class, school, or agency for children with special needs and compile a report on this experience for evaluation, or (b) attend weekly tutorial/seminars, presenting one seminar session based upon an academic paper on an allocated seminar topic. The academic paper, but not the presentation, will be evaluated.

### **EDUF 3005 Research into Troublesome Behaviour in Schools** **4 credit points**

**Teacher/Coordinator:** Ms Dianne Butland

**When Offered:** Not available in 1998

**Assessment:** Assessment will be in the form of one 3000w report of an original investigation of a problem, class work (or equivalent), collection and analysis of data.

This unit of study will increase students' knowledge and understanding about the nature of research into troublesome behaviour often classified as aggressive or violent behaviour. It will also increase their empirical research skills in the development of human social behaviour relevant to teaching in schools. As well, aspects of student discipline and welfare may be included.

### **EDUF 3006 Research Areas in Educational Psychology**

**4 credit points**

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Human Development/Psychology of Learning & Teaching (EDUF 200) 1 or Contemporary Issues & Research in Psychology of Learning & Teaching (EDUF 3001)

**When Offered:** July semester, 1998

**Assessment:** Assessment will be in the form of a literature review and a report on a research design.

Students will be introduced to educational research in selected areas of educational psychology through the design of a research project, and in some cases, its implementation. This will involve planning the study, writing a review of literature, designing data gathering instruments and planning the analysis of the data. The experience will increase understanding of the research process.

At the completion of the unit of study students will be able to:

- read and interpret educational research articles in professional journals
- review research literature
- formulate a research problem in the chosen area and design an appropriate research project.

These outcomes will be assessed by the items noted above. Research areas will be drawn from the topics listed below and the availability of each will be determined by numbers of students choosing particular topics as well as by availability of lecturers.

#### **The research area will be:**

1. Self-concept and school achievement; and
2. The education of gifted and talented children.

### **EDUF 3111 Knowledge and the Curriculum** **4 credit points**

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Social Perspectives in Education (EDUF 2002)

**When Offered:** July semester, 1998

**Assessment:** Assessment will be in the form of one 2hr exam, one 2000w essay and class work

An examination of some questions about the nature of knowledge, its structure and transmission. Topics will include the slave-boy passage in Plato's Meno, axiomatics, the projected curriculum for Plato's ideal Republic, and the development of the curriculum in medieval universities. In their oral and written work, students will be expected to show familiarity with various concepts of knowledge, opinion, science, art, and liberal education; and an ability to appreciate internal and external relationships in interpreting documents from remote historical periods.

### **EDUF 3112 Sports, Leisure and Youth Policy** **4 credit points**

**Teacher/Coordinator:** Ms Dianne Butland

**Prerequisite:** Social Perspectives in Education (EDUF 2002)

**When Offered:** March semester, 1998

**Assessment:** Assessment will be in the form of an assignment and a tutorial presentation.

This unit of study will deal with the role of schools and other institutions in fostering physical education and preparing youth for leisure pursuits. Phenomena such as Greek athletics, athleticism in the Victorian age, and sports in twentieth-century Australian education will be discussed; as well as such organisations as the Boy Scouts, Girl Guides, YMCA, YWCA, German and Russian youth movements and the Olympic Games. There will be a special focus on the history of sport and youth policy in Australia. Students are encouraged to develop arguments on an area of sport, leisure, and youth policy through written assignments and tutorial situations. The tutorial program complements the lecture topics and provides for cooperative learning and developing skills of critique. On completion of the unit of study, students should have an ability to evaluate critically the social role of physical education and the social construction of such concepts as "youth", sports and leisure.

## **EDUF 3113 Ethnic Relations and Education** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*Prerequisite: Social Perspectives in Education (EDUF 2002)*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of one 2hr exam, one 2000w essay and classwork.*

Through successful completion of this unit of study students will gain an understanding of recent trends in immigration and the nature of ethnic and cultural diversity, particularly in Australia. Among critical areas of ethnic relations on which students will be expected to demonstrate familiarity of both theoretical issues and debates, an ability to assess the relevance of empirical studies are: the nature of ethnic identity, the characteristics of ethnic communities, the relationship between class, gender and ethnicity, the role of the State in ethnic relations and the construction of specific policies such as Multiculturalism. In particular, they will be expected to demonstrate familiarity with the relationship of these areas to educational concerns, including policy formulation and implementation, curriculum, pedagogy and the social organisation of the school.

## **EDUF 3114 Educational Policy and Programs in Industrialised Nations** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*Prerequisite: Social Perspectives in Education (EDUF 2002)*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of one 2hr exam, one 2000w essay and classwork.*

This unit of study will focus on major trends arising in OECD member countries. A prominent aim will be to explore ways in which educational theory, policy and practice are being influenced by the demands of economic, technological and industrial changes. Education and labour market trends (including unemployment) will be a particular consideration. The unit of study will look at changes taking place in France, Spain, Great Britain, West Germany and Canada.

## **EDUF 3121 Ethics and Education** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*Prerequisite: Social Perspectives in Education EDUF 2002*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of one 1hr exam, one 2000w essay and seminar work.*

*The assessment tasks will be designed to extend student skills in foundational knowledge, literacy, critical thinking, and knowledge as listed in the Outcomes Statement for the School of Social and Policy Studies in Education.*

This unit of study will aim to develop in candidates a number of attributes which derive from studying a number of contemporary issues and dilemmas for ethics and education. The topics covered will require participants to enter into the debate about the role of ethical considerations in educational work and to locate their discussion and analysis within philosophical traditions and practical educational contexts. Topics will be negotiated every year but have included: moral aims and values curriculum; rights and responsibilities; indoctrination; environmental education; liberty and social control; ethics and educational research; moral school leadership; and authority, discipline and punishment.

## **EDUF 3122 Traditions and Policies in Secondary Education** **4 credit points**

*Teacher/Coordinator: Ms Dianne butland*

*When Offered: Not available in 1998*

*Assessment: The assessment tasks will extend and test the knowledge and skills developed during the course.*

This unit of study will place Australian secondary education in perspective as the local adaptation of traditions of secondary education stemming from Britain, Europe and North America. Important themes will be the transformation of secondary schooling as it ceased to become an education for the few and became compulsory for all; and the relationships between secondary education and social relations including those of class and gender. The European traditions of the humanist grammar schools, the Catholic teaching orders and Protestant churches, together with secular and state traditions in post-primary education will be traced and related to Australia. The rise of the modern High School will also be examined.

Special emphasis will be given to the historical development of Australian secondary schooling in the late nineteenth and the twentieth centuries. Issues include:

- the origins and development of curricula;
- the role of public examination systems;
- competing value systems in secondary schooling;
- the relationship between school systems and the social origins of their students;
- the emergence of new technologies of differentiating between students;
- the role of the state and economic policies in shaping secondary schooling;
- coincidence of modern adolescence with the emergence of mass secondary schooling.

Students, on completion of this unit of study, will have developed the capacity to analyse critically policies and historical developments concerning Australian secondary education with reference to other national traditions. Students will develop the capacity to relate educational theories and traditions to the historical sociology of secondary schooling. The unit of study will also seek to develop student skills in contributing to and learning from seminars and lectures, both in oral and written modes.

## **EDUF 3123 Science, Technology and Educational Change** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of an essay (2500w), a tutorial paper and an exam. Essays in 3123 elicit the ability to integrate and distil relevant research into a literate form, which also calls upon skills of critical argumentation and reflection. In their tutorial papers, students will be required to demonstrate oral and literary presentational skills, as well as the ability to employ contemporary and relevant educational research in the preparation of their paper. In the exam which is in essay form, students are called upon to integrate data and arguments in diverse ways which calls upon their ability to (re)conceptualise, appraise and critique.*

The unit of study will examine the rise of science in society, and will consider some of the developments of science, especially in the context of education. Topics will include secularisation and the rise of science in the modern world, the influence of science in educational theory and practice, technocracy, the fragmentation of knowledge, the role of rationality in the modern era, the control and management of scientific knowledge, debates in the sociology and philosophy of knowledge, science and public interest, and the role of science and technology in economic development.

## **EDUF 3124 International and Development Education** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*When Offered: March semester, 1998*

*Assessment: One 2hr exam, one 2500w essay, classwork*

This unit of study will explore the relationships between education and development in the less-developed areas of the world. The unit of study will acknowledge the importance of a broad-ranging view of development, including its economic, cultural and technological dimensions. The unit of study will begin with a range of theories of development, and the differing views of education that stem from these theories. The major part of the unit of study examines several key issues facing many less-developed countries today. A major underpinning theme is this: if so many people are questioning the relevance of western education in non-western cultures, then why does the demand for western education remain insatiable?

Students will be assessed on the basis of:

- tutorial participation
- examination
- essay.

The emphasis, in all aspects of assessment, will be on demonstrating a sound understanding of the theories developed within this the unit of study and applying these to the less-developed areas of the world. The use of educational research to support students' work, combined with a critical integration of all information used, is an integral component of the the unit of study.

### **EDUF 3131 Gender Issues in Philosophy of Education** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of a seminar presentations and a 2000w essay.*

Why is gender seen as a significant category when educational theory and practice are discussed? What kinds of criticisms have been made about earlier ideas on gender? What is the sex/gender distinction? This unit of study will examine some of the key concepts relating to gender (sex stereotyping, sex role socialisation, sexism, power, curriculum). The underlying philosophical assumptions of beliefs, attitudes and practices, both in society at large and within education in particular, will be examined. Recent critiques of earlier approaches to gender equity will be explored to build up to a discussion about current views on 'difference' in relation to the social, moral and intellectual development of males and females. This unit of study work, consisting of seminar presentations and an essay, will require that students develop a sophisticated understanding of the concept 'gender' so that they will be able to productively deal with the complex gender issues which will confront them in their role as educators.

### **EDUF 3132 Australian Secondary Schooling: origins of modern practices** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*When Offered: July semester, 1998*

*Assessment: Assessment will comprise one 1.5hr examination, one 2500w essay and classwork*

Australian secondary schools are unique. They have developed their own characteristics, some of which have been adapted from European and North American models. Students will examine questions such as these. How have high schools and private colleges developed differently? Exactly what did Australian schools develop independently, and what did they adapt from Europe and North America? How have girls and boys been educated differently and why? How have different social classes, ethnic groups and others sought to adapt secondary schools for their own needs? Where does the modern secondary curriculum come from and whom does it serve? And finally, how has the rise of mass secondary schooling changed the very experience of adolescence itself? On completion of this unit of study students will have developed their critical understanding of the role of secondary schooling in the lives of youth; and advanced substantially their ability to contribute to debates on the constructive reform of secondary curricula, school cultures, practices and policies.

### **EDUF 3133 Education and Equity** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*Prerequisite: Social Perspectives in Education (EDUF 2002)*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of one 2000w essay, seminar presentations and a field report.*

This unit of study will examine the relationship between schooling and social equity, with particular reference to the dimensions of social class and gender. Students will develop skills to evaluate critically educational policies and practices in terms of their implications for equity. An understanding of the way in which the social, economic and political climate influences education and the nature of the response to the problem of equity is addressed.

There will be an opportunity for students to negotiate the particular issues to be explored, but such issues as choice, vocational education, girls' and boys' education, gifted and talented policy, disadvantaged schools, funding and privatisation are likely to be addressed.

Through field work visits students will develop skills in data collection and report writing.

### **EDUF 3141 The Individual and Education** **4 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*Prerequisite: Social Perspectives in Education (EDUF 2002)*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of one 2000w essay and seminar work*

*The assessment will be designed to extend student skills in developing foundational knowledge, critical reflection and applied analysis.*

This unit of study will aim at developing students' critical awareness of some of the best-known ideas about individuals, e.g. human beings as 'national selves', the social construction of identity, what it means to be a 'person', the notion of social roles, the self as constituted through various theoretical discourses, and the idea of citizenship. Certain key ideas related to accounts of the individual (freedom, awareness, conscience) will be explored and students will be encouraged to draw out their implications for education in general and the analysis of classroom practices. The topics covered will invite students to examine recent developments in educational policy in light of the ways in which we gain knowledge and develop attitudes and values within society.

### **EDUF 3200 Honours A** **2 credit points**

*Teacher/Coordinator: Ms Dianne Butland*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of three 1000w tutorial tasks.*

This unit of study will deal with more advanced work in research methods and design. Students will complete three lecture/workshop modules in the areas of ethnography and interview techniques, linguistic and documentary methods, and quasi-experimental design. The work will be contextualised in terms of current educational research and students will analyse aspects of recent studies and participate in simulated research design, analysis and interpretation activities.

## EDUF 3201 Honours B

2 credit points

*Teacher/Coordinator: Ms Dianne Butland*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of two 3000w written assignments.*

This unit of study will support students' development of a research proposal for their Special Study and Report to be undertaken in the fourth year of their candidature. Students will select an area of study within the professional programs of the School of Teaching and Curriculum Studies or in an area of study within the Schools of Social and Policy Studies in Education or Educational Psychology, Measurement and Technology. According to this choice, they will attend tutorials conducted by the respective Schools and Programs.

The unit of study may involve an initial critical review of the literature, or equivalent preparatory work related to the student's topic, which will form the basis of the first assignment. The second aspect will involve the exploration of possible research designs and methodologies appropriate to their topic. A paper based on this work will form the basis of the second assignment.

## PROFESSIONAL STUDIES (YEARS II, III AND IV)

The following units make up the professional teacher training you begin in year II of your course.

Your professional studies programs are referred to as Secondary Education (or Sec Ed), Primary Education, Human Movement Education or Health Education. The following unit comprise the unit content of those subjects.

This first group of units applies to Secondary Education only. There are separate listings below for Human Movement and Health Education and Primary Education.

Please refer to the degree structure outlines in Chapter 3 to see where you do each unit within your degree.

### YEAR II (Secondary Education common units)

The following units are taken by all students in the Bachelor of Education Secondary degrees **excluding Human Movement and Health Education**. Students in the Human Movement and Health Education should refer to the unit listing for their program below.

### EDUF 2010 Teaching & Learning: Basic Skills & Strategies

4 credit points

*Teacher/Coordinator: Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Assessment will be based on a series of reflective tasks.*

The interactive skills of Reinforcement or Responding, Basic and Advanced Questioning will be covered first, followed by strategies related to Explaining and Variability in teaching. This analytic approach will be designed to prepare students for entry into the classroom, and will be accompanied by peer and microteaching where ideas are implemented and evaluated. Also covered before the practicum will be Introductory Procedures and Closure, Planning for Teaching, and some introductory work on classroom management.

### EDUF 2011 Teaching & Learning: Managing the Classroom

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be based on presentations made and a final individual reflective task.*

Through a series of group presentations, class members will explore important aspects of class management, drawing on the literature, their own experiences, and insights from experienced teachers.

Roles to be considered will include Planning and Organising, Motivating and Controlling then Communicating, a pivotal focus.

### EDUF 2012 First Practicum

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Evaluation will be through the completion of a satisfactory practice teaching report.*

An integral part of this the unit of study, school-based experience will be a co-operative effort between the schools and the University, designed to augment coursework and provide opportunities to develop personal teaching skills and professional understandings. Students will also be expected to observe and be involved in a range of school activities.

Practicum will involve 3 days orientation, followed by 10 days of continuous experience taking mainly junior classes within one Key Learning Area. Students must gain a Satisfactory grade to progress, and in the case of an Unsatisfactory result, will be provided the opportunity for an additional period of practicum.

### EDUF 2013 Teaching & Learning: Educational Technology

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Evaluation will be through a computer administered objective test.*

This series of six two hour meetings is designed to introduce beginning teachers to the most common audio visual equipment and techniques. The Instructional Technology Centre has facilities for students to follow up the techniques introduced in class by producing materials appropriate for their own practicum or seminar activities. The classes will be a mixture of lectures and workshop formats.

### EDUF 2014 Teaching & Learning: Language and Curriculum

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: TBA*

In order to help intending teachers understand the relationships between students' language, (spoken and written,) the teacher's language, text-book language, and student learning, student-teacher transcripts and videos, text books and examination papers will be examined. Working as individuals and in small groups, students will explore these interconnections with a view to increasing their understanding of the nature of classroom discourse, and to developing a heightened awareness of their own use of language in the classroom.

### YEAR III (Secondary Education Common Units)

### EDUF 3010 Teaching & Learning: Roles in the school and teachers in role

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Assessment will involve a 2000w essay on the role of teachers in the development of welfare and disciplines, policies and practices in schools.*

This unit of study will develop students' understanding of the concept of enactment in assuming a range of roles in teaching and learning and will develop skills in reflective and cognitive responses. Students will develop an understanding of the relationship between interpersonal relationships and achievement for students with behaviour or conduct disorders or those at risk of disaffection, examine issues and causes of behaviour problems in schools, effective approaches to disruptive behaviour and services available to support students with behaviour disorders and emotional disturbances.

## **EDUF 3011 Teaching and Learning: Disaffection and Behaviour Problems**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: TBA*

This unit of study will develop students' understanding of the concept of enactment in assuming a range of roles in teaching and learning and develops skills in reflective and cognitive responses. Students will develop an understanding of the relationship between interpersonal relationships and achievement for students with behaviour or conduct disorders or those at risk of disaffection, examine issues and causes of behaviour problems in schools, effective approaches to disruptive behaviour and services available to support students with behaviour disorders and emotional disturbances.

## **EDUF 3012 Teaching and Learning: School Systems and Policies**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve a presentation relating to issues arising from welfare, discipline and equity policies and a 1500w essay analysing the policies.*

This unit of study will examine the policies of the NSW Department of Education and the implications for practice including anti-racism, multicultural education, Aboriginal education, special education, gifted and talented, student welfare, good discipline and effective learning and girls' education. The unit of study will focus on the importance of whole school commitment and general school ethos in achieving educational outcomes for all students.

## **EDUF 3015 Second Practicum**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Evaluation will be through the completion of a satisfactory practice teaching report.*

In this period of school-based experience, students will extend the gains made in personal teaching skills and professional understandings during the first practicum. Students will again observe, and become as involved as possible in a range of activities, with careful attention not only to the classroom, but also to policies related to the wider context. Practicum will again involve 3 orientation days, followed by 10 days of continuous teaching taking mainly junior classes within the second chosen curriculum area (or on the same area in the case of Mathematics, LOTE or Social Science doubles). Students must gain a Satisfactory grade to progress, and in the case of an Unsatisfactory result, will be provided the opportunity for an additional period of practicum.

## **YEAR IV (Secondary Common Units)**

### **EDUF 4010 Teaching & Learning: Reflective Teaching & Curriculum Practice**

**4 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

Through a consideration of the current and likely future context of schooling, a rationale is provided for the importance of developing reflective teaching. Students will be required to undertake reading in some of the most recent literature dealing with reflection in teacher education and curriculum. In addition, information will be provided from curriculum and pedagogic theory, and research in teacher planning, as background for planning a curriculum project. Teacher beliefs and perceptions will be explored, including assessment tasks involving a critical review and an analysis of planning processes.

## **EDUF 4012 Teaching and Learning: Learners with Special Needs**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

This Unit of study will examine the policies of the NSW Department of Education and the implications for practice including anti-racism, multicultural education, Aboriginal education, special education, gifted and talented, student welfare, good discipline and effective learning and girls' education. The unit of study will focus on the importance of whole school commitment and general school ethos in achieving educational outcomes for all students.

## **EDUF 4013 Teaching and Learning: Coaching School Sport**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve a satisfactory standard in an assignment or the completion of a sports certification.*

This unit of study will examine the roles and responsibilities of teachers as sports supervisors and/or coaches, develops skills and methods in coaching and supervising sports in secondary schools and examines relevant school policies and issues related to the participation of students and teachers in school sport.

## **EDUF 4014 Teaching and Learning: Preparation for Entry into the Profession**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be based primarily on presentation of findings from a major curriculum project implemented during the preceding practicum.*

There are a number of important issues to be faced as students get ready to commence work as teachers. The processes of measurement, assessment and evaluation, and emerging priorities in relation to the ethics of teaching, along with related legal implications, will be considered. Important issues arising from research into the process of beginning to teach will be examined, along with some priorities for induction. There will be opportunities to negotiate content and themes, especially in relation to issues students see as crucial for entering into teaching.

## **EDUF 4015 Teaching and Learning: Issues in School Health**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve satisfactory standard in an assignment or the completion of a first aid certificate.*

This unit of study will focus on the concept of the health promoting school, students will examine special health issues and health needs associated with adolescence, examining relevant school policies and assisting students to identify and manage critical incidents.

## EDUF4018 Third Practicum

4 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Evaluation will be through the completion of a satisfactory practice teaching report.*

During their final practicum period, students will seek to complete an extensive period of 30 continuous days teaching in both of their Curriculum Areas (or in the one double for Mathematics, LOTE or Social Sciences). While the major emphasis will be upon sound performance in the classroom, students will be encouraged to involve themselves in as wide a range of across-school and local community activities as possible. This experience will be supervised jointly by Co-operating Teachers and University staff, and students may gain an Outstanding or Highly Satisfactory grade if they meet the set criteria.

## EDUF 4041 Special Course Honours (Secondary)

*Teacher/Coordinator: Mr Lindsay Grimison*

*Prerequisite: Honours A (EDUF 3200), Honours B (EDUF 3201)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will comprise a special study of 15000w.*

The aim of this unit of study will be for students to examine in depth some professional area of educational significance, demonstrate ability to carry out independent research displaying effective analysis, logical argument and the reporting of findings in a scholarly form. Though the length of the special study may vary with the nature of the investigation, and length does not indicate quality, the report will not normally exceed 15000w.

## PROFESSIONAL STUDIES IN CURRICULUM METHODS

The units listed below are method studies for Secondary Humanities and Social Sciences and Mathematics within the professional studies programs. They are in addition to the Professional Studies units listed above, and are grouped under method headings. If you are learning to teach Italian for example, you will take units in the group headed 'LOTE'.

### HISTORY

#### EDUS 2015 Introduction to Teaching History

4 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Assessment will comprise two major assignments related to various aspects of course work and a school based research activity related to students' historical thinking.*

This unit of study will prepare History Curriculum Method students in the theory and practice of teaching History in the secondary school. Emphasis will be placed on developing a knowledge and understanding of present philosophies and practices underpinning the teaching of History and on introducing students to the syllabi, support materials, policies and pedagogies that drive current approaches in the teaching and learning of History in NSW schools.

#### EDUS 2016 Experiential Learning in History

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Students will be encouraged to pursue an area of personal interest and formulate their own research assignment based on one of the weekly seminar themes.*

This unit of study will survey a range of different teaching/learning strategies which will connect the learner with the historic environment. The application of drama, the media, music, photography and oral approaches will be surveyed and appropriate pedagogies considered.

## EDUS 4041 Teaching Ancient History

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will include, participation in seminar proceedings when required. Completion of one major unit of study assignment involving the development of a Teaching Unit of at least 5 lessons on A Case Study for the Year Eleven Preliminary Course'.*

This unit of study will introduce students to the teaching of Senior Ancient History with an emphasis on the changes made to the Ancient History syllabus and the new directions that have been taken in the teaching of this subject. It will introduce students to effective teaching strategies, programming, approaches, and resources, with a special emphasis on written and archaeological evidence. The requirements for all three courses in HSC Ancient History will be examined.

## EDUS 4042 Teaching Modern History

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will comprise participation in seminar activities when required and the completion of one major unit of study assignment involving the development of a teaching unit based on a case study relevant to the preliminary, year eleven modern history course.*

This unit of study will introduce students to the teaching of senior Modern History, examining all 3 courses in the HSC. There will be a special emphasis on the teaching of the use of sources as well as effective teaching strategies, programming approaches and relevant teaching resources.

## EDUS 4043 Teaching Archaeology

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will comprise the participation in seminar activities when required and the completion of one major unit of study assignment involving the planning of a unit of work based on lessons using different pieces of archaeological evidence.*

This unit of study will introduce students to the archaeological components of both the Junior History Syllabus and the Senior Ancient History Syllabus. There will be an emphasis on the ways in which archaeologists assist the historian to interpret and reconstruct the ancient past. The unit of study will examine practical classroom activities, teaching strategies and the use of resources and learning materials for this area of the history syllabi.

## EDUS 4044 Teaching World War I

2 credit points

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will comprise the participation in seminar activities when required and the completion of one major course assignment based on the development of a teaching unit in which the student creates at least 5 relevant teaching resources and lessons showing different teaching approaches using these resources.*

This unit of study will introduce students to the compulsory Core Study in the Senior Modern History syllabus - World War I. The main emphasis will be on the teaching of the use of sources. Both the Preliminary and HSC courses will be examined and teaching strategies, programming approaches and resources will be investigated.

**EDUS 4605 Teaching the Historical Environment**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Students will participate in course activities and complete a major assignment based on designing an excursion for a junior history class to a museum or heritage site.*

This unit of study will introduce students to current curriculum initiatives in the historical environment and the implications of these for the teaching of junior history. The main focus of the unit of study will be on Mandatory Question 2: What do we learn from investigating our Heritage? The unit of study will examine teaching strategies, programming approaches, resources and the practicalities of Site Studies.

**EDUS 4606 Teaching History for the Social Sciences**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Students will participate in seminar activities when required and will complete of one major assignment involving the development of a teaching unit of at least 5 lessons for a junior class on 'What is History?'*

This unit of study will introduce Social Sciences students to the Junior History Syllabus and to the methodology and sources of the historian. It will examine a variety of teaching strategies and available resources for junior history.

**SOCIAL SCIENCES AND GEOGRAPHY**

**EDUS 2017 Introduction to Teaching Social Science**  
**4 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Assessment will involve the development of a rationale, preparation and presentation of Commerce and Geography lessons.*

This unit of study will prepare students to teach a range of Social Science subjects in schools by providing students with an understanding of the role of Social Science teachers, the range of HSIE subjects, current trends and developments and the role of the Board of Studies and Department of School Education in Social Science teaching. Students will prepare to teach Junior Geography and Commerce through an understanding of the syllabus and by developing skills in lesson planning.

**EDUS 2018 Teaching Commerce**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the preparation of a commerce tool kit including lesson and program planning.*

This unit of study will prepare students to teach Commerce in years 7-10. The unit of study provides opportunities for students to become familiar with the concepts and areas in Commerce, develop a range of teaching and learning strategies, evaluate a range of resources and understand the role of assessment and reporting in preparation for teaching Commerce.

**EDUS 2019 Teaching Junior Geography**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the development of a unit of work for Geography years 7-10.*

This unit of study will focus on the purpose and nature of geographical education, current developments and issues in geography and teaching/ learning strategies, resources, lesson and topic planning for Geography and evaluation in monitoring student progress.

**EDUS 3016 Teaching Senior Geography**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the development of a resource for a topic and a program of work.*

This unit of study will develop students' understanding of the Year 11 and 12 Geography syllabus, skills in the organisation and implementation of curriculum units, the ability to implement innovative teaching practices and competencies in evaluation and assessment in geographical education.

**EDUS 3017 Teaching Business Studies**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the preparation of a business plan and a unit of work for Business Studies.*

This unit of study will aim to increase students' understanding of the purposes and contexts of business education and the Business Studies syllabus. Students will develop skills in the selection and use of different teaching and learning strategies and resources for Business Studies and in preparing programs of work for both Preliminary and HSC courses.

**EDUS 3018 Teaching Economics**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the preparation of a unit of work for a section of the syllabus including program, lesson outline grid, detailed lesson plans and supporting materials.*

This unit of study will aim to increase students' understanding of the purposes and contexts of economics education and the Economics syllabus. Students will develop skills in selecting and evaluating teaching ideas and strategies for students with varying abilities and in planning units of work for teaching Economics.

**EDUS 4019 Assessment and Evaluation in Social Sciences**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will include the preparation of an assessment plan for a unit in the Social Science curriculum.*

This unit of study will provide opportunities for students to develop understanding of the role of assessment, evaluation and reporting in the Social Science curriculum, develop skills in the different types of assessment and assessment instruments and to be aware of the issues and trends in assessment including key competencies, national statements and profiles and the HSC.

**EDUS 4020 Teaching History for the Social Sciences**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will take the form of participation in seminar activities when required and the completion of one major assignment involving the development of a teaching unit of at least 5 lessons for a junior class on 'What is History?'*

This unit of study will introduce Social Sciences students to the Junior History Syllabus and to the methodology and sources of the historian. It will examine a variety of teaching strategies and available resources for junior history.

**EDUS 4021 Teaching HSIE for Individual Difference**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve the preparation and presentation of a teaching strategy and assessment task for a particular learning need and a short written assignment discussing current research as it applies to one aspect of individual difference in Hsie.*

This unit of study will increase awareness of the diversity of backgrounds of students and an understanding of the differing learning needs of students in Human Society and Its Environment. Students develop teaching skills and assessment techniques to cater for individual difference.

**EDUS 4022 Aboriginal Studies**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will comprise a written review of teaching/ learning materials and a seminar presentation based on various themes/issues treated in seminar sessions.*

This unit of study will introduce the teaching of Aboriginal Studies across Years 7-12. Emphasis will be placed throughout the unit of study on developing an understanding of and sensitivity to major issues and concerns affecting Aboriginal people today. Unit of study content will focus on aspects of historical and contemporary Aboriginal Studies syllabuses. Processes of curriculum design and implementation will be considered together with relevant pedagogies. The unit of study will have relevance for both History and Social Education students.

**EDUS 4023 Fieldwork in the Social Sciences**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve the development of fieldwork activities for the social, built and natural environment and demonstration of those activities to other group members.*

The unit of study will introduce students to the wide range of fieldwork opportunities which exist in the local community which can be used to develop better understanding of human society and its environment. Students will be given opportunities to plan and implement fieldwork activities.

**EDUS 4025 Teaching Asian Studies**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will take the form of participation in seminar activities when required and the completion of one major assignment involving the designing of 5 lessons based on 3 of the many themes listed in the syllabus.*

This unit of study will introduce students to the junior Asian Social Studies syllabus and to explore effective strategies in teaching about Asia. Emphasis will be given to the content and subject matter of the syllabus. Programming, resourcing and practical teaching activities will also be investigated.

**EDUS 4026 Australian Studies**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will comprise a seminar presentation based on one of the weekly themes covered in seminar sessions and a review of an Australian literary work exhibition, film or documentary.*

This is an interdisciplinary unit of study which will focus on Australian history, literature and art as media through which to study contemporary social, economic and political issues in Australian society. Emphasis will be placed on developing an understanding of those events, personalities and trends that have moulded the Australian experience and may account for the changing face of Australian identity or identities. Relevant pedagogical approaches will be surveyed. The unit of study will have relevance for both History and Social Education students.

**EDUS 4027 Using Computers in HSIE**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve the development of lesson plans using a range of computer resources.*

The unit of study will focus on the range of computer resources which are available to teach the HSIE curriculum. Students will be given opportunities to evaluate software from a teaching and learning perspective, design lessons using pieces of software, to use CDROM, Flashback, Down Under etc. to plan lessons and units of work and to explore Hsie sites on the World Wide Web.

**EDUS 4028 Teaching Legal Studies**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve visits to two Legal Studies venues, the preparation of student materials relevant to the venues visited and the preparation of a unit of work for a section of the syllabus.*

This unit of study will aim to increase students' understanding of the purposes and contexts of legal education and the aims, scope and context of the structure of the Legal Studies syllabus. Students will develop skills in selecting and evaluating teaching ideas and strategies for students, in producing teaching and learning materials to support Legal Studies teaching and in planning units of work for Legal Studies.

**EDUS 4029 Developing Literacy in the Social Sciences**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be the weekly preparation of materials to increase literacy including structured overviews, graphic outlines, passages, three level guides and retrieval charts.*

This unit of study will aim to increase the knowledge of learning styles of students in schools and awareness of the roles that reading and writing play in learning in the Social Sciences. Students will develop skills in techniques to increase literacy of students.

**EDUS 4030 Society and Culture**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be the preparation of a Mini-Personal Interest Project.*

This unit of study will aim to increase students' understanding of the philosophy and structure of the Society and Culture syllabus and to develop ideas and strategies in planning units to teach Society and Culture. Focus will be on student growth in knowledge, values, feelings and skills relevant to society and cultures.

**EDUS 4031 Environmental Education**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will involve the development of a topic plan for an aspect of environmental education.*

This unit of study will aim to generate a commitment by students to education which fosters active participation in environmental maintenance and improvement by development an understanding of the total environment as influencing survival and quality of life. Students will have the opportunity to develop teaching and learning strategies and resources and apply environmental education to specific social sciences curriculum.

**EDUS 4032 Teaching General Studies**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will comprise participation in seminar activities when required and the completion of one major assignment involving the compilation of a resource file on one of the ten main topic areas and the designing of 5 lessons for general studies students using some of these resources.*

This unit of study will introduce students to the 1 Unit HSC General Studies course. It will concentrate on the interdisciplinary nature of the subject and the skills and strategies required to teach it. Emphasis will be given to some of the contemporary issues and problems recommended to be covered in the syllabus. A very wide variety of resources will be investigated.

**TESOL**

**EDUS 2020 Introduction to TESOL**  
**4 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: The assignment tasks will be the preparation of a report on second language acquisition and also the development of a unit of work*

In this introduction to English as Second Language teaching, issues of learners' backgrounds and acquisition will be considered. Learning language in the school context and approaches to methodology and organisation, vocabulary learning and theories of acquisition, practical classroom strategies, together with pronunciation will be examined.

**EDUS 2021 Reading and TESOL**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: The assessment task will involve the preparation of a set of activities for developing reading.*

This unit of study will cover topics such as the development of reading in a second language, cultural differences in reading, reading in the subject areas and strategies for teaching non-literate beginners.

**EDUS 2022 Writing and TESOL**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the preparation of a unit of work with writing outcomes.*

This unit of study will focus on the development of writing in a second language. Topics will include the process of writing, cultural differences in purposes and functions, generic approaches, essay writing, handwriting and spelling.

**EDUS 2023 Assessment, Evaluation and Programming in TESOL**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve a series of analysis of oral and written texts.*

This unit of study will focus on assessing and teaching beginners, methods in oral assessment, using profiles, outcomes and competencies, assessing reading and writing and developing programs for diverse groups.

**EDUS 2024 Issues in TESOL Education**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the preparation of a report on a specific language/ethnic group or on an issue relating to ethnicity.*

This unit of study will focus on the context of TESOL in a multicultural society. Topics will include intercultural communication, multiculturalism and anti-racism, bilingualism, backgrounds to the main communities in Australia, classroom strategies, modes of ESL program delivery.

**EDUS 2025 Teaching ESL to Adults**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve interviewing teachers in the different institutions and working with a group of adult students.*

Many graduates from the unit of study will find work in AMES, TAFE or other adult workplaces. The aim of this unit of study will be to provide a background to teaching English to adults. Topics will include the differences in child and adult learning, English for Specific Purposes and organisation of AMES and TAFE.

**LOTE**

**EDUS 2026 Introduction to Teaching LOTE**  
**4 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Assessment tasks will include devising of lessons and units suitable for language teaching.*

This unit of study will outline the aims and objectives of teaching LOTE in the Year 7-10 syllabus and review briefly some approaches to LOTE teaching and learning. It will develop skills in planning LOTE lessons and teaching these lessons. Skills in the use of teaching aids will also be introduced.

**EDUS 2027 Teaching Macro Skills in LOTE**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: TBA*

This unit of study will examine theories and practices in teaching 4 skills, namely speaking, listening, reading and writing. These skills will involve the ability to use appropriate communication strategies, the ability to convey meaning clearly and coherently and the ability to understand both oral and written messages in the target language. All of these factors will be examined along with the means by which these skills may best be taught.

**EDUS 3019 LOTE Programming**  
**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Students will prepare a 10 week program for a particular group of students learning the specific LOTE.*

It is a mandatory requirement of all teachers to prepare, implement and document educational programs for the particular group of students in response to their identified language and learning need. The program takes account of available resources.

## **EDUS 3020 LOTE Testing, Assessment and Evaluation**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: TBA*

This unit of study will focus on LOTE assessment and evaluation. Effective teaching of language involves assessing the students performance at various points throughout the unit of study. Teachers must also be frequently evaluating the course and the lessons they are delivering. Both a formal and informal approach in assessment and evaluation will be examined. Language proficiency levels will also be included.

## **EDUS 4033 Bilingualism and Bilingual Education**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

This unit of study will be an introduction to theory and practice in bilingualism and bilingual education.

Seminars will cover topics such as the following: the definition of bilingualism and bilingual education; bilingual education policy; code-switching; mother tongue maintenance; community language teaching in ethnic schools; Canadian bilingual education etc.

## **EDUS 4034 Computer and Technology in LOTE Teaching and Learning**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

Computers and technology in LOTE teaching and learning was introduced in NSW schools in the 1990s. This unit of study will require students to examine some of the commercial computer software in a range of languages; assess the suitability of its application in primary and secondary schools; design personal computer programs for teaching LOTE by using hypercard and crossword. Evaluation of other programs such as telecommunication and satellite LOTE programs will be included.

## **EDUS 4035 Teaching LOTE in Primary Schools**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

Government recent language policy has emphasised the teaching of LOTE in primary schools. This unit of study will examine theory and practice of teaching LOTE in NSW primary schools, in particular the generic LOTE syllabus for primary schools. LOTE teaching and learning strategies, assessment and cultural activities suitable for primary school children will be covered. Classroom observations or teaching of LOTE and research in NSW primary schools will be required as independent studies.

## **EDUS 4036 LOTE Policy and Syllabus Studies**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

This unit of study will give students the skills to evaluate programs and to effect change in school programs. The focus of the unit of study will broaden to include the state, national and international contexts of LOTE policies and syllabus development. Broad issues to be covered will include: the role of LOTE teaching in schools, attitudes to language learning, situation analysis, developments in language policy and planning in Australia and overseas, educational policy directions and effects on LOTE teaching and learning.

## **EDUS 4038 LOTE Textbook Analysis**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

Foreign language textbooks have espoused a pragmatic approach to the teaching of language, underscoring the value of communicative competence, functional language use, and conversational effectiveness, while at the same time retaining to some degree the more traditional goals of structural analysis and 'knowledge about' language and cultures(s) (Knutson).

A range of language teaching textbooks will be examined in the light of this statement by using evaluation techniques appropriate to Australian needs.

## **EDUS 4039 Teaching LOTE HSC Options**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

This unit of study will examine methodologies of teaching current texts on the Year 12 Higher School Certificate syllabus from a "student discovery" oriented point of view. Theories of teaching film, song, poetry, drama and literature will be applied to texts in a range of languages and appropriate teaching and learning techniques developed for each genre.

## **EDUS 4040 LOTE Teacher Competency**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: TBA*

This unit of study will examine the notion of a competency-based approach to the teaching of languages other than English and considers the role of professional autonomy in maintaining standards.

The wider issues of a competency-based approach in setting national standards will be examined, as well as levels of teacher proficiency in the target language and culture and possible ways of evaluating classroom teaching skills.

## **ENGLISH**

### **EDUS 2028 Introduction to Teaching English**

**4 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Assessment will take the form of a reflective journal about a growing understanding and a unit of work.*

Designed to increase awareness of the issues and concerns involved in teaching Secondary English within the perspective of the K-12 continuum, this unit of study will seek to provide familiarity with syllabus documents, content and materials used in junior and senior English classes; and will facilitate the development of reflective, creative professionals who are proficient in a range and variety of teaching strategies appropriate to the class levels and individual student needs encountered in secondary English classes.

### **EDUS 2029 A Functional Approach to Language**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be through a written assignment on application of grammatical knowledge to the teaching of reading and writing.*

This unit of study will primarily focus on adolescent literature, exploring basic concepts of functional grammar as a resource for critical and creative reading and writing. In doing this students will use extracts from popular junior novels such as Katherine Paterson's

Bridge to Terabithia and short stories such as Judith Wright's The Ant Lion. We will also look at media texts, showing for example, how grammatical knowledge can be an effective tool for critical reading of advertisements and how persuasive media texts deploy grammatical choices to achieve their purposes. In addition we will discuss the application of grammatical understanding in improving students' writing of different kinds of texts and in making explicit to students the demands of a range of assessment tasks in English. Most of our work will focus on the junior secondary school (years 7-10) although we will make reference to some material for senior secondary school students such as work by Brian Miller (University of Western Sydney) based on the television documentary Kangaroos: Faces in the Mob.

### **EDUS 2030 Computers in English**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be based upon completion of an investigation into a relevant aspect of the computer.*

This unit of study will aim to introduce students to the variety and possibilities available to the English teacher who has a passing knowledge of the computer and who, more importantly, wishes to expand the horizons of his/her students through the use of the computer. The computer as information and reference, as a communication channel and as an important creative medium will be explored in this unit of study. The major reference is the computer although Beazley, Malcolm (1997) Using the computer in the English classroom: St Clair Press will be useful.

### **EDUS 2031 ESL in the English Classroom**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the preparation of classroom materials for a class of mixed native and non-native speakers of English.*

There are some 250000 students in Australian schools who are learning English as a second language. There are few English classrooms without ESL students. This unit of study will provide an introduction to teaching English to speakers of other languages (TESOL). The sessions will cover topics such as research into second language acquisition, helping new arrivals with minimal English, organising classroom interaction, strategies for teaching reading and writing, teaching and learning vocabulary.

### **EDUS 2032 Teaching Adolescent Literature**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will involve the reading and oral reporting and a written assignment.*

This unit of study is designed to introduce the wide range of literature available to students in the approximate 11-16 age range (ie years 7 - 10) and some strategies appropriate to the teaching of literature in junior secondary classes. The emphasis will be on novels as the most common focus of literature-based units of work, but some attention will also be given to short stories and non-fiction.

### **EDUS 2033 Teaching Debating**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of participation in debates and a written assignment.*

This unit of study will train teachers in the art of debating and public speaking. The focus will be on the role of the secondary school debating coach and the concepts of matter, manner and method in effective public speaking. Participants in the unit of study will gain experience in chairing, adjudicating and speaking in debates.

### **EDUS 2034 Teaching Drama**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will include participation in tutorial sessions and a written review.*

This unit of study will explore ways to teach drama to secondary English students. The focus will be on the nature of the genre of play scripts, how to teach plays as performance pieces, the role of improvisation in drama pedagogy, analysis of live theatre and assessment of drama tasks.

### **EDUS 2035 Teaching Poetry**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of a written assignment on poetry teaching.*

This unit of study will discuss issues involved in the teaching of poetry in both junior and senior classes. Approaches to poetry which will emphasise encouraging response from students and meaningful engagement with texts are emphasised. Poetry will be seen as a valuable resource for the teacher and an exciting study for the student. Ways of getting students to write their own poems and teacher's use of them are also included in the unit of study.

### **EDUS 2036 Teaching Senior English**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be the collection and presentation of resources for a senior class unit of work.*

This unit of study will focus on the features peculiar to the teaching of English in Years 11 and 12. It is assumed that students will already have a good grasp of teaching/learning strategies in English generally as a result of their studying the core unit of study. Courses, syllabi, set texts and HSC examination requirements will be considered. Attention will be given to the study of responses to HSC questions and there will be focus on teaching organising year 11.

### **EDUS 2037 Teaching Writing**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be through presentation of an investigative or creative media assignment.*

This is an expansion of elements of the Core unit of study in which the teaching of writing is covered. It will allow students to spend more time on this aspect of English teaching than was possible in the introductory unit of study. It will cover the rationale and methods for the teaching of writing (personal, creative and factual) in the secondary school. It will include consideration of writing as process and product, organisation and language features of key text types and journal writing in English Curriculum.

### **EDUS 2038 Using the Media in Teaching English**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be through presentation of an investigative or creative media assignment.*

This unit of study will aim to give students the opportunity to use the media practically as well as theoretically as a vehicle in the English classroom. Students will be involved in deconstruction, reconstruction, interpretation and integration of media sources into a coherent relationship with other aspects of the English curriculum.

## **EDUS 2039 Literacy Difficulties in the Secondary School**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of a written assignment on an aspect of the topic.*

The unit of study will focus on those students who arrive in secondary school unable to read, write or spell satisfactorily for their curriculum needs. These students are not intellectually disabled, yet for some reason have not achieved a satisfactory level of literacy despite seven years of primary schooling. Teachers in all subjects need to be able to recognise such students and understand the probable causes of their difficulties. English teachers in particular need to know how to assist the development of literacy skills. This unit of study will explore approaches which will assist students with specific difficulties, assists teachers to make modifications to the teaching program to accommodate the needs of students with such difficulties and suggests ways to assist other members of staff in making modifications to their programs to assist such students.

## **EDUS 2040 Shakespeare on Film**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will be the participation in tutorials and a written assignment.*

A 12 hour option which will use six recent films to explore the film interpretation of Shakespearian text, the use of film to contextualise school studies of Shakespeare and the role of commercial film-makers in providing accessible interpretations for students.

## **MATHEMATICS**

### **EDUM 2015 Introduction to Teaching Mathematics**

**4 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: March semester, 1998*

*Assessment: Evaluation will be through the completion of a teaching report, two assignments, lesson plans worth 70%, a class presentation worth 30% and classwork*

This unit of study will outline the aims and objectives of teaching mathematics in the year 7-8 syllabus and review briefly some theories of mathematics learning; it will develop skills in planning mathematics lessons and teaching these lessons. Testing in the classroom will also be introduced.

Students will also study methods of teaching topics in the Number Strand of the Year 7-10 syllabuses, the three levels in Years 9/10 new courses). The number strand includes the 4 operations, fractions, percentages, decimals, ratio, probability and statistics. Emphasis will be placed on effective motivational ideas and the use of the hand-held calculator as a framework for teaching and learning. RIME and MCTP materials will also be examined.

### **EDUM 2016 Teaching Algebra**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of 1 2000w essay and classwork.*

This unit of study will focus upon effective strategies for teaching algebraic topics in Years 7 - 10, with reference to contemporary research on how algebraic concepts can be best introduced to students in the junior secondary school. The introduction and use of concrete materials in teaching and learning algebra will be especially examined.

## **EDUM 3016 Introduction to Teaching Senior Mathematics**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of an assignment field report, classwork, information gathering and a unit of work.*

This unit of study will focus on the teaching and learning of the Mathematics in Practice and the Mathematics in Society courses in Years 11 and 12. Emphasis will be placed on a consideration of the needs and abilities of these students and the development of suitable strategies for the teaching of selected options or modules from both courses.

## **EDUM 3017 Teaching Geometrical Concepts**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of an exam worth 50% and an assignment worth 50%.*

This unit of study will give tertiary students an opportunity to extend upon their previous studies in mathematics education to the teaching of measurement and geometry in Years 7-10, including both a formal and informal approach. In addition, students will study the place mathematical proof in learning geometry, especially for the more able student. Uses of technology in the contemporary teaching of school geometry will also be considered. Ways of introducing and developing trigonometrical topics in the junior school will also be discussed.

## **EDUM 3018 Learners With Special Needs in Mathematics**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: July semester, 1998*

*Assessment: Assessment will take the form of an essay 1500w.*

This unit of study will consider the needs of the secondary pupil who is designated as a slow learner or a gifted pupil. Remediation, diagnosis, acceleration and enrichment techniques will be examined together with mixed ability mathematics teaching and resources for these students at both ends of the spectrum. The current policy in NSW for the education of talented children will be examined in detail.

## **EDUM 4019 Remedial and Enrichment Mathematics**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will take the form of 2 field reports on clinical work in a High School.*

This unit of study will extend upon Learners With Special Needs and provides students with a practical course in which remediation and enrichment techniques are developed with two small groups of secondary students at a local high school. One group will probably be from a mixed ability Year 7, the other a lower ability Year 10 or 11.

## **EDUM 4020 Problem Solving**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be through an assignment.*

This unit of study will enable students to examine carefully the literature which abounds on the effective teaching of problem solving as an integral part of the secondary school mathematics curriculum. Opportunities will be provided for actually carrying out problem solving activities in class-time.

## **EDUM 4021 Resources and Excursions in Mathematics**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will take the form of a class presentation and an assignment.*

In this unit of study, teaching resources (commercial and hand-made) will be examined. Also a study of mathematical excursions in the outdoors will be made which are designed to increase the students' perception of their relevance and enjoyment of mathematical activities beyond the confines of the classroom. This unit of study will incorporate students actually completing a Maths Trail.

## **EDUM 4022 Mathematics and Technology I**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Students will plan and design a 45min workshop for students using graph calculation for the year 12 classroom.*

In this unit of study the applications of the graphic calculator to the secondary mathematics classroom will be explored in detail. Students will be loaned a graphic calculator and a wide range of its applications to both the junior and senior classroom will be explored. The emphasis will be placed on the students themselves developing appropriate activities for the teaching of assigned mathematical activities in the secondary school mathematics curriculum.

## **EDUM 4023 Teaching Senior Mathematics**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be through an assignment.*

This unit of study will include an examination of approaches to the teaching and learning of various aspects of the 2,3 and 4 unit courses in mathematics in Years 11 and 12. Calculus will not be treated in this unit as another is especially devoted to its development in the classroom.

## **EDUM 4024 Mathematics and Technology II**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be through the evaluation of a software package or the design of an original spreadsheet.*

The new technology will be examined in this unit of study, especially the use of computers in the secondary mathematics classroom. The use of spreadsheets and data bases will be particularly examined, together with suitable computer software packages, including Geometers' Sketchpad.

## **EDUM 4025 Teaching Calculus**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be through an assignment.*

This unit of study will deal with appropriate ways of introducing and developing differential and integral calculus to 2 and 3 unit students in Years 11 and 12. The place of calculus in the senior school mathematics curriculum will be examined, together with moves to relate it more to the use of computer software and graphic calculators. Non-traditional methods of introducing the differential calculus will be examined.

## **EDUM 4026 Research in Mathematics Education**

**2 credit points**

*Teacher/Coordinator: Ms Llian Merritt*

*When Offered: Not available in 1998*

*Assessment: Assessment will be in the form of a seminar presentation and the evaluation of a research proposal.*

This unit of study will consolidate previous studies in the mathematics curriculum sequence and will attempt to prepare the student for movement into the role of a mathematics educator. Current issues in mathematics education will be examined including alternative assessment, gender, language, mathematics anxiety, etc. Also the incorporation of appropriate action research skills and methodologies into the student's secondary mathematics classroom will be considered.

## **PROFESSIONAL STUDIES IN HUMAN MOVEMENT AND HEALTH EDUCATION**

Please refer to the degree structure outlined in Chapter 3. Please note, these units are to be completed by students in the Bachelor of Education (Human Movement and Health Education) degree only.

### **EDUH 2011 Human Movement Education 201**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of three 2hr class tests*

The unit of study will consist of three major parts of study:

- 1 Fundamental principles of human anatomy and detailed descriptions of the major bones, nerves and muscles of the body;
- 2 A concentrated overview of all systems of the body, with the major emphasis given to the skeletal, nervous, muscular, respiratory and circulatory systems; and
- 3 Recent research and theory in learning and performance in the psychomotor domain, with particular application to the acquisition of motor skills. A central theme assesses the effect on the individual of internal (learning theories), external (practice conditions and techniques) and individual differences (abilities, skills, capacities).

### **EDUH 2012 Human Movement Education 202**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of class work and assignments.*

Studies in aspects of physical education as part of the PDHPE key learning area. Students will be required to gain experience and skill through participation in various major activities selected to illustrate the role of activity in daily human life. The unit of study contains seven units:

- Gymnastics I
- Dance I
- Introductory games
- Netball or Rugby
- Track and Field
- Learn to Swim
- Athletics.

## **EDUH 2021 Health Education 201**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of a major assignment and minor assignments.*

This unit of study will be the first of four units of study which will examine health issues relevant to today's society. It will provide the content for Health Education and will cover six units of study:

- Interpersonal skills
- Body systems and related health issues
- Safety.

## **EDUH 2022 Health Education 202**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of a major assignment and a minor assignment.*

This unit of study will be the second of four units of study which will examine health issues relevant to today's society. It will provide the content for Health Education and cover three units of study:

- Growth and development
- Healthy lifestyles
- Nutrition.

## **EDUH 3011 Human Movement Education 301**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of one a 2hr exam and assignments.*

This unit of study will cover the relations of physics principles to human movement. Topics will include: force, levers, gravitational pull, motion analysis and momentum under varied physical conditions.

## **EDUH 3012 Human Movement Education 302**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of one 2hr exam, practical work and other assignments.*

A lecture/laboratory unit of study will examine the effects that take place in the body when exercise is practised. The central theme is energy production. Related aspects will include cellular physiology, energy production, aerobic and anaerobic metabolism, work capacity, the respiration and circulatory system under exercise; effect of altitude, hypothermia and dehydration, fitness and training schedules for selected groups.

## **EDUH 3021 Health Education 301**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*Prerequisite: Health Education 201 (EDUH 2021)*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of a major assignment and minor assignments.*

This unit of study is the third of four units of study which will examine health issues relevant to today's society. It will provide the content for Health Education and will cover six units of study:

- Drug education
- Sexuality education
- Adolescent health issues.

## **EDUH 3022 Health Education 302**

**8 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*Prerequisite: Health Education 202 (EDUH 2022)*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of a major assignment and minor assignments.*

This unit of study is the fourth of four units of study which will examine health issues relevant to today's society. It will provide the content for Health Education and covers four units of study:

- Health consumerism
- Community health
- Global health
- School health issues.

## **EDUH 4011 Human Movement Education 401**

**16 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of one 2hr exam, an assignment and coursework*

This unit of study will provide an overview of several psychological variables that might influence the performance and learning of individuals engaged in physical activity. It will include such topics as intrinsic and extrinsic motivation, level of aspiration, arousal (theories and mechanisms), competition and cooperation, aggression, attributes and self-esteem, personality, social facilitation, achievement and motivation, cohesion-affiliation.

## **EDUH 4012 Human Movement Education 402**

**16 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of one 2hr exam, an assignment and coursework*

This unit of study will examine the principles of administration and administrative techniques and procedures appropriate for physical education. The unit of study will move from a sound base of administrative theory to precise issues and skills required for the school program.

## **EDUH 4021 Health Education 401**

**16 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of fieldwork and assignments.*

An individual's health status will be influenced by the settings of everyday life - school, workplace, and the community in which they live. The New Public Health movement will seek to maximise the impact of health promotion activities. In this unit of study students will experience the practical issues related to the selection and implementation of appropriate approaches, methods and strategies for health education and health promotion.

## **EDUH 4022 Health Education 402**

**16 credit points**

*Teacher/Coordinator: Ms Meg Pickup*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of fieldwork and assignments.*

See Health Education 401 for a unit of study description.

# PROFESSIONAL STUDIES IN PRIMARY EDUCATION

The following units are to be completed by students in the Bachelor of Education (Primary) degree only.

## EDUP 2011 Visual Arts K-6 (1)

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March semester, 1998*

*Assessment: TBA*

Visual Arts is a unique field of knowledge essential to the education of children. This unit of study will introduce you to the K-6 Creative Arts curriculum. The unit of study will engage you in the visual arts processes; to introduce you to strategies and syllabus content; to empower you to confidentially plan visual arts lessons for the K-6 classroom. Sessions will include elements of theory and practical studio work.

## EDUP 2012 The Beginnings of Literacy

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March semester, 1998*

*Assessment: TBA*

This unit of study will consider the beginnings of language development in the lives of young children, and will use this perspective to consider the nature of interaction between children and their caregivers and teachers which leads to the development of literacy and oral language competences. Differences between children's development of speech and writing will be considered, together with effects of variation in children's home language background, etc.

## EDUP 2013 Mathematical: The First Three Years of Schooling

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March semester, 1998*

*Assessment: TBA*

This unit of study will aim to explore how children acquire mathematical concepts and processes from an early age. The focus will be on the child's evolving understanding of mathematical ideas and relationships beginning with their own informal experiences outside the classroom and their formal experiences in the classroom. Teaching/learning strategies for promoting the development of mathematical thinking will be investigated.

## EDUP 2014 Introduction to Science and Technology K-6

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March semester, 1998*

*Assessment: TBA*

The focus of this unit of study will be the nature and relationships of science and technology and their place in the K-6 curriculum. The central role of children in constructing their own understanding of scientific concepts will be emphasised. The planning of science and technology-oriented lessons within the framework of the NSW Science and Technology K-6 syllabus will be considered, with special reference to the content strands on Living Things and Physical Phenomena. 'Hands-on' activities will explore the teaching of a range of scientific and technological topics and skills.

## EDUP 2021 Music Education: Introduction

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: July semester, 1998*

*Assessment: Students will design and deliver a short Music Lesson appropriate for children in years Kindergarten to Class 2. This will be a group assignment.*

The aim of this the unit of study will be to introduce students to the Music (K-6) Syllabus, and to develop pedagogical understandings which will enable them to teach music in the primary classroom. Through the set text students will explore the means by which the musical potential of young children may be developed from birth. Through practical experiences they identify their own musical skills and engage in activities which will facilitate personal musical development. This unit of study will focus on the Activities as defined in the Music Syllabus (Singing, Playing, Moving, Listening and Composing), and the Musical Concepts. Practical music activities will incorporate the use of traditional instruments, voice, computers and sequencers.

## EDUP 2022 Human Society and its Environment Education 1

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: July semester, 1998*

*Assessment: Assessment will be divided into two parts, each worth 50%. Students are encouraged to work in small groups.*

This unit of study will focus on the outcomes and experiences which define quality teaching and learning in Human Society and its Environment K-6. Students will investigate units of work, whole school activities and organisational structures which develop the required knowledge and understandings, skills, values and attitudes in this learning area.

## EDUP 2023 Physical Education: GAMES

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: July semester, 1998*

*Assessment: TBA*

This unit of study will enable students to teach the fundamental movement skills, games and fitness activities across K-6. The unit of study demonstrates the significance of movement for the development of children's perceptual skills. Students will plan lessons and units of work in this area.

## EDUP 2024 Teaching and Curriculum 1

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: July semester, 1998*

*Assessment: Assessment will be judged on the satisfactory completion of workshop activities and one Major Assignment 1500w.*

This unit of study will involve students in working with children in a range of learning contexts. It has three components:

### i) In school experience

Students will be placed on a K-3 class in schools for eight days, one day per week, from the second week of semester two. Initial expectations will focus on observation and work with small groups of children. Students will be supported by their co-operating teachers, university-based Teaching and Learning seminars and lectures and liaison visits from tertiary supervisors

### ii) Teaching and Learning

This component is designed to support the in-school experiences and begin consideration of issues such as planning, managing the learning environment, structuring learning experiences and classroom discourse. Students will attend a compulsory one hour lecture and an hour workshop.

### iii) Out-of-school learning contexts

Students will visit a number of other contexts where children are involved in learning. This will provide opportunities to understand background social and cultural factors which may influence children's learning at school. Each student will be required to visit three sites for at least two hours each and make a report about their observations. possible sites include pre-schools, after-school care centres, museums with educational programs etc.

## **EDUP 3011 Drama in Primary Education** **2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March semester, 1998*

*Assessment: TBA*

This unit of study will be concerned with drama as a creative art and as a pedagogical strategy for use across all key learning areas. Workshops in reader's theatre, mime, improvisation, storytelling, role play, play building and puppetry will enable students to plan for drama as both a special study and a powerful teaching and learning strategy in K-6 classrooms.

## **EDUP 3012 Children's literature and media in English teaching** **2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*Prerequisite: Music Education: Introduction (EDUP 2012)*

*When Offered: March semester, 1998*

*Assessment: TBA*

The emphasis in this unit of study will be on the use of children's literature and media texts in the English Curriculum from about years 2 - 6 in the primary school. Students will examine the role of children's literature as well as texts of popular culture, including media texts in the experience of children and how this experience relates to the use of such texts in the English curriculum. Students will explicate different categories of children's literature and media texts and consider how selection among these categories influences the kinds of reading development that occurs in classrooms. This will also include consideration of a variety of text forms like poetry, rhyme, rap, graffiti etc throughout the primary grades. In considering the influence of types of texts on the kinds of reading development that occurs, we will examine both content or story and form or "constructedness" of these texts. This will facilitate explicit teaching of a range of reading practices including those of critical or resistant reading of texts. Specific teaching/learning strategies for the development of children's reading and writing (including the development of spelling) of a range of narrative text types will be dealt with in the context of organizing classroom work around a variety of literary and media texts. We will also consider appropriate formative assessment and evaluation procedures to be incorporated into this work.

## **EDUP 3013 Mathematics 2: The Theory / Practice Link.** **2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*Prerequisite: Maths 1: First three years of Schooling (EDUP 2013)*

*When Offered: March semester, 1998*

*Assessment: TBA*

This unit of study will build on the work undertaken in Mathematics 1 by extending the range of information to the K-6 classroom. The focus of the unit of study will be on how children's mathematical thinking develops. In order to achieve this, the unit has both a theoretical and a practical component. Initially students will deepen their existing understanding of how children's thinking develops through workshop sessions. These sessions will encourage participation in a broad range of mathematical investigations and involve exploration of teaching/learning strategies.

Students will then have an opportunity to apply this knowledge in a school context. This will involve the design and implementation of a series of lessons for a child over a four week period.

## **EDUP 3014 Personal Development and Health in Schools I** **2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March semester, 1998*

*Assessment: TBA*

Students will be introduced to the important role of the school in health promotion. The unit of study will include an examination of the formal curriculum, school policies and practices that relate to health issues, and school-community partnerships in relation to health. Students will be encouraged to look at their own health status.

## **EDUP 3015 Teaching and Curriculum 2** **2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*Prerequisite: Teaching and Curriculum 1 (EDUP 2024)*

*When Offered: March semester, 1998*

*Assessment: TBA*

This unit of study will continue to explore various ways in which the concepts of curriculum and evaluation have been defined. It will examine current curriculum policies presently being implemented in NSW and theories of curriculum change. The phases of planning, development, implementation and evaluation in programming will be examined along with classroom organisation and management issues. Students will continue to explore the needs of individual children.

## **EDUP 3016 Practicum 3A** **6 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*Prerequisite: Teaching and Curriculum 1 (EDUP 2024)*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of satisfactor practice teaching report.*

Students will be placed in schools for twelve days practicum experience, over three weeks at the end of semester one. It is expected that each student will take responsibility for the planning and implementation of at least two lessons each day. The students will endeavour to link lessons sequentially and critically reflect on both their own teaching and children's responses. Students will be supported by their co-operating teachers, and liaison visits from tertiary supervisors.

## **EDUP 3021 Indigenous Australian Education** **2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: July semester, 1998*

*Assessment: TBA*

The Indigenous Australian Education course will focus on the application of Aboriginal Studies in primary education. The purpose of this unit of study will be to:

- advance skills in the development and implementation of Indigenous perspectives into the school curriculum and classroom practice;
- increase the current levels of knowledge of Indigenous Australian issues;
- learn to critically evaluate resources for inclusion in Aboriginal Studies programs; and
- develop skills that will create an inclusive learning environment in the classroom.

## **EDUP 3022 Language Across the Curriculum** **2 credit points**

*Teacher/Coordinator: Len Unsworth*

*When Offered: July semester, 1998*

*Assessment: TBA*

This unit of study deals with relationships among language, literacy and learning in key learning areas of the primary school curriculum. It explores the particular literacy demands of different curriculum areas and their relationship with the English curriculum. The implications of a functional model of language for learning across the curriculum are discussed and the major genres children will need to negotiate in dealing with factual and media texts are dealt with in detail.

The grammatical concepts needed to understand the nature of these texts and how they differ from narrative texts and the oral language of every day interaction will be taught in the context of examining classroom literacy materials and examples of children's writing. The unit of study will also address the selection of factual and media texts for classroom use, the explicit teaching of reading and writing (including spelling) in curriculum areas, approaches to programming and classroom management to enhance literacy and learning across curriculum areas as well as assessment, evaluation and reporting of student progress.

### **EDUP 3023 Mathematics 3 : Exploring an investigative environment through LOGO.**

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*Prerequisite: Maths 2: The Theory/Practice Link (EDUP 3013)*  
*When Offered: July semester, 1998*  
*Assessment: TBA*

Mathematics 3 will continue the process of building students' understanding of how children's mathematical thinking develops. In this unit of study students will have an opportunity to explore LOGO, a computer language which aids the development of problem-solving and spatial skills.

Students will have the opportunity to link theory with practice by introducing LOGO to children from a nearby school over a four week period.

### **EDUP 3024 Science and Technology in the K-6 curriculum**

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*Prerequisite: Introduction to Science & Technology K-6 (EDUP 2014)*  
*When Offered: July semester, 1998*  
*Assessment: TBA*

This unit of study will build upon the earlier one introducing the teaching of this curriculum area at the K-6 level. It will focus on the integration of science and technology-related learning experiences within the overall K-6 curriculum. The planning of science and technology-oriented lessons and units of work within the framework of the NSW Science and Technology K-6 syllabus will be considered, with special reference to the content strands on Earth and Its Surroundings and Built Environments. 'Hands-on' activities will explore the teaching of a range of scientific and technological topics and skills.

### **EDUP 3025TESOL in Primary Education**

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*When Offered: July semester, 1998*  
*Assessment: TBA*

This unit of study will provide students with a foundation for the successful teaching of English as a second (or other) language in primary schools.

The unit of study will assist in implementing appropriate classroom strategies across the curriculum as well as give insight into current debates within the field and suggest a direction for future thinking.

### **EDUP 3026 Practicum 3B**

**6 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*Prerequisite: Practicum 3A (EDUP 3016)*  
*When Offered: July semester, 1998*  
*Assessment: Assessment will be in the form of satisfactory practice teaching report.*

Students will be placed in schools for twelve days practicum experience over three weeks at the end of semester two. It is expected that each student will take responsibility for the planning and implementation of at least three lessons each day. Third year students will be expected to plan and present a series of related learning experiences which are

appropriate to the children's needs and interests. Students will be required to evaluate both their own teaching and children's responses to the learning experiences presented. Students will be supported by their co-operating teachers, and supervisory visits from tertiary supervisors.

### **EDUP 4011 Human Society and its Environment Education 2**

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*Prerequisite: Human Society & its Environment Ed. 1 (EDUP 2022)*  
*When Offered: March semester, 1998*  
*Assessment: TBA*

This unit of study will build upon the earlier unit in this Key Learning Area. The focus will be on programming in this area in a manner which will integrate effectively with other Key Learning Areas and help children develop the ability to cooperate and make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **EDUP 4012 Multiliteracies, Metalanguage and English teaching**

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*Prerequisite: Children's Lit. & Media in Eng. Teaching (EDUP 3012)*  
*When Offered: March semester, 1998*  
*Assessment: TBA*

Recent government reports and syllabus documents both in Australia and the United Kingdom emphasises the importance of teachers utilising knowledge of functional English grammar and discourse in developing children's learning. This does not mean a return to the traditional grammar commonly taught prior to the 1970's. What is now prescribed in the Queensland the NSW English syllabi are functional grammars which describe how meanings are made in texts rather than simply describing language structure apart from meaning. Since many teacher education students have not studied grammar at all, this the unit of study provides the basic grammatical understandings necessary to address syllabus requirements in the primary school. Students will learn grammatical concepts in the context of investigating how grammar is used to construct meanings in literary, media and factual texts used in primary teaching. They will also learn how to use their developing grammatical understanding in planning learning experiences for children and in evaluating children's literacy development.

### **EDUP 4013 Physical Education: Gym and Dance**

**2 credit points**

*Teacher/Coordinator: Dr Len Unsworth*  
*Prerequisite: Physical education: Games (EDUP 2023)*  
*When Offered: March semester, 1998*  
*Assessment: TBA*

This unit of study will be taught in two modules:

#### **(1) Gymnastics**

This module will further enable the student to teach fundamental movement skills, gymnastics and fitness activities.

#### **(2) Dance**

This module will provide an introduction to dance in the primary school. Students will learn some of the fundamentals of dance techniques and will be given a comprehensive overview of the creative aspects of dance applicable for the primary school child. Folk dancing and the significance of dance in multicultural education will also be explained.

**EDUP 4014 Music Education: Extension**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Music Education: Introduction (EDUP 2021)  
*When Offered:* March semester, 1998  
*Assessment:* Assessment will be in the form of practical activities and an assignment.

This unit of study will facilitate the consolidation and extension of students' music skills as they may be applied to classroom teaching. Comprehensive theoretical knowledge of the Music (K-6) Syllabus will be assumed. Case studies will provide the basis for tutorials. Students will develop skills in program planning and effective implementation strategies. Practical musical skills development will occur through experiences with both acoustic instruments and digital sound provided by computer technology. Students will be required to independently investigate a topic from the current research literature in music education.

**EDUP 4015 Visual Arts K-6 (2)**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Visual Arts K-61 (EDUP 2011)  
*When Offered:* March semester, 1998  
*Assessment:* TBA

This unit of study will provide you with sufficient understanding of Visual Arts in education so you can confidently implement a primary Visual Arts syllabus. The unit of study was designed to enable you to develop perceptual and conceptual understandings and skills in Visual Arts as a medium of knowledge. You will explore curriculum issues relevant to teaching Visual Arts and participate in workshops which will help develop practical skills in a range of media.

**EDUP 4016 Practicum 4A**  
**6 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Practicum 3A (EDUP 3016), Practicum 3B (EDUP 3026).  
*When Offered:* Not available in 1998  
*Assessment:* Assessment will be in the form of a satisfactory practice teaching report.

Students will be placed in schools for 15 days practicum experience, over three weeks at the end of Semester I and will possibly return to the same placement at the end of the year for a further 13 days practice. Before the practice the students will be undertaking a Beginning to Teach Orientation that will include a one day compulsory Teachers Federation Meeting.

It is expected that students will be confident to plan integrated units across the Key Learning Areas and take responsibility for whole sessions, moving to management of whole days in the final week. Students will be expected to undertake whole class teaching as well as a variety of grouping strategies which are appropriate for the particular group of children they are teaching. Students will evaluate both their own planning and presentation as well as the children's responses to the learning experiences planned. The students will be supported by the cooperating teacher and the tertiary supervisor.

**EDUP 4021 Teaching and Curriculum 3: Integrating the Curriculum**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Teaching and Curriculum 2 (EDUP 3015)  
*When Offered:* July semester, 1998  
*Assessment:* TBA

This unit of study will address theoretical and practical issues concerned with interrelating the broad range of curriculum areas dealt with in primary education so that meaningfulness is maximized in the overall experiences of students as they undertake a variety of learning tasks. Whilst the integrity of particular fields of knowledge needs to be maintained as children are provided with a critical apprenticeship to the significant discipline bases in education, it is also necessary for

children to see the continuities and complementarities of learning in different curriculum areas. Epistemological and pedagogical implications of these issues will be explored, as well organizational issues such as managing multi-grade/composite classes, covering assessment and evaluation of the range of curriculum areas etc.

**EDUP 4022 Mathematics 4: Teaching in an enquiry-based classroom**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Mathematics 3: Exploring an investigative environment through LOGO. (EDUP 3023)  
*When Offered:* July semester, 1998  
*Assessment:* TBA

This unit of study will focus on the development of a practical professional rationale for learning in mathematics and how teaching practices and organisation of the classroom affect learning. It is hoped that students will gain experience as autonomous learners and widen their competencies (and choices) as teachers of mathematics. Students will gain experience in the planning, implementation and evaluation of a program of work that is organised in a child-centred manner.

**EDUP 4023 Personal Development and Health in Schools 2**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Personal Development and Health in Schools 1 (EDUP 3014).  
*When Offered:* July semester, 1998  
*Assessment:* Assessment will be in the form of an assignment.

The concept of the health promoting school will be developed further in the second year of this unit of study. The role of the school in handling sensitive and controversial health issues will be examined both through the formal curriculum, and through the policies and procedures in place in schools.

**EDUP 4024 Teaching Science and Technology K-6 in their social context**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*Prerequisite:* Science and Technology in the K-6 Curriculum (EDUP 3024)  
*When Offered:* July semester, 1998  
*Assessment:* TBA

This unit of study will build upon earlier ones on the teaching of this curriculum area at the K-6 level. It will focus on ways to encourage children to explore the social, cultural and environmental contexts of science and technology. The planning of science and technology-oriented learning experiences within the framework of the NSW Science and Technology K-6 syllabus will be considered, with special reference to the content strands on Information and Communications and Products and Services. The implementation of cross-curriculum policies such as environmental, aboriginal and multicultural education in conjunction with the teaching of science and technology will also be considered. 'Hands-on' activities will explore the teaching of a range of scientific and technological topics and skills.

**EDUP 4025 Teaching Children with special needs**  
**2 credit points**

*Teacher/Coordinator:* Dr Len Unsworth  
*When Offered:* July semester, 1998  
*Assessment:* TBA

In this unit of study students will develop a rationale for professional decision-making through the assessment and teaching of children experiencing learning difficulties. Students will work with individual children at the Children's Centre under the supervision of tutors to design, implement and evaluate a program that will meet the literacy or numeracy needs of their assigned child.

## EDUP 4026 Practicum 4B

6 credit points

*Teacher/Coordinator: Dr Len Unsworth*

*Prerequisite: Practicum 4A (EDUP 4016)*

*When Offered: Not available in 1998*

*Assessment: Assessment will be in the form of a satisfactory practice teaching report.*

Students will be placed in schools for a 13 days practicum experience, over three weeks at the end of Semester 2.

Most students will teach without the in-class supervision of the Cooperating Teacher for the final ten days of the October practicum and be supported by tertiary supervisors only in a liaison capacity other students will undertake another supervised practicum. The alternative practicum will allow the students to assume the role of a beginning teacher giving them the opportunity to explore a range of different teaching and learning approaches. They will plan and implement integrated units across the Key Learning Areas.

## EDUP 4027 Special Course (Primary) Aboriginal Studies

16 credit points

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: Not available in 1998*

*Assessment: TBA*

This unit of study will build on the knowledge gained in the Indigenous Australian Education the unit of study. The focus of this the unit of study will be to develop specialised skills in the development and implementation of Aboriginal Studies resources into the classroom.

The unit of study is structured so that students participate in an intensive workshop located within an Aboriginal community setting. Students will be guided in the application of more extensive consultative mechanisms with Aboriginal communities, organisations and individuals.

## EDUP 4029 Special Course (Primary) Educational Drama in the Primary School

16 credit points

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March and July semesters, 1998*

*Assessment: TBA*

This unit of study will enable students to build on the core unit undertaken in third year. Students will have an opportunity to:

- develop an understanding of the current issues in drama in education through critical reading and review of major drama theories and educationalists;
- participate in workshop sessions designed to develop their understanding of various drama concepts and forms;
- develop a research proposal based on a current issue in educational drama;
- undertake additional practicum and field experiences to further develop their understandings of the role of the teacher in developing drama experiences for primary aged children.

## EDUP 4030 Special Course (Primary) Languages Other than English (LOTE)

16 credit points

*Teacher/Coordinator: Dr Len Unsworth*

*Prerequisite: Two/three years' tertiary study of a LOTE at Level A or B; Native-speaker or near native-speaker proficiency in the LOTE.*

*When Offered: March and July semesters, 1998*

*Assessment: TBA*

This unit of study will enable students to:

- develop an understanding of LOTE Planning and Policies currently in place in Australia;
- understand the nature and scope of second language learning in education in a K-12 perspective;

- explore theories and practice of second language acquisition in children;
- investigate the various contexts for second language learning and the relevance of language maintenance programs for background speakers;
- explore the notion of the role of bilingual education;
- observe LOTE teaching demonstrations in primary classroom contexts;
- devise teaching and learning strategies for implementation in primary classrooms;
- work from their own experience to devise favourable environments and enlightened practices for teaching and learning LOTE;
- reflect on practical experiences in the light of current linguistic and education theory.

## EDUP 4031 Special Course (Primary) Teaching English to Speakers of Other Languages

16 credit points

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March and July semesters, 1998*

*Assessment: TBA*

This unit of study will provide students with the opportunity to deepen their understandings of the issues related to learning English as a second (or other) language in the primary classroom. This TESOL perspective ensures that bilingual learners are not conceptualised as 'deficient' in either language or experience and consequently withdrawn from mainstream teaching. Rather they are seen as learners with a wide range of potentials. Students in the the unit of study will be encouraged to pursue areas of particular interest during the year as well completing a research project using ethnographic techniques.

## EDUP 4033 Special Course Honours (Primary)

16 credit points

*Prerequisite: Contact Faculty Office for details.*

*When Offered: Contact Faculty Office for details.*

*Classes: Contact Faculty Office for details.*

*Assessment: Contact Faculty Office for details.*

## EDUP 4034 Special Course (Primary) Teaching in Special Education

16 credit points

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March and July semesters, 1998*

*Assessment: TBA*

This unit of study will enable students to gain knowledge in teaching and learning in the field of special education and to reflectively and critically evaluate their knowledge, understandings, skills and practices in order to provide for the educational needs of children with disabilities, learning difficulties and behaviour disorders. Students will have an opportunity to:

- develop an understanding of the current issues in assessment and evaluation in special education as a part of the teaching and learning process, curriculum and instruction for students in special education, behaviour management programs and the teaching of students with severe and multiple disabilities;
- participate in workshop sessions designed to develop skills in the above areas;
- participate in a week-long winter school (undertaken in the exam period) to develop (i) an understanding of integration and inclusive teaching practices and (ii) the skills of collaborative consultation.
- develop and independent research study in an area of particular interest;
- undertake their practicum in a special education setting and gain additional practicum experiences through organised visits to settings of particular interest.

## **EDUP 4039 Special Course (Primary) Koori Kids in the Classroom**

**16 credit points**

*Teacher/Coordinator: Dr Len Unsworth*

*When Offered: March and July semesters, 1998*

*Assessment: TBA*

This unit of study will build on the knowledge gained in the Indigenous Australian Education course. The focus of this course will be to develop specialised skills in the development and implementation of Aboriginal Studies resources into the classroom.

The unit of study will be structured so that students participate in an intensive workshop located within an Aboriginal community setting. Students will be guided in the application of more extensive consultative mechanisms with Aboriginal communities, organisations and individuals.

## **Professional Studies in Technological and Applied Studies**

The following units are to be completed by students in the Bachelor of Education (Technological and Applied Studies) degree only.

### **EDUT1001 Applied Design 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March or July semesters, 1998*

*Assessment: Assessment will be in the form of assignments worth 30%*

This unit of study will aim to develop a creative approach to problem-solving by applying design concepts and analysing the steps required in problem-solving. A range of technologies and materials will be employed and explored. Appropriate and safe laboratory techniques will be featured. Development of appropriate motor and manipulative skills relevant to the processes of problem-solving are fundamental.

The unit of study will provide foundation knowledge and skills appropriate to a range of context areas in the Design and Technology course in secondary schools.

*Practical Work:*

Practical work will be the completion of design projects worth 70%

### **EDUT 1002 Applied Graphics 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March or July semesters, 1998*

*Assessment: Assessment will be in the form of assignments worth 30%.*

This unit of study will establish a foundation of knowledge and techniques related to the graphics components of the secondary Technological and Applied Studies curriculum and to serve as a vehicle for design applications in the Technological and Applied Studies program.

Students will gain experience in a range of drawing methods, including sketching, freehand drawing, instrument drafting, standards and conventions, graphic design, computer-aided drafting and design drafting.

*Practical Work:*

Practical work will be in the form of exercises worth 40% and a Folio worth 30%.

### **EDUT 1003 Computing Studies 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of 4 assignments.*

This core unit of study will provide students with a broad grounding in educational computing within a TAS framework through applied work in the use of applications software, study of concepts in hardware and software systems, and elective work chosen from desktop publishing, HyperCard, or programming.

*Practical Work:*

Practical work will take the form of lab work.

### **EDUT 1004 Food Technology 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March or July semesters, 1998*

*Assessment: Assessment will be in the form of an examination worth 40% and 2 Assignments worth 40%.*

This unit of study will provide foundation knowledge and skills in food science to permit students to teach Food Technology and food options in the Design and Technology course in the secondary school. The main emphasis of the unit of study covers areas such as the Australian food supply including consumption and production, cultural aspects of foods (factors affecting food habits, particularly the changing ethnic mix of Australia), basic nutrition, and an examination of food commodities. This is an introductory unit of study which presupposes no previous knowledge and leads on to further studies in Food Technology.

*Practical Work:*

Practical work will count for 20% of the assessment mark.

### **EDUT 1005 Industrial Technologies 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March or July semesters, 1998*

*Assessment: Assessment will be in the form of a research Folder worth 25%.*

This unit of study will aim to develop awareness and understanding, responsible attitudes towards, and application of a range of technological resources, systems and methods. Topic areas will include resource choice and utilisation, elementary engineering concepts and principles, time management, workplace and work design, anthropometrics, ergonomic principles and methods, materials analysis, classification and testing, and presentation and reporting skills. A systematic problem-solving method will be developed and used in the analysis, investigation, evaluation, and reporting of multi-faceted problems in a range of contemporary contexts including structures and construction, raw materials, and consumer goods.

*Practical Work:*

Practical work will be the completion of a report worth 20% and workspace activities worth 55%.

### **EDUT 1006 Textile Technology 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March or July semesters, 1998*

*Assessment: Assessment will be in the form of a portfolio 35%.*

The unit of study will aim to introduce students to two related areas, textile arts and clothing construction, so that they may develop an understanding of textile concepts. The unit of study will provide an introduction to garment construction, integrating creative and technical skills.

Students will study structural and decorative design, concepts of design, elements and principles of design as they apply to fashion, clothing technology resources and aspects of clothing design and construction.

*Practical Work:*

Practical work will be the completion of a mini-skills project worth 30% and a product worth 35%.

## EDUT 1008 Design Foundations

6 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of 4 assignments.

A range of experiences in areas of product, process and system design will provide a broad foundation for further technology and applied studies. Various design processes and skills appropriate to technology education in a K-12 framework will be discussed, modelled and evaluated. Introductory design projects will be drawn from appropriate contexts and will begin to explore associated resource implications, environmental domains and social issues. An historical perspective will provide a background to the perceptive analysis of design and function.

### **Practical Work:**

Practical work will be the completion of a practicum report.

## EDUT 2001 Applied Design 2

4 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**Corequisite:** Applied Design 1 (EDUT 1001)

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of assignments worth 20% and examinations worth 30%

This unit of study will aim to develop the necessary knowledge, skills and attitudes appropriate to a range of materials and processes. The major emphasis will be on the practicalities of design and problem-solving through the realisation and evaluation of materials-based projects.

The students will gain experience in designing for outcomes; graphical representation; practical metrology; use of fixed and portable machine tools; fabrication; workshop management; safety; surface finishing; material selection and utilisation; and environmental considerations.

### **Practical Work:**

Practical work will take the form of a design projects worth 50%.

## EDUT 2002 Applied Graphics 2

4 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**Corequisite:** Applied Graphics 1 (EDUT 1002)

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of an examination worth 20% and exercises worth 20%.

This unit of study will aim to further develop knowledge and techniques related to the advanced graphics content of the secondary Technological and Applied Studies curriculum and to serve as a vehicle for extended design applications in the Technological and Applied Studies program.

Students will gain experience in a range of drawing activities including, freehand drawing, formal drawing, pictorial projection, graphic design, surface developments, computer drafting and graphical applications in areas such as the built environment, clothing and accessories, engineered systems, manufacturing, transport and distribution.

### **Practical Work:**

Practical work will be the completion of Assignments worth 60%.

## EDUT 2003 Computing Studies 2

4 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**Prerequisite:** Computing Studies 1 (EDUT 1003)

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of class exercises, quizzes, and assignments.

This unit of study will take computing studies beyond the core of courses provided in the Year 1 schedule. Computing Studies 1 builds on the skills learned in Information Management and will introduce students to HyperCard and Project Builder. These are more powerful programs than was the case for Information Management in that they are used to create further applications such as computer based learning modules.

Problem Solving and Design skills are emphasised as well as the underlying programming skills required to use the packages effectively. By the end of the unit of study, taken together with Information Management, students will have acquired skills across a wide area of computing.

## EDUT 2004 Food Technology 2

4 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**Prerequisite:** Food Technology 1 (EDUT 1400), Science Foundations (EDUF1013).

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of examinations: Sem 1 worth 35%, Sem 2 worth 35% and assignments worth 20%.

This unit of study will approach food from the biological, chemical, biochemical and physical point of view. It will describe the nature of biological organisms from which food is derived and discusses how this nature is responsible for the diversity of foods consumed. The unit of study also discusses the chemical components of foods, particularly carbohydrates, proteins, lipids, water, vitamins and minerals, and investigates how changes occur during the processes of harvesting, slaughtering, processing and storage.

### **Practical Work:**

Practical work will take the form of lab work worth 10%.

## EDUT 2005 Industrial Technologies 2

4 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**Corequisite:** Industrial Technologies 1 (EDUT 1005)

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of case studies, research and folios.

This unit of study will aim to develop more comprehensive skills in the analysis, investigation and application of engineering concepts and principles in specific contexts. It will seek to expand further an awareness, appreciation and application of technological resources in the solution of a diverse range of problems. Ergonomic issues in the use of technologies are given particular attention in all contexts. Materials studies explore macro and micro features of materials in terms of a structure-properties-production-end use framework. The choice of specific technological systems including appropriate technologies will be critically examined in terms of human, material, social, cultural and environmental impacts. Presentation and reporting skills will be enhanced using a variety of traditional and computer-based media systems. Teaching strategies will involve students in both group and individual tasks including project, experiential and problem-based learning.

### **Practical Work:**

Practical work will include integrated topics.

## EDUT 2006 Textile Technology 2

4 credit points

**Teacher/Coordinator:** Mr Rick Fletcher

**Corequisite:** Textile Technology 1 (EDUT 1006)

**When Offered:** March and July semesters, 1998

**Assessment:** Assessment will be in the form of folio, research and exercises.

This unit of study will extend student knowledge and experience in the design process, experience methods of fabric manipulation which relate to pattern design and applied construction, and provide a basis to teach textile options in the Design and Technology course in secondary schools.

The unit of study will enable students to explore fabric manipulation, cultural influences on fashion, clothing as protection, safety regulations, e.g. children's nightwear. Students will experience fashion drawing, garment construction, and learn about current practices and procedures used in the textile industry.

### **Practical Work:**

Practical work will be the completion of design projects and experiments.

## **EDUT 2008 Technology and Society 1**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of reports and essays worth 50% and an examination worth 50%.*

This unit of study will aim to provide an historical and philosophical framework for the examination of the role of technology in the context of the development of human society. The focus will be on broad issues rather than specific technological developments, with guest lecturers contributing in specialist areas. Lectures, group discussions and topical essays will be utilised.

## **EDUT 2011 Teaching and Learning 201**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of lesson plans and practicum reports.*

This unit of study will introduce students to the teaching subjects in the key learning area Technological and Applied Studies. Students will be introduced to the relevant syllabus documents, prepare lesson plans, develop resources for teaching, practice speaking in front of groups, use educational resources and technologies, and become reflective on and evaluate their own teaching skills. Students will also be introduced to the nature of teaching Technological and Applied Studies, in particular the planning and management of practical classes.

Presentations will be by lectures, small group discussions, seminars, workshops, field study and guest lecturers.

**Teaching and Learning (see section on Secondary Education)**

*Classes: Yr 1hr/wk*

**Audio-Visual/Film and Television (see section on Secondary Education)**

*Classes: Yr 1hr/wk*

**Language and Learning (see section on Secondary Education)**

*Classes: Yr 1hr/wk*

**Practicum**

3 weeks

School experience in a metropolitan high school teaching 14 periods per week and carrying out a program of observations. Students will be expected to teach in Design and Technology (7-10) and in up to two other areas consistent with major studies. Some choice of schools will be provided and students may be able to negotiate a school position for themselves (not in the school last attended).

**Practical Work:**

Practical work will be the completion of a Teaching Aid.

## **EDUT 2012 Teaching and Learning 202**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: July semester, 1998*

See Teaching and Learning 201 for a unit of study description.

## **EDUT 2021 Teaching TAS 201**

**4 credit points**

*Teacher/Coordinator: Contact Faculty Office.*

*Prerequisite: Contact Faculty Office.*

*When Offered: Contact Faculty Office.*

## **EDUT 2022 Teaching TAS 202**

**4 credit points**

*Teacher/Coordinator: Contact Faculty Office.*

*Prerequisite: Contact Faculty Office.*

*When Offered: Contact Faculty Office.*

*Assessment: Contact Faculty Office.*

## **EDUT 3001 Applied Design 3**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Applied Design 2 (EDUT 2001)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of an assignments worth 20% and an examination worth 30%.*

This unit of study will aim to expand knowledge, skills and attitudes necessary for the application of advanced design principles to the solution of problems based on materials-based projects. Emphasis will be placed on industrial and market needs as well as contexts appropriate to the Design and Technology syllabus.

Students will gain experience in areas related to engineering systems and manufacturing contexts; research, marketing and management; the application of ergonomic and anthropometric principles; impact of design and material selection on the environment; machine skills and processes appropriate to schools and industry; safe work practices with machine tools; and the basic computer control of machine tools.

**Practical Work:**

Practical work will be the completion of design projects worth 50%.

## **EDUT 3002 Applied Graphics 3**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Applied Graphics 2 (EDUT 2002)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of exercises worth 20% and tests worth 20%.*

This unit of study will aim to develop knowledge and skill in specialised areas of graphics and extend drawing and design skills.

In the technological drawing strand, students will gain experience in a range of drawing activities including formal drawing, spatial drawing, computer drafting, rendering and design drawing. A study of graphic design and the principles of printing technology will form the second strand of the unit of study.

**Practical Work:**

Practical work will be the completion of assignments worth 60%.

## **EDUT 3003 Computing Studies 3**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Computing Studies 1 (EDUT 1003)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of assignments, research and an examination.*

This unit of study will consider in detail the range of computing courses taught in NSW secondary schools and is directed towards providing students with the knowledge and skills to teach secondary school computing subjects. Computing Studies II will examine in particular the courses in Years 7-10. (Computing Studies III considers Years 11-12 in more depth.) Students will undertake study of each content area of the computing curriculum as well as consider issues of appropriate teaching methodologies and practical procedures.

**Practical Work:**

Practical work will take the form of Class exercises.

## **EDUT 3004 Food Technology 3**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Food Technology 2 (EDUT2004)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of assignments worth 30% and examinations worth 55%.*

This unit of study will provide an overview of the fundamental concepts of human nutritional biochemistry and food science. Students will be provided with knowledge and skills required to teach food technology and nutrition in secondary schools. The unit of study will cover food microbiology, food processing, marketing, food packaging, product development, physiology of nutrition, commercial food operation and food and nutrition education. Practical skill development will integrate the principles discussed in the unit of study.

### **Practical Work:**

Practical work will be the completion of a cafe exercise worth 15%.

## **EDUT 3005 Industrial Technologies 3**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Industrial Technologies 2 (EDUT 2005)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of an assignments, research projects, examinations and a case study.*

This unit of study is composed of three strands: Electronics, Materials Technology and Industrial Systems 2.

The Electronics strand will extend the theoretical and practical base of the electronics component of Science 1. The unit of study will aim to develop the skills required to teach electronics in junior and senior areas of technology education. Curriculum implementation, logistical management, computer applications and design implications will be particular focus areas. A strong emphasis will be placed on developing structures appropriate to classroom application.

The Materials Technology strand will aim to explore contemporary manufacturing components and processes in a wide range of materials and within a range of technological contexts. An industry-based case study approach using project teams is used in a qualitative, in-depth investigation of manufactured goods. This in-depth investigation will be balanced by a broad range of experiences in and with current materials technologies and manufacturing processes.

The Technological Systems strand aims to develop understanding, awareness and application of industrial technologies and systems at an elementary level. A critical reasoning and problem solving framework is specifically developed using an embedded curriculum to facilitate the investigative and design processes adopted during the course. Environmental, ethical, materials, mechanical, costing, marketing and management issues as they relate to selected technologies will be given special emphasis. The nature, role and responsibilities of the workforce will be explored in the technologies strand.

### **Practical Work:**

Practical work will be the completion of design projects and exercises.

## **EDUT 3006 Textile Technology 3**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Textile Technology 2 (EUDT2006)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of textile science: examination, essay and field Study worth 60%.*

This unit of study will involve students in a range of fibre crafts, computer-aided design for textiles and garment construction and in particular designer fashion wear. The students will be involved in planning, participating in, and evaluating a fashion parade.

Students will also explore the variations in the properties of fabrics as a result of varying manufacturing parameters of fibres, yarns and fabrics.

Students will examine the properties and manufacturing methods of textile materials and will analyse relationships between the design and properties of textile materials through a study of variations in processing technology. In addition, students will investigate the fashion industry, construct a designer garment, use computer-aided machines and study computer-aided design.

### **Practical Work:**

Practical work will be the completion of textile arts worth 40%.

## **EDUT 3009 Design Project 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of a cast study, journal, presentation and research.*

This unit of study will provide significant experience in the design and realisation of major project proposal which exemplifies innovation and creativity in the development of a product, system or environment. Students will be involved in an industry placement from which they will develop a case study and journal. A draft proposal of the design project will be presented to a review panel followed by a refinement of the brief for realisation in the subsequent unit of study — Design Project 2.

### **Practical Work:**

Practical work will take the form of an industry placement.

## **EDUT 3010 Management and Industry Studies 1**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of a group report worth 60% and an exam worth 40%.*

This unit of study will provide students with appropriate skills and understanding related to issues and techniques of management and of marketing in a variety of organisational situations. Broad issues such as key competencies identified in the Finn Review, development by the Mayer Committee, and the impact of the Carmichael Report will be explored.

Whilst an important focus will be on Industry Studies and the examination of the syllabus, students will learn about general principles and be involved in specific case studies in order to develop experience and to transfer learning across a variety of contexts.

## **EDUT 3011 Teaching and Learning 301**

**3 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March semester, 1998*

*Assessment: Assessment will comprise a reflective essay on findings about school policies, based upon information gathered during the mid-year practicum.*

This unit of study will help intending secondary teachers to understand, develop skills and reflect upon, the roles they will be called upon to implement in their classrooms. It will build upon and extend the teaching skills and learning strategies dealt with in Education 2.

## **EDUT 3012 Teaching and Learning 302**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: July semester, 1998*

*Assessment: Assessment will comprise the completion of one assessment task plus attendance and participation.*

See Teaching and Learning 301 for a unit of study description.

## EDUT 3021 Teaching TAS 301

4 credit points

*Teacher/Coordinator:* Mr Rick Fletcher

*Prerequisite:* Teaching TAS 201 (EDUT 2011)

*When Offered:* March semester, 1998

*Assessment:* Assessment will take the form of developing programs, Essay and an examination.

This unit of study will provide students with a range of information, skills and attitudes which will enable them to develop teaching/learning programs for specific subjects with the Technological and Applied Studies KLA. Historical foundations of the KLA will be examined as a basis for understanding development of the syllabus. Factors such as gender issues, political influences, National and State issues will be explored. Further exploration of the specific issues involved in the planning and management of practical classes will build on work commenced in second year with emphasis on applications in junior classes. A specific focus will be on the Design and Technology (7-10) syllabus with experimentation on the development of written programs for portions of this syllabus.

## EDUT 3022 Teaching TAS 302

4 credit points

*Teacher/Coordinator:* Mr Rick Fletcher

*When Offered:* July semester, 1998

*Assessment:* Assessment will be through examination.

This unit of study will provide students with a range of information, skills and attitudes which will enable them to develop teaching/teaming programs for specific subjects with the Technological and Applied Studies KLA. Historical foundations of the KLA will be examined as a basis for understanding development of the syllabus. Factors such as gender issues, political influences, National and State issues will be explored. Further exploration of the specific issues involved in the planning and management of practical classes will build on work commenced in second year with emphasis on applications in junior classes. A specific focus will be on the Design and Technology (7-10) syllabus with experimentation on the development of written programs for portions of this syllabus.

## EDUT 4001 Applied Design 4

5 credit points

*Prerequisite:* Applied Design 3 (EDUT 3001)

*When Offered:* March and July semesters, 1998

*Assessment:* Assessment will be in the form of assignments worth 30% and an examination worth 20%.

This unit of study will aim to further develop the application of design principles in materials-based projects.

Students will gain design experience in the areas of manufacturing and commercial practice, dwelling design, machine processes, CAD-CAM, workshop management and safety. A number of design projects will be undertaken, culminating in a major integrated project.

*Practical Work:*

Practical work will be the completion of design projects worth 50%.

## EDUT 4002 Applied Graphics 4

5 credit points

*Teacher/Coordinator:* Mr Rick Fletcher

*Prerequisite:* Applied Graphics 3 (EDUT 3002)

*When Offered:* March and July semesters, 1998

*Assessment:* Assessment will be in the form of examinations worth 20%.

This unit of study will develop expertise in specialised areas of graphic design, technological drawing, and electronic imaging.

The technological drawing strand will include presentation techniques together with advanced three dimensional CAD and modelling programs.

The graphic design strand will include photographic imaging, digitising and OCR (optional character recognition) applications.

*Practical Work:*

Practical work will be the completion of assignments worth 60% and exercises worth 20%.

## EDUT 4003 Computing Studies 4

5 credit points

*Teacher/Coordinator:* Mr Rick Fletcher

*Prerequisite:* Computing Studies 2 (EDUT 2003)

*When Offered:* March and July semesters, 1998

*Assessment:* Assessment will be in the form of research, assignments and exercises.

This unit of study will continue the work commenced in Computing Studies 2 examining in depth the computing syllabuses in NSW schools. Computing Studies 3 particularly will focus on HSC courses. Students will undertake study of each content area as well as issues of planning, teaching, and assessment. Students will undertake a significant project in at least one of the focus areas. Some time will also be given to considering school computing syllabi in other states and other countries.

*Practical Work:*

Practical work will be the completion of programming and multimedia tasks.

## EDUT 4004 Food Technology 4

5 credit points

*Teacher/Coordinator:* Mr Rick Fletcher

*Prerequisite:* Food Technology 3 (EDUT 3003)

*When Offered:* March and July semesters, 1998

*Assessment:* Assessment will be in the form of assignments worth 35% and examinations worth 45%.

This unit of study will build upon acquired knowledge and skills from previous units of study and undertakes an examination of the Australian food industry, commercial food preparation and operation, consumer education, recent issues related to food science and nutrition, food and nutrition for special populations and the NSW Food Technology syllabus for Years 7-10 and Years 11-12. Students will also undertake a small research project relating to issues in food technology, nutrition, or food science and nutrition and education.

*Practical Work:*

Practical work will be the completion of Research Projects worth 20%.

*Textbooks:*

TBA

## EDUT 4005 Industrial Technologies 4

5 credit points

*Teacher/Coordinator:* Mr Rick Fletcher

*Prerequisite:* Industrial Technologies 3 (EDUT 3005)

*When Offered:* March and July semesters, 1998

*Assessment:* Assessment will be in the form of assignments worth 20%, tests worth 50% and an examination worth 30%.

This unit of study will be composed of three strands: Information Systems, Control Technology and Technological Systems 3.

The Information Systems strand will aim to investigate the principles that underlie information processes and devices, and practice alternate ways to use information systems for specific purposes. Students will critically examine the social and cultural contexts in which information systems operate and assess the impact of these systems. They will assess the efficiency and effectiveness of information systems.

The Control Technology strand will provide a focus on the control technology areas of industry. An historical perspective and methods of modelling control systems, robotics and computer integrated systems will be explored. Techniques developed in Electronics 2 will be further extended and allied with pneumatic and fluid systems. The design of operating control systems will be a feature of the unit of study.

The Technological Systems strand will aim to build on the material covered in the courses Technological Systems 1 and 2. Students will undertake an individual project and study aspects of materials, mechanics, manufacturing processes, marketing, organisations, social and environmental impacts.

*Practical Work:*

Practical work will include Lab testing.

## **EDUT 4006 Textile Technology 4**

**5 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Textile Technology 3 (EDUT 3006)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of an essay, reports and an examination worth 60%*

This unit of study will aim to make students familiar with a wide variety of technological and organisational factors that influence the availability of textiles and fashion goods for consumers. Further, it will allow students to gain experience in computer-aided design, theatrical design, designing soft sculpture and non-apparel textiles for specific environmental uses. During their study of textile science and textile arts, students will use concepts from the prescribed contexts of Agriculture, the Built Environment, Clothing and Accessories, Engineered Systems, Health and Welfare, Information and Communications, Leisure and Lifestyle, Manufacturing and Transport and Distribution.

### **Practical Work:**

Practical work will be the completion of textile arts worth 40%.

## **EDUT 4007 Technology and Society 2**

**6 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Technology and Society 1 (EDUT 3007)*

*When Offered: March and July semesters, 1998*

*Assessment: Assessment will be in the form of a seminar worth 30%, a report worth 30% and an examination worth 40%.*

This unit of study will aim to examine the historical developments in technology and to research and discuss the relationship between society and technology, past, present and future. The focus will be on technological development across the world and is not restricted to Western Society. Whilst implications relating to early human development are examined, the bias is towards the post Industrial Revolution period. Where appropriate, emphasis will be on developments and implications for Australia. Research and seminar presentations will be utilised.

## **EDUT 4009 Design Project 2**

**10 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Design Project 1 (EDUT 3009)*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of a portfolio worth 40% and a display/presentation worth 15%.*

This unit of study will provide the student with significant experience in the design and realisation of a major project which exemplifies innovation and creativity in product, system and/or environmental design.

### **Practical Work:**

Practical work will take the form of product, system and environment worth 45%.

## **EDUT 4010 Management and Industry Studies 2**

**6 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Management and Industry Studies 1 (EDUT3010)*

*When Offered: July semester, 1998*

*Assessment: Assessment will be in the form of a research task worth 40% and marketing worth 60%.*

This unit of study will enable students to develop understandings, concepts and skills related to the field of marketing. Students will extend their experience of the marketing components through promotions, i.e. merchandising.

## **EDUT 4011 Teaching and Learning 401**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: March semester, 1998*

*Assessment: Assessment will comprise a reflective essay on an aspect of teacher accountability eg study of case, presentations of findings to the class based on information and evidence collated during practice, attendance and a report on a school community meeting.*

This 12 week unit of study will help intending secondary teachers understand, gain confidence in, and reflect upon, the roles they will be called upon to play in complex and demanding world of today's secondary schools.

## **EDUT 4012 Teaching and Learning 402**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: July semester, 1998*

*Assessment: Assessment will comprise a case study using the students' mid-year practicum worth 70%, a report on the attendance of a Parents and Citizens Meeting worth 30% and attendance at the workshops and lectures is compulsory.*

See Teaching and Learning 401 for a unit of study description.

## **EDUT 4021 Teaching TAS 401**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*Prerequisite: Teaching TAS 2 (EDUT 3021)*

*When Offered: March semester, 1998*

*Assessment: Assessment will be in the form of seminars 40% Examination 45%.*

Students will review historical and philosophical literature relevant to the TAS degree. A focus will be on curriculum issues relating to the provision of technology education locally, nationally and internationally. The unit of study will explore strategies and issues involved in developing and implementing teaching/learning programs for senior high school subjects within the TAS Key Learning Area. The development of a professional and innovative approach to teaching underpins the course and appropriate computer technology will be utilised to explore relevant issues.

### **Practical Work:**

Practical work will take the form of CV preparations worth 15%.

## **EDUT 4022 Teaching TAS 402**

**4 credit points**

*Teacher/Coordinator: Mr Rick Fletcher*

*When Offered: July semester, 1998*

See TAS 401 for a unit of study description.

## Units of Study offered by the Faculties of Arts, Economics and Science

All Bachelor of Education students, except those in Technological and Applied Studies, take units selected from those offered by the Faculties of Arts, Science and Economics (please consult the degree structure grid for your degree in Chapter 3). For outlines of these units of study please consult the relevant Faculty's handbook, or the course database on the University's web page (<http://www.usyd.edu.au>). Copies of the handbooks may be purchased from the Student Centre (in the Carlaw Building). Some copies may also be available from the Faculty of Education Office

### Registration

Please note that you must register in each unit in which you enrol. For most units you will be required to register with the relevant department during Orientation Week. For information about when and where to register in units, please consult the handbook for the faculty offering the unit in which you have enrolled.

Units of study are available in the following areas. Refer to the Chapter 5 Table of Units of Study in Other Faculties for a listing of all units, and to the respective handbook for full unit description. See Chapter 6 for information on University Regulations and degree structure.

#### Arts

Aboriginal Studies  
Social Anthropology  
Ancient History  
Classical Civilisation  
Greek, Ancient  
Classics  
Greek and Roman Literature  
Latin  
Archaeology (Prehistoric and Historical)  
Archaeology of the Near East  
Archaeology, Classics and Ancient History  
Power Department of Art History and Theory  
Asian Studies  
Chinese Studies  
Indian Studies  
Indonesian and Malayan Studies  
Japanese  
Korean  
Thai  
Celtic Studies  
Australian Literature  
English  
European Studies  
French Studies  
Germanic Studies  
History  
Italian  
Linguistics  
Medieval Studies  
Modern Greek  
Music  
Performance Studies  
Philosophy  
Studies in Religion  
Semiotics - Interdisciplinary Structure

#### Semitic Studies:

- Arabic
- Arab World, Islam and the Middle East
- Hebrew Classical
- Modern Hebrew
- Jewish Civilisation, Thought and Culture

Social Work, Social Policy and Sociology

Women's Studies

Economics

Economic History

Economics

Political Economy

Government and Public Administration

Industrial Relations

#### Science

Biology

Chemistry

Computer Science

Geography

Geology

History and Philosophy of Science

Mathematics

Physics

Psychology

Statistics

## 5. Table of Education Units of Study

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
<b>Generalist Education</b>					
EDUF 1013	Science Foundation Course	12			March & July
EDUF 1011	Education 101	6			March
EDUF 1012	Education 102	6			July
EDUF 2001	Human Development/ Psychology of Learning and Teaching	8			March or July
EDUF 2002	Social Perspectives in Education	8			March or July
EDUF 2200	Honours Transition Unit				March or July
EDUF 3001	Contemporary Issues & Research in Psychology of Learning & Teaching	4	Human Development/Psychology of Learning & Teaching (EDUF 2001)		July
EDUF 3002	Adolescence	4	Human Development/Psychology of Learning & Teaching (EDUF 2001).		March
EDUF 3003	Evaluation & Measurement in Education	4	Any level 2 option from any program.		March
EDUF 3004	Children with Special Needs	4	Human Development/Psychology of Learning & Teaching (EDUF 2001)		March or July
EDUF 3006	Research Areas in Educational Psychology	4	Human Development/Psychology of Learning & Teaching (EDUF 200) 1 or Contemporary Issues & Research in Psychology of Learning & Teaching (EDUF 3001)		July
EDUF 3111	Knowledge & the Curriculum	4	Social Perspectives in Education (EDUF 2002)		July
EDUF 3112	Sports, Leisure & Youth Policy	4	Social Perspectives in Education (EDUF 2002)		March
EDUF 3113	Ethnic Relations & Education	4	Social Perspectives in Education (EDUF 2002)		March
EDUF 3114	Educational Policy & Programs in Industrialised Nations	4	Social Perspectives in Education (EDUF 2002)		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUF 3121	Ethics & Education	4	Social Perspectives in Education EDUF 2002		March
EDUF 3123	Science, Technology & Educational Change	4			July
EDUF 3124	International & Development Education	4			March
EDUF 3131	Gender Issues in Philosophy of Education	4			July
EDUF 3132	Australian Secondary Schooling: Origins of Modern Practices	4			July
EDUF 3133	Education and Equity	4	Social Perspectives in Education (EDUF 2002)		July
EDUF 3141	The Individual & Education	4	Social Perspectives in Education (EDUF 2002)		March
EDUF 3200	Honours A	2			March
EDUF 3201	Honours B	2			July
EDUF 3201	Professional Studies				
EDUF 2010	Teaching & Learning: Basic Skills & Strategies	4			March
EDUF 2011	Teaching & Learning: Managing the Classroom	2			July
EDUF 2012	First Practicum	2			July
EDUF 2013	Teaching & Learning: Educational Technology	2			July
EDUF 2014	Teaching & Learning: Language & Curriculum	2			July
EDUF 3010	Teaching & Learning: Roles in the School & Teachers in Role	2			March
EDUF 3011	Teaching and Learning: Disaffection & Behaviour Problems	2			March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUF 3012	Teaching and Learning: School Systems & Policies	2			July
EDUF 3015	Second Practicum	2			July
EDUF 4041	Special Course Honours (Secondary)		Honours A (EDUF 3200), Honours B (EDUF 3201)		March & July
<b>Professional Studies in Curriculum Methods - History</b>					
EDUS 2015	Introduction to Teaching History	4			March
EDUS 2016	Experiential Learning in History	2			July
<b>Professional Studies in Curriculum Methods - Social Sciences/Geography</b>					
EDUS 2017	Introduction to Teaching Social Science	4			March
EDUS 2018	Teaching Commerce	2			July
EDUS 2019	Teaching Junior Geography	2			July
EDUS 3016	Teaching Senior Geography	2			July
EDUS 3017	Teaching Business Studies	2			July
EDUS 3018	Teaching Economics	2			July
<b>Professional Studies in Curriculum Methods - TESOL</b>					
EDUS 2020	Introduction to TESOL	4			March
EDUS 2021	Reading & TESOL	2			July
EDUS 2022	Writing & TESOL	2			July
EDUS 2023	Assessment, Evaluation & Programming in TESOL	2			July
EDUS 2024	Issues in TESOL Education	2			July
EDUS 2025	Teaching ESL to Adults	2			July

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
<b>Professional Studies in Curriculum Methods - LOTE</b>					
EDUS 2026	Introduction to Teaching LOTE	4			March
EDUS 2027	Teaching Macro Skills in LOTE	2			July
EDUS 3019	LOTE Programming	2			July
EDUS 3020	LOTE Testing, Assessment & Evaluation	2			July
<b>Professional Studies in Curriculum Methods - English</b>					
EDUS 2028	Introduction to Teaching English	4			March
EDUS 2029	A Functional Approach to Language	2			July
EDUS 2030	Computers in English	2			July
EDUS 2031	ESL in the English Classroom	2			July
EDUS 2032	Teaching Adolescent Literature	2			July
EDUS 2033	Teaching Debating	2			July
EDUS 2034	Teaching Drama	2			July
EDUS 2035	Teaching Poetry	2			July
EDUS 2036	Teaching Senior English	2			July
EDUS 2037	Teaching Writing	2			July
EDUS 2038	Using the Media in Teaching English	2			July
EDUS 2039	Literacy Difficulties in the Secondary School	2			July
EDUS 2040	Shakespeare on Film	2			July
<b>Professional Studies in Curriculum Methods - Mathematics</b>					

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUM 2015	Introduction to Teaching Mathematics	4			March
EDUM 2016	Teaching Algebra	2			July
EDUM 3016	Introduction to Teaching Senior Mathematics	2			July
EDUM 3017	Teaching Geometrical Concepts	2			July
EDUM 3018	Learners With Special Needs in Mathematics	2			July
<b>Professional Studies in Human Movement and Health Education</b>					
EDUH2011	Human Movement Education 201	8			March
EDUH 2012	Human Movement Education 202	8			July
EDUH 2021	Health Education 201	8			March
EDUH 2022	Health Education 202	8			July
EDUH 3011	Human Movement Education 301	8			March
EDUH 3012	Human Movement Education 302	8			July
EDUH 3021	Health Education 301	8	Health Education 201 (EDUH 2021)		March
EDUH 3022	Health Education 302	8	Health Education 202 (EDUH 2022)		July
EDUH 4011	Human Movement Education 401	16			March
EDUH 4012	Human Movement Education 402	16			July
EDUH 4021	Health Education 401	16			March
EDUH 4022	Health Education 402	16			July
<b>Professional Studies in Primary Education</b>					
EDUP2011	Visual Arts K-6 (1)	2			March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUP 2012	The Beginnings of Literacy	2			March
EDUP2013	Mathematics 1: The First Three Years of Schooling	2			March
EDUP 2014	Introduction to Science and Technology K-6	2			March
EDUP 2021	Music Education: Introduction	2			July
EDUP 2022	Human Society & its Environment Education 1	2			July
EDUP 2023	Physical Education: Games	2			July
EDUP 2024	Teaching & Curriculum 1	2			July
EDUP 3011	Drama in Primary Education	2			March
EDUP 3012	Children's Literature & Media in English Teaching	2	Music Education: Introduction (EDUP 2012)		March
EDUP 3013	Mathematics 2: The Theory / Practice Link.	2	Maths 1: First three years of Schooling (EDUP 2013)		March
EDUP 3014	Personal Development & Health in Schools I	2			March
EDUP 3015	Teaching & Curriculum 2	2	Teaching and Curriculum 1 (EDUP 2024)		March
EDUP 3016	Practicum 3A	6	Teaching and Curriculum 1 (EDUP 2024)		March
EDUP 3021	Indigenous Australian Education	2			July
EDUP 3022	Language Across the Curriculum	2			July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUP 3023	Mathematics 3 : Exploring an Investigative Environment through LOGO.	2	Maths 2: The Theory/Practice Link (EDUP 3013)		July
EDUP 3024	Science and Technology in the K-6 curriculum	2	Introduction to Science & Technology K-6 (EDUP 2014)		July
EDUP 3025	TESOL in Primary Education	2			July
EDUP 3026	Practicum 3B	6	Practicum 3A (EDUP 3016)		July
EDUP 4011	Human Society & its Environment Education 2	2	Human Society & its Environment Ed. 1 (EDUP 2022)		March
EDUP 4012	Multiliteracies, Metalanguage & English Teaching	2	Children's Lit. & Media in Eng. Teaching (EDUP 3012)		March
EDUP 4013	Physical Education: Gym & Dance	2	Physical education: Games (EDUP 2023)		March
EDUP 4014	Music Education: Extension	2	Music Education: Introduction (EDUP 2021)		March
EDUP 4015	Visual Arts K-6 (2)	2	Visual Arts K-6 1 (EDUP 2011)		March
EDUP 4021	Teaching & Curriculum 3: Integrating the Curriculum	2	Teaching and Curriculum 2 (EDUP 3015)		July
EDUP 4022	Mathematics 4: Teaching in an Enquiry-based Classroom	2	Mathematics 3 : Exploring an investigative environment through LOGO. (EDUP 3023)		July
EDUP 4023	Personal Development & Health in Schools 2	2	Personal Development and Health in Schools 1 (EDUP 3014)		July
EDUP 4024	Teaching Science & Technology K-6 in their Social Context	2	Science and Technology in the K-6 Curriculum (EDUP 3024)		July
EDUP 4025	Teaching Children with Special Needs	2			July

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
EDUP 4029	Special Course (Primary) Educational Drama in the Primary School	16			March & July
EDUP 4030	Special Course (Primary) Languages Other than English (LOTE)	16	Two/three years' tertiary study of a LOTE at Level A or B; Native-speaker or near native-speaker proficiency in the LOTE.		March & July
EDUP 4031	Special Course (Primary) Teaching English to Speakers of Other Languages	16			March & July
EDUP 4033	Special Course Honours (Primary)	16	Contact Faculty Office for details.		Contact Faculty
EDUP 4034	Special Course (Primary) Teaching in Special Education	16			March & July
EDUP 4039	Special Course (Primary) Koori Kids in the Classroom	16			March & July
<b>Professional Studies in Technological and Applied Studies</b>					
EDUT 1001	Applied Design 1	3			March or July
EDUT 1002	Applied Graphics 1	3			March or July
EDUT 1003	Computing Studies 1	3			March & July
EDUT 1004	Food Technology 1	3			March or July
EDUT 1005	Industrial Technologies 1	3			March or July
EDUT 1006	Textile Technology 1	3			March or July
EDUT 1008	Design Foundations	6			March & July
EDUT 2001	Applied Design 2	4	Applied Design 1 (EDUT 1001)		March & July
EDUT 2002	Applied Graphics 2	4	Applied Graphics 1 (EDUT 1002)		March & July
EDUT 2003	Computing Studies 2	4	Computing Studies 1 (EDUT 1003)		March & July
EDUT 2004	Food Technology 2	4	Food Technology I (EDUT 1400), Science Foundations (EDUF 1013)		March & July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUT 2005	Industrial Technologies 2	4	Industrial Technologies 1 (EDUT 1005)		March & July
EDUT 2006	Textile Technology 2	4	Textile Technology 1 (EDUT 1006)		March & July
EDUT 2008	Technology and Society 1	4			July
EDUT 2011	Teaching & Learning 201	4			March
EDUT 2012	Teaching & Learning 202	4			July
EDUT 2021	Teaching TAS 201	4	Contact Faculty Office.		Contact Faculty
EDUT 2022	Teaching TAS 202	4	Contact Faculty Office.		Contact Faculty
EDUT 3001	Applied Design 3	5	Applied Design 2 (EDUT 2001)		March & July
EDUT 3002	Applied Graphics 3	5	Applied Graphics 2 (EDUT 2002)		March & July
EDUT 3003	Computing Studies 3	5	Computing Studies 1 (EDUT 1003)		March & July
EDUT 3004	Food Technology 3	5	Food Technology 2 (EDUT 2004)		March & July
EDUT 3005	Industrial Technologies 3	5	Industrial Technologies 2 (EDUT 2005)		March & July
EDUT 3006	Textile Technology 3	5	Textile Technology 2 (EUDT 2006)		March & July
EDUT 3009	Design Project 1	3			July
EDUT 3010	Management & Industry Studies 1	3			March
EDUT 3011	Teaching & Learning 301	3			March
EDUT 3012	Teaching & Learning 302	4			July
EDUT 3021	Teaching TAS 301	4	Teaching TAS 201 (EDUT 2011)		March
EDUT 3022	Teaching TAS 302	4			July
EDUT 4001	Applied Design 4	5	Applied Design 3 (EDUT 3001)		March & July
EDUT 4002	Applied Graphics 4	5	Applied Graphics 3 (EDUT 3002)		March & July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
EDUT 4003	Computing Studies 4	5	Computing Studies 2 (EDUT 2003)		March & July
EDUT 4004	Food Technology 4	5	Food Technology 3 (EDUT 3003)		March & July
EDUT 4005	Industrial Technologies 4	5	Industrial Technologies 3 (EDUT 3005)		March & July
EDUT 4006	Textile Technology 4	5	Textile Technology 3 (EDUT 3006)		March & July
EDUT 4007	Technology & Society 2	6	Technology and Society 1 (EDUT 3007)		March & July
EDUT 4009	Design Project 2	10	Design Project 1 (EDUT 3009)		March
EDUT 4010	Management & Industry Studies 2	6	Management and Industry Studies 1 (EDUT 3010)		July
EDUT 4011	Teaching & Learning 401	4			March
EDUT 4012	Teaching & Learning 402	4			July
EDUT 4021	Teaching TAS 401	4	Teaching TAS 2 (EDUT 3021)		March
EDUT 4022	Teaching TAS 402	4			July

### 5. Table A - Units of Study in the Faculty of Arts

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
<b>Ancient History</b>					
ANHS 1001	Foundations for Ancient History; Rome	6	P: None		March
ANHS 1002	Power and Persuasion: Near East & Greece	6	P: None		July
ANHS 2001	Roman Imperialism: a Special Case?	8	P: 12 Junior Credit Points of Ancient History or History or Economic History or 12 Credit Points of Ancient History/Classical Civilisation		March
ANHS 2002	History As They Saw It: The Near East	8	P: 12 Junior Credit Points of Ancient History or History or Economic History or 12 Credit Points of Ancient History/Classical Civilisation		March
ANHS 2003	Ancient Greek Democracy	8	P: 12 Junior Credit Points of Ancient History or History or Economic History or 12 Credit Points of Ancient History/Classical Civilisation		July
ANHS 2004	Pagans and Christians in the Roman World	8	P: 12 Junior Credit Points of Ancient History or History or Economic History or 12 Credit Points of Ancient History/Classical Civilisation		July
ANHS 2901	Ancient Historians Rethink History I	4	P: Credit or above in 12 Junior credit points of Ancient History, History or Economic History		March
ANHS 2902	Ancient Historians Rethink History II	4	P: ANHS 2901		July
ANHS 3901	The Mediterranean World 52-30BC I	4	P: Credit in 24 Senior credit points of Ancient History or History including ANHS 2901 & 2902 or HIST 2901 & 2902 Prereq (additional): Latin B101 or Greek B101 or equivalent		March
ANHS 3902	The Mediterranean World 52-30BC II	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Greek or Latin, Latin B101 or Greek B101 or equivalent. ANHS 3901		July
ANHS 3903	Documents and Ancient History (Greek)	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Greek or Latin, Latin B101 or Greek B101 or equivalent C: The Mediterranean World 52-30 BC I and n.		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ANHS 3904	Documents and Ancient History (Latin)	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Greek or Latin, Latin B101 or Greek B101 or equivalent Greek B101 or equivalent or Latin B101 or equivalent C: The Mediterranean World 52-30 BCI and II		March & July
ANHS 3905	Research in Ancient History (Greek/Latin)	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Greek or Latin, Latin B101 or Greek B101 or equivalent Greek B101 or equivalent or Latin B101 or equivalent ANHS 3901 & 3902 C: The Mediterranean World 52-30 BC I and II		March & July
ANHS 3921	Assyrian Imperialism I	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Hebrew, Hebrew B101, Arabic B101 or equivalent in these or another Semitic Language		March
ANHS 3922	Assyrian Imperialism II	4	P: Assyrian Imperialism I		July
ANHS 3923	Documents and Ancient History (Near East)	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Hebrew, Hebrew B101, Arabic B101 or equivalent in these or another Semitic Language C: Assyrian Imperialism I and II		March
ANHS 3924	Research in Ancient History (Near East)	4	P: Credit results in 24 Senior Credit Points of Ancient History or History including ANHS 2901 & 2902 or HSTY 2901 & 2902: HSC Hebrew, Hebrew B101, Arabic B101 or equivalent in these or another Semitic Language C: Assyrian Imperialism I and II		Consult dept
ANHS 3925	Amarna Age (Akkadian Language) I	4	P: (additional): ANHS 3921 & ANHS 3922		March
ANHS 3926	Amama Age (Akkadian Language) II	4	P: ANHS 3925		July
ANHS 4000	Ancient History IV Honours	24	P: Credit results in 48 Senior Credit Points in Ancient History or History including 16 Credit Points at ANHS 3900 level		March
ANHS 4001	Ancient History IV Honours	24	P: ANHS 4000		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
<b>Classical Civilisation</b>					
CLCV 1001	Classical Mythology	6			March
CLCV 1002	Classical Literature in Society	6	P: Classical Mythology (CLCV 1001)		July
CLCV 2301	Women in Ancient Greece and Rome	8	P: As for Classical Civilisation senior level.		March
CLCV 2302	Greek and Roman Theatre Production	8	P: As for Classical Civilisation senior level		July
<b>Greek, Ancient</b>					
GRKA 1001	Greek 1.1	6			March
GRKA 1002	Greek 1.2	6	P: GRKA 1001		July
GRKA 1101	Advanced Greek 1.1	6	P: HSC Classical Greek 2 unit		March
GRKA 1102	Advanced Greek 1.2	6	P: GRKA 1101		July
GRKA 1201	New Testament Greek 1.1	6			March
GRKA 1202	New Testament Greek 1.2	6	P: GREEK 1201		July
GRKA 2001	Greek C 201	4			March & July
GRKA 2003	Greek 2.1	8	P: GRKA 1002 or GRKA 1201 + 1202 (high standard) or GRKA 2302 +GRKA 2312		March
GRKA 2004	Greek 2.2	8	P: GRKA 2003		July
GRKA 2103	Advanced Greek 2.1	8	P:GRKA1102		March
GRKA 2104	Advanced Greek 2.2	8	P: GRKA 2103		July
GRKA 2301	Accelerated Greek 2.1	4			March
GRKA 2302	Accelerated Greek 2.2	4	P: GRKA 2301		July
GRKA 2312	Accelerated Greek 2 Additional	4	P: GRKA 2301 C: GRKA 2302		July
GRKA 2901	Special Greek 2.1	4	P: GRKA 1101 + GRKA 1102 (credit) or GRKA 1001 + GRKA 1002 (credit) OR GRKA 1201 + GRKA 1202 (satisfactory standard) C: GRKA 2103 or GRKA 2003		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GRKA 2902	Special Greek 2.2	4	P: GRKA 2901 C: GRKA 2104 or GRKA 2004		July
GRKA 3005	Greek 3.1	8	P: GRKA 2004		March
GRKA 3006	Greek 3.2	8	P: GRKA 3005		July
GRKA 3105	Advanced Greek 3.1	8	P: GRKA 2104 or GRKA 3006		March
GRKA 3106	Advanced Greek 3.2	8	P: GRKA 3105		July
GRKA 3903	Special Greek 3.1	4	P: Credit average in 24 points of 2000 level Greek incl GRKA 2901 + GRKA 2902 C: GRKA 3105 or GRKA 3005		March
GRKA 3904	Special Greek 3.2	4	P: GRKA 3903 C: GRKA 3106 or GRKA 3006		July
GRKA 4007	Greek IV. 1	24	P: Credit in 60 points of Greek incl GRKA 3903 + GRKA 3904 and either GRKA 3105 + GRKA 3106 or GRKA 3005 + GRKA 3006		March
GRKA 4008	Greek IV.2	24	P: GRKA 4007		July
<b>Classics</b>					
CLSS 4407	Classics IV. 1	24	P: GRKA 3006 OR GRKA 3106 + LATN 3006		March
CLSS 4408	Classics IV.2	24	P: CLSS 4407		July
<b>Greek and Roman Literature</b>					
GRLT 2301	Greek and Roman Literature - Epic	8	P: As for Classical Civilisation senior level. For further details see under Classics, Greek and Roman Literature - Epic (GRLT 2301)		March
GRLT 2302	Greek and Roman Literature-Novel	8	P: GRLT 2301 or 18 junior points		July
<b>Latin</b>					
LATN 1001	Latin 1.1	6			March
LATN 1002	Latin 1.2	6	P: LATN 1001		July
LATN 1101	Advanced Latin 1.1	6	P: HSC 2 Unit Latin		March
LATN 1102	Advanced Latin 1.2	6	P: LATN 1101		July
LATN 2003	Latin 2.1	8	P: LATN 1002		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
LATN 2004	Latin 2.2	8	P: LATN 2003		July
LATN 2103	Advanced Latin 2.1	8	P: LATN 1102		March
LATN 2104	Advanced Latin 2.2	8	P: LATN 2103		July
LATN 2301	Accelerated Latin 2.1	4			March
LATN 2302	Accelerated Latin 2.2	4	P: LATN 2301		July
LATN 2312	Accelerated Latin 2 Additional	4	P: LATN 2301 C: LATN 2302		July
LATN 2901	Special Latin 2.1	4	P: LATN 1002 (credit) or LATN 2302 (credit)		March
LATN 2902	Special Latin 2.2	4	P: LATN 2901 C: LATN 2004		July
LATN 2911	Special Advanced Latin 2.1	4	P: LATN 1102 (credit) C: LATN 2103		March
LATN 2912	Special Advanced Latin 2.2	4	P: LATN 2911 C: LATN 2104		July
LATN 3005	Latin 3.1	8	P: LATN 2004 or LATN 2104		March
LATN 3006	Latin 3.2	8	P: LATN 3005		July
LATN 3903	Special Latin 3.1	4	P: LATN 2902 or LATN 2912 (credits) C: LATN 3005		March
LATN 3904	Special Latin 3.2	4	P: LATN 3903 C: LATN 3006		July
LATN 4007	Latin IV. 1	8	P: LATN 3006, LATN 3904 (credit)		March
LATN 4008	Latin IV.2	8	P: LATN 4007		July
<b>Archaeology (Prehistoric and Historical)</b>					
ARPH 1001	Introduction to Archaeology	6		Students may take no more than 64 senior credit points in a subject area.	March
ARPH 1002	Archaeology of Australia	6			July
ARPH 1003	From Java to Beijing: Asian Archaeology	6			July
ARPH 2001	Contact and Colonisation	8	P: 12 Junior credit points of Archaeology including ARPH 1001		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ARPH 2003	The Archaeology of Society	8	P: 12 Junior credit points of Archaeology including ARPH 1001		July
ARPH 2004	Stonehenge	8	P: 12 Junior credit points of Archaeology including ARPH 1001		July
ARPH 2006	Australian and Pacific Archaeology	8	P: 12 Junior credit points of archaeology including ARPH 1001		March
ARPH 2008	Who Owns the Past?	4	P: 12 Junior credit points of archaeology including ARPH 1001		March
ARPH 2011	Australian Aboriginal Archaeology	4	P: 12 Junior credit points of Archaeology including ARPH 1001		March
ARPH 2012	Australian Public Archaeology	4	P: 12 Junior credit points of Archaeology including ARPH 1001		March
ARPH 2013	Aboriginal Rock Art	4	P: 6 Junior credit points of Archaeology or Art History & Theory or 8 credit points of Aboriginal Studies		March
ARPH 2014	The Archaeology of Prehistoric Pictures	4	P: 6 Junior credit points of Archaeology or Art History & Theory or 8 credit points of Aboriginal Studies.		March
ARPH 2502	Rock Art Recording	4	P: 6 Junior credit points of Archaeology or Art History & Theory or 8 credit points of Aboriginal Studies.		March
ARPH 2506	Introduction to Archaeological Computing	4	P: 12 Junior credit points of Archaeology including ARPH 1001		July
ARPH 2507	Lithics	4	P: 12 Junior credit points of Archaeology including ARPH 1001		March
ARPH 2601	Radiocarbon Dating	4	P: 12 Junior credit points of Archaeology including ARPH 1001		July
ARPH 2604	Field/Laboratory Project	4	P: 12 Junior credit points of Archaeology including ARPH 1001		July
ARPH 3901	Archaeological Research Principles I (Special Entry)	4	P: Credit results in 12 Senior credit points of ARPH including 4 credit points drawn from ARPH 2501-ARPH2605.		March
ARPH 3902	Archaeological Research Principles II (Special Entry)	8	C: ARPH 3901		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ARPH 3920	Archaeological Applications of Computing (Special Entry)	8	P: Credit results in 12 Senior credit points of ARPH including 4 credit points from ARPH 2501-ARPH 2605.		July
ARPH 4001	Case Studies in Archaeological Research	24	P: Credit results in 24 Senior credit points of Archaeology (including ARPH 3901 & ARPH 3902 and 4 credit points from ARPH 2501-ARPH 2605), and another 4 credit points at Pass or better from ARPH 2501-ARPH 2605.		March
ARPH 4002	Honours Thesis	24	C: ARPH 4001		July
<b>Archaeology (Near Eastern)</b>					
ARNE 1001	Introduction to the Archaeology of the Near East (Western Asia)	6	P:None		March
ARNE 2004	The Levant from the Neolithic to the Early Bronze Age	8	P: ARNE 1001 and 6 Junior credit points from ARCL or ARPH or Classical Civilisation or Ancient History		July
ARNE 2901	Material culture: theory and interpretation	8	P: Credit result in ARNE 1001 C: ARNE 2002 or ARNE 2004 or ARNE 2006		July
ARNE 3901	Special topics in the archaeology of Western Asia	8	P: Credit result in ARNE 2901 and Pass result in 8 further senior credit points from ARNE or ARCL		July
ARNE 4000	Archaeology (Near Eastern) IV Honours	16	P: ARNE 1001, ARNE 2901, ARNE 3901		March & July
<b>Archaeology (Classical)</b>					
ARCL 1001	Art and Archaeology of the Classical World	6 units			March
ARCL 1001	Art & Archaeology of the Classical World	6	P: Classical Mythology (CLCV 1001)		July
ARCL 2001	The World of Classical Athens	8 units	P: ARCL 1001 and 6 Junior credit points of Archaeology or Classical Civilization or Ancient History		July
ARCL 2900	Special Topics on Classical Athens	8	P: Credit result in ARCL 1001 C: ARCL 2001		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ARCL 3001	The Archaeology of Pre-Roman Italy	8	P: 8 senior credit points of Archaeology (Classical)		July
ARCL 3002	Special Topics on Changing Themes	8	C: Classical Archaeology 3001		July
ARCL 4001	Greek Colonisation (IV Honours)	8	P: (a) Credit results in 24 Senior credit points of Archaeology (Classical) (b) In addition, 48 credit points from one or more of the following: Archaeology (Near Eastern and/or Prehistoric and Historical), Classical Civilization, Greek, Latin, Greek and Roman Literature, Fine Arts, Ancient History (c) HSC 2-unit (or equivalent) in an approved language		March
ARCL 4002	Special Topics in Classical Archaeology (IV Honours)	8	P: ARCL 4001		July
<b>Art History and Theory</b>					
ARHT 1001	Art History and Theory 1001	6			March
ARHT 1002	Art History and Theory 1002	6	P: ARHT 1001		July
ARHT 2010	Art & Society in Trecento Italy	8	P: ARHT 1001, ARHT 1002		Consult Dept
ARHT 2011	Art & Experience in Renaissance Italy	8	P: ARHT 1001, ARHT 1002		Consult Dept
ARHT 2012	Baroque Courts	8	P: ARHT 1002		March
ARHT 2020	Themes in European Art 1884-1914	8	P: ARHT 1001, ARHT 1002		July
ARHT 2021	Modernism	8	P: ARHT 1001, ARHT 1002		March
ARHT 2022	American Design & Visual Culture 1900-45	8	P: ARHT 1001, ARHT 1002		July
ARHT 2024	Contemporary International Art	8	P: ARHT 1001, ARHT 1002		July
ARHT 2030	Contemporary Aboriginal art	8	P: ARHT 1001, ARHT 1002		Consult Dept
ARHT 2032	Australian Modernism	8	P: ARHT 1001, ARHT 1002		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ARHT 2034	Australian Heritage & Architecture	8	P: ARHT 1001, ARHT 1002		July
ARHT 2042	History of Momoyama & Edo Art	8	P: ARHT 1001, ARHT 1002		March
ARHT 2043	The Art and Architecture of Modern Japan	8	P: ARHT 1001, ARHT 1002		July
ARHT 2044	Asian Film Studies	8	P: ARHT 1001, ARHT 1002		July
ARHT 2050	Film Studies I	8	P: ARHT 1001, ARHT 1002		March
ARHT 2051	Film Studies II	8	P: ARHT 1001, ARHT 1002, ARHT 2050		July
ARHT 2052	From Silent to Sound Cinema	8	P: ARHT 1001, ARHT 1002		July
ARHT 2060	Masterpieces and Metapictures	8	P: ARHT 1001, ARHT 1002		July
ARHT 2061	Costume, Clothing & Fashion	8	P: ARHT 1001, ARHT 1002		March
ARHT 2063	Art, Sex and Gender	8	P: ARHT 1001, ARHT 1002		July
ARHT 2070	Art Workshop: Advanced Art Workshop	8	P: Enrolment is limited to those students who have completed an Art Workshop I course in a studio relevant to the one they wish to take the Art Workshop Semester Unit in. Exceptions may be made on the production of a portfolio or other materials in an interview with the director of the Art Workshop.		Consult Dept
ARHT 3901	Theories of Art History	8	P: ARHT 1001, ARHT 1002		March
ARHT 4001	Art History and Theory IV Honours				All year
<b>Asian Studies</b>					
ASNS 1001	Modern Asian History and Culture 1	6			March
ASNS 1002	Modern Asian History and Culture 2	6			July
ASNS 1101	Introduction to Chinese Civilisation	6			July

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
ASNS 1777	Asian Studies - Junior Courses Other Depts.				July
ASNS2111	China from 900 to 1900: Continuity or Change?	8	AK: Students with no prior knowledge of Chinese History are encouraged to read an introductory textbook (eg. Schirokauer, A Brief History of Chinese Civilization) before the start of the semester. P: 12 junior credit points in Asian Studies or an Asian language or Government, History or Economic History, or any combination of the above.		March
ASNS 2201	Age of the Imperial Guptas	8	P: 12 junior credit points in Asian Studies, History, Economic History, Philosophy and/or an Asian language		July
ASNS 2212	Six Schools of Classical Indian Philosophy	8	P: 12 junior credit points in Asian Studies, History, Economic History, Art History & Theory, Philosophy or an Asian Language		March
ASNS 2308	Modern Japanese Social History	8	P: 12 junior credit points in Asian Studies, History, Economic History, Government and/ or an Asian Language		March
ASNS 2405	Southeast Asian History: Economic Change and Religious Conversion	8	P: 12 junior credit points in Asian Studies, History, Economic History, Government and/or an Asian Language	INMS 1301, INMS 1302, INMS 2101, INMS 2102	March
ASNS 2409	Performances East/West	8	P: 12 junior credit points in Asian Studies, History, Economic History, and/or an Asian Language		March
ASNS 2414	Southeast Asian Politics	8	P: 12 junior credit points in Asian Studies, History, Economic History, Government and/or an Asian Language		July
<b>Chinese Studies</b>					
CHNS 1101	Beginning Chinese (1)	6		This and other non-background-speaker stream units of study may not be taken by students who are eligible to take intermediate or native-speaker stream units of study.	March
CHNS 1102	Beginning Chinese (2)	6	AK: One semester of Chinese at introductory level using full-form characters P: CHNS 1101 C: ASNS 1101 (Introduction to Chinese Civilisation). Students who do not intend to proceed to 2nd year in Chinese Studies may meet this corequisite by substituting the March-semester unit of study ASNS 1001 (Modern Asian History and Culture 1).	See under CHNS 1101.	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 1201	Intermediate Chinese (1)	6	AK: Range from the equivalent of one year's tertiary study of Chinese for beginners to native-speaker fluency with limited knowledge of characters. P: HSC Chinese for non-background-speakers or equivalent level of proficiency C: Students are strongly advised to take ASNS 1001 (Modern Asian History and Culture 1) in March Semester and/or ASNS 1101 (Introduction to Chinese Civilisation) in July Semester.	May not be taken by students who are eligible to take first-year native-speaker stream units of study.	March
CHNS 1202	Intermediate Chinese (2)	6	AK: As implied by prerequisite P: CHNS 1201 C: ASNS 1101 (Introduction to Chinese Civilisation) is recommended for students with little or no previous knowledge of Chinese history and culture.	See under CHNS 1201.	July
CHNS 1301	Foundations in Chinese Studies (1)	3	AK: See above. P: Full native-speaker competence (including character literacy) in Chinese. C: CHNS 1311 and CHNS 1312 (July Semester) or CHNS 1321 and CHNS 1322 (July Semester) are required in the native-speaker stream for entry into second year. ASNS 1001 is strongly recommended.	Units of study from the non-native-speaker programs	March
CHNS 1302	Foundations in Chinese Studies (2)	3	AK: Full native-speaker competence (including character literacy) in Chinese. P: CHNS 1301 C: See under CHNS 1301. In addition, ASNS 1101 (Introduction to Chinese Civilisation) is recommended for students with little or no previous knowledge of Chinese history and culture.	Units of study from the non-native-speaker programs	July
CHNS 1311	Classical Chinese for Native Speakers (1)	3	AK: See above. P: Full native-speaker competence (including character literacy) in putonghua C: CHNS 1301 and CHNS 1302 (July Semester) are required in the native-speaker stream for entry into second year.	This unit of study and CHNS 1321 are not intended to be taken simultaneously.	March
CHNS 1312	Classical Chinese for Native Speakers (2)	3	AK: A solid basic knowledge of the grammar of Classical Chinese P: CHNS 1311 C: See under CHNS 1311.	This unit of study and CHNS 1322 are not intended to be taken simultaneously.	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 1321	Putonghua for Cantonese Speakers (1)	3	AK: See above. P: Full native speaker competence (including character literacy) in Cantonese or other dialect C: CHNS 1301 and CHNS 1302 (July Semester) are required in the native-speaker stream for entry into second year.	This unit of study and CHNS 1311 are not intended to be taken simultaneously. Students eligible to take CHNS 1311 may not take this unit of study.	March
CHNS 1322	Putonghua for Cantonese Speakers (2)	3	AK: Full native speaker competence (including character literacy) in Cantonese or other dialect P: CHNS 1321 C: See under CHNS 1321.	This unit of study and CHNS 1312 are not intended to be taken simultaneously. Students eligible to take CHNS 1312 may not take this unit of study.	July
CHNS 2101	Second-Year Chinese (1)	8	AK: One year (6 hrs/wk for 26 wks) of Chinese at introductory level using full-form characters. P: CHNS 1101 and CHNS 1102 C: CHNS 2119 (applies only to students who are majoring in Chinese Studies).	See under CHNS 1101. Students may take no more than 64 senior credit points in a subject area.	March
CHNS 2102	Second-Year Chinese (2)	8	AK: As implied by prerequisite P: CHNS 2101 C: CHNS 2112 is strongly recommended.	See under CHNS 1101.	July
CHNS 2112	Readings in Classical Chinese	4	AK: Basic knowledge of the grammar of Classical Chinese P: CHNS 2119 C: CHNS 2102	See under CHNS 1101.	July
CHNS 2119	Classical Chinese Language and Culture	4	AK: See under CHNS 2101. P: CHNS 1101 and CHNS 1102 C: CHNS 2101	See under CHNS 1101.	March
CHNS 2128	Chinese In-Country Study (0)	16	AK: As implied by prerequisite P: As for CHNS 2101	See under CHNS 1101. Not more than two semesters may be spent in in-country study.	March
CHNS 2129	Chinese In-Country Study (1)	16	AK: As implied by prerequisite P: CHNS 2101 or CHNS 2128	See under CHNS 1101. Not more than two semesters may be spent in in-country study.	July
CHNS 2131	Readings in Modern Chinese Literature	4	AK: See under CHNS 2101. P: As for CHNS 2101 C: CHNS 2101	See under CHNS 1101.	March
CHNS 2132	Readings in Recent Chinese Literature	4	AK: As implied by prerequisite P: CHNS 2101 C: CHNS 2102	See under CHNS 1101.	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 2201	Behind the News in China (1)	4	AK: HSC Chinese for non-background-speakers plus one year (4 hrs/wk) of university-level intermediate Chinese; or equivalent level of proficiency. PsCHNS 1201 C: CHNS 2219 is strongly recommended.	May not be taken by students who are eligible for the native-speaker stream.	March
CHNS 2202	Behind the News in China (2)	4	AK: As implied by prerequisite P: CHNS 2201.	See under CHNS 2201.	July
CHNS 2219	Intermediate Classical Chinese	4	AK: A basic knowledge of the grammar of Classical Chinese P: CHNS 1201 C: CHNS 2201.	See under CHNS 2201.	March
CHNS 2228	Study at a Chinese University (0)	16	AK: As implied by prerequisite P: As for CHNS 2201	See under CHNS 2201. Not more than two semesters may be spent in in-country study.	Consult Dept
CHNS 2229	Study at a Chinese University (1)	16	AK: As implied by prerequisite P: CHNS 2201 or CHNS 2228	See under CHNS 2201. Not more than two semesters may be spent in in-country study.	Consult Dept
CHNS 2301	Contemporary Issues in the Chinese World	4	AK: Full native-speaker competence in Chinese P: CHNS 1302 and full native-speaker competence in Chinese (including the ability to read material in characters fluently); or approved native-speaker first-year Chinese Studies sequence at another university. C: Transfer students who intend to major in Chinese Studies should enrol simultaneously in CHNS 1311 or CHNS 1321 unless explicitly exempted.		March
CHNS 2901	Chinese Research Preparation (1)	4	AK: As implied by prerequisites. P: Credit result or higher in CHNS 1101 plus CHNS 1102 or in CHNS 1201 or in CHNS 1302 C: CHNS 2101 plus CHNS 2119; or CHNS 2201 plus CHNS 2219 plus one approved four-credit-point option; or CHNS 2301 plus one approved eight-credit-point option.		March
CHNS 2902	Chinese Research Preparation (2)	4	P: Credit result in CHNS 2901 and its corequisites C: CHNS 2102 plus CHNS 2112 or CHNS 2202 plus 8 credit points of approved options or one approved eight-credit-point option in addition to that already taken.		July

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
CHNS 3101	Third-Year Chinese (1)	4	AK: Two years of university-level Chinese language instruction for students without prior knowledge of Chinese. P: CHNS 2101	See under CHNS 1101.	March
CHNS 3102	Third-Year Chinese (2)	4	P: CHNS 3101	See under CHNS 1101.	July
CHNS 3128	Chinese In-Country Study (2)	16	AK: As implied by prerequisite P: As for CHNS 3101	See under CHNS 1101. Not more than two semesters may be spent in in-country study.	Consult Dept
CHNS 3228	Study at a Chinese University (2)	16	AK: As implied by prerequisite P: CHNS 2201 A201 preceded by CHNS 1201 AB101	See under CHNS 2201. Not more than two semesters may be spent in in-country study.	Consult Dept
CHNS 3421	Chinese for Business Purposes	4	AK: See unit description P: CHNS 2101 or CHNS 1201 C: CHNS 3101 or CHNS 2201 is a corequisite for students who are majoring in Chinese Studies and strongly recommended for others.	Not open to students in the native-speaker stream.	Consult Dept
CHNS 3422	Advanced Chinese Language Skills	4	P: CHNS 3101; or CHNS 2201; or CHNS 2301 plus Cantonese or other dialect as "mother tongue." C: CHNS 3102 or CHNS 2202 is a corequisite for students who are majoring in Chinese Studies and strongly recommended for others.	Not open to native speakers of <i>putonghua</i>	Consult Dept
CHNS 3431	Modern Chinese Poetry, 1911-1949	4	AK: Sound intermediate knowledge of Chinese P: CHNS 2101 or CHNS 1201 C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core language unit (CHNS 3101, CHNS 2201).	Native-speaker-stream and third-year intermediate-stream students are generally excluded from this unit.	Consult Dept
CHNS 3432	Cornucopia: Contemporary Chinese Poetry	4	AK: Sound intermediate knowledge of Chinese P: CHNS 2101 or CHNS 1201 C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core language unit (CHNS 3102 or CHNS 2202).	Native-speaker-stream and third-year intermediate-stream students are generally excluded from this unit.	July
CHNS 3433	Twentieth-Century Chinese Fiction	4	AK: Sound intermediate knowledge of Chinese P: CHNS 2101 or CHNS 1201 C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core language unit (CHNS 3101, CHNS 2201).	Native-speaker-stream and third-year intermediate-stream students are generally excluded from this unit.	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 3434	Modern Chinese Essays: Versatile Voices	4	AK: Sound intermediate knowledge of Chinese P: CHNS 2101 or CHNS 1201 C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core language unit (CHNS 3102 or CHNS 2202).	Native-speaker-stream and third-year intermediate-stream students are generally excluded from this unit.	July
CHNS 3441	Introduction to Classical Chinese Poetry	4	AK: Sound basic knowledge of Classical Chinese P: CHNS 2101 or CHNS 1201 C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core language unit (CHNS 3101 or CHNS 2201).	Native-speaker-stream and third-year intermediate-stream students are generally excluded from this unit.	March
CHNS 3451	Readings in the Legalist Tradition	4	AK: Sound basic knowledge of Classical Chinese P: CHNS 2101 or CHNS 1201 C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core language unit (CHNS 3102 or CHNS 2202).	Native-speaker-stream and third-year intermediate-stream students are generally excluded from this unit.	July
CHNS 3532	The Novel in Pre-modern China	8	AK: Advanced or native-speaker knowledge of Chinese P: CHNS 1302; or CHNS 2102; or CHNS 2202 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101).		March
CHNS 3533	Lu Xun and his Times	8	AK: Advanced or native-speaker knowledge of Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		Consult Dept
CHNS 3534	The Role of Literature in Modern China	8	AK: Advanced or native-speaker knowledge of Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).	Students who have taken and passed the two-hour version of this unit in an old "umbrella" course may not enrol.	Consult Dept

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 3535	Modern Chinese Women Writers	8	AK: Advanced or native-speaker knowledge of Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		March
CHNS 3536	China's Avant-garde Fiction after Mao	8	AK: Advanced or native-speaker knowledge of Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).	Students who have taken and passed the two-hour version of this unit in an old "umbrella" course may not enrol.	Consult Dept
CHNS 3541	Early Chinese Poetry	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).	Students who have taken and passed the two-hour version of this unit in an old "umbrella" course may not enrol.	Consult Dept
CHNS 3542	Poetry of the Tang Dynasty	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		July
CHNS 3543	Classical Chinese Fiction	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 3102).		Consult Dept
CHNS 3544	Poetry of the Song Dynasty	8	AK: Good grounding in Classical Chinese. P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		Consult Dept

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 3546	Autobiography in Classical Chinese	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		Consult Dept
CHNS 3553	Daoist Texts	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).	Students who have taken and passed the two-hour version of this unit in an old "umbrella" course may not enrol.	July
CHNS 3554	Buddhist Texts	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		March
CHNS 3555	Neo-Confucian Texts	8	AK: Good grounding in Classical Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).	Students who have taken and passed the two-hour version of this unit in an old "umbrella" course may not enrol.	Consult Dept
CHNS 3561	Case-study in Chinese Historiography	8	AK: Good grounding in Classical Chinese and/or advanced reading knowledge of Modern Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).	Students who have taken and passed the two-hour version of this unit in an old "umbrella" course may not enrol if the content overlaps significantly.	Consult Dept
CHNS 3591	Chinese Language Policy and Problems	8	AK: Advanced or native-speaker knowledge of Chinese P: CHNS 1302; or CHNS 2202; or CHNS 2102 and instructor's permission. C: Students majoring in Chinese Studies should ensure that they enrol in the appropriate core unit (if applicable: refers to CHNS 2301 and CHNS 3101/3102).		Consult Dept

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 3901	Chinese Research Case-study	4	AK: As implied by prerequisites. Students may be expected to read materials in relatively straightforward Classical Chinese. P: Credit result in CHNS 2202 plus CHNS 2902 or CHNS 2102 plus CHNS 2902 or CHNS 3102 C: CHNS 3101 plus 8 credit points of approved options or an 8 credit-point option for students who have taken Chinese A201.		March
CHNS 3902	Preparation for Honours Thesis	4	AK: As implied by prerequisites. P: Credit result in CHNS 3901 and its corequisites C: CHNS 3102 plus 8 credit points of approved options or an additional 8 credit-point option for students who have taken Chinese A201.		July
CHNS 4001	Japanese for Chinese Studies	8	AK: See above P: Refer department C: CHNS 4091 unless permission to defer the Honours thesis has been granted	(or after) third or fourth-year units of study in Japanese Studies. Native speakers of Japanese are also excluded. However, students who are already able to read Japanese (or who have native-speaker knowledge of that language) may substitute CHNS 4002 if appropriate supervision is available.	March
CHNS 4002	Readings in Japanese Sinology	8	AK: See above P: Refer department C: CHNS 4091 unless permission to defer the Honours thesis has been granted	May not be taken simultaneously with CHNS 4001.	Consult Dept
CHNS 4030	Chinese Literature (Honours)	8	AK: As implied by prerequisite P: Refer department C: CHNS 4091 unless permission to defer the Honours thesis has been granted		March
CHNS 4050	Chinese Thought (Honours)	8	AK: As implied by prerequisite P: Refer department C: CHNS 4092 unless permission to defer the Honours thesis has been granted		July
CHNS 4060	Chinese History (Honours)	8	AK: As implied by prerequisite P: Refer department C: CHNS 4092 unless permission to defer the Honours thesis has been granted		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHNS 4091	Honours Thesis (1)	Points	P: Refer department C: Two CHNS 4000-level units of study or approved substitutes (unless the Honours thesis has been deferred by permission)		March
CHNS 4092	Honours Thesis (2)	32	P: CHNS 4091 C: Two additional CHNS 4000-level units of study or approved substitutes (unless the Honours thesis has been deferred by permission)		July
<b>Indian Studies</b>					
INDS 2901	Indian Studies Intermediate 1	4			March
INDS 2902	Indian Studies Intermediate 2	4			July
INDS 3901	Indian Studies Advanced 1	4	P: Consult Dept.		March
INDS 3902	Indian Studies Advanced 2	4	P: Consult Dept.		July
INDS 4001	Indian Studies Honours Language 1	8	P: Consult Dept.		March
INDS 4002	Indian Studies Honours Language 2	8	P: Consult Dept.		July
INDS 4003	Indian Studies Honours Option	16	P: Consult Dept.		March & July
INDS 4003	Indian Studies Honours Thesis	32	P: Consult Dept.		July
INDS 4004	Indian Studies Honours Option	32	P: Consult Dept.		July
<b>Indonesian and Malayan Studies</b>					
INMS 1101	Indonesian Introductory 1	6	C: Co-requisite (for students in the Faculty of Arts): ASNS 1101 Modern Asian History and Culture		March
INMS 1102	Indonesian Introductory 2	6	P: INMS 1101		July
INMS 1301	Indonesian Introductory 3	6	AK: Indonesian Year 12 (NBS) 2/3 unit or equivalent.		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
INMS 1302	Indonesian Introductory 4	6	P:INMS 1301		July
INMS 2101	Indonesian Intermediate 1	8	PrINMS 1102.		March
INMS 2102	Indonesian Intermediate 2	8	P: INMS 2101		July
INMS 2191	Researching Modern Indonesia	4	P: Credit in INMS 1102 or INMS 1302.		March
INMS 2192	Contemporary Indonesian Short Stories	4	P: Credit in INMS 2191		July
INMS 2301	Indonesian Intermediate 3	8	P:INMS 1302		March
INMS 2302	Indonesian Intermediate 4	8	P: INMS 2301		July
INMS 3101	Indonesian Advanced 1	8	P: INMS 2102		March
INMS 3102	Indonesian Advanced 2	8	P:INMS 3101		July
INMS 3191	Myths of Java	4	P: Credit in INMS 2192		March
INMS 3192	Introduction to Research and Methodology	4	P: Credit in INMS 3191		July
INMS 3301	Indonesian Advanced 3	8	PrINMS 2302		March
INMS 3302	Indonesian Advanced 4	8	PrINMS 3301		July
INMS 4000	Indonesian and Malayan Studies - Honours Preparation				Consult Department
INMS 4001	Indonesian Honours Language 1	8	P: INMS 3102 or INMS 3302 and INMS 3192, all at Credit level.		March
INMS 4002	Indonesian Honours Language 2	8	P: INMS 4001		July
INMS 4003	Indonesia Research Seminar	16	P: As for INMS 4001		March
INMS 4004	Indonesian Honours Thesis	32	P: As for INMS 4001		Consult Dept

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
Japanese					
JPNS 1101	Japanese Introductory Level 1	6	C:ASNS1001		March
JPNS 1102	Japanese Introductory Level 2	6	C:JPNS 1101		July
JPNS 1201	Japanese Introductory Level 3	6	P: HSC Japanese 2-Unit Z (or equivalent determined by the section) at a satisfactory standard		March
JPNS 1202	Japanese Introductory Level 4	6	C: JPNS 1201		July
JPNS 1301	Japanese Introductory Level 5	6	P: HSC Japanese 2-Unit (or equivalent determined by the section) at a satisfactory standard		March
JPNS 1302	Japanese Introductory Level 6	6	C:JPNS 1301		July
JPNS 2101	Japanese Intermediate Level 1	8	P:JPNS 1101 &JPNS 1102		March
JPNS 2102	Japanese Intermediate Level 2	8	P:JPNS2101		July
JPNS 2191	Japanese Intermediate Special Entry Level 1	4	P: Credit results in JPNS 1101 & JPNS 1102 C: JPNS 2101		March
JPNS 2192	Japanese Intermediate Special Entry Level 2	4	P: Credit results in JPNS 2101 and JPNS 2191 C: JPNS 2102		July
JPNS 2201	Japanese Intermediate Level 3	4	P: JPNS 1201 & JPNS 1202		March
JPNS 2202	Japanese Intermediate Level 4	4	P: JPNS 2201		July
JPNS 2301	Japanese Intermediate Level 5	4	P:JPNS 1301 &JPNS 1302		March
JPNS 2302	Japanese Intermediate Level 6	4	P:JPNS 2301		July
JPNS 2304	Introduction to Classical Japanese	8	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302	JPNS 2305	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
JPNS 2305	Introduction to Classical Japanese - J	4	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302 C: JPNS 2301 or JPNS 2302	JPNS 2304	July
JPNS 2308	Readings in Japanese Linguistics	8	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302	JPNS 2309	March
JPNS 2309	Readings in Japanese Linguistics - J	4	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302 C: JPNS 2301 or JPNS 2302	JPNS 2308	March
JPNS 3116	Contemporary Japanese Fiction	8	P: JPNS 2102 or JPNS 1202.	JPNS 3117	March
JPNS 3117	Contemporary Japanese Fiction - J	4	P: JPNS 2102 or JPNS 1202. C: JPNS 3101 or JPNS 2201	JPNS 3116	March
JPNS 2312	Modern Japanese Poetry	8	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302	JPNS 2313	July
JPNS 2313	Modern Japanese Poetry -J	4	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302 C: JPNS 2301 or JPNS 2302	JPNS 2312	July
JPNS 2314	Introduction to Japanese Society	8	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302	JPNS 2315	March
JPNS 2315	Introduction to Japanese Society - J	4	P: Either JPNS 1201 & JPNS 1202 OR JPNS 1301 & JPNS 1302 C: JPNS 2301 or JPNS 2302	JPNS 2314	March
JPNS 2326	Japanese Literary Tradition	8	P: 24 junior credit points in any subject area		March
JPNS 2381	In-Country Study - Japan 1	8	P: Either JPNS 1301 & JPNS 1302 OR JPNS 2101 & JPNS 2102		March
JPNS 2382	In-Country Study - Japan 2	8	P: Either JPNS 1301 & JPNS 1302 OR JPNS 2101 & JPNS 2102		July
JPNS 2391	Japanese Intermediate Special Entry Level 3	4	P: Credits in JPNS 1301 & JPNS 1302 C: JPNS 2301		March
JPNS 2392	Japanese Intermediate Special Entry Level 4	4	P: Credit results in JPNS 2301 and JPNS 2391 C: JPNS 2302		July
JPNS 3101	Japanese Advanced Level 1	4	P: JPNS 2101 & JPNS 2102		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
JPNS 3102	Japanese Advanced Level 2	4	C:JPNS 3101		July
JPNS 3104	Readings in Japanese History	8	P: JPNS 2102	JPNS 3105	July
JPNS 3105	Readings in Japanese History - J	4	P:JPNS 2102 C: JPNS 3101 or JPNS 3102	JPNS 3104	July
JPNS 3106	Introduction to Japanese Society and Culture	8	P:JPNS 2102	JPNS 3107	March
JPNS 3107	Introduction to Japanese Society and Culture - J	4	P: JPNS 2102 C: JPNS 3101 or JPNS 3102	JPNS 3106	March
JPNS 3108	Contemporary Japanese Drama	8	P: JPNS 2102	JPNS 3109	July
JPNS 3109	Contemporary Japanese Drama - J	4	P: JPNS 2102 C:JPNS 3101 or JPNS 3102	JPNS 3108	July
JPNS 3110	Reading Japanese Financial Newspapers	8	P:JPNS 2102	JPNS 3111	July
JPNS 3111	Reading Japanese Financial Newspapers - J	4	P:JPNS 2102 C: JPNS 3101 or JPNS 3102	JPNS 3110	July
JPNS 3112	Issues in Contemporary Japan	8	P: JPNS 2102	JPNS 3113	July
JPNS 3113	Issues in Contemporary Japan - J	4	P: JPNS 2102 C: JPNS 3101 or JPNS 3102	JPNS 3112	July
JPNS 3114	Readings in Japanese Sociolinguistics	8	P:JPNS 2102	JPNS 3115	March
JPNS 3115	Readings in Japanese Sociolinguistics - J	4	P:JPNS 2102 C: JPNS 3101 or JPNS 3102	JPNS 3114	March
JPNS 3191	Japanese Advanced Special Entry Level 1	4	P: Credit results in JPNS 2101, JPNS 2102 & JPNS 2191 & JPNS 2192 C: JPNS 3101		March
JPNS 3192	Japanese Advanced Special Entry Level 2	4	P: Credit results in JPNS 3101 and JPNS 3191 C:JPNS 3102		July
JPNS 3301	Japanese Advanced Level 5	4	P: JPNS 2302		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
JPNS 3302	Japanese Advanced Level 6	4	P:JPNS 3301		July
JPNS 3304	History of Japanese literature	8	P: JPNS 2302	JPNS 3305	July
JPNS 3305	History of Japanese literature - J	4	P:JPNS 2302 C: JPNS 3302	JPNS 3304	July
JPNS 3306	Modern Japanese Drama	8	P:JPNS 2302	JPNS 3307	March
JPNS 3307	Modern Japanese Drama - J	4	P:JPNS 2302 C:JPNS 3301	JPNS 3306	March
JPNS 3312	Modern Japanese Fiction	8	P:JPNS 2301	JPNS 3313	March
JPNS 3313	Modern Japanese Fiction -J	4	P:JPNS 2301 C: JPNS 3301 or JPNS 3302	JPNS 3312	March
JPNS 3314	Readings in Japanese Society	8	P:JPNS 2301	JPNS 3315	July
JPNS 3315	Readings in Japanese Society - J	4	P:JPNS 2301 C: JPNS 3301 or JPNS 3302	JPNS 3314	July
JPNS 3391	Japanese Advanced Special Entry Level 3	4	P: Credit results in JPNS 2301, JPNS 2302 C: JPNS 3301		March
JPNS 3392	Japanese Advanced Special Entry Level 4	4	P: Credit results in JPNS 3301 and JPNS 3391 C: JPNS 3302		July
JPNS 4001	Japanese IV Honours 1	16	P: Credit results in Japanese A390 and Japanese A301 or Credit results in Japanese A390, B390 and B301		March
JPNS 4002	Japanese IV Honours 2	16	P: Credit result in JPNS 4001 C: JPNS 4001		July
<b>Korean</b>					
KRNS 1101	Korean Introductory Level 1	6	C: ASNS 1001		March
KRNS 1102	Korean Introductory Level 2	6	P:KRNS 1101 C:KRNS 1101		July
KRNS 1301	Korean Introductory Level 5	6	P: HSC Korean 2-unit (or equivalent determined by the section) at a satisfactory standard		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
KRNS 1302	Korean Introductory Level 6	6	P:KRNS 1301		July
KRNS 2101	Korean Intermediate Level 1	8	P: KRNS 1102		March
KRNS 2102	Korean Intermediate Level 2	8	P: KRNS 2101		July
KRNS 2191	Korean Intermediate Special Entry Level 1	4	P: Credit result in KRNS 1101 & KRNS 1102 C: KRNS 2101		March
KRNS 2192	Korean Intermediate Special Entry Level 2	4	P: Credit result in KRNS 2101 and KRNS 2191 C: KRNS 2102		July
KRNS 2301	Korean Intermediate Level 5	8	P: KRNS 1301 & KRNS 1302		March
KRNS 2302	Korean Intermediate Level 6	8	P: KRNS 2301		July
KRNS 2317	Korean Phonology	8	P: 12 junior units in Korean or Linguistics		March
KRNS 2381	In-Country Study - Korea 1	8	P: KRNS 1302 or KRNS 1102		March
KRNS 2382	In-Country Study - Korea 2	8	P: KRNS 3381 C: KRNS 3381		July
KRNS 2391	Korean Intermediate Special Entry Level 3	4	P: Credit results in KRNS 1301 & KRNS 1302 C: KRNS 2301		March
KRNS 2392	Korean Intermediate Special Entry Level 4	4	P: Credit results in KRNS 2301 and KRNS 2391 C: KRNS 2302		July
KRNS 3101	Korean Advanced Level 1	8	P: KRNS 2101 & KRNS 2102		March
KRNS 3102	Korean Advanced Level 2	8	P: KRNS 3101 C: KRNS 3101		July
KRNS 3191	Korean Advanced Special Entry 1	4	P: KRNS 2101, KRNS 2102 & KRNS 2191 & KRNS 2192 C: KRNS 3101		March
KRNS 3192	Korean Advanced Special Entry 2	4	P: Credit result in KRNS 3101 and KRNS 3191		July
KRNS 3301	Korean Advanced Level 5	8	P: KRNS 2302		March
KRNS 3302	Korean Advanced Level 6	8	P: KRNS 3301		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
KRNS 3391	Korean Advanced Special Entry Level 3	4	P: Credit results in KRNS 2301, KRNS 2302, KRNS 2391 & KRNS 2392 C: KRNS 3301		March
KRNS 3392	Korean Advanced Special Entry Level 4	4	P: Credit results in KRNS 3391 and KRNS 3301 C: KRNS 3302		July
KRNS 4001	Korean IV Honours 1	16	P: Credit results in Korean A390 and A301 or B390 and B301		March
KRNS 4002	Korean IV Honours 2	16	P: Credit result in KRNS 4001 C: Credit result in KRNS 4001		July
<b>Thai</b>					
THAI 1101	Thai Introductory Spoken 1	6	C: ASNS 1101 (for students in the Faculty of Arts)		March
THAI 1102	Thai Introductory Spoken 2	6	P: THAI 1101.		July
THAI 1103	Thai Introductory Written 1	3			March
THAI 1104	Thai Introductory Written 2	3			July
THAI 2101	Thai Intermediate 1	8	P: THAI 1102 and THAI 1104.		March
THAI 2102	Thai Intermediate 2	8	P: THAI 2101.		July
THAI 3101	Thai Advanced 1	8	P: THAI 2102.		March
THAI 3102	Thai Advanced 2	8	P: THAI 3101.		July
<b>Celtic Studies</b>					
CLST 2001	Modern Irish Language and Culture	8	P: 18 credit points at Junior level		March
CLST 2002	Modern Welsh Language and Culture	8	P: 18 credit points at Junior level		July
CLST 2003	Early Celtic Europe	8	P: 18 credit points at Junior level		March
CLST 2004	Modern Celtic Societies	8	P: 18 credit points at Junior level		July
CLST 2005	Celtic Art	8	P: 18 credit points at Junior level		July
CLST 3001	Advanced Welsh Language	8	P: CLST 2002		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CLST 3002	Advanced Irish Language	8	P: CLST 2001		July
CLST 3003	Modern British and Irish Literature	4	P: 8 credit points in any subject area at Senior level		March
CLST 3004	Cornwall, Brittany and Australia	4	P: 8 credit points in any subject area at Senior level		July
CLST 4001	Celtic Studies IV Honours				All year
<b>English</b>					
ENGL 1001	English Foundation Unit of Study	6	AK: HSC 2/3 unit English		March & July
ENGL 1002	Narratives of Romance and Adventure	6	P: ENGL 1001		July
ENGL 1003	Dramatic Transformations	6	P: ENGL 1001		July
ENGL 1004	Contemporary Australian Literature and its International Context	6	P: ENGL 1001		July
ENGL 1050	Language in context: Image, Speech, Writing	6			July
ENGL 2000	Anglo-Saxon, Norse and Celtic Studies	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050	Students may take no more than 64 senior credit points in a subject area.	March
ENGL 2001	Arthurian Literature	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2002	American Claims: Indian, Settler, Slave	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2003	American Poetry and Prose 1880-1950	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2004	Chaucer and the Fourteenth Century	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2005	Children's Literature: Art and Practice	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2006	Communication and Media Studies	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ENGL 2007	Drama: Classical to Renaissance	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2008	Early Medieval Voyages of Body and Mind	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2009	The English Renaissance	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2010	Grammar and Discourse	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2011	Jane Austen and her Contemporaries	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2012	Legal Fictions	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2013	Literature and Politics	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2014	Medieval and Renaissance Women Writers	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2015	Medieval Themes in Post-1500 Literature	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2016	Pastoral: From Wordsworth to Hardy	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2017	Postmodernism	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2018	Reading and Writing Practices	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2019	Semiotics, Narrative and the Subject	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March
ENGL 2020	Shakespeare and Co: 'Mirthful Comic Shows'	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2021	Technologies of Print Media 1600-2000	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2022	Metamorphoses: the Text in Critical and Cultural History	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ENGL 2023	Twentieth-century English Literature	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2024	Women's Poetry Since the Brontës	8	P: 12 Junior credit points of English including ENGL 1001 and excluding ENGL 1050		July
ENGL 2901	Special Studies in English 1	4	P: Credit or above in 12 Junior credit points of ENGL including ENGL 1001 and excluding ENGL 1050 C: ENGL 2902		March
ENGL 2902	Special Studies in English 2	4	P: Credit or above in 12 Junior credit points on ENGL including ENGL 1001 and excluding ENGL 1050 C: ENGL 2901		July
ENGL 3901	Special Studies in Post-1500 Literature 1	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902 C: ENGL 3902		March
ENGL 3902	Special Studies in Post-1500 Literature 2	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902 C: ENGL 3901		July
ENGL 3511	Literary Theory and Medieval Studies	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3500	Medieval Manuscript Culture	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3501	Elementary Old English	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3512	The Exeter Book	4	P: Credit or above in ENGL 3501 Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3513	Old English Prose 1	4	P: Credit or above in ENGL 3501 Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3502	Reading Middle English	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3503	Chaucer 1: Troilus and Criseyde	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3514	Views From Camelot and Troy in the Fiction of Medieval England	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ENGL 3504	Medieval Drama 2	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3505	Piers Plowman	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3506	Varieties of English Grammar	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3515	The Literature of History in Medieval Britain	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3516	The Quest for Origins	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3517	Phonology	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3507	Media Communication Theory	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3518	The English Language Since 1066	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		July
ENGL 3519	An Introduction to Lexicography	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3508	Old Icelandic I	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3520	Old Icelandic II	4	P: Credit or above in ENGL 3508		July
ENGL 3509	Old Irish I	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3521	Old Irish II	4	P: Credit or above in ENGL 3509		July
ENGL 3510	Middle Welsh I	4	P: Credit or above in 24 Senior credit points of ENGL, including ENGL 2901 and ENGL 2902		March
ENGL 3522	Middle Welsh II	4	P: Credit or above in ENGL 3510		July
<b>Australian Literature</b>					
ASLT 2001	Australian Literature, 1900s-1950s	8	P: 18 Junior credit points in no more than two subject areas		July
ASLT 2002	Australian Literature, 1968 to the Present	8	P: 18 Junior credit points in no more than two subject areas		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ASLT 2005	Reorientations in Australian Literature	8	P: 18 Junior credit points in no more than two subject areas		March
ASLT 2006	The Australian Stage	8	P: 18 Junior credit points in no more than two subject areas		July
ASLT 3001	Creative Writing: Poetry	4	P: 16 Senior credit points in English or Australian Literature		March
ASLT 3002	Creative Writing: Prose	4	P: 16 Senior credit points in English or Australian Literature		July
ASLT 3003	Special Author Study: Patrick White	4	P: 16 Senior credit points in English or Australian Literature		July
ASLT 3004	Displacement and its Aesthetic	4	P: 16 Senior credit points in English or Australian Literature		March
ASLT 3901	Australian Literature: Research Methods	4	P: 16 Senior credit points in Australian Literature with Credit average C: ASLT 3902		March
ASLT 3902	Australian Literature: Research Issues	4	P: 16 Senior credit points in Australian Literature with Credit average C: ASLT 3901		July
ASLT 4001	Australian Literature Honours		P: 48 Senior credit points of Australian Literature including ASLT 2001, 2002, 3901 and 3902		All year
<b>European Studies</b>					
EUST 2003	The Beginnings of Modern Europe: An Introduction to Renaissance Europe	8	P: 18 Junior credit points	Faculty permission required for major.	March
<b>French Studies</b>					
FRNC 1101	Introductory French I	6	P: Complete beginners; or less than 2 years of French; or less than 75% in 2 unit Z HSC French		March
FRNC 1102	Introductory French 2	6	P: FRNC1101 or equivalent		July
FRNC 1201	Intermediate French 1	6	P: SC French; or less than 85% in French 2 unit general or more than 75% in 2 unit Z HSC French		March
FRNC 1202	Intermediate French 2	6	P:FRNC1201		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
FRNC 1301	Advanced French 1	6	P: French 2 unit or 3 unit or more than 85% in 2 unit general HSC French		March
FRNC 1302	Advanced French 2	6	P:FRNC1301		March
FRNC 1501	Short Reading Programme in French	6		FRNC 1101, FRNC 1102, FRNC 1201, FRNC 1202, FRNC 1301, FRNC 1302	March
FRNC 1701	Modern French Civilisation 1	3			March
FRNC 1702	Modern French Civilisation 2	3			July
FRNC 2103	French Language 3	4	P: FRNC1102 or FRNC1202	Students may take no more than 64 senior credit points in a subject area.	March
FRNC 2104	French Language 4	4	P:FRNC2103		July
FRNC 2111	Additional French Language 1	4	P: FRNC1102 or FRNC1202		March
FRNC 2112	Additional French Language 2	4	P:FRNC2111		July
FRNC 2501	French Reading 1	4	P: FRNC1102 or FRNC1202		March
FRNC 2502	French Reading 2	4	P:FRNC2501		July
FRNC 2511	Additional French Reading 1	4	P: FRNC1102 or FRNC1202		March
FRNC 2512	Additional French Reading 2	4	P:FRNC2511		July
FRNC 2303	Advanced French Language 3	4	P:FRNC1202 (Distinction result) or FRNC1302		March
FRNC 2304	Advanced French Language 4	4	P:FRNC2303		July
FRNC 2601	French Linguistics 1	4	P:FRNC1202 (Distinction result) or FRNC1302 or FRNC2502		March
FRNC 2602	French Linguistics 2	4	P:FRNC2601		July
FRNC 2701	French Society and Culture 1	4	P: FRNC 1202 (Distinction result) or FRNC 1302 or FRNC2502		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
FRNC 2702	French Society and Culture 2	4	P:FRNC2701		July
FRNC2711	Francophone Studies 1	4	P: FRNC1202 (Distinction result) or FRNC1302 or FRNC2502		March
FRNC 2712	Francophone Studies 2	4	P:FRNC2711		July
FRNC 2801	French Literature 1	4	P: FRNC1202 (Distinction result) or FRNC1302 or FRNC2502		March
FRNC 2802	French Literature 2	4	P:FRNC2801		July
FRNC 2901	French Special Entry 1	4	P: Distinction result in FRNC 1202 OR Credit result in FRNC 1302 OR Credit results in FRNC 2104 and FRNC 2502		March
FRNC 2902	French Special Entry 2	4	P:FRNC2901		July
FRNC 3105	French Language 5	4	P:FRNC2104		March
FRNC 3106	French Language 6	4	P:FRNC3105		July
FRNC 3305	Advanced French Language 5	4	P:FRNC2304		March
FRNC 3306	Advanced French Language 6	4	P:FRNC3305		July
FRNC 3311	Specialist French Language 1	4	P:FRNC2304 C: FRNC3703		March
FRNC 3312	Specialist French Language 2	4	P:FRNC3311 C: FRNC3704		July
FRNC 3603	French Linguistics 3	4	P:FRNC2602		March
FRNC 3604	French Linguistics 4	4	P:FRNC3603		July
FRNC 3703	French Society and Culture 3	4	P:FRNC2702		March
FRNC 3704	French Society and Culture 4	4	P:FRNC3703		July
FRNC 3803	French Literature 3	4	P:FRNC2802		March
FRNC 3804	French Literature 4	4	P:FRNC3803		July
FRNC 3903	French Special Entry 3	4	P:FRNC2902		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
FRNC 3904	French Special Entry 4	4	P:FRNC3903		July
FRNC 4001	French IV - 1	24	P: Major in Advanced French or in French with credit average in 48 senior units, including FRNC2901, FRNC2902, FRNC3903, FRNC3904 or equivalent For FRNC4011, FRNC4012, FRNC4013, FRNC4014 Faculty permission required and special conditions apply		March
FRNC 4002	French IV -2	24	P: As for FRNC4001 French IV - 1		July
FRNC 4011	French IV Part 1	12	P: As for FRNC4001 French IV - 1		March
FRNC 4012	French IV Part 2	12	P: As for FRNC4001 French IV -1		July
FRNC 4013	French IV Part 3	12	P: As for FRNC4001 French IV -1		March
FRNC 4014	French IV Part 4	12	P: As for FRNC4001 French IV - 1		July
<b>Germanic Studies</b>					
GRMN 1111	Junior Introductory German 1	6	P: May not be taken by a student who is eligible to take Junior Intermediate German or Junior Advanced German units of Study.		March & July
GRMN 1122	Junior Introductory German 2	6	PrGRMN 1111		July
GRMN 1131	Junior Additional Introductory German 1	3	C: GRMN 1111		March
GRMN 1132	Junior Additional Introductory German 2	3	C: GRMN 1122		July
GRMN 1211	Junior Intermediate German 1	6	P: HSC German 2-unit, 2-unit Z or 2-unit General at a satisfactory standard (or equivalent determined by the Department, which reserves the right to determine in all cases the level of junior German to be taken by a student)		July
GRMN 1222	Junior Intermediate German 2	6	PrGRMN 1211		July
GRMN 1311	Junior Advanced German 1	6	P: HSC German 3-unit or 2-unit (70+) at a satisfactory standard (or equivalent determined by the Department, which reserves the right to determine in all cases the level of Junior German to be taken by a student)		March
GRMN 1322	Junior Advanced German 2	6	P: GRMN 1311		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Cnremiisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GRMN 1331	Junior Additional Advanced German 1	3	C: GRMN 1211 OR GRMN 1311		March
GRMN 1332	Junior Additional Advanced German 2	3	C: GRMN 1222 OR GRMN 1322		July
GRMN 2211	Senior Intermediate German 1	8	P: GRMN 1122		March
GRMN 2222	Senior Intermediate German 2	8	P: GRMN 2211		July
GRMN 2311	Senior Advanced German Language 1	4	P: Either GRMN 1222 OR GRMN 2222. The Department reserves the right to determine in all cases the level of Senior German Language to be taken by a student		March
GRMN 2322	Senior Advanced German Language 2	4	P: Either JGRMN 1222 OR GRMN 2222 OR GRMN 2311 The Department reserves the right to determine in all cases the level of Senior German Language to be taken by a student		July
GRMN 2331	Senior Advanced German Language 3	4	P: Either GRMN 1322 OR GRMN 2222 OR GRMN 2311 and GRMN 2322 The Department reserves the right to determine in all cases the level of Senior German Language to be taken by a student		March
GRMN 2342	Senior Advanced German Language 4	4	P: GRMN 2331 OR GRMN 2222 OR GRMN 2322. The Department reserves the right to determine in all cases the level of Senior German Language to be taken by a student		July
GRMN 2351	Senior Advanced German Language 5	4	P: Two units of study from GRMN 2311 and GRMN 2322 and GRMN 2331. The Department reserves the right to determine in all cases the level of Senior German Language to be taken by a student		March
GRMN 2362	Senior Advanced German Language 6	4	P: Two units of study from GRMN 2311 and GRMN 2322 and GRMN 2331 and GRMN 2342 and GRMN 2351. The Department reserves the right to determine in all cases the level of Senior German Language to be taken by a student		July
GRMN 2510	Modern Short Fiction I	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222.	GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332, GRMN 2311, GRMN 2322, GRMN 2331, GRMN 2342, GRMN 2351, GRMN 2362	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GRMN 2520	Germany: 1200 years of written culture	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222.	GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332, GRMN 2311, GRMN 2322, GRMN 2331, GRMN 2342, GRMN 2351, GRMN 2362	July
GRMN 2610	Practical Language	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		March
GRMN 2620	Modern Drama I	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		March
GRMN 2630	Modern Prose	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		March
GRMN 2640	Kulturgeschichte 1871-1959	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		July
GRMN 2650	Literarische Texte im Deutschunterricht	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		July
GRMN 2660	German Film: Fassbinder	4	P: 12 credit points from GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		July
GRMN 2910	Faust	4	P: Credit results in 12 credit points from: GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		July
GRMN 2920	Medieval Germany: Language and Literature	4	P: Credit results in 12 credit points from: GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		March
GRMN 2930	Novellen des 19. Jahrhunderts I	4	P: Credit results in 12 credit points from: GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		July
GRMN 2940	Deutsch: Vergangenheit, Gegenwart, Zukunft	4	P: Credit results in 12 credit points from: GRMN 1111, GRMN 1122, GRMN 1131, GRMN 1132, GRMN 1211, GRMN 1222, GRMN 1311, GRMN 1322, GRMN 1331, GRMN 1332		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GRMN 4001	German Honours 1	[24]	P: A major in German and 16 further credit points from the units 2910, 2920, 2930, 2940, 2950, 2960, 2970 and 2980. Corequisite: German Honours 2		March
GRMN 4002	German Honours 2	[24]	P: A major in German and 16 further credit points from the units 2910, 2920, 2930, 2940, 2950, 2960, 2970 and 2980. C: Corequisite: German Honours 1		July
<b>History</b>					
HSTY 1021	Medieval Europe In the Age of Feudalism	6			March
HSTY 1022	Europe in the High Middle Ages, ca. 1100-1350	6			July
HSTY 1031	The World of the Renaissance and the Reformation (1498-1648)	6			March
HSTY 1032	The World of the Revolution and Romanticism (1648-1848)	6			July
HSTY 1041	Late Modern European History, 1789-1914	6			March
HSTY 1042	Late Modern European History, 1919-1998	6			July
HSTY 2000	Crime and Deviance	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture	Students may take no more than 64 senior credit points in a subject area.	March
HSTY 2001	Religion & Society: Conversion & Culture	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March
HSTY 2003	Cultural Transmissions, 1750-1914	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2004	Larrikins, Anzacs and the Modern Girl	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
HSTY 2005	Contemporary Europe: East and West in Contemporary Europe	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March
HSTY 2006	China in its World	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March
HSTY 2007	The Hundred Years War	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March
HSTY 2008	Film and History	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2009	The Black Experience in the Americas	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2010	Personal Narratives	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2011	Indigenous People and the Pacific	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2012	The Tryst with Destiny	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2013	Modern Russia: State, Society, Culture	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2014	Australian Social History 1919-1998	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2015	Heresy and Inquisition: the Inquisition and Social Change in Europe 1000-1325 A.D.	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2016	America and the World	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March
HSTY 2017	Japan and World War II	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2018	The Mediterranean World in the High Middle Ages	8	P: 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		July
HSTY 2901	Writing History: Reading the Past	4	P: Credit average in 12 credit points of Junior History, Ancient History, Economic History or Asian History and Culture		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
HSTY 2902	Writing History: Recovering the Past	4	P:HSTY2901		July
HSTY 3001	The History of Travel and Tourism	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3002	Issues in Travel and Tourism	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
HSTY 3011	Joan of Arc and Medieval Misogyny	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3012	Medieval Misogyny	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
HSTY 3021	Sovereigns and Saints, Vandals and Virgins I	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3022	Sovereigns and Saints, Vandals and Virgins II	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
HSTY 3031	Australian Motherhood I	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3032	Australian Motherhood II	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
HSTY 3041	Australia and the World I	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3042	Australia and the World II	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
HSTY 3051	The Asian World and Australia	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3052	Asia and Australia	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
HSTY 3061	Racism and Imperialism	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		March
HSTY 3062	Orientalism and Empire	4	P: Credit average in 24 credit points of History, including HSTY2901 and HSTY2902		July
<b>Italian</b>					
ITLN1101	Beginners' Italian 1	6		ITLN 1201, ITLN 1301, ITLN 1401	March & July
ITLN1102	Beginners' Italian 2	6	P:ITLN1101	ITLN 1202, ITLN 1302, ITLN 1402	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ITLN 1131	Beginners' Oral/Aural Italian 1	3	C: ITLN 1101	ITLN 1231, ITLN 1331	March
ITLN1132	Beginners' Oral/Aural Italian 2	3	P:ITLN1131 C: ITLN 1102	ITLN 1232, ITLN 1332	July
ITLN 1201	Intermediate Italian 1	6	P: HSC 2UZ Italian	ITLN 1101, ITLN 1301, ITLN 1401	March
ITLN 1202	Intermediate Italian 2	6	P: ITLN 1201	ITLN 1102, ITLN 1112, ITLN 1302, ITLN 1402	July
ITLN 1231	Intermediate Oral/Aural Italian 1	3	C: ITLN 1201	ITLN 1131, ITLN 1331	March
ITLN 1232	Intermediate Oral/Aural Italian 2	3	P: ITLN 1231 C: ITLN 1202	ITLN 1132, ITLN 1332	July
ITLN 1301	Advanced Italian 1	6	P: HSC 2U or 3U Italian or equivalent	ITLN 1101, ITLN 1201, ITLN 1401	March
ITLN 1302	Advanced Italian 2	6	P: ITLN 1301	ITLN 1102, ITLN 1112, ITLN 1202, ITLN 1402	July
ITLN 1331	Advanced Oral/Aural Italian 1	3	C: ITLN 1301	ITLN 1132, ITLN 1232	March
ITLN 1332	Advanced Oral/Aural Italian 2	3	P: ITLN 1331 C: ITLN 1302	ITLN 1132, ITLN 1232	July
ITLN 1401	Advanced Italian 1 (Native Speakers)	6	P: Native-speaker proficiency in Italian	ITLN 1101, ITLN 1201, ITLN 1301	March
ITLN 1402	Advanced Italian 2 (Native Speakers)	6	P: ITLN 1401	ITLN 1102, ITLN 1112, ITLN 1202, ITLN 1302	July
ITLN 2101	Intermediate Italian Language 3	4	P: ITLN 1102, 1112	ITLN 2201, ITLN 2301	March
ITLN 2201	Intermediate Italian Language 4	4	P: ITLN 1202	ITLN 2101, ITLN 2301	March
ITLN 2202	Advanced Italian Language 2	4	P: ITLN 2201 or 2301	ITLN 2302	July
ITLN 2301	Advanced Italian Language 3	4	P: ITLN 1302 or ITLN 1402	ITLN 2101, ITLN 2201	March
ITLN 2302	Advanced Italian Language 4	4	P: ITLN 2301	ITLN 2202	July
ITLN 2901	Italian 2 Honours: Methodologies	4	P: Credit result in ITLN 1102, ITLN 1202, ITLN 1302, ITLN 1402		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ITLN 2902	Italian 2 Honours: Cultural History	4	P: Credit result in ITLN 1102, ITLN 1202, ITLN 1302, ITLN 1402		July
ITLN 3201	Advanced Italian Language 5	4	P: ITLN 2202	ITLN 3301	March
ITLN 3202	Advanced Italian Language 6	4	P: ITLN 3201	ITLN 3302	July
ITLN 3301	Advanced Italian Language 7	4	P: ITLN 2302	ITLN 3201	March
ITLN 3302	Advanced Italian Language 8	4	P: ITLN 3301	ITLN 3202	July
ITLN 3401	Advanced Italian Language 9	4	P: Advanced language skills	ITLN 3202	March
ITLN 3402	Advanced Italian Language 10	4	P: Advanced language skills	ITLN 3202	July
ITLN 3701	Dante, Inferno	4	P: ITLN 1302, ITLN 1402 or ITLN 2202		March
ITLN 3702	Dante, Purgatorio	4	P: ITLN 3701		July
ITLN 3706	Renaissance Florence	4	P: ITLN 1302, ITLN 1402 or ITLN 2201		July
ITLN 3708	Italian Renaissance Satire	4	P: ITLN 2202, ITLN 2302, and ITLN 2902		July
ITLN 3709	Eighteenth-century Italian Cultural Studies	4	P: ITLN 2202, ITLN 2302		March
ITLN 3710	Italian Romanticism	4	P: ITLN 1202, ITLN 1302, ITLN 1402, or ITLN 2101		March
ITLN 3711	Futurism and Modernism	4	P: ITLN 1102, ITLN 1112, ITLN 1202, ITLN 1302, ITLN 1402		March
ITLN 3712	Novel and History	4	P: ITLN 2202, ITLN 2302		March
ITLN 3713	Twentieth-century Fictions	4	P: ITLN 1102, ITLN 1112, ITLN 1202, ITLN 1302, ITLN 1402		March
ITLN 3715	Texts and Performance	4	P: ITLN 1102, ITLN 1112, ITLN 1202, ITLN 1302, ITLN 1402		March
ITLN 3716	The Commedia dell'Arte	4	P: ITLN 1302, ITLN 1402, ITLN 2101, ITLN 2201		July
ITLN 3719	Literary Theory and Criticism	4	P: ITLN 2902		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ITLN 3751	Italian Linguistics	4	P: ITLN 1202, ITLN 1302, ITLN 1402, ITLN 2101		July
ITLN 3752	Italian Sociolinguistics	4	P: ITLN 2202 or ITLN 2302, and credit in ITLN 2902		March
ITLN 3753	Italian Language Acquisition	4	P: ITLN 1302, ITLN 1402 or ITLN 2202		July
ITLN 3754	Italian in Contact	4	P: ITLN 2202 or ITLN 2302 and ITLN 2902		July
ITLN 3755	La questione della lingua	4	P: ITLN 1302, ITLN 1402 or ITLN 2202		March
ITLN 3756	Philology and Textual Criticism	4	P: ITLN 2902		July
ITLN 3901	Italian 3 Honours 1	4	P: Credit in ITLN 2901 and/or ITLN 2902		March
ITLN 3902	Italian 3 Honours 2	4	P: Credit in ITLN 3901		July
ITLN 4001	Italian IV Honours	48	P: Credit result in ITLN 2901, ITLN 2902, ITLN 3901, ITLN 3902 and credit average across other Italian Units of Study taken at Senior level.		All year

---

**Linguistics**

LNGS 1001	Structure of Language	6	P: None		March
LNGS 1002	Language and Social Context	6	P: None		July
LNGS 1003	Languages of Australia	6	P: None		July
LNGS 2001	Phonetics and Phonology	8	P: LNGS 1001, and either LNGS 1002 or LNGS 1003		March
LNGS 2002	Syntax	8	P: LNGS 1001 and either LNGS 1002 or LNGS 1003		July
LNGS 2003	Functional Grammar and Discourse	8	P: LNGS 1001 and LNGS 1002		March
LNGS 2004	Discourse Analysis	8	P: LNGS 1001 and LNGS 1002		July
LNGS 2005	Australian Languages	4	P: LNGS 1001 and either LNGS 1002 or LNGS 1003		March
LNGS 2007	Computer Applications in Linguistics	4	P: LNGS 1001 and LNGS 1002		March
LNGS 2008	Language Acquisition	4	P: LNGS 1001 and LNGS 1002		March
LNGS 2009	Historical Linguistics	4	P: LNGS 2001		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
LNGS 3004	Modern Formal Theories of Grammar	4	P: LNGS 2002		March
LNGS 3006	Semantics and Pragmatics	4	P: LNGS 2002 or LNGS 2003		July
LNGS 3009	Critical Discourse Analysis	4	P: LNGS 2003 and LNGS 2004		July
LNGS 3901	Language and Culture	4	P: Credit average in 24 senior credit points of Linguistics, including 2 of LNGS 2001, LNGS 2002, LNGS 2003 and LNGS 2004		July
LNGS 3902	Educational Linguistics	4	P: Credit average in 24 senior credit points of Linguistics, including 2 of LNGS 2001, LNGS 2002, LNGS 2003 and LNGS 2004		July
LNGS 3903	Crosscultural Communication	4	P: Credit average in 24 senior credit points of Linguistics, including 2 of LNGS 2001, LNGS 2002, LNGS 2003 and LNGS 2004		March
LNGS 3904	Structure and Use of a Language Other Than English	4	P: Credit average in 24 senior credit points of Linguistics, including 2 of LNGS 2001, LNGS 2002, LNGS 2003 and LNGS 2004		July
LNGS 3906	Ethnographic Approaches to Literacy	4	P: Credit average in 24 senior credit points of Linguistics, including two of LNGS 2001, LNGS 2002, LNGS 2003 and LNGS 2004		March
LNGS 3907	Language and Identity	4	P: Credit average in 24 senior credit points of Linguistics, including two of LNGS 2001, LNGS 2002, LNGS 2003 and LNGS 2004		March
LNGS 4000	Linguistics IV Honours	24	P: Credit average in 48 senior credit points of Linguistics, including LNGS 3006 and 3 of LNGS 2001, LNGS 2002, LNGS 2003, LNGS 2004		All year
LNGS 4001	Linguistics IV Honours (2 Year)	24	P: Credit average in 48 senior credit points of Linguistics, including LNGS 3006 and 3 of LNGS 2001, LNGS 2002, LNGS 2003, LNGS 2004		All year

---

**Medieval Studies**

MDST 2001	The Written Record of the Middle Ages	8	P: At least 12 Junior credit points in one subject and 6 in another, both from Part A of the Table of Courses.		March
MDST 2002	The Medieval Intellectual Tradition	4	P: At least 12 Junior credit points in one subject and 6 in another, both from Part A of the Table of Courses.		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MDST 2003	Medieval Literary and Artistic Modes I	4	P: At least 12 Junior credit points in one subject and 6 in another, both from Part A of the Table of Courses.		July
MDST 2091	Medieval Studies Honours Entry I	4	P: At least 12 Junior credit points in one subject and 6 in another, both from Part A of the Table of Courses, and with a Credit average, plus MDST2001		March
MDST 2092	Medieval Studies Honours Entry II	4	P: At least 12 Junior credit points in one subject and 6 in another, both from Part A of the Table of Courses, and with a Credit average, plus MDST2001 and MDST2091		July
MDST 2093	Medieval Studies Honours Entry III	4	P:AsforMDST2092		March
MDST 2094	Medieval Studies Honours Entry IV	4	P:AsforMDST2092		July
MDST 2095	Medieval Studies Honours Entry V	4	P:AsforMDST2092		March
MDST 2096	Medieval Studies Honours Entry VI	4	P:AsforMDST2092		July
MDST 2097	Medieval Studies Honours Entry VII	4	P:AsforMDST2092		March
MDST 2098	Medieval Studies Honours Entry VIII	4	P:AsforMDST2092		July
<b>Modern Greek</b>					
MGRK 1101	Basic Modern Greek A	6			March
MGRK 1102	Basic Modern Greek B	6	P: MGRK 1101		July
MGRK 1201	Post HSC Greek: Language Structures A	3	P: Modern Greek HSC 3-unit or 2-unit (70+), or equivalent language proficiency determined by the Department. The Department reserves the right to take a final decision in any case of dispute over the appropriate unit.		March
MGRK 1202	Post HSC Greek: Language Structures B	3	P: MGRK 1201		July
MGRK 1301	Modern Greek for Native Speakers A	3	P: A Native Speaker form signed by the Head of Department		March
MGRK 1302	Modern Greek for Native Speakers B	3	P: MGRK 1301 or a Native Speaker form signed by the Head of Department		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MGRK 1501	Cultural and Historical Survey (Eng.) A	3			March
MGRK 1502	Cultural and Historical Survey (Eng.) B	3	P: MGRK 1501		July
MGRK 1503	Cultural and Historical Survey (Gr.) A	3	P: High-school qualifications from Greece or Cyprus; Modern Greek HSC 3-unit or 2-unit (70+).		March
MGRK 1504	Cultural and Historical Survey (Gr.) B	3	P: MGRK 1503		July
MGRK 2001	Intermediate Modern Greek A	8	P: MGRK 1102		March
MGRK 2002	Intermediate Modern Greek B	8	P: MGRK 2001		July
MGRK 2203	Style and Expression	4	P: MGRK 1202	MGRK 1301, 1302, 2301, 2302	March
MGRK 2204	Comparison of Greek and English	4	P: MGRK 1202		July
MGRK 2301	Advanced Greek for Native Speakers A	4	P: MGRK 1301, 1302, or a Native Speaker form signed by the Head of Department		March
MGRK 2302	Advanced Greek for Native Speakers B	4	P: MGRK 1301, 1302, 2301, or a Native Speaker form signed by the Head of Department		July
MGRK 2501	The Other Road to Greek Modernity	4	P: MGRK 1302, 1502 or a Native Speaker form signed by the Head of Department		March
MGRK 2502	Text and Context in 19th-century Greece	4	P: MGRK 1302, 1502 or a Native Speaker form signed by the Head of Department		July
MGRK 2503	Origins of Modern Greek Culture	4	P: MGRK 1302, 1502 or a Native Speaker form signed by the Head of Department		March
MGRK 2504	Literature of Resistance (1936-1975)	4	P: MGRK 1302, 1502 or a Native Speaker form signed by the Head of Department		July
MGRK 2901	Linguistic and Cultural Studies	4	P: A Special Entry Eligibility form signed by the Head of Department		March
MGRK 3205	Varieties and Registers	4	P: MGRK 1202		March
MGRK 3206	Theory and Practice of Translation	4	P: MGRK 1202		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MGRK 3901	Theories of Literature and Culture	4	P: A Special Entry Eligibility form signed by the Head of Department		July
MGRK 4001	Modern Greek Honours 1	48	P: A major in Modern Greek, together with MGRK 2901 and 3901		March & July
<b>Music</b>					
MUSC 1000	Music in Society 1	3	AK: The ability to follow a piano score while listening to the music.		March
MUSC 1001	Music in Society 2	3	AK: The ability to follow a piano score while listening to the music. P: MUSC 1000		July
MUSC 1002	Concepts of Music Language 1A	3	P: A mark of 67% or above in the NSW HSC 2-Unit Related (BOS) Music, 3-Unit Music (AMED)> Applicants who have not passed the prescribed HSC courses and who believe they have the equivalent aural and harmonic skills can sit for a test in January 1998 to determine their eligibility.	MUSC 1004 OR MUSC 1005	March
MUSC 1003	Concepts of Music Language 2A	3	P: MUSC 1002	MUSC 1004 OR MUSC 1005	July
MUSC 1004	Concepts of Music Language 1B	3	AK: The ability to follow a piano score while listening to the music.	MUSC 1002 OR MUSC 1003	March
MUSC 1005	Concepts of Music Language 2B	3	P: MUSC 1004	MUSC 1002 OR MUSC 1003	July
MUSC 1006	Ensemble Performance 1	3	P: Ensemble performance skills as determined by Departmental audition.		March
MUSC 1007	Ensemble Performance 2	3	P: MUSC 1006		July
MUSC 2000	Music 201	8	P: 1. MUSC 1000 and MUSC 1001 2. MUSC 1002 or MUSC 1004 3. MUSC 1003 or MUSC 1005	Students may take no more than 64 senior credit points in a subject area.	March
MUSC 2001	Music 202	8	P: MUSC 2000		July
MUSC 2002	Music 203	8	C: MUSC 2000		March
MUSC 2003	Music 204	8	P: MUSC 2001		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MUSC 2900	Music Honours 1	8	P: Average Credit result: 1. MUSC 1000 and MUSC 1001, 2. MUSC 1002 and MUSC 1004, MUSC 1003 and MUSC 1005 C: MUSC 2000		March
MUSC 2901	Music Honours 2	8	P: MUSC 2900 & MUSC 2000 C: MUSC 2001 OR MUSC 2002		July
MUSC 3000	Music 301	8	P: Two of MUSC 2000, MUSC 2001, MUSC 2002, MUSC 2003		March
MUSC 3001	Music 302	8	P: Two of MUSC 2000, MUSC 2001, MUSC 2002, MUSC 2003		July
MUSC 3002	Music 303	8	C: MUSC 3000		March
MUSC 3003	Music 304	8	C: MUSC 3001		July
MUSC 3900	Music Honours 3	8	P: Average Credit result in MUSC 2900 and MUSC 2901, and average Credit result in two of MUSC 2000, MUSC 2001, MUSC 2002, MUSC 2003		March
MUSC 3901	Music Honours 4	8	P: MUSC 3900 & MUSC 3001 C: MUSC 3001 OR MUSC 3002		July
MUSC 4000	Music IV March Semester	24	P: Average Credit results in Senior Music units. Apply to the Department in the previous year.		March
MUSC 4001	Music IV July Semester	24	P: Music IV Honours March Semester.		July
<b>Performance Studies</b>					
PRFM 2001	Histories of Theatre and Performance	8	P: 18 Junior credit points in no more than two subject areas including at least 12 units from Part A of the Table of Units of Study.		March
PRFM 2002	Performance Process	8	P: 18 Junior credit points in no more than 2 subject areas including at least 12 units from Part A.		July
PRFM 3001	European Theories of Theatre	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3002	Documentation of Performance	4	P: PRFM 2001 & PRFM 2002		July
PRFM 3003	Space in Performance	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3004	Shakespeare on the Globe Stage	4	P: PRFM 2001 & PRFM 2002		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PRFM 3005	Flexible Performance	4	P: PRFM 2001 & PRFM 2002	Exclusive of ITLM 3716 The Commedia dell'Arte	July
PRFM 3006	Performing Shakespeare	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3007	Performances East/West	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3008	'Indonesia' as Performance	4	P: PRFM 2001 & PRFM 2002		July
PRFM 3009	Embodiment	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3010	Ritual and Festivity in Brazil	8	P: PRFM 2001 & PRFM 2002		July
PRFM 3011	Approaches to Acting	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3012	Sociology of Theatre	4			July
PRFM 3013	Feminist Performance Theory	4	P: PRFM 2001 & PRFM 2002		July
PRFM 3014	Translation for Performance	4	AK: Knowledge of a language other than English is useful but is definitely not a pre-requisite. P: PRFM 2001 & PRFM 2002		July
PRFM 3015	Performance and Politics	4	P: PRFM 2001 & PRFM 2002		March
PRFM 3901	Special Entry Course — Rehearsal to Performance	8	P: Credit results in PRFM 2001 & PRFM 2002 C: 16 credit points from PRFM 3001, PRFM 3002, PRFM 3003, PRFM 3004, PRFM 3005, PRFM 3006, PRFM 3007, PRFM 3008, PRFM 3009, PRFM 3010, PRFM 3011, PRFM 3013, PRFM 3014, PRFM 3015		March
PRFM 4001	Performance Studies IV Honours Introduction	48			All year
PRFM 4001	Critical Theory and Performance		P: Credit average in PRFM units to value of 40 credit points, including PRFM 3901		March
<b>Philosophy</b>					
PHIL 1001	Epistemology 1	3	C: PHIL 1002		March
PHIL 1002	Philosophy and Society	3	C: PHIL 1001		March
PHIL 1003	Introduction to Metaphysics	3	P: PHIL 1001 and PHIL 1002 C: PHIL 1004, or PHIL 1005, or PHIL 1006		July
PHIL 1004	Aesthetics	3	P: PHIL 1001 and PHIL 1002 C: PHIL 1003 or PHIL 1201		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (Aivj) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHIL 1005	Feminism 1	3	P: PHIL 1001 and PHIL 1002 C: PHIL 1003 or PHIL 1201		July
PHIL 1006	Contemporary European Philosophy	3	P: PHIL 1001 and PHIL 1002 C: PHIL 1003 or PHIL 1201		July
PHIL 1201	Elementary Logic (i)	3	P: PHIL 1001 and PHIL 1002 C: PHIL 1004 or PHIL 1005 or PHIL 1006		July
PHIL 2001	Plato and Aristotle (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3001	March
PHIL 2002	Descartes and C17 Continental Philosophy (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3002	March
PHIL 2003	Locke and Empiricism (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3003	July
PHIL 2007	Hume and the Enlightenment (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3007	March
PHIL 2008	History of Logic (ii)	4	P: 12 Junior credit points in Philosophy, and PHIL 1201 or PHIL 2201	PHIL 3008	July
PHIL 2009	Medieval Philosophy (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3009	July
PHIL 2010	Spinoza's Ethics (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3010	July
PHIL 2201	Elementary Logic (ii)	4	P: 12 Junior credit points in Philosophy other than PHIL 1201	PHIL 1201 PHIL 3201	July
PHIL 2202	Intermediate Logic (ii)	4	P: 12 Junior credit points in Philosophy, and PHIL 1201 or PHIL 2201	Phil 3202	July
PHIL 2204	Philosophical Logic (ii)	4	P: 12 Junior credit points in Philosophy, and PHIL 1201 or PHIL 2201	PHIL 3204	March
PHIL 2205	Philosophy of Mind (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3205	July
PHIL 2206	Epistemology 2 (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3206	March
PHIL 2207	Philosophy and Psychoanalysis (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3207	July
PHIL 2401	Humanity and Animality (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3401	March
PHIL 2402	Husserl's Phenomenology (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3402	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHIL 2403	Knowledge and Interpretation (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3403	March
PHIL 2404	Self and other: Levinas (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3404	March
PHIL 2501	Contemporary Political Philosophy (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3501	March
PHIL 2502	Philosophies of Progress 1 (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3502	March
PHIL 2503	Philosophies of Progress 2 (ii)	4	P: PHIL 2502	PHIL 3503	July
PHIL 2505	Theories of Modernity 2 (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3505	March
PHIL 2601	Distributive Justice (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3601	July
PHIL 2602	History of Ethics (ii)	4	P: 12 Junior credit points in Philosophy	PHIL 3602	March
PHIL 3001	Plato and Aristotle (iii)	4	P: 16 Senior credit points of Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2001	March
PHIL 3002	Descartes and C17 Philosophy (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2002	March
PHIL 3003	Locke and Empiricism (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2003	July
PHIL 3007	Hume and the Enlightenment (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2007	March
PHIL 3008	History of Logic (iii)	4	P: PHIL 1201 or PHIL 2201, and 16 Senior units of Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2008	July
PHIL 3009	Medieval Philosophy (iii)	4	P: 16 Senior credit points of Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2009	July
PHIL 3010	Spinoza's Ethics (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2010	July
PHIL 3021	Kant	4	P: 16 Senior credit points in Philosophy		March
PHIL 3022	Origins of Analytic Philosophy	4	P: 16 Senior credit points in Philosophy		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHIL 3023	Hellenistic Philosophy	4	P: 16 Senior credit points of Philosophy including PHIL 2001 or PHIL 3001 C: PHIL 3021 or PHIL 3022		March
PHIL 3201	Elementary Logic (iii)	4	P: 16 Senior credit points in philosophy C: PHIL 3021 or PHIL 3022	PHIL 1201	July
PHIL 3202	Intermediate Logic (iii)	4	P: 16 Senior credit points in Philosophy, and PHIL 1201 or PHIL 2201 C: PHIL 3021 or PHIL 3022	PHIL 2202	July
PHIL 3204	Philosophical Logic (iii)	4	P: 16 Senior credit points in Philosophy, and PHIL 1201 or PHIL 2201	PHIL 2204	March
PHIL 3205	Philosophy of Mind (iii)	4	P: 16 Senior credit points of Philosophy including PHIL 3021 OR PHIL 3022 C: PHIL 3021 or PHIL 3022	PHIL 2205	July
PHIL 3206	Epistemology 2 (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2206	March
PHIL 3207	Philosophy and Psychoanalysis	4	P: 12 Junior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2207	July
PHIL 3220	Conditionals	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022		March
PHIL 3222	Philosophy of Physics 1: from Mechanism to Relativity	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022		March
PHIL 3223	Philosophy of Physics 2: Modern Physics	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022		July
PHIL 3401	Humanity and Animality (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2401	March
PHIL 3402	Husserl's Phenomenology (iii)	4	P: 16 Senior credit points in Philosophy including PHIL 3021 or PHIL 3022	PHIL 2402	July
PHIL 3403	Knowledge and Interpretation (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2403	March
PHIL 3404	Self and Other: Levinas (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2404	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHIL 3501	Contemporary Political Philosophy (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2501	March
PHIL 3502	Philosophies of Progress 1 (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2502	March
PHIL 3503	Philosophies of Progress 2 (iii)	4	P: 16 Senior points in Philosophy, including PHIL2502 or PHIL 3502 a C: PHIL 3021 or PHIL 3022	PHIL 2503	July
PHIL 3505	Theories of Modernity 2 (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2505	March
PHIL 3520	Philosophy of Agnes Heller	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022		March
PHIL 3521	Indigenous Rights and Political Theory	4	P: 16 Senior credit points in Philosophy including PHIL 3021 OR PHIL 3022 C: PHIL 3021 or PHIL 3022		July
PHIL 3601	Distributive Justice (iii)	4	P: 12 Senior credit points in Philosophy including PHIL 3021 OR PHIL 3022 C: PHIL 3021 or PHIL 3022	PHIL 2601	July
PHIL 3602	History of Ethics (iii)	4	P: 16 Senior credit points in Philosophy C: PHIL 3021 or PHIL 3022	PHIL 2602	March
PHIL 3800	Truth	4	P: 24 Senior credit points in Philosophy including PHIL 3021 OR PHIL 3022		July
PHIL 4810	Philosophy 4810 Philosophy IVG Honours Full Time	48	P: 48 credit points at Senior level in Philosophy at least two units from each of the three programs (History of philosophy; Epistemology, metaphysics and logic; Moral, social and political philosophy) and including 24 at 3000 level and must have gained an average of a Credit mark for Philosophy courses taken at 3000 level. C: Students must complete at least four options from the History of philosophy program by the end of Philosophy <b>rv</b>		
PHIL 4811	Philosophy 4811 Philosophy IVG Honours Part Time	24	P: See PHIL 4810		

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHIL 4820	Philosophy 4820 Philosophy IVT Honours	48	P: 48 credit points at Senior level in Philosophy at least two units from each of the three programs (History of philosophy; Epistemology, metaphysics and logic; Moral, social and political philosophy) and including 24 at 3000 level. An average of a Credit mark for Philosophy courses taken at 3000 level.		All year
PHIL 4821	Philosophy 4821 Philosophy IVT Honours Part Time	24	P: See PHIL 4820		
<b>Religious Studies</b>					
RLST 1001	Introduction to the History of Religions (A)	6			March
RLST 1002	Introduction to the History of Religions (B)	6	P:RLST1001		July
RLST 1003	Religious Symbolism and the Arts	6	P:RLST1001 C: RLST 1002		July
RLST 2001	Myth and Religion of the Germans	8	P: RLST 1002	Students may take no more than 64 senior credit points in a subject area.	March
RLST 2002	Myth and Religion of the Celts	8	P: RLST 1002		July
RLST 2003	Classical Hinduism	8	P:RLST1002		March
RLST 2004	Medieval and Modern Hinduism	8	P: RSLT1002		<b>July</b>
RLST 2005	From Damascus to Dante: Christianity (A)	8	P: RLST 1002		March
RLST 2006	From Michelangelo to the Millennium: Christianity (B)	8	P: RLST 1002		July
RLST 2007	The New Testament in its World (A)	8	P:RLST1002		March
RLST 2008	New Testament and Early Christian Studies	8	P.-RLST1002		<b>July</b>
RLST 2009	Buddhism A	8	P: RLST 1002		March
RLST 2010	Buddhism B	8	P:RSLT1002		<b>July</b>

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
RLST2011	Monotheistic Traditions: Judaism, Christianity, Islam	8	P:RLST1002		March
RLST 2012	The Zoroastrian and Gnostic Traditions	8	P:RLST1002		March
RLST 2013	Philosophy of Religion (A): The Existence of God	8	P:RLST1002		March
RLST 2014	Philosophy of Religion (B): Reason and Religious Belief	8	P:RLST1002		July
RLST 2015	Religion and Gender: an Introduction	8	P:RLST1002		March
RLST 2016	New Religious Movements	8	P: RLST 1002		March
RLST 2017	Australian Aboriginal Religions	8	P:RLST1002		July
RLST 2018	The Psychology of Religion: Classic and Contemporary	8	P: RLST1002		March
RLST 2019	Religious Experience and Change	8	P: RLST 1002		July
RLST 2020	Religion and Contemporary Crisis	8	P:RLST1002		March
RLST 2091	Religion and the Body	4	P: Credit average results in all previous Religious Studies credit points.		Consult Dept
RLST 2092	Methodological Approaches	4	P: Credit average results in all previous Religious Studies credit points.		Consult Dept
RLST 2093	Comparative Approaches to Mysticism	4	P: Credit average results in all previous Religious Studies credit points.		Consult Dept
RLST 2094	Pilgrimage in the Great Traditions	4	P: Credit average results in all previous Religious Studies credit points.		Consult Dept
RLST 4090	Religious Studies Honours IV	8	P: Credit results in RLST 2091 & RLST 2092 & RLST 2093 & RLST 2094		Consult Dept

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
<b>Semiotics</b>					
SMTC	Semiotics IV Honours	48	P: Refer to Coordinator		
<b>Arabic</b>					
ARBC 1301	Arabic Language and Literature A1	6	P: HSC Arabic 2-unit at a satisfactory level		March
ARBC 1302	Arabic Language and Literature A2	6	P:ARBC 1301		July
ARBC 1101	Introductory Arabic	6			March
ARBC 1102	Intermediate Arabic	6	P:ARBC 1101		July
ARBC 1103	Intermediate/Advanced Arabic	6	P:ARBC 1101 C:ARBC 1102		July
ARBC 2303	Arabic Language and Literature A3	8	P:ARBC 1302		March
ARBC 2304	Arabic Language and Literature A4	8	P: ARBC 2303		July
ARBC 2103	Arabic Language and Literature B3	8	P.-ARBC 1103		March
ARBC 2104	Arabic Language and Literature B4	8	P: ARBC 2103		July
ARBC 2305	Arabic Language and Literature A5	8	P: ARBC 2304		March
ARBC 2306	Arabic Language and Literature A6	8			July
ARBC 2105	Arabic Language and Literature B5	8	P: ARBC 2104		March
ARBC 2106	Arabic Language and Literature B6	8	P: ARBC 2105		July
ARBC 4001	Arabic IV (Hons)	48			
<b>Arab World, Islam and the Middle East</b>					
ARIS 1001	Arab World, Islam and the Middle East 1	6			March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AH; Prerequisites (P) Corequisites (C))</b>	<b>Additional Information / May not be counted with</b>	<b>when Offered</b>
ARIS 1002	Arab World, Islam & the Middle East 2	6	P: ARIS 1001		July
ARIS 2003	Islam in World History	8	P: ARIS 1002		March
ARIS 2004	Islam in the Modern World	8	P: ARIS 1002		July
ARIS 2005	Politics and Society in the Modern Middle East	8	P: ARIS 1002		March
ARIS 2006	Contemporary Arab Thought and Culture	8	P: ARIS 1002		July
<b>Hebrew Classical</b>					
HBRW1311	Hebrew Classical A1	6	P: HSC Hebrew or equivalent		March
HBRW 1312	Hebrew Classical A2	6	P: Hebrew 1311		July
HBRW 1101	Hebrew B1	6			March
HBRW 1102	Modern Hebrew B2	6	P: HBRW 1101		July
HBRW 1112	Hebrew Classical B2	6	P: HBRW 1101		July
HBRW 2313	Hebrew Classical A3	8	P: HBRW 1312		March
HBRW 2314	Hebrew Classical A4	8	P: HBRW 2313		July
HBRW 2113	Hebrew Classical B3	8	P: HBRW 1112		March
HBRW 2114	Hebrew Classical B4	8	P: HBRW 2113		July
HBRW 2401	Hebrew Accelerated C1	8	C: Consult department		March
HBRW 2402	Hebrew Accelerated C2	4	P: HBRW 2401		July
HBRW 2901	Aramaic B1	4	P: 12 junior credit points of Hebrew		March
HBRW 2902	Aramaic B2	4	P: HBRW 2901		July
HBRW 2911	Syriac B1	4	P: 12 junior credit points of Hebrew.		March
HBRW 2912	Syriac B2	4	P: HBRW 2911		July
HBRW 2115	Hebrew Classical 5	8	P: HBRW 2114		March
HBRW 2116	Hebrew Classical 6	8	P: HBRW 2115		July
HBRW 3901	Aramaic B3	4	P: HBRW 2902		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
HBRW 3902	Aramaic B4	4	P: HBRW 3901		July
HBRW3911	Syriac B3	4	P: HBRW 2912		March
HBRW 3912	Syriac B4	4	P: HBRW 3911		July
HBRW 4021	Hebrew IV Classical 1	24			March
HBRW 4022	Hebrew IV Classical 2	24	P: Hebrew IV Classical 1		July
<b>Hebrew (Modern )</b>					
HBRW 1301	Modern Hebrew A1	6	P: HSC Hebrew or equivalent		March
HBRW 1302	Modern Hebrew A2	6	P: HBRW 1301		July
HBRW 2303	Modern Hebrew A3	8	P: HBRW 1302		March
HBRW 2304	Modern Hebrew A4	8	P: HBRW 2303		July
HBRW 2103	Modern Hebrew B3	8	P: HBRW 1102		March
HBRW 2104	Modern Hebrew B4	8	P: HBRW 2103		July
HBRW 2305	Modern Hebrew A5	8	P: HBRW 2304		March
HBRW 2306	Modern Hebrew A6	8	P: HBRW 2305		July
<b>Jewish Civilisation, Thought and Culture</b>					
JCTC 1001	Palestine: Roman Rule to Islam	6			March
JCTC 1002	Jewish Settlement Outside Palestine	6	PrJCTC 1001		July
JCTC 2003	Jews Under the Crescent and the Cross	8	P: JCTC 1002 or relevant units Medieval Studies, Department of History		March
JCTC 2004	From Expulsions to Regeneration	8	P: JCTC 1002 or relevant units of study Medieval Studies, Department of History		July
JCTC 2005	From Emancipation to the Holocaust	8	P: JCTC 1002 or relevant units of study from the History Department		March
JCTC 2006	The Holocaust and its Aftermath	8	P: JCTC 1002 or relevant units of study from the History Department		July
JCTC 2007	Israel in the Modern Middle East	8	P: JCTC 1002 or relevant units of study for the History or Government departments.		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
JCTC 2008	Conflict and Peace in the Middle East: The Arab-Israeli Conflict	8	P: JCTC 1002 or relevant units of study from History or Government departments.		July
JCTC 4009	Jewish Civilisation: Methodology & Tools		P: Jewish Civilisation, Thought & Culture major with credit results +12 units of study in Hebrew (Modern or Classical) or Yiddish; or prerequisites as offered through the School of Studies in Religion.		March
JCTC 4010	Literature of the Biblical Period		P: Same as Jewish Civilisation IV unit of study JCTC 4009		March
JCTC 4011	Jewish Sages and their Institutions		P: Same as Jewish Civilisation IV unit of study JCTC 4009		March
JCTC 4013	The Australian Jewish Experience		P: Same as Jewish Civilisation IV unit of study JCTC 4009		March
JCTC 4014	The Zionist Dream: Myth or Reality		P: Same as Jewish Civilisation IV unit of study JCTC 4009		March
JCTC 4015	Jewish Writings of the Second Temple		P: Same as Jewish Civilisation IV unit of study JCTC 4009		July
JCTC 4016	Socio-Religious Developments		P: Same as Jewish Civilisation IV unit of study JCTC 4009		July
JCTC 4018	Judaism in the New World		P: Same as Jewish Civilisation IV unit of study JCTC 4009		July
JCTC 4019	Israel and the Arabs		P: Same as Jewish Civilisation IV unit of study JCTC 4009		July
<b>Social Anthropology</b>					
ANTH1001	Intro to Anthropology	6		ANTH 1003 or ANTH 1004	March
ANTH 1002	Intro to Anthropology	6		ANTH 1004 OR ANTH 1003	July
ANTH 1003	Intro to Anthropology	6		ANTH 1001 OR ANTH 1002	March
ANTH 1004	Intro to Anthropology	6		ANTH 1002 OR ANTH 1001	July
ANTH 2001	The Ethnography of Mainland Southeast Asia	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2002	Anthropology, Post-coloniality and Arab Islam	8	P: ANTH 1001 & 1002 OR ANTH 1003 & ANTH 1004		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ANTH 2003	Comparative Cosmologies	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH2004	The Genesis of Contemporary PNG	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2005	Aborigines in Australia	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2006	Chinese Modernity: The Unfinished Project	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2007	Ritual and Festivity in Brazil	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 2008	The Rise of Papua New Guinea Societies	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 2009	Fundamental Problems of Social Theory	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 2101	Making of the Third World	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2102	Theories of the State	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2103	Gender in Cross-Cultural Perspective	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2104	Cultures after Colonialism - The Caribbean	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2105	Cultures after Colonialism - Indigenous Australia	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 2106	Ethnographic Film	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 2107	Discourses of Power in Southeast Asia	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 2108	Old & New Debates in Aboriginal Studies	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July

Alpha & Num. codes	Unit of Study Name	Credit Point Value	assumed ivnowieage IAJV; Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
ANTH2109	Violence and Social Suffering: an Anthropological Perspective	4	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004	Note: Subject to the lecturer's availability	July
ANTH 2501	Histories of Anthropological Theory	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		March
ANTH 2502	Theory & Ethnography	8	P: ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004		July
ANTH 3901	Social Anthropology of Pierre Bourdieu	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		July
ANTH 3902	Confucian Capitalism: Discourse, Practice, Desire	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		July
ANTH 3910	Culture and its Critics III	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		March
ANTH 3911	The Social Production of Space III	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		March
ANTH 3912	Embodiment III	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		March
ANTH 3951	Reading Melanesian Ethnography	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		March
ANTH 3952	Emotions, Aesthetics and Social Practices in South Asia	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ANTH 3953	Images of Identity in North-east Arnhem Land	4	P: 1. ANTH 1001 & ANTH 1002 OR ANTH 1003 & ANTH 1004 2. ANTH 2501 OR ANTH 2502 3. An additional 8 credit points of ANTH OR ABST		July
ANTH 4001	Unified Seminar: Contemporary Issues in Anthropology	6	P: 0210, 0211, 0390, 0391, and must have a Credit average in Senior level Anthropology units totalling at least 48 credit points.		March
ANTH 4002	Culture and its Critics IV	8	P: 0210, 0211, 0390, 0391, and must have a Credit average in Senior level Anthropology units totalling at least 48 credit points.		March
ANTH 4003	The Social Production of Space IV	8	P: 0210, 0211, 0390, 0391, and must have a Credit average in Senior level Anthropology units totalling at least 48 credit points.		March
ANTH 4004	Embodiment IV	8	P: 0210, 0211, 0390, 0391, and must have a Credit average in Senior level Anthropology units totalling at least 48 credit points.		July
ANTH	Honours Thesis	26	P:4001 and two of the following: 4002, 4003, 4004		March
<b>Aboriginal Studies</b>					
ABST 2001	Aborigines in Australia	8	P: 18 Junior credit points		March
<b>Sociology</b>					
SCLG 1001	Sociology 101	6		Entry to this unit of study restricted by quota.	March
SCLG 1002	Sociology 102	6	P: SCLG 1001	Entry to this unit of study restricted by quota.	July
SCLG 2001	Sociological Theory	8	P: SCLG 1001 and SCLG 1002		March
SCLG 2002	Social Inquiry: Research Methods in Sociology	4	P: SCLG 2001		July
SCLG 2003	Sociology of Childhood and Youth	4	P: SCLG 1001 and SCLG 1002 C: March: SCLG 2001, July: SCLG 2002		March and July
SCLG 2004	Sociology of Deviance	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2005	Sociology of Health and Illness	4	P: SCLG 1001 and SCLG 1002 C: March:SCLG 2001, July:SCLG 2002		March and July
SCLG 2006	Sociology of Mental Illness	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
SCLG 2007	Sociology of Religion	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2009	Sociology of the Family	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2010	Social Inequality in Australia	4	P: SCLG 1001 and SCLG 1002 C: March:SCLG 2001, JulyrSCLG 2002		March
SCLG 2011	Sociology of Work and Welfare	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2012	Sociology of the Body	4	P: SCLG 1001 and SCLG 1002 C: March:SCLG 2001, July:SCLG 2002		March and July
SCLG 2013	State, Power and Society	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March
SCLG 2014	Sociology of Ageing	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March
SCLG 2015	Sociology of the Professions	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March
SCLG 2016	Social Movements	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2017	Sociological Perspectives on Social Justice, Law and Society	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2018	Media in Contemporary Society	4	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2501	Contemporary Cultural Theories in Sociology	8	P: SCLG 1001, SCLG 1002 and SCLG 2018 C: SCLG 2001		March
SCLG 2502	Sociology of Culture, Difference and Identity	8	P: SCLG 1001, SCLG 1002, SCLG 2001, and SCLG 2002.		July
SCLG 2503	Sociology of the Environment	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March
SCLG 2504	Science, Technology and Social Change	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March
SCLG 2505	Rural Sociology	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
SCLG 2506	Sociology of Social Problems and the Welfare State	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2507	Sociology of Cyberspace	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 2508	Sexuality and Society	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2001		March
SCLG 2509	Comparative Sociology of Welfare States	8	P: SCLG 1001 and SCLG 1002 C: SCLG 2002		July
SCLG 3001	Classical Sociological Theory	8	P: Credit average in SCLG 1001 & SCLG 1002 & SCLG 2001 & one of SCLG 2002, SCLG 2002, SCLG 2003, SCLG 2004 SCLG 2005, SCLG 2006, SCLG 2007, SCLG 2008, SCLG 2009, SCLG 2010, SCLG 2011, SCLG 2012, SCLG 2013, SCLG 2014, SCLG 2015, SCLG 2016, SCLG 2017, SCLG 2018, SCLG 2501, SCLG 2502, SCLG 2503, SCLG 2504, SCLG 2506, SCLG 2507, SCLG 2508, SCLG 2509		July
SCLG 3002	Contemporary Sociological Theory	8	P: Credit average in SCLG 2001 & SCLG 2002 & SCLG 3001 and two of SCLG 2002, SCLG 2002, SCLG 2003, SCLG 2004 SCLG 2005, SCLG 2006, SCLG 2007, SCLG 2008, SCLG 2009, SCLG 2010, SCLG 2011, SCLG 2012, SCLG 2013, SCLG 2014, SCLG 2015, SCLG 2016, SCLG 2017, SCLG 2018, SCLG 2501, SCLG 2502, SCLG 2503, SCLG 2504, SCLG 2506, SCLG 2507, SCLG 2508, SCLG 2509		March
SCLG 3003	Empirical Sociological Methods	8	P: SCLG 3002		July
SCLG 4001	Sociology IV Honours		P: Results of credit or above in 56 Senior units of Sociology including the Special Entry units Classical Sociological Theory, Contemporary Sociological Theory, and Empirical Methods of Sociological Investigations		Consult Dept

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
SCPL 3101	Australian Social Policy	8	P: SCLG 2001 & SCLG 2002 & 8 credit points from SCLG 2003, SCLG 2004 SCLG 2005, SCLG 2006, SCLG 2007, SCLG 2008, SCLG 2009, SCLG 2010, SCLG 2011, SCLG 2012, SCLG 2013, SCLG 2014, SCLG 2015, SCLG 2016, SCLG 2017, SCLG 2018, SCLG 2501, SCLG 2502, SCLG 2503, SCLG 2504, SCLG 2506, SCLG 2507, SCLG 2508, SCLG 2509		March
SCPL 3102	Principles in Social Policy	8	P: SCPL 3101		July
<b>Women's Studies</b>					
WMST 2001	Gender and Popular Culture (Core unit of study)	8	P: 18 Junior credit points		March
WMST 2002	Thinking Gender (Core unit of study)	8	P: WMST 2001		July
WMST 2090	Cultural Inquiry: Cases of Violence and Sex	8			July
WMST 3001	Postcolonialism, Gender and Sexuality (Core Course)	8	P: WMST 2001 & WMST 2002		March
WMST 3090	Feminism and Knowledge (Hons Core)	8	P: Credit in two of WMST 2001, WMST 2002, WMST 2090, WMST 3001. C: WMST 2090		July
WMST 4090	Ficto-criticism and the Writing of Theory (Core Course)	8	P: Credits in WMST 2001, WMST 2002, WMST 2090, WMST 3090, WMST 3001		March

**5. Table B - Units of Study Available in other Faculties**

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
Arts					
BBCL 1001	Biblical Studies 1	6			March
BBCL 1002	Biblical Studies 2	6	P:BBCL 1001		July
BBCL 2003	Biblical Studies 3	8	P: BBCL 1002		March
BBCL 2004	Biblical Studies 4	8	P: BBCL 2003		July
HIUR 1001	Hindi and Urdu Introductory 1	6			March
HIUR 1002	Hindi and Urdu Introductory 2	6			July
HIUR 2001	Hindi and Urdu Intermediate 1	8	P: Consult Dept.		March
HIUR 2002	Hindi and Urdu Intermediate 2	8	P: Consult Dept.		July
HIUR 3001	Hindi and Urdu Adv 1	8	P: Consult Dept.		March
HIUR 3002	Hindi and Urdu Adv 2	8	P: Consult Dept.		July
SANS 1001	Sanskrit Introductory 1	6			March
SANS 1002	Sanskrit Introductory 2	6			July
SANS 2001	Sanskrit Intermediate 1	8	P: Consult Department		March
SANS 2002	Sanskrit Intermediate 2	8	P: Consult Department		July
SANS 3001	Sanskrit Advanced 1	8	P: Consult Department		March
SANS 3002	Sanskrit Advanced 2	8	P: Consult Department		July
SPAN 1001	Spanish 1001	6		Entry to this unit of study subject to quota	March
SPAN 1002	Spanish 1002	6	P: SPAN 1001	Entry to this unit of study subject to quota	July
SPAN 2001	Spanish 2001	8	P: SPAN 1002	Entry to this unit of study subject to quota	March
SPAN 2002	Spanish 2002	8	P: SPAN 2001	Entry to this unit Of study subject to quota	July
YDDH1101	Yiddish B1	6			March
YDDH 1102	Yiddish B2	6	P: YDDH 1101		July
YDDH 2103	Yiddish B3	8	P: YDDH 1102		March
YDDH 2104	Yiddish B4	8	P: YDDH 2103		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK.) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
<b>Architecture</b>					
ARCH 1003	History of the Built Environment 201		AK: Consult Dept.		Consult Dept.
ARCH 1004	History of the Built Environment 202				Consult Dept.
<b>Science</b>					
BIOL 1001	Concepts in Biology	6	AK: Biology section of the HSC 3-unit Science course	May not be counted with Biology 1901	March
BIOL 1002	Living Systems	6	AK: HSC 2 unit Biology or Biology 1001 or 1901 or equivalent	May not be counted with Biology 1902	July
BIOL 1003	Human Biology	6	AK: HSC 2 unit Biology or Biology 1001 or 1901 or equivalent	Not a prerequisite for all Intermediate units of study in Biology. See prerequisites listed under Intermediate units of study. May not be counted with Biology 1903	July
BIOL 1901	Concepts in Biology (Advanced)	6	AK: Biology section of the HSC 3-unit Science course; by invitation	May not be counted with Biology 1001. Students must first enrol in Biology 1001. Subsequently, elected students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component	March
BIOL 1902	Living Systems (Advanced)	6	AK: HSC 2 unit Biology or Biology 1001 or 1901 or equivalent, by invitation	May not be counted with Biology 1002 Students must first enrol in Biology 1002. Subsequently, elected students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component	July
BIOL 1903	Human Biology (Advanced)	6	AK: HSC 2 unit Biology or Biology 1001 or 1901 or equivalent; by invitation	May not be counted with Biology 1003 Students must first enrol in Biology 1003. Subsequently, elected students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component	July
BIOL 2001	Animals A	8	P: Qual 12 credit points of Junior Biology including BIOL1002 or 1902 Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM 1002	May not be counted with Biology 2101 or 2901 See prerequisites for Senior units of study Biology	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
BIOL 2002	Animals B	8	P: Qua] 12 credit points of Junior Biology including BIOL1002 or 1902 Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM 1002	May not be counted with Biology 2902 See prerequisites for Senior units of study in Biology	July
BIOL 2003	Plant Anatomy and Physiology	8	P: Qual 12 credit points of Junior Biology including BIOL1002 or 1902	May not be counted with Biology 2903 See prerequisites for Senior units of study in Biology	March
BIOL 2004	Plant Ecology and Diversity	8	P: Qua! 12 credit points of Junior Biology including BIOL1002 or 1902	May not be counted with Biology 2904 See prerequisites for Senior units of study in Biology	July
BIOL 2005	Molecular and General Genetics	8	P: Qual 12 credit points of Junior Biology. Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM1002. BCHM2001 or 2901 and BIOL2006 or 2906 are highly recommended	May not be counted with Biology 2105 or 2905 See prerequisites for Senior units of study in Biology	July
BIOL 2006	Cell Biology	8	P: Qual 12 credit points of Junior Biology. Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in Chemistry 1002	May not be counted with Biology 2106 or 2906 See prerequisites for Senior units of study in Biology	March
BIOL 2007	Introductory Entomology	8	P: Qual 12 credit point of Junior Biology Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM 1002.		July
BIOL 2101	Animals A — Theory	4	P: Qua! 12 credit points of Junior Biology including BIOL1002 or 1902	May not be counted with BIOL2001 or 2901 Not a prerequisite for Senior units of study in Biology	March
BIOL 2102	Animals B — Theory	4	P: Qual 12 credit points of Junior Biology, including BIOL1002 or 1902	May not be counted with BIOL2002 or 2902 Not a prerequisite for Senior units of study in Biology	July
BIOL 2105	Molecular and General Genetics — Theory	4	P: Qua! 12 credit points of Junior Biology. Prereq CHEM1102 or 1902 or 1904 or (with permission of the Head of School) exceptional performance in CHEM 1002	May not be counted with BIOL2005 or 2905 Not a prerequisite for Senior units of study in Biology	July
BIOL 2106	Cell Biology — Theory	4	P: Qual 12 credit points of Junior Biology. Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM1002	May not be counted with BIOL 2006 or 2906 Not a prerequisite for Senior units of study in Biology	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
BIOL 2901	Animals A (Advanced)	8	P: Qual 12 credit points of Junior Biology including BIOL1002 or 1902 Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM 1002; by invitation	May not be counted with BIOL2001 or 2101 Students must first enrol in BIOL2001 Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component See prerequisites for Senior units of study in Biology	March
BIOL 2902	Animals B (Advanced)	8	P: Qual 12 credit points of Junior Biology including BIOL 1002 or 1902 Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM1002; by invitation	May not be counted with BIOL2002 or 2102 Students must enrol in BIOL 2002 Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component See prerequisites for Senior units of study in Biology	July
BIOL 2903	Plant Anatomy and Physiology (Advanced)	8	P: Qual 12 credit points of Junior Biology including BIOL1002 or 1902; by invitation	May not be counted with BIOL 2003. Students must enrol in BIOL 2003 . Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component. See prerequisites for Senior units of study in Biology	March
BIOL 2904	Plant Ecology and Diversity (Advanced)	8	P: 12 credit points of Junior Biology including 1002 or 1902; by invitation	May not be counted with BIOL2004. Students must enrol in BIOL2004. Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component. See prerequisites for Senior units of study in Biology	July
BIOL 2905	Molecular and General Genetics (Advanced)	8	P: Qual 12 credit points of Junior Biology. Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in Chemistry 1002. BCHM2001 or 2901 and BIOL2006 or 2906 are highly recommended; by invitation	May not be counted with BIOL2005 or 2105 Students must enrol in BIOL2005 Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component. See prerequisites for Senior units of study in Biology	July
BIOL 2906	Cell Biology (Advanced)	8	P: Qual 12 credit points of Junior Biology. Prereq CHEM1102 or 1902 or 1904 or (with the permission of the Head of School) exceptional performance in CHEM 1002; by invitation	May not be counted with BIOL 2006. Students must first enrol in BIOL 2006 Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component. See prerequisites for Senior units of study in Biology	March
BIOL 3101	Ecophysiology	12	P: Qual 16 credit points of Intermediate Biology including BIOL2002 or 2003 or 2006 or 2902 or 2903 or 2906	Some modules have specific prerequisites; consult list of modules; students are advised to consult the School	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
BIOL 3102	Evolution and Diversity of the Australian Biota (MS)	12	P: Qual 16 credit points of Intermediate Biology, including BIOL2001 or 2901 and 2002 or 2902 or BIOL2003 or 2903 and 2004 or 2904; or BIOL2001 or 2901 and 2002 or 2902 and 2007	Some modules have specific prerequisites; consult list of modules; students are advised to consult the School Marine Science 3001 students may take the Evolutionary Core without taking a module, or Marine Biology module without Core	March
BIOL 3103	Molecular Genetics and Recombinant DNA Technology	12	P: Qual 16 credit points of Intermediate Biology including BIOL2005 or 2905	May not be counted with BIOL3903	March
BIOL 3201	Cellular and Systems Physiology	12	P: Qual 16 credit points of Intermediate Biology, including BIOL 2001 or 2901 and 2002 or 2902 or BIOL 2003 or 2006 or 2903 or 2906	Some modules have specific prerequisites; consult list of modules; students are advised to consult the School	July
BIOL 3202	Ecology (MS)	12	P: Qual BIOL 2001 or 2901 and 2002 or 2902 or 16 credit points of Intermediate Biology, including BIOL 2004 or 2904	Some modules have specific prerequisites; consult list of modules; students are advised to consult the School	July
BIOL 3203	Eukaryotic Genetics and Development	12	P: Qual 16 credit points of Intermediate Biology including BIOL 2005 or 2905	May not be counted with Biology 3904	July
BIOL 3903	Molecular Genetics and Recombinant DNA Technology (Advanced)	12	P: 16 credit points of Intermediate Biology including BIOL 2005 or 2905; by invitation	May not be counted with Biology 3103 Students must first enrol in Biology 3103 Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component.	March
BIOL 3904	Eukaryotic Genetics and Development (Advanced)	12	P: 16 credit points of Intermediate Biology including BIOL 2005 or 2905; by invitation	May not be counted with Biology 3203. Students must first enrol in Biology 3203 Subsequently, students may be invited to enrol in this unit of study where they will participate in a more demanding alternative component.	July
CHEM 1001	, Intro Chemistry 1A	6	P: Akn There is no assumed knowledge of chemistry.	May not be counted with Chemistry 1101 or 1901 or 1903	March
CHEM 1002	Intro Chemistry IB	6	P: Prereq CHEM 1001 or equivalent	May not be counted with Chemistry 1102 or 1902 or 1904	July
CHEM 1101	Chemistry 1A	6	P: Akn HSC Mathematics 2 unit course; and the Chemistry component of the 4-unit or 3-unit HSC Science course, or 2-unit Chemistry	May not be counted with Chemistry 1001 or 1901 or 1903 Recommended concurrent unit of study: Preferred — Mathematics 1701 or 1791; otherwise — Mathematics 1711	March & July
CHEM 1102	Chemistry IB	6	P: Prereq CHEM 1101 or a Distinction in CHEM 1001 or equivalent; CHEM 1101 may be taken as a corequisite	May not be counted with Chemistry 1002 or 1902 or 1904 Recommended concurrent unit of study: Preferred — Mathematics 1702 or 1703 or 1792 or 1793; otherwise — Mathematics 1704 or 1712	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHEM 1901	Chemistry 1A (Advanced)	6	P: Prereq TER of at least 88 and at least 75% in HSC 2-unit Chemistry or equivalent; by invitation	May not be counted with Chemistry 1001 or 1101 or 1903 Recommended concurrent unit of study: Preferred — Mathematics 1701 or 1791; otherwise — Mathematics 1711	March
CHEM 1902	Chemistry 1B (Advanced)	6	P: Qual CHEM 1901 or 1903 or Distinction in CHEM 1101 or equivalent; by invitation	May not be counted with Chemistry 1002 or 1102 or 1904 Recommended concurrent unit of study: Preferred — Mathematics 1702 or 1703 or 1792 or 1793, otherwise — Mathematics 1712 or 1704	July
CHEM 1903	Chemistry 1A (Special Studies Program)	6	P: Prereq TER of at least 98 and at least 85% in HSC 2-unit Chemistry or equivalent. Entry is by invitation	May not be counted with CHEM1001 or 1101 or 1901. Recommended concurrent unit of study: Preferred — MATH1701 or 1791; otherwise — MATH1711. Students in the Faculty of Science Talented Students Program are automatically eligible. For the purpose of Resolution 11 this unit of study is deemed to be designated as an Advanced unit of study	March
CHEM 1904	Chemistry 1B (Special Studies Program)	6	P: Prereq Chemistry 1903; by invitation	May not be counted with CHEM 1002 or 1102 or 1902. Recommended concurrent unit of study: Preferred — MATH1002 or 1003 or 1792 or 1793; otherwise — MATH 1712 or 1704	July
CHEM 2001	Chemistry 2 (Life Sciences)	8	P: Qual CHEM 1102 or 1902 or 1904 . Prereq 6 credit points of Junior Mathematics	May not be counted with CHEM 2101 or 2201 or 2301 or 2502 or 2901	March
CHEM 2101	Chemistry 2 (Environmental)	8	P: Qual CHEM 1102 or 1902 or 1904 and Prereq 6 credit points of Junior Mathematics	May not be counted with CHEM 2001 or 2201 or 2301 or 2502 or 2901	March
CHEM 2202	Chemistry 2 (Principles)	8	P: Prereq CHEM 2001 or 2101 or 2201 or 2301 or 2502	May not be counted with CHEM 2302 or 2902	July
CHEM 2301	Chemistry 2A	8	P: Qual CHEM 1102 or 1902 or 1904. Prereq 6 credit points of Junior Mathematics	May not be counted with CHEM 2001 or 2101 or 2201 or 2502 or 2901	March
CHEM 2302	Chemistry 2B	8	P: Prereq CHEM 2001 or 2101 or 2201 or 2301 or 2502	May not be counted with CHEM 2202 or 2902	July
CHEM 2502	Chemistry 2 (Forensic)	8	P: Qual CHEM 1102 or 1902 or 1904. Prereq 6 credit points of Junior Mathematics	May not be counted with CHEM 2001 or 2101 or 2201 or 2301 or 2901	March & July
CHEM 2901	Chemistry 2A (Advanced)	8	P: Qual WAM greater than 80 and Distinction average in CHEM 1101 or 1901 or 1903 and in CHEM 1102 or 1902 or 1904). Prereq 6 credit points of Junior Mathematics; by invitation	May not be counted with CHEM 2001 or 2101 or 2201 or 2301 or 2502. Entry to this unit of study is by invitation. Students in the Faculty of Science Talented Students Program are automatically eligible	March
CHEM 2902	Chemistry 2B (Advanced)	8	P: Prereq CHEM 2901, but see Additional information below; by invitation	May not be counted with CHEM 2202 or 2302	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
CHEM 3101	Chemistry 3A	12	P: Qual CHEM 2202 or 2302 or 2902	May not be counted with CHEM 3901 but may be counted with CHEM 3201	March
CHEM 3102	Chemistry 3B	12	P: Qual CHEM 2202 or 2302 or 2902	May not be counted with CHEM 3902 (but may be counted with CHEM 3202)	July
CHEM 3201	Chemistry 3A Additional	12	P: Qual CHEM 2202 or 2302 or 2902 Prereq or Coreq CHEM 3101 or 3901		March
CHEM 3202	Chemistry 3B Additional	12	P: Qual CHEM 2202 or 2302 or 2902. Prereq or Coreq CHEM 3102 or 3902		July
CHEM 3901	Chemistry 3A (Advanced)	12	P: Qual Distinction average in CHEM 2001 or 2101 or 2201 or 2301 or 2901 and in CHEM 2202 or 2302 or 2902; by invitation	May not be counted with CHEM 3101 (but may be counted with CHEM 3201). The number of places in this unit of study is limited and entry is by invitation. Applications are invited from students with a high WAM and an excellent record in Intermediate Chemistry. Students in the Faculty of Science Talented Student Program are automatically eligible	March
CHEM 3902	Chemistry 3B (Advanced)	12	P: Qual Distinction or better in CHEM 3901; by invitation	May not be counted with CHEM 3102. The number of places in this unit of study is limited and entry is by invitation. Students in the Faculty of Science Talented Student Program are automatically eligible	July
COMP 1000	Information Technology Tools	6			March & July
COMP 1001	Introductory Programming	6	P: Akn HSC 3-unit Mathematics	May not be counted with COMP1901. Students intending to major in Computer Science are advised to enrol in MATH 1703 or 1704 or 1793 or 1794 in their first year	March and July
COMP 1002	Introductory Computer Science	6	P: Prereq COMP1001 or 1901	May not be counted with COMP 1902	July
COMP 1901	Introductory Programming (Advanced)	6	P: Akn HSC 3-unit Mathematics (Requires permission by the Head of Department)	May not be counted with COMP1001	March and July
COMP 1902	Introductory Computer Science (Advanced)	6	P: Prereq Distinction in COMP1901 or 1001	May not be counted with COMP1002	July
COMP 2001	Computer Systems	4	P: Qual COMP1002 or 1902	May not be counted with COMP2901. See prerequisites for Senior Computer Science units of study. Consult Departmental Handbook	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AKJ) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
COMP 2002	Design and Data Structures	4	P:QualCOMP1002or1902	May not be counted with COMP2902. See prerequisites for Senior Computer Science units of study. Consult Departmental Handbook	March
COMP 2003	Languages and Logic	4	P: Qual COMP1002 or 1902 Prereq COMP2002 or 2902 and MATH1703 or 1704 or 1793 or 1794	May not be counted with COMP2903. See prerequisites for Senior Computer Science units of study. Consult Departmental Handbook	July
COMP 2004	Programming Practice	4	P: Qual COMP1002 or 1902 Prereq COMP2002 or 2902	May not be counted with COMP2904. See prerequisites for Senior Computer Science units of study. Consult Departmental Handbook	July
COMP 2901	Computer Systems (Advanced)	4	P:Qual Distinction in COMP1902 or 1002	May not be counted with COMP2001	March
COMP 2902	Design and Data Structures (Advanced)	4	P: Qual Distinction in COMP 1902 or 1002	May not be counted with COMP 2002	March
COMP 2903	Languages and Logic (Advanced)	4	P: Qua! Distinction in COMP 1902 or 1002 Prereq COMP2902 or 2002 (with sufficient merit) and MATH1703 or 1704 or 1793 or 1794	May not be counted with COMP2003	July
COMP 2904	Programming Practice (Advanced)	4	P: Qual Distinction in COMP1902 or 1002 Prereq COMP2902 or 2002 (with sufficient merit)		July
COMP 3001	Algorithms	4	P: Qual COMP2002 or 2902. Prereq MATH 1703 or 1704 or 1793 or 1794 and 8 credit points in Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP3901	March
COMP 3002	Artificial Intelligence	4	P: Qual COMP2004 or 2904. Prereq COMP2002 or 2902 and 2003 or 2903 and 8 credit points in Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP 3902	March
COMP 3003	Computer Architecture	4	P: Qual COMP2001 or 2901. Prereq COMP2002 or 2902 and 2003 or 2903	May not be counted with COMP 3903	July
COMP 3004	Computer Graphics	4	P: Qual COMP2004 or 2904. Prereq COMP2002 or 2902 and MATH1701 or 1791 and 8 credit points in Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP 3904	July
COMP 3005	Database Systems	4	P: Qual COMP2002 or 2902	May not be counted with COMP 3905	July
COMP 3006	Logic Programming	4	P: Qual COMP2003 or 2903. Prereq COMP2002 or 2902 and 8 credit points in Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP3906	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
COMP 3007	Networked Systems	4	P: Qual COMP2004 or 2904. Prereq COMP2001 or 2901 and 2002 or 2902	May not be counted with COMP 3907	March
COMP 3008	Object-Oriented Systems	4	P: Qual COMP2004 or 2904. Prereq COMP2002 or 2902	May not be counted with COMP3908	March
COMP 3009	Operating Systems	4	P: Qual COMP2004 or 2904 Prereq COMP2001 or 2901 and 2002 or 2902	May not be counted with COMP3909	March
COMP 3100	Software Engineering	4	P: Qual COMP2002 or 2902 Prereq COMP2004 or 2904	May not be counted with COMP3800	March
COMP 3101	Theory of Computation	4	P: Qual COMP2003 or 2903. Prereq 8 credit points in Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP3801	July
COMP 3102	User Interfaces Design and Programming	4	P: Qual COMP2004 or 2904. Prereq COMP2002 or 2902 and 2003 or 2903	May not be counted with COMP3802	July
COMP 3201	Algorithmic Systems Project	4	P: Prereq COMP3001	Students intending to major in Computer Science are advised to enrol in one of COMP 3201, 3202, 3203, 3204 or 3205	March and July
COMP 3202	Computer Systems Project	4	P: Prereq COMP3009	Students intending to major in Computer Science are advised to enrol in one of COMP 3201, 3202, 3203, 3204 or 3205	March and July
COMP 3203	Intelligence Systems Project	4	P: Prereq COMP3002	Students intending to major in Computer Science are advised to enrol in one of COMP3201, 3202, 3203, 3204 or 3205	March and July
COMP 3204	Large-Scale Software Project	4	P: Prereq COMP3100	Students intending to major in Computer Science are advised to enrol in one of COMP 3201, 3202, 3203, 3204 or 3205	March and July
COMP 3205	Product Development Project	4	P: Prereq COMP3008	Students intending to major in Computer Science are advised to enrol in one of COMP 3201, 3202, 3203, 3204 or 3205	March and July
COMP 3206	Bioinformatics Project	4	P: Qual: COMP2004 or 2904. Prereq 8 credit points of Senior Computer Science (including COMP3008/3100/3908/3800) and 16 credit points of Intermediate Biology, Biochemistry and/or Pharmacology		July
COMP 3800	Software Engineering (Advanced)	4	P: Qual COMP2002 or 2902. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average and COMP2004 or 2904	May not be counted with COMP3100	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
COMP 3801	Theory of Computation (Advanced)	4	P: Qual COMP2003 or 2903. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average and 8 credit points of Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP 3101	July
COMP 3802	User Interfaces (Advanced)	4	P: Qual COMP2004 or 2904. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average and COMP2002 or 2902 and 2003 or 2903	May not be counted with COMP3102	July
COMP 3809	Software Project (Advanced)	4	P: Prereq 16 credit points of Intermediate or Senior Computer Science, with Distinction average C: Coreq 8 credit points of Senior Computer Science		March and July
COMP 3901	Algorithms (Advanced)	4	P: Qual COMP2002 or 2902. Prereq 16 credit points of Intermediate or Senior Computer Science with Distinction average and MATH1703 or 1704 or 1793 or 1794 and 8 credit points of Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP 3001	March
COMP 3902	Artificial Intelligence (Advanced)	4	P: Qual COMP2002, or 2902. Prereq 16 credit points of Intermediate or Senior Computer Science with Distinction average and 8 credit points of Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP3002	March
COMP 3903	Computer Architecture (Advanced)	4	P: Qual COMP2001 or 2901. Prereq 16 credit points of Intermediate or Senior Computer Science with Distinction average and COMP2002 or 2902 and 2003 or 2903	May not be counted with COMP 3003	July
COMP 3904	Computer Graphics (Advanced)	4	P: Qual COMP2004 or 2904. Prereq 16 credit points of Intermediate or Senior Computer Science with Distinction average and COMP2002 or 2902 and Mathematics 1701 or 1791 and 8 credit points of Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP3004	July
COMP 3905	Database Systems (Advanced)	4	P: Qual COMP2002 or 2902. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average	May not be counted with COMP 3005	July
COMP 3906	Logic Programming (Advanced)	4	P: Qual COMP2003 or 2903. Prereq 16 credit points of Intermediate or Senior Computer Science with Distinction average and COMP2002 or 2902 and 8 credit points of Intermediate Mathematics and/or Statistics and/or Econometrics	May not be counted with COMP3006	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
COMP 3907	Networked Systems (Advanced)	4	P: Qual COMP2004 or 2904. Prereq 16 credit points of Intermediate or Senior Computer Science with Distinction average and COMP2001 or 2901 and 2002 or 2902	May not be counted with COMP3007	March
COMP 3908	Object-Oriented Systems (Advanced)	4	P: Qual COMP2004 or 2904. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average and COMP2002 or 2902	May not be counted with COMP 3008	March
COMP 3909	Operating Systems (Advanced)	4	P: Qual COMP2004 or 2904. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average and COMP2001 or 2901 and 2002 or 2902	May not be counted with COMP 3009	March
COMP 4001	Computer Science (Honours)	4	P: Qual COMP2004 or 2904. Prereq 16 points of Intermediate or Senior Computer Science with Distinction average and COMP2001 or 2901 and 2002 or 2902	May not be counted with COMP 3009	March
GEOG 1001	Physical Geography	6			March
GEOG 1002	Environmental and Human Geography	6			July
GEOG 2001	Megascale Physical Environments	8	P: Prereq GEOG1001 or ENVI1002	A candidate who has completed 12 Junior credit points of Mathematics and 12 Junior credit points of Physics or Chemistry and who has not taken Geography 1001 or 1002 may apply under Section 1(4) for permission to enrol in any Intermediate Geography unit of study. See also Science Handbook.	March
GEOG 2002	Geomorphology of Fluvial and Coastal Environments	8	P: Prereq GEOG1001 or ENVI1002	As for Geography 2001	July
GEOG 2101	Environmental Change and Human Response	8	P: Prereq GEOG1001 or 1002 or ENVI1002	As for Geography 2001	March
GEOG 2102	Environmental Management	8	P: Prereq GEOG1001 or 1002 or ENVI1002	As for Geography 2001	July
GEOG 2201	Social and Cultural Geography	8	P: Prereq GEOG1002 or ENVI1002	As for Geography 2001	March
GEOG 2202	Geography of Restructuring	8	P: Prereq GEOG1002 or ENVI1002	As for Geography 2001	July
GEOG 3001	Coastal Environments and Dvnm—	12	P: Prereq GEOG2001 or 2002 or 2101 or MARS2001		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GEOG 3002	Environmental Geomorphology	12	P: Prereq GEOG2001 or 2002 or 2101		July
GEOG 3101	Fluvial Environments	12	P: Prereq GEOG2001 or 2002 or 2101		March
GEOG 3102	Coastal Environmental Management and GIS	12	P: Prereq GEOG2001 or 2002 or 2101 or MARS2001		July
GEOG 3201	Socio-Economic Development in the Asia-Pacific Rim	12	P: Prereq GEOG 2102 or 2201 or 2202		March
GEOG 3202	Urban and Regional Change in Australasia	12	P: Prereq GEOG 2102 or 2201 or 2202		July
GEOG 4001	Geography Honours	12	P: Prereq GEOG 2102 or 2201 or 2202		July
GEOG 4101	Geomorphology Honours	12	P: Prereq GEOG 2102 or 2201 or 2202		July
GEOL 1001	Earth and Its Environment	6	AK: No previous knowledge of Geology assumed	See prerequisites for Intermediate Geology	March
GEOL 1002	Earth Processes and Resources	6	AK: No previous knowledge of Geology assumed		July
GEOL 2001	Plate Tectonics and Materials	8	P: Prereq GEOL1002 or ENV11001	A candidate who has completed 24 credit points of Junior units of study in Physics and Chemistry and who has not taken Junior Geology or Environmental Science 1001, may apply under section 1 (4) for permission to enrol in GEOL 2001	March
GEOL 2002	Resource Exploration	4	P: Prereq GEOL 2001		July
GEOL 2003	Fossils and Time	4	P: Prereq 24 credit points of Science units of study		July
GEOL 2004	Environmental Geology: Hazards	4	P: Prereq 24 credit points of Science units of study	See prerequisites for Senior Geology	March
GEOL 2005	Environmental Geology: Resources	4	P: Prereq 24 credit points of Science units of study	See prerequisites for Senior Geology	July
GEOL 3001	Petrology, Basins and Structure	12	P: Prereq GEOL 2001 and 2002		March
GEOL 3002	Stratigraphy, Resources and Australian Geology	8	P: Prereq GEOL 3001		July
GEOL 3003	Mineral Exploration	8	C: Coreq GEOL 3001		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GEOL 3004	Paleobiology	4	P: Prereq GEOL 2003 or 8 credit points of Intermediate Biology		March
GEOL 3005	Geochemistry and Structure	12	P: Prereq GEOL 3001		July
GEOL 3006	Petroleum Exploration	4	P: Prereq GEOL 3001 C: Coreq Geophysics 3004		July
HPSC 2001	Introductory Philosophy of Science	4	P: Prereq 24 credit points of Junior Science units of study	This is a qualifying unit of study for Senior History and Philosophy of Science units of study	July
HPSC 2002	Introductory History of Science	4	P: Prereq 24 credit points of Junior Science units of study	This is a qualifying unit of study for Senior History and Philosophy of Science units of study	March
HPSC 3001	History of Physical Sciences	6	P: Qual HPSC2001 and 2002	Candidates taking this unit of study must complete at least 24 credit points at Senior level in another Science Discipline Area in order to satisfy the requirements for the BSc degree. *Subject to approval by Faculty/Senate	July*
HPSC 3002	History of Biological Sciences	6	P: Qual HPSC2001 and 2002	As for HPSC3001	March
HPSC 3003	Social Relations of Science A	4	P: Qual HPSC2001 and 2002	As for HPSC3001	March
HPSC 3004	Social Relations of Science B	4	P: Qual HPSC2001 and 2002. Prereq HPSC3003	AsforHPSC3001	July
HPSC 3005	History and Philosophy of Medical Science	4	P: Qual HPSC2001 and 2002	As for HPSC3001	March
HPSC 3006	Scientific Controversies	4	P: Qual HPSC2001 and 2002	As for HPSC3001	March
HPSC 3007	Science and Ethics	4	P: Qual HPSC2001 and 2002	As for HPSC3001	July
HPSC 3008	The Nature of Experiment	4	P: Qual HPSC2001 and 2002	As for HPSC3001	July
HPSC 3100	Contemporary Issues A	4*	P: Qual HPSC2001 and 2002 C: Coreq None*	May not be counted with HPSC3005 or 3006 if there is significant overlap; consult Department Handbook As for History and Philosophy of Science 3001 ♦Subject to Faculty/Senate approval	March
HPSC 3101	Contemporary Issues B	4*	P: Qual HPSC2001 and 2002 C: Coreq None*	May not be counted with HPSC3007 or 3008 or 3009 if there is significant overlap; consult Department Handbook As for History and Philosophy of Science 3001 ♦Subject to Faculty/Senate approval	July

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
HPSC 4001	History and Philosophy of Science Honours	4*	P: Qual HPSC2001 and 2002 C: Coreq None*	May not be counted with HPSC3007 or 3008 or 3009 if there is significant overlap; consult Department Handbook As for History and Philosophy of Science 3001 ♦Subject to Faculty/Senate approval	July
MATH 1701	Differential Calculus and Linear Algebra	6	AK: HSC 3-unit Mathematics	May not be counted with MATH1711 or 1791	March
MATH 1702	Integral Calculus and Statistics	6	AK: HSC 4-unit Mathematics or MATH 1701	May not be counted with MATH 1712 or 1792 or 1793 or 1794 or 1703 or 1704	July
MATH 1703	Integral Calculus and Discrete Mathematics	6	AK: HSC 4-unit Mathematics or MATH 1701	May not be counted with MATH 1702 or 1704 or 1712 or 1792 or 1793 or 1794	July
MATH 1704	Statistics and Discrete Mathematics	6	AK: HSC 3-unit Mathematics	May not be counted with MATH 1702 or 1703 or 1712 or 1792 or 1793 or 1794	July
MATH 1711	Life Sciences Mathematics A	6	AK: HSC 2-unit Mathematics	May not be counted with Mathematics 1701 or 1791 May not be counted by students enrolled in the BSc/BCom combined degree program	March
MATH 1712	Life Sciences Mathematics B	6	AK: HSC 2-unit Mathematics	May not be counted with Mathematics 1702 or 1703 or 1704 or 1792 or 1793 or 1794 May not be counted by students enrolled in the BSc/BCom combined degree program	July
MATH 1791	Differential Calculus and Linear Algebra (Advanced)	6	AK: HSC 4-unit or top decile 3-unit Mathematics	May not be counted with MATH 1701 or 1711	March
MATH 1792	Integral Calculus and Statistics (Advanced)	6	AK: HSC 4-unit Mathematics or MATH 1791	May not be counted with MATH 1702 or 1703 or 1704 or 1712 or 1793 or 1794	July
MATH 1793	Integral Calculus and Discrete Mathematics (Advanced)	6	AK: HSC 4-unit Mathematics or MATH 1791	May not be counted with MATH 1702 or 1703 or 1704 or 1712 or 1792 or 1794	July
MATH 1794	Statistics and Discrete Mathematics (Advanced)	6	AK: 4-unit or top decile 3-unit Mathematics	May not be counted with MATH 1702 or 1703 or 1704 or 1712 or 1792 or 1793	July
MATH 2001	Vector Calculus and Complex Variables	4	P: Prereq MATH 1702 or 1703 or 1792 or 1793	May not be counted with MATH 2901	March
MATH 2002	Matrix Applications	4	P: Prereq MATH 1701 or 1791 or Distinction in MATH 1711	May not be counted with 2902	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MATH 2003	Introduction to Mathematical Computing	4	P: Prereq MATH 1702 or 1703 or 1792 or 1793	May not be counted with MATH 2903	March
MATH 2004	Lagrangian Dynamics	4	P: Prereq MATH 2001 or 2901	May not be counted with MATH 2904	July
MATH 2005	Fourier Series and Differential Equations	4	P: Prereq MATH 2001 or 2901	May not be counted with MATH 2905	July
MATH 2006	Introduction to Nonlinear Systems and Chaos	4	P: Prereq MATH 1702 or 1703 or 1792 or 1793 or Distinction in MATH 1712	May not be counted with MATH 2906	March
MATH 2007	Analysis	4	P: Prereq MATH 1702 or 1703 or 1792 or 1793, or Distinction average in MATH 1711 and 1712	May not be counted with MATH 2907	July
MATH 2008	Introduction to Modern Algebra	4	P: Prereq MATH 2002 or 2902	May not be counted with MATH 2908	July
MATH 2009	Graph Theory	4	P: Prereq MATH 1701 or 1702 or 1703 or 1704 or 1791 or 1792 or 1793 or 1794, or Distinction in MATH 1711		March
MATH 2010	Optimisation	4	P: Prereq MATH 1702 or 1703 or 1792 or 1793 (strongly advise MATH 2002 or 2902)	May not be counted with ECMT 3510 The combination of this unit of study with MATH2002 or 2902 is highly recommended.	July
MATH 2901	Vector Calculus and Complex Variables (Advanced)	4	P: Prereq MATH 1792 or 1793 or Credit in either MATH 1702 or 1703	May not be counted with MATH 2001	March
MATH 2902	Linear Algebra (Advanced)	4	P: Prereq MATH 1791 or Credit in 1701 and MATH 1792 or 1793 or 1794 or Credit in one of 1702 or 1703 or 1704	May not be counted with MATH 2002	March
MATH 2903	Introduction to Mathematical Computing (Advanced)	4	P: Prereq MATH 1792 or 1793 or Credit in either MATH 1702 or 1703	May not be counted with MATH 2003	March
MATH 2904	Lagrangian Dynamics (Advanced)	4	P: Prereq MATH 2901 or Credit in MATH 2001	May not be counted with MATH 2004	July
MATH 2905	Mathematical Methods (Advanced)	4	P: Prereq MATH 2901 or Credit in MATH 2001	May not be counted with MATH 2005	July
MATH 2906	Introduction to Nonlinear Systems and Chaos (Advanced)	4	P: Prereq MATH 1792 or 1793, or Credit in MATH 1702 or 1703	May not be counted with MATH 2006	March
MATH 2907	Analysis (Advanced)	4	P: Prereq MATH 2901 or Credit in MATH 2001	May not be counted with MATH 2007	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AHJ) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MATH 2908	Differential Equations and Group Theory (Adv)	4	P:Prereq MATH 2902	May not be counted with MATH 2008	July
MATH 3001	Topology	4	P: Prereq 8 credit points of Intermediate Mathematics	May not be counted with MATH 3901	March
MATH 3002	Rings and Fields	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2002 or 2902, with 2008 or 2908)	May not be counted with MATH 3902	March
MATH 3003	Ordinary Differential Equations	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2002 or 2902, with 2001 or 2901)		March
MATH 3004	History of Mathematical Ideas	4	P: Prereq 8 credit points of Intermediate Mathematics		March
MATH 3005	Logic	4	P: Prereq (for all but BCST students) 8 credit points of Intermediate Mathematics Prereq (for BCST students) 8 credit points of Intermediate Mathematics or 12 credit points of Junior Mathematics at Advanced level		March
MATH 3006	Geometry	4	P: Prereq 8 units of Intermediate Mathematics (strongly advise 1701)		July
MATH 3007	Coding Theory	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2002 or 2902)		July
MATH 3008	Real Variables	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2001 or 2007 or 2901 or 2907)		July
MATH 3009	Number Theory	4	P: Prereq 8 credit points of Intermediate Mathematics		July
MATH 3010	Information Theory	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2001 or 2901 and some probability theory)		July
MATH 3011	Lagrangian Dynamics	4	P: Prereq MATH 2005 or 2905	May not be counted with MATH 2904	March
MATH 3015	Financial Mathematics	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2010 and some probability theory) and one of Mathematics 1702 or 1703 or 1792 or 1793		July
MATH 3016	Mathematical Computing I	4	P: Prereq 8 credit points of Intermediate Mathematics and one of MATH 1702 or 1703 or 1792 or 1793	May not be counted with MATH 3916	March
MATH 3018	Partial Differential Equations and Waves	4	P: Prereq MATH 2005 or 2905		July
MATH 3019	Signal Processing	4	P: Prereq MATH 2005 or 2905		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MATH 3020	Nonlinear Systems and Biomathematics	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2908 or 3003) and one of MATH 1702 or 1703 or 1792 or 1793		July
MATH 3901	Metric Spaces (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 2907)	May not be counted with MATH 3001	March
MATH 3902	Algebra I (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 2902)	May not be counted with MATH 3002	March
MATH 3903	Differential Geometry (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise 2001 or 2901, with MATH 3001 or 3901)		March
MATH 3904	Complex Variable (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 2001 or 2901, with MATH 3001 or 3901)		March
MATH 3905	Categories and Computer Science (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics		March
MATH 3906	Group Representation Theory (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 3902)		July
MATH 3907	Algebra II (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 3002 or 3902)		July
MATH 3908	Nonlinear Analysis (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 3901)		July
MATH 3909	Lebesgue Integration and Fourier Analysis (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 2907 and MATH 3901)		July
MATH 3911	Differential Analysis (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 2901 and 3902)		July
MATH 3912	Combinatorics (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics		July
MATH 3913	Computational Algebra (Advanced)	4	P: Prereq 12 credit points of Intermediate Mathematics (strongly advise MATH 3002 or 3902)		July
MATH 3914	Fluid Dynamics (Advanced)	4	P: Prereq MATH 2905 or Credit in MATH 2005		March
MATH 3915	Mathematical Methods (Advanced)	4	P: Prereq MATH 2905 or Credit in MATH 2005		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
MATH 3916	Mathematical Computing I (Advanced)	4	P: Prereq 8 units of Intermediate Mathematics and one of MATH 1792 or 1793 or Credit in MATH 1702 or 1703	May not be counted with MATH 3016	March
MATH 3917	Hamiltonian Dynamics (Advanced)	4	P: Prereq MATH 2904, or Credit in MATH 3011		July
MATH 3918	Mathematical Computing II (Advanced)	4	P: Prereq MATH 3016 or Engineering Mathematics 2052		July
MATH 3919	Signal Processing (Advanced)	4	P: Prereq MATH 2905 or Credit in MATH 2005	May not be counted with MATH 3019	March
MATH 3920	Nonlinear Systems and Biomathematics (Advanced)	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2908 or 3003) and one of MATH 1792 or 1793 or Credit in MATH 1702 or 1703	May not be counted with MATH 3020	July
MATH 4100	Pure Mathematics Honours	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2908 or 3003) and one of MATH 1792 or 1793 or Credit in MATH 1702 or 1703	May not be counted with MATH 3020	July
MATH 4200	Applied Mathematics Honours	4	P: Prereq 8 credit points of Intermediate Mathematics (strongly advise 2908 or 3003) and one of MATH 1792 or 1793 or Credit in MATH 1702 or 1703	May not be counted with MATH 3020	July
PHYS 1001	Physics (Regular)	6	P: AKn HSC Physics or HSC 4-unit Science	May not be counted with PHYS 1002 or 1901 See prerequisites for Intermediate Physics units of study. Recommended concurrent unit of study: Mathematics 1701 or 1791	March
PHYS 1002	Physics (Fundamentals)	6	P: AKn no assumed knowledge of Physics	May not be counted with PHYS 1001 or 1901 See prerequisites for Intermediate Physics units of study. Recommended concurrent unit of study: Mathematics 1701 or 1791	March
PHYS 1003	Physics (Technological)	6	AK: HSC 2-unit Physics or HSC 4-unit Science or Physics 1001 or 1002 or 1902 or equivalent* ◆Subject to Senate/Faculty approval	May not be counted with PHYS 1004 or 1902 See prerequisites for Intermediate Physics units of study. Recommended concurrent unit of study: MATH 1702 or 1792	July
PHYS 1004	Physics (Environmental and Life Sciences)	6	AK: HSC 2-unit Physics or HSC 4-unit Science or Physics 1001 or 1002 or 1901 or equivalent* ◆Subject to Senate/Faculty approval	May not be counted with PHYS 1003 or 1902 See prerequisites for Intermediate Physics units of study. Recommended concurrent unit of study: MATH 1702 or 1792	July
PHYS 1500	Astronomy	6	AK: No assumed knowledge of Physics		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHYS 1901	Physics (Advanced) A	6	P: Prereq TER at least that for acceptance into BSc (Advanced) program or at least 90 in HSC 2-unit Physics or a least 180 in HSC 4-unit Physics	May not be counted with PHYS 1001 or 1002 See prerequisites for Intermediate Physics units of study. Recommended concurrent unit of study: MATH 1701 or 1791	March
PHYS 1902	Physics (Advanced) B	6	P: Prereq TER at least that for acceptance into BSc(Advanced) and HSC 2-unit Physics or HSC 4-unit Science or PHYS 1901 or grade of Distinction or better in PHYS 1001 (Subject to Senate/Faculty approval)	May not be counted with PHYS 1003 or 1004 See prerequisites for Intermediate Physics units of study. Recommended concurrent unit of study: Mathematics 1702 or 1792	July
PHYS 2001	Physics (Technological) A	8	P: Qual 12 credit points of Junior Physics or Physics IE. Prereq 12 credit points of Junior Mathematics other than MATH 1711 and 1712 or Credit or better in MATH 1711 and 1712	May not be counted with PHYS 2101 or 2103 or 2901. This is a qualifying unit of study for Senior Physics	March
PHYS 2002	Physics (Technological) B	8	P: Qual 12 credit points of Junior Physics or Physics IE. Prereq 12 credit points of Junior Mathematics other than MATH 1711 and 1712 or Credit or better in MATH 1711 and 1712	May not be counted with PHYS 2102 or 2104 or 2902. This is a qualifying unit of study for Senior Physics	July
PHYS 2101	Physics (Environmental) A	8	P: Qual 12 credit points of Junior Physics or Physics IE Prereq 12 credit points of Junior Mathematics other than MATH 1711 and 1712 or Credit or better in MATH 1711 and 1712	May not be counted with PHYS 2001 or 2103 or 2901. This is a qualifying unit of study for Senior Physics	March
PHYS 2102	Physics (Environmental) B	8	P: Qual 12 credit points of Junior Physics or Physics IE Prereq 12 credit points of Junior Mathematics other than MATH 1711 and 1712 or Credit or better in MATH 1711 and 1712	May not be counted with PHYS 2002 or 2104 or 2902. This is a qualifying unit of study for Senior Physics	July
PHYS 2103	Introduction to Environmental Physics	4	P: Qual 12 credit points of Junior Physics or Physics IE Prereq 12 credit points of Junior Mathematics other than MATH 1711 and 1712 or Credit or better in MATH 1711 and 1712	May not be counted with PHYS 2001 or 2101 or 2901. This is not a qualifying unit of study for Senior Physics	March
PHYS 2104	Applications of Environmental Physics	4	P: Qual 12 credit points of Junior Physics or Physics IE Prereq 12 credit points of Junior Mathematics other than MATH 1711 and 1712 or Credit or better in MATH 1711 and 1712	May not be counted with PHYS 2002 or 2102 or 2902. This is not a qualifying unit of study for Senior Physics	July
PHYS 2901	Physics (Advanced) A	8	P: Qual PHYS1901 and 1902 or 12 credit points of other Junior Physics units of study with an average of a Credit or better. Prereq 12 credit points of Junior Mathematics other than MATH1711 and 1712 or Credit or better in MATH1711 and 1712	May not be counted with PHYS2001 or 2101 or 2103. This is a qualifying unit of study for Senior Physics	March

Alpha & Num. codes	Unit of Study Name	Credit Point Value	Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)	Additional Information / May not be counted with	When Offered
PHYS 2902	Physics (Advanced) B	8	P: Qual PHYS1901 and 1902 or 12 credit points of other Junior Physics units of study with an average of a Credit or better. Prereq 12 credit points of Junior Mathematics other than MATH1711 and 1712 or Credit or better in MATH1711 and 1712	May not be counted with PHYS2002 or 2102 or 2104. This is a qualifying unit of study for Senior Physics	July
PHYS 3003	Quantum Mechanics and Relativity	4	P: Qual 16 credit points of Intermediate Physics. Prereq 8 credit points of Intermediate Mathematics	May not be counted with Physics 3903 or 3200	March
PHYS 3004	Condensed Matter Physics and Photonics	4	P: Qual 16 credit points of Intermediate Physics. Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3904	March
PHYS 3005	Topics in Modern Physics	4	P: Qual 16 credit points of Intermediate Physics. Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3905	July
PHYS 3006	Topics in Modern Physics B	4	P: Qual 16 credit points of Intermediate Physics. Prereq 8 credit points of Intermediate Mathematics	May not be counted with Physics 3906	July
PHYS 3007	Computational Physics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3907	March
PHYS 3008	Experimental Physics A	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3908 or 3009 or 3909	March
PHYS 3009	Experimental Physics B	8	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3008 or 3908 or 3909	March
PHYS 3101	Experimental Physics C	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3102 or 3801 or 3802	July
PHYS 3102	Experimental Physics D	8	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3101 or 3801 or 3802	July
PHYS 3103	Special Project A	4	P: Qual 16 credit points of Intermediate Physics Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3104 or 3803 or 3804. (This unit of study will be available from 1999)	March
PHYS 3104	Special Project B	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3103 or 3803 or 3804	July
PHYS 3105	Astrophysics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	(May not be available every year - check with the Senior Physics coordinator)	July
PHYS 3106	Plasma Physics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	(May not be available every year - check with the Senior Physics coordinator)	July
PHYS 3107	Modern Optics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	(May not be available every year - check with the Senior Physics coordinator)	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHYS 3108	Nuclear and Particle Physics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	(May not be available every year - check with the Senior Physics coordinator)	July
PHYS 3109	Acoustics and Ultrasonics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	(May not be available every year - check with the Senior Physics coordinator)	July
PHYS 3200	Quantum Physics	4	P: Qual 16 credit points of Intermediate Physics Prereq 8 credit points of Intermediate Mathematics	May not be counted with PHYS 3003 or 3903	March
PHYS 3301	Scientific Computing	4	P: Prereq 16 credit points of Intermediate units of study in Chemistry, Computer Science, Mathematics, Physics or Statistics		March
PHYS 3303	Scientific Visualisation	4	P: Prereq Physics 3301		July
PHYS 3801	Experimental Physics C (Advanced)	4	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102 Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3101 or 3102 or 3802	July
PHYS 3802	Experimental Physics D (Advanced)	8	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3101 or 3102 or 3801	July
PHYS 3804	Special Project B (Advanced)	4	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3103 or 3104 or 3803	July
PHYS 3903	Quantum Mechanics and Relativity (Advanced)	4	P: Qual PHYS 2901 and 2902 or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3003 or 3200	March
PHYS 3904	Condensed Matter Physics and Photonics (Advanced)	4	P: Qual PHYS 2901 and 2902 or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3004	March
PHYS 3905	Topics in Modern Physics A (Advanced)	4	P: Qual PHYS 2901 and 2902 or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3005	July
PHYS 3906	Topics in Modern Physics B (Advanced)	4	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3006	July
PHYS 3907	Computational Physics (Advanced)	4	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3007	March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
PHYS 3908	Experimental Physics A (Advanced)	4	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3008 or 3009 or 3909	March
PHYS 3909	Experimental Physics B (Advanced)	8	P: Qual PHYS 2901 and 2902, or Credit or better in PHYS 2001 or 2101 and Credit or better in PHYS 2002 or 2102. Prereq 16 credit points of Intermediate Mathematics	May not be counted with PHYS 3008 or 3009 or 3908	March
PSYC 1001	Psychology 1001	6			March
PSYC 1002	Psychology 1002	6			July
PSYC 2001	Psychology 2001	8	P: Prereq PSYC 1001 and 1002		March
PSYC 2002	Psychology 2002	8	P: Prereq PSYC 1001 and 1002 and either 2001 or 2101 or, with permission, equivalent Statistics content		July
PSYC 2101	Psychology 2101	4	P: Prereq PSYC 1002 C:CoreqPSYC 1001	May not be counted with Psychology 2001	March
PSYC 2102	Psychology 2102	4	P: Prereq PSYC 2002 and 2101	May not be counted with PSYC 2001	March
PSYC 3001	Psychology 3001	12	P: Qual PSYC 2001 (or 2101 and 2102) and PSYC 2002		March
PSYC 3002	Psychology 3002	12	P: Qual PSYC 2001 and 2002. History and Philosophy II module requires History and Philosophy I		July
STAT 1021	General Statistical Methods 1	6			March
STAT 1022	General Statistical Methods 2	6			July
STAT 2001	Probability and Distribution	4	P: Prereq MATH1702 or 1792 or MATH 1712 and a Credit in MATH 1711	May not be counted with STAT 2901	March
STAT 2002	Data Analysis	4	P: MATH 1702 or 1704 or 1792 or 1794 or 1712		March
STAT 2003	Estimation Theory	4	P: Prereq STAT 2001 or 2901	May not be counted with STAT 2903	July
STAT 2004	Hypothesis Testing	4	P: Prereq STAT 2002		July
STAT 2901	Introduction to Probability (Advanced)	4	P: Prereq MATH 1792 or Credit in MATH 1702	May not be counted with STAT 2001	March
STAT 2903	Estimation Theory (Advanced)	4	P: Prereq STAT 2901 or Credit in STAT 2001	May not be counted with STAT 2003	July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
STAT 3001	Distribution Theory and Inference	4	P: Prereq MATH 2001 or 2901 and STAT 2103 or 2903 (given in 1997)	May not be counted with STAT 3901	March
STAT 3002	Applied Linear Models	4	P: Prereq STAT 2102 or 2103 or 2903 (given in 1997)	May not be counted with STAT 3902	March
STAT 3003	Time Series Analysis	4	P: Prereq STAT 2103 or 2903 (given in 1997)		March
STAT 3004	Design of Experiments	4	P: Prereq STAT 3002 or 3902		July
STAT 3005	Applied Stochastic Processes	4	P: Prereq STAT 2101 or 2901 (given in 1997) or 2001 or 2901 (given in 1998) and MATH 2001 or 2901	May not be counted with STAT 3905	July
STAT 3006	Sampling Theory and Categorical Data	4	P: Prereq STAT 2102 or 2103 or 2903 (given in 1997)		July
STAT 3901	Statistical Theory (Advanced)	4	P: Prereq MATH 2001 or 2901 and STAT 2903	May not be counted with STAT 3001	July
STAT 3902	Linear Models (Advanced)	4	P: Prereq STAT 2903 or Credit in 2103 (given in 1997) and MATH 2002 or 2902	May not be counted with STAT 3002	March
STAT 3905	Markov Processes (Advanced)	4	P: Prereq STAT 2903 (given in 1997) and MATH 2001 or 2901 and MATH 2002 or 2902	May not be counted with STAT 3005	July

---

**Economics**

ECHS 1001	Europe and the Asia-Pacific: 19th Century	6			March
ECHS 1002	Europe and the Asia Pacific: 20th Century	6			July
ECHS 2301	Making the Modern Australian Economy	8	P: Any four first year units of study		July
ECHS 2302	Asia-Pacific: Growth & Change	8	P: Any four first year units		March
ECHS 2303	Economic Development of Southeast Asia	8			March
ECHS 2304	Economic Development of Modern Japan	8	P: Any four first year units		July
ECHS 2305	Strategy and Growth of Big Business	8	P: Any four first year units		March
ECHS 2306	The Managerial Firm: Evolution & Attributes	8	P: ECON2001 or ECOP2002		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ECHS 2309	German: Rise, Fall and Rise	8	P: Any four first year units		March
ECHS 2401	Economic History II Honours (Part A)	4	P: ECHS1001 and ECHS 1002 at Credit level		March
ECHS 2402	Economic History II Honours (Part B)	4	P: Prereq ECHS1001 and ECHS 1002 at Credit level		July
ECHS 3401	Economic History III Honours (Part A)	4	P: ECHS2401 and ECHS2402 and two senior units at Credit level		March
ECHS 3402	Economic History III Honours (Part B)	4	P: ECHS2401 and ECHS2402 and two senior units at Credit level		July
ECHS 4401	Honours Year in Economic History	48	P: Credit in ECHS3402 and options		March & July
ECON 1001	Introductory Microeconomics	6	AK: HSC Mathematics 2-unit course		March
ECON 1002	Introductory Macroeconomics	6	AK: HSC Mathematics 2-unit course		July
ECON 2001	Intermediate Microeconomics	8	P:ECON1001. C: ECMT1010 or MATH1101 or MATH1001		March
ECON 2002	Intermediate Macroeconomics	8	P:ECON1001. C: ECMT1020 or MATH1102 or MATH1002		July
ECON 2901	Intermediate Microeconomics Honours	8	P: ECON1001 and ECON1002 with a Credit average or better in the two subjects combined. C : ECON2903 and ECMT1010		March
ECON 2902	Intermediate Macroeconomics Honours	8	P: ECON2901 C:ECON2904 and ECMT 1020		July
ECON 2903	Mathematical Economics (A)	4	C:ECON2901		March
ECON 2904	Mathematical Economics (B)	4	C: ECON 2902		July
ECON 3001	Capital and Growth	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ECON 3002	Development Economics	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		July
ECON 3003	Hierarchies, Incentives and Firm Structure	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902 or ECOP2001 and ECOP2002		July
ECON 3004	History of Economic Thought	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902 or ECOP2001 and ECOP2002		March
ECON 3005	Industrial Organisation	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		July
ECON 3006	International Trade	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		March
ECON 3007	International Macroeconomics	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		July
ECON 3008	Labour Economics	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902 or ECOP2001 and ECOP2002		July
ECON 3009	Markets, Regulation and Government Policy	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902 or ECOP2001 and ECOP2002		March
ECON 3010	Monetary Economics	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		March
ECON 3011	Public Finance	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902		July
ECON 3012	Strategic Behaviour	8	P: ECON2001 and ECON2002 or ECON2901 and ECON2902 or ECOP2001 and ECOP2002		July
ECON 3901	Advanced Microeconomics Theory and Policy	8	P: ECON2901, ECON2902, ECON2903, and ECON2904 with a Credit average or better over the four subjects combined. C: Either ECON3903 [if not completed/currently enrolled in ECMT2010 & ECMT2020] or one unit from ECON3001-ECON3012 inclusive [if completed/currently enrolled in ECMT2010 & ECMT2020].		March
ECON 3902	Advanced Macroeconomics Thoery & Policy	8	P: ECON3901 and either ECON3903 or (successful completion of, or current enrolment in) ECMT2010 and ECMT2020. C: One unit of study from ECON3001 to ECON3012 inclusive.		July
ECON 3903	Quantitative Economics	8	C: ECON3901		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ECON 4001	Honours Year in Economics	48	P: A credit average over ECON3901, ECON3902 and either ECON3903 (for students who have not completed ECMT2010 and ECMT2020 ) or one Economics 3000 level unit of study (for students who have completed ECMT2010 and ECMT2020).		March & July
ECOP 1001	Economics as a Social Science	6			March
ECOP 1002	Structure and Change in Modern Economies	6			July
ECOP 2001	The Surplus Approach in Political Economy	8	P:ECOP1001and ECOP1002		March
ECOP 2002	Social Foundations of Modern Capitalism	8	P:ECOP 1001 and 1002		July
ECOP 2901	Second Year Political Economy Honours (Part A)	8	P: Normally ECOP1001 & ECOP1002 at an average grade of Credit or better C: Normally ECOP2001 & ECOP2002		March
ECOP 2902	Second Year Political Economy Honours (Part B)	8	P: Normally ECOP1001 & ECOP1002 at an average grade of Credit or better C: Normally ECOP2001 & ECOP2002		July
ECOP 3001	Economic Conflict and the State	8	P: Normally ECOP 2001 and 2002, or ECON 2001and 2002		March
ECOP 3002	Global Political Economy	8	P: Normally ECOP 2001 and 2002, or ECON 2001and 2002		March
ECOP 3004	Political Economy of Development	8	P: Normally ECOP 2001 and 2002, or ECON 2001 and 2002		March
ECOP 3005	Political Economy of the Environment	8	P: Normally ECOP 2001 and 2002, or ECON 2001 and 2002		July
ECOP 3006	Political Economy of Women	8	P: Any four courses (worth 6 credit points) at 1000 level		July
ECOP 3901	Third Year Political Economy Honours (Part A)	8	P: Normally ECOP 2001, 2002 and 2900 at an average grade of Credit or better C: Three of the units ECOP 3001 - 3006, or two plus one of ECON 3001 -3012		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
ECOP 3902	Third Year Political Economy Honours (Part B)	8	P:ECOP3901 C : Three of the units ECOP 3001 - 3006, or two plus one of ECON 3001-3012		July
ECOP 4901	Honours Year in Political Economy	48	P: Normally an average grade of Credit in the units required at 3000 level for students intending to proceed to final year (see ECOP3901/3902).		March & July
GOVT 1101	Introduction to Australian Politics	6			March
GOVT 1202	Introduction to World Politics	6			March
GOVT 1410	Comparative Politics & Economic Change in East Asia	6			March
GOVT 1608	States, Markets and Democracy	6			July
GOVT 1609	Ethnicity, Nationalism and Citizenship	6			July
GOVT 2091	Government 2 Honours	8	P: Two Junior Government units of study at the level of Credit or better, or with the consent of the Head of Department C: Two Senior Government units of study		March
GOVT 2101	Human Rights and Australian Politics	8	P:Two GOVT1000 level units of study		March
GOVT 2102	Australian State Politics	8	P: Two GOVT1000 level units of study		March
GOVT 2104	The Australian Political Party System	8	P: Two GOVT1000 level units of study		July
GOVT 2201	Politics of International Economic Relations	8	P:Two GOVT1000 level units of study		March
GOVT 2203	International Communism and After	8	P:Two GOVT1000 level units of study		March
GOVT 2204	Politics of Globalism	8	P:Two GOVT1000 level units of study		July
GOVT 2205	International Security in the 21st Century	8	P:Two GOVT1000 level units of study		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GOVT 2206	International Relations in the Twentieth Century	8	P: Two GOVT1000 level units of study		March
GOVT 2207	Issues in International Politics	8			March
GOVT 2303	Politics of Information	8	P:Two GOVT1000 level units of study		March
GOVT 2304	Australian Labour: Politics and Culture	8	P:Two GOVT1000 level units of study		July
GOVT 2305	Social Movements, Politics and Identity	8	P:Two GOVT1000 level units of study		March
GOVT 2307	State and Political Economy	8	P:Two GOVT1000 level units of study		March
GOVT 2401	Japanese Politics	8	P:Two GOVT1000 level units of study		March
GOVT 2402	Government and Politics of Modern China	8	P:Two GOVT1000 level units of study		July
GOVT 2406	Reform, Revolution and Post-Communism	8	P: Two GOVT1000 level units of study		March
GOVT 2408	Southeast Asian Politics	8	P: Two GOVT1000 level units of study C: Asian Studies, History or European Studies		July
GOVT 2410	States and the Politics of Economic Development	8	P: Two GOVT1000 level units of study		July
GOVT 2411	Capitalism and Democracy in East Asia	8	P:Two GOVT1000 level units of study		March
GOVT 2415	Japan and the Asia-Pacific Region	8	P: Two GOVT 1000 level units of study		July
GOVT 2503	Citizenship, Work and Welfare	8	P: Two GOVT1000 level units of study		July
GOVT 2506	Executive Politics	8	P:Two GOVT1000 level units of study		July
GOVT 2507	Public Sector Management	8	P:Two GOVT1000 level units of study		July
GOVT 2601	Political Theory: Classical	8	P: Two GOVT1000 level units of study		July
GOVT 2606	The Politics of Modernity	8	P:Two GOVT1000 level units of study		March

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
GOVT 3091	Government 3 Honours (Part A)	8	P: Three senior Government units, including GOVT2091 each at the level of Credit or better, or with the consent of the Head of Department C: Two Senior Government units.		March
GOVT 3092	Government 3 Honours (Part B)	8	P:GOVT3091 C: Two Senior Government units.		July
GOVT 4091	Honours Year in Government	48	P: A credit pass in two junior units and four senior units in Government plus GOVT2090 and GOVT3090.		March & July
IREL 1001	Macro Industrial Relations	6			March
IREL 1002	Micro Industrial Relations	6			July
IREL 2001	Foundations of Management	8	P: IREL 1002		March
IREL 2003	Industrial Relations Policy	4	P: IREL1001 and IREL1002		March
IREL 2005	Human Resource Management	4	P:IREL1001 and IREL1002		March
IREL 2007	Labour Law	4	P: IREL1001 and IREL1002		July
IREL 2008	Work Safety	4	P: IREL1001 and IREL1002		March
IREL 2010	Strategic Management	4	P: IREL1001 and IREL1002		July
IREL 2011	Strategic Human Resource Management	4	P: IREL1001 and IREL1002		July
IREL 2013	The Development of Australian Management	4	P:IREL1002		July
IREL 2014	Comparative Industrial Relations	4	P:IREL1001 andIREL1002		March
IREL 2015	Industrial Relations Practice	4	P:IREL1001 and IREL1002 and four 4-credit point Industrial Relations units		July
IREL 2901	Industrial Relations 2A Honours	4	P: Credit in both IREL1001 and IREL1002		March
IREL 2902	Industrial Relations 2B Honours	4	P: Credit grades in both IREL2901 and two Level 2000 units of study in Industrial Relations		July

<b>Alpha &amp; Num. codes</b>	<b>Unit of Study Name</b>	<b>Credit Point Value</b>	<b>Assumed Knowledge (AK) Prerequisites (P) Corequisites (C)</b>	<b>Additional Information / May not be counted with</b>	<b>When Offered</b>
IREL3901	Industrial Relations 3A Honours	8	P: Credit grades in both IREL2902 and four Level 2000 units of study in Industrial Relations		March
IREL 3902	Industrial Relations 3B Honours	8	P: Credit grades in both IREL3901 and six Level 2000 units of study in Industrial Relations.		July
IREL 4001	Honours Year in Industrial Relations	48	P: IREL3901 and eight level 2000 units of study in Industrial Relations at credit level or above.		March & July

# 6. Regulations

**Regulations (including resolutions for the Bachelor of Education degrees, style guide for presentation of written work and policy guidelines regarding extensions and plagiarism)**

## Bachelor Degree and Diploma Requirements

### Important notes

- All Bachelor of Education students who are intending or are likely to seek employment at any time in the future with the New South Wales Department of School Education must enrol in the generalist Education unit of study 3004 Children with Special Needs.
- Students who are intending to teach Mathematics are strongly advised to have completed 3-unit Mathematics at the Higher School Certificate examination. If they have not taken 3-unit Mathematics at the HSC examination but wish to enrol in the unit of study Mathematics I at the University, they should contact the program director of the program in which they are enrolled.

### Resolutions of the Senate

#### Degrees and diplomas in the Faculty of Education<sup>1</sup>

1. The degrees in the Faculty of Education shall be:
  - (a) Bachelor of Education (BEd)
  - (b) Bachelor of Teaching (BTeach)
  - (c) Master of Teaching (MTeach)
  - (d) Master of Education (MEd)
  - (e) Master of Education (Teaching English as a Foreign Language) (MEd) (TEFL)
  - (f) Master of Philosophy in Education (MPhilEd)
  - (g) Doctor of Philosophy (PhD)
  - (h) Doctor of Education (EdD)
  - (i) Doctor of Letters in Education (DLittEd).
2. (1) The degree of Bachelor of Education shall be awarded in the following fields and the certificates for the degree shall state the respective specifications for which the degree has been awarded:
  - (a) Bachelor of Education (Early Childhood Education)
  - (b) Bachelor of Education (Primary Education)
  - (c) Bachelor of Education (Primary)
  - (d) Bachelor of Education (Secondary Education: Human Movement and Health Education)  
Bachelor of Education (Secondary Education: Humanities and Social Sciences)  
Bachelor of Education (Secondary Education: Mathematics)  
Bachelor of Education (Secondary Education: Science)  
Bachelor of Education (Secondary Education: Technological and Applied Studies)
- (2) The degree of Master of Education may be awarded in the following designated areas of study:
  - (a) Management and Human Resource Development;
  - (b) Social Policy Analysis;
  - (c) Teaching English to Speakers of other Languages/Languages Other Than English;
  - (d) Teaching Studies;
  - (e) Computers in Education;

- (f) Special Education;
- (g) Educational Psychology;
- (h) English, Literacy and Drama in Education;
- (i) Health Education;
- (j) Research Methodology; and
- (k) Science Education

The certificates for the degrees shall specify the area of study in which the degrees have been awarded.

3. The diplomas and certificates in the Faculty of Education shall be:
  - (a) Graduate Diploma in Education (Primary Education) (GradDipEd (Primary Education))
  - (b) Graduate Diploma in Education (Secondary Education) (GradDipEd (Secondary Education))
  - (c) Graduate Diploma in the Teaching of English as a Foreign Language (GradDipTEFL)
  - (d) Graduate Diploma in Educational Studies (GradDipEdStud)
  - (e) Graduate Certificate in Educational Studies (GradCertEdStud)

In the case of the Graduate Diploma in Educational Studies, the certificate for the diploma shall specify the area of study in which the diploma has been awarded.

#### Schools and departments

The schools referred to in these resolutions are:

- (a) School of Teaching and Curriculum Studies;
- (b) School of Educational Psychology, Measurement and Technology;
- (c) School of Social and Policy Studies in Education.

## Bachelor of Education

The Faculty of Education offers admission to four distinct degree programs in education. Applicants are required to seek admission to one of the following Bachelor of Education degree programs:

- BEd (Primary Education)
- BEd (Secondary Education) (Humanities and Social Sciences)
- BEd (Secondary Education) (Technological and Applied Studies)
- BEd (Secondary Education) (Human Movement and Health Education)
- BEd (Secondary Education) (Mathematics)

#### 1993 Resolutions of Senate (as amended)

Note: All candidates who commenced candidature prior to 1996 should consult the handbook for the year of commencement, or call at the Faculty Office for a copy of the applicable resolutions.

If you commenced candidature prior to 1996, but intend to proceed as for the resolutions appearing below, you should apply to the Faculty for permission to transfer to these resolutions.

<sup>1</sup>Subject to amendment by the University's Senate.

## Definitions

1. In these resolutions, unless a contrary intention appears—

'Area' means a specialised curriculum area within a field of study in education (human movement and health, humanities and social sciences, mathematics, science and technological and/or applied studies);

'Candidate' means a candidate for the degree of Bachelor of Education;

'Degree' means the degree of Bachelor of Education;

'Field of study' means the field in which the degree is studied (early childhood education, primary education and/or secondary education);

'Faculty' means the Faculty of Education;

'Non-professional subject' means a subject not offered by the Faculty of Education;

'Program of units of study' means a program of units of study established under resolutions specified within each field of study in education;

'Requirements' means the coursework requirements for award of the degree of Bachelor of Education;

A 'Unit of Study' shall consist of such seminars, lectures, tutorial instruction, essays, exercises and practical work as may be prescribed by the Faculty. In these resolutions 'to complete a unit of study' and derivative expressions means: (a) to attend the lectures and the meetings, if any, for seminars or tutorial instruction; (b) to complete satisfactorily the essays, exercises and the practical work, if any; and (c) to pass the examinations of the unit of study.

'Year' means the chronological year in which specified requirements for candidature for the degree must be undertaken and/or completed.

## Pass degree and degree with Honours

3. (1) The degree of Bachelor of Education shall be awarded in two grades, namely, the Pass degree and the degree with Honours.  
(2) There shall be three classes of honours, namely, Class I, Class II and Class III and within Class II there shall be 2 Divisions, namely Division 1 and Division 2.  
(3) Candidates for the Honours degree may be awarded the Pass degree.

## Units of study of enrolment undertaken in other faculties

4. A candidate for the degree who enrolls, in accordance with these resolutions, in a unit of study prescribed for a degree offered by the Faculties of Arts, Science or Economics shall satisfy the prerequisites, corequisites and other requirements prescribed for such units of study for that other degree.

## Transitional provisions

5. (1) These resolutions shall apply to—  
(a) persons who commence their candidature after 1 January 1993; and  
(b) persons who commenced their candidature prior to 1 January 1993 and who, with permission of Faculty, elect to proceed under these resolutions.  
(2) (a) A candidate for the degree who commenced candidature prior to 1 January 1993 may complete the requirements in accordance with the resolutions of the Senate in force at the time the candidate commenced, provided that the candidate shall complete the requirements by 1 January 1996 or such later date as the Faculty may, in special circumstances, approve.  
(b) A candidate for the degree who commenced candidature in the former Institute of Education will complete the requirements in accordance with the resolutions of Senate in force at the time the candidature commenced, providing that the candidate shall complete the requirements by 1 January 1996 or such later date as the Faculty may, in special circumstances, approve.

## Programs of study

### Pass degree

#### 6. Early Childhood Education

This program has been suspended; anyone requiring access to resolutions concerning it should contact the Faculty Office, or consult an earlier handbook.

#### 7. Primary Education

Except with the permission of the Faculty, a candidate for the degree in Primary Education shall complete the following program of units of study:

##### *Year I*

- (1) Education 101;
- (2) Science Foundations Unit 101;
- (3) One Junior (100 level) unit of study, comprising a full year of study with a value of 12 credit points, department or school within the Faculty of Arts; and
- (4) One unit of study chosen from the following units of study:
  - (a) a Junior (100 level) unit of study, comprising a full year of study with a value of 12 credit points, offered by a department or school within the Faculty of Arts;
  - (b) a Junior unit of study offered by a department or school within the Faculty of Science with a value of 12 credit points; or
  - (c) a First Year full-year unit of study or two First Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 credit points, offered by a department or school within the Faculty of Economics.

##### *Year II*

- (1) Education 201;
- (2) Education 202;
- (3) Primary Education 201;
- (4) Primary Education 202;
- (5) One unit of study chosen from the following units of study:
  - (a) a Senior (200 level) course, comprising a full year of study with a value of 16 credit points, offered by a department or school within the Faculty of Arts;
  - (b) an Intermediate Normal, Intermediate Long or Intermediate Combined units of study or two Intermediate Introductory or two Intermediate Auxiliary units of study or one Intermediate Introductory unit of study and one Intermediate Auxiliary unit of study offered by a department or school within the Faculty of Science; or
  - (c) a Second Year full-year unit of study or two Second Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 credit points, offered by a department or school within the Faculty of Economics.

##### *Year III*

- (1) Education 301;
- (2) Education 302;
- (3) Primary Education 301;
- (4) Primary Education 302; and
- (5) Primary Education 303; and
- (6) Primary Education 304.

##### *Year W*

- (1) Primary Education 401;
- (2) Primary Education 402;
- (3) Primary Education 403;
- (4) Primary Education 404; and
- (5) Either:

- (a) one unit of study chosen from the following units of study:
  - (i) a Senior (200 or 300 level) unit of study, either unit of study comprising a full year of study with a value of 16 units, offered by a department or school within the Faculty of Arts;
  - (ii) an Intermediate Normal, Intermediate Long, Intermediate Combined or Senior unit of study or two Intermediate Introductory or two Intermediate Auxiliary or an Intermediate Introductory units of study plus an Intermediate Auxiliary unit of study, offered by departments or schools within the Faculty of Science; or
  - (iii) a Second Year full-year unit of study or two Second Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, or a Third Year full-year unit of study or two Third Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by a department or school within the Faculty of Economics; or
- (b) a Special Unit of study approved by the Faculty of Education;
- (6) for students undertaking the Faculty of Education Honours program, Special Unit of study Honours.

## 7A. Primary

(this is a conversion course for students who have a Diploma in Teaching in primary teaching. The applicable resolutions may be found in the Postgraduate handbook, or upon enquiry at the Faculty Office)

## 8. Secondary Education

### Mathematics

Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the area of mathematics shall complete the following program of units of study:

#### Year I

- (1) Education 101;
- (2) Mathematics 1; and
- (3) and (4) The equivalent of two full-year units of study chosen from any of the following units of study:
  - (a) Junior (100 level) units of study, each unit of study comprising a full year of study with a value of 12 units, offered by departments and schools within the Faculty of Arts;
  - (b) Junior units of study offered by departments and schools within the Faculty of Science; and
  - (c) a First Year full-year unit of study or two First Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics.

#### Year II

- (1) Education 201;
- (2) Education 202;
- (3) Secondary Education 201;
- (4) Secondary Education 202;
- (5) Pure Mathematics 2 or Applied Mathematics 2 or Mathematics 2 Combined.

#### Year III

- (1) Education 301;
- (2) Education 302;
- (3) Secondary Education 301;
- (4) Secondary Education 302;
- (5) Pure Mathematics 3 or Applied Mathematics 3

#### Year IV

- (1) Secondary Education 401;
- (2) Secondary Education 402;
- (3) Secondary Education 403;
- (4) Secondary Education 404; and

- (5) one unit of study chosen from the following units of study:

- (a) a Junior (100 level) or a Senior (200 level) full-year unit of study or two Senior (200 level) one-semester units of study (comprising a full year of study), equivalent to a minimum unit value of 12 or 16 units respectively, offered by departments and schools within the Faculty of Arts;
- (b) one unit of study chosen from the following units of study:
  - a Junior, Intermediate Normal, Intermediate Long or Intermediate Combined unit of study, with a minimum unit value of 12 or 16 units respectively, offered by departments and schools within the Faculty of Science;

or

- two Intermediate Introductory units of study or two Intermediate Auxiliary units of study or an Intermediate Introductory unit of study plus an Intermediate Auxiliary unit of study with a combined minimum unit value of 16 units, offered by departments and schools within the Faculty of Science;
- (c) a First Year full-year unit of study or two First Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics,

or

- a Second Year full-year unit of study or two Second Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics; and
- (6) for students undertaking the Faculty of Education Honours program, Special Unit of study Honours.

### Science

The BEd (Secondary Education) (Science) degree has been suspended. Continuing students needing to consult resolutions pertaining to this unit of study should consult handbooks from earlier years, or seek a copy from the Faculty Office.

### Humanities and Social Sciences

Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the areas of humanities and social sciences shall complete the following program of units of study:

#### Year I

- (1) Education 101;
- (2), (3) and (4) the equivalent of three full year units of study chosen from any of the following units of study:
  - (a) Junior (100 level) units of study, each unit of study comprising a full year of study with a minimum unit value of 12 units, offered by departments and schools within the Faculty of Arts;
  - (b) Junior units of study offered by departments and schools within the Faculty of Science with a value of 12 units; and
  - (c) First Year full-year units of study or First Year one-semester units of study (comprising a full year of study [2 semesters] in a subject area), equivalent to a minimum unit value of 12 units, offered by departments and schools within the Faculty of Economics.

#### Year II

- (1) Education 201;
- (2) Education 202;
- (3) Secondary Education 201;
- (4) Secondary Education 202;
- (5) one unit of study chosen from the following units of study:
  - (a) a Senior (200 level) full year unit of study or two Senior (200 level) one-semester units of study (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts; or

- (b) an Intermediate Normal, Intermediate Long or Intermediate Combined unit of study with a minimum unit value of 16 units offered by departments and schools within the Faculty of Science; or
- (c) a Second Year full-year unit of study or two Second Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics.

#### *Year III*

- (1) Education 301;
- (2) Education 302;
- (3) Secondary Education 301;
- (4) Secondary Education 302; and
- (5) one unit of study chosen from the following units of study:
  - (a) a Senior (300 level) full-year unit of study or two Senior (300 level) one-semester units of study (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts;
  - (b) a Senior unit of study offered by departments and schools within the Faculty of Science with a minimum unit value of 16 units; and
  - (c) a Third Year full-year unit of study or two Third Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Economics.

#### *Year IV*

- (1) Secondary Education 401;
- (2) Secondary Education 402;
- (3) Secondary Education 403;
- (4) Secondary Education 404; and
- (5) one unit of study chosen from the following units of study:
  - (a) a Junior (100 level) or a Senior (200 level) full-year unit of study or two Senior (200) one-semester units of study (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts;
  - (b) a Junior, Intermediate Normal, Intermediate Long or Intermediate Combined unit of study, with a minimum unit value of 12 or 16 units respectively, offered by departments and schools within the Faculty of Science; and
  - (c) a First Year full-year unit of study or two First Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, or a Second Year full-year unit of study or two Second Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics; and
- (6) For students undertaking the Faculty of Education Honours program, Special Unit of study Honours.

### **Human Movement and Health**

Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the area of human movement and health shall complete the following program of units of study:

#### *Year I*

- (1) Education 101;
- (2) Science Foundations unit of study; and
- (3) and (4) two units of study chosen from any of the following units of study:
  - (a) Junior (100 level) units of study, each unit of study comprising a full year of study with a value of 12 units, offered by departments and schools within the Faculty of Arts;
  - (b) Junior units of study offered by departments and schools within the Faculty of Science; or

- (c) a First Year full-year unit of study or two First Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 12 units, offered by departments and schools within the Faculty of Economics.

#### *Year II*

- (1) Education 201;
  - (2) Education 202;
  - (3) Human Movement Education 201; and
  - (4) Human Movement Education 202 (if majoring in this area of study);
- or*
- (3) Health Education 201; and
  - (4) Health Education 202 (if majoring in this area of study); and
  - (5) one unit of study chosen from the following units of study:
    - (a) a Senior (200 level) full year unit of study or two Senior (200 level) one-semester units of study (comprising a full year of study), equivalent to a minimum unit value of 16 units, offered by departments and schools within the Faculty of Arts;
    - (b) an Intermediate Normal, Intermediate Long or Intermediate Combined unit of study or two Intermediate Introductory units of study or two Intermediate Auxiliary units of study or an Intermediate Introductory unit of study plus an Intermediate Auxiliary unit of study, offered by departments or schools within the Faculty of Science;
    - (c) a Second Year full-year unit of study or two Second Year one-semester units of study (comprising a full year of study in a subject area), equivalent to a minimum total unit value of 16 units, offered by departments and schools within the Faculty of Economics.

#### *Years III*

- (1) Education 301;
  - (2) Education 302;
  - (3) Human Movement Education 301;
  - (4) Human Movement Education 302;
  - (5) Health Education 201; and
  - (6) Health Education 202.
- or*
- (3) Health Education 301;
  - (4) Health Education 302;
  - (5) Human Movement Education 201; and
  - (6) Human Movement Education 202.

#### *Year IV*

- (1) Human Movement Education 401;
  - (2) Human Movement Education 402;
  - (3) Human Movement Education 403;
  - (4) Human Movement Education 404;
  - (5) Health Education 301;
  - (6) Health Education 302; and
  - (7) for students undertaking the Faculty of Education Honours program, Special Unit of study Honours.
- or*
- (1) Health Education 401;
  - (2) Health Education 402;
  - (3) Health Education 403;
  - (4) Health Education 404;
  - (5) Human Movement Education 301;
  - (6) Human Movement Education 302; and
  - (7) for students undertaking the Faculty of Education Honours program, Special Unit of study Honours.

## Technological and Applied Studies

Except with the permission of the Faculty, a candidate for the degree in Secondary Education in the area of technological and applied studies shall complete the following program of units of study:

### Year I

- (1) Education 101;
- (2) Design Foundations;
- (3) Information Management;
- (4) Science Foundations Unit of study;
- (5), (6) and (7) Three of the following curriculum studies:
  - (a) Food Technology 1;
  - (b) Textile Technology 1;
  - (c) Life Management Studies 1;
  - (d) Applied Design 1;
  - (e) Applied Graphics 1;
  - (f) Industrial Technologies 1.

### Year II

- (1) Education 201;
- (2) Education 202;
- (3) Secondary Education 1 (Audio/Visual Technology);
- (4) Secondary Education 1 (Language and Learning);
- (5) Secondary Education 1 (Practicum);
- (6) Secondary Education 1 (Teaching and Learning);
- (7) Secondary Education 1 (Teaching Technological and Applied Studies I);
- (8) Technology and Society 1;
- (9), (10) and (11) Three of the following curriculum studies:
  - (a) Computing Studies 1;
  - (b) Applied Design 2;
  - (c) Applied Graphics 2;
  - (d) Food Technology 2;
  - (e) Industrial Technologies 2;
  - (f) Life Management Studies 2;
  - (g) Textile Technology 2.

### Year III

- (1) Education 301;
- (2) Education 302;
- (3) Secondary Education 2 (Issues in Health Education);
- (4) Secondary Education 2 (Learners with Special Educational Needs);
- (5) Secondary Education 2 (Practicum);
- (6) Secondary Education 2 (Teaching and Learning);
- (7) Secondary Education 2 (Teaching Technological and Applied Studies II);
- (8) Management and Industry Studies 1;
- (9) Design Project 1
- (10) and (11) Two of the following curriculum studies:
  - (a) Health Education 1;
  - (b) Computing Studies 2;
  - (c) Applied Design 3;
  - (d) Applied Graphics 3;
  - (e) Food Technology 3;
  - (f) Industrial Technologies 3;
  - (g) Life Management Studies 3;
  - (h) Textile Technology 3.

### Year IV

- (1) Technology and Society 2;
- (2) Secondary Education 3 (Practicum);
- (3) Secondary Education 3 (Sport Studies);
- (4) Secondary Education 3 (Sport Studies Elective);
- (5) Secondary Education 3 (Teaching and Learning);
- (6) Secondary Education 3 (Teaching Technological and Applied Studies IE);
- (7) Management and Industry Studies 2
- (8) Design Project 2;
- (9) and (10) Two of the following curriculum studies:
  - (a) Health Education 2;
  - (b) Computing Studies 3;
  - (c) Applied Design 4;
  - (d) Applied Graphics 4;
  - (e) Food Technology 4;
  - (f) Industrial Technologies 4;
  - (g) Life Management Studies 4;
  - (h) Textile Technology 4;
- (11) For students undertaking the Faculty of Education Honours program, Special Unit of study Honours.

## Subject areas for award of degree with Honours

9. (1) The Honours degree may be awarded in respect of:
  - (a) a professional subject;
  - (b) the subject Education pursued as a generalist subject in the Faculty of Education; and/or
  - (c) a subject pursued in the Faculty of Arts, Science or Economics.
- (2) For the purposes of these resolutions the professional subjects are:
  - (a) Early Childhood Education;
  - (b) Primary Education;
  - (c) Secondary Education (Humanities and Social Sciences);
  - (d) Secondary Education (Human Movement and Health Education);
  - (e) Secondary Education (Mathematics);
  - (f) Secondary Education (Science); and
  - (g) Secondary Education (Technological and Applied Studies).
- (3) The testamur for the degree awarded with Honours shall specify the professional subject and/or Education and/or the subject undertaken in the Faculties of Arts, Science or Economics in which the degree has been undertaken together with the class of Honours in each subject.

## Admission to the Honours programs

### 10. Professional subject

Early Childhood Education, Primary Education, Secondary Education (Humanities and Social Sciences), Secondary Education (Human Movement and Health), Secondary Education (Mathematics) and Secondary Education (Science)

- (1) (a) An applicant for admission to candidature for the Honours degree in a professional subject other than Secondary Education (Technological and Applied Studies) shall normally:
  - (i) have achieved a grade result of Credit or higher in the annual examination for the units of study Education 101 or Education 201 and Education 202;
  - (ii) have achieved a grade result of Credit or higher in the annual examination for professional units of study taken in Year II of candidature.

- (b) An applicant for admission to candidature for the Honours degree in a non-professional subject (other than Education) shall be qualified for such admission in accordance with the resolutions of the Senate relating to the degrees of Bachelor of Arts, Bachelor of Arts (Asian Studies), Bachelor of Science, Bachelor of Economics or Bachelor of Economics (Social Sciences).
- (c) An applicant for admission to candidature for a joint Honours degree in a professional subject and/or in the subject Education and/or in a non-professional subject (other than Education) shall satisfy the requirements for each relevant subject area as outlined in section 12.

### **Professional subject**

#### **Secondary Education (Technological and Applied Studies)**

- (2) (a) An applicant for admission to candidature for the Honours degree in the professional subject Secondary Education (Technological and Applied Studies) shall normally:
  - (i) have achieved a grade result of Credit or higher in the annual examination for the units of study Education 101 or Education 201 and Education 202;
  - (ii) have achieved an average grade result of Credit or higher in the annual examination for the following professional units of study: Secondary Education 1 (Audio/ Visual Technology); Secondary Education 1 (Language and Learning); Secondary Education 1 (Teaching and Learning); and Secondary Education 1 (Teaching Technological and Applied Studies 1).
- (b) An applicant for admission to candidature for a joint Honours degree in a professional subject and in the subject Education shall satisfy the requirements for each relevant subject area as outlined in section 12.

### **Education**

- (3) An applicant for admission to candidature for the Honours degree in the subject Education pursued as a generalist subject in the Faculty of Education shall normally have achieved a grade result of Credit or higher in the annual examination for the units of study Education 101 and Education 201 and Education 202.

### **Honours Transition Unit**

- (4) (a) In addition to the unit requirements for Pass students enrolling in the units of study Education 201 and 202 and Education 301 and 302, each applicant for admission to the Honours program in accordance with section 10 relating to the professional subject or the subject Education must also enrol in the Honours Transition unit within either of the units of study Education 202 or Education 301.
- (b) Faculty will only permit students to undertake the Honours Transition unit if they have already achieved a grade result of Credit or higher in a unit of study offered by departments and schools within the Faculties of Arts, Science or Economics in addition to (i) the grade result of Credit or higher in the unit of study Education 101 (for students other than those following the Secondary Education (Technological and Applied Studies) strand); or (ii) the grade result of Credit or higher for the unit of study Science Foundations Unit of study or the average grade result of Credit or higher for the units of study Design Foundations and Information Management (for students following the Secondary Education (Technological and Applied Studies strand)).
- (c) A candidate admitted to the Honours program in accordance with section 10 relating to the professional subject will not be permitted to proceed with the program unless she or he achieves:
  - (i) a grade result of Credit or higher for the Honours Transition unit; and

- (ii) an average grade result of Credit or higher for the professional units of study under-taken in Year II of the degree program.
- (d) A candidate admitted to the Honours program in accordance with section 10 relating to the subject Education will not be permitted to proceed with the program unless she or he achieves a grade result of Credit or higher for the Honours Transition unit.

## **Progress within the Honours programs\***

### **11. Professional Honours**

- (1) A candidate undertaking the professional Honours program shall achieve:
  - (a) an average grade result of Credit or higher in the professional units of study undertaken in each of Years III and IV of the degree program;
  - (b) a grade result of Credit or higher for enrolment in the units Honours Unit of study A and Honours Unit of study B (the latter unit undertaken in addition to the Pass unit requirements) within the units of study Education 301 and Education 302;
  - (c) a result of Satisfactory or higher in the practice teaching component of the professional units of study undertaken in Years III and IV of the degree program; and
  - (d) enrol in the unit of study Special Unit of study Honours in Year IV of the degree program.

### **Education Honours**

- (2) A candidate undertaking the Education Honours program shall achieve:
  - (a) an average grade result of Credit or higher in the units of study Education 301 and 302 (including a grade result of Credit or higher for enrolment in the units Honours Unit of study A and Honours Unit of study B within the units of study Education 301 and 302);
  - (b) a result of Satisfactory or higher in the practice teaching component of the professional units of study undertaken in Years III and IV of the degree program;
  - (c) enrol in the unit of study Special Unit of study Honours in Year IV of the degree program.
- (3) Each candidate enrolled in the unit of study Special Unit of study Honours must complete a Special Study and Report in any of the Honours streams offered by the schools of Faculty. The aim of the Special Study and Report is for each student to (a) examine in depth some professional area of educational significance, and (b) demonstrate ability to carry out independent research displaying effective analysis, logical argument and the reporting of findings in a scholarly form.

## **12. There shall be no re-examination for award of the degree with Honours.**

### **Award of degree with Class I Honours**

#### **13. Professional Honours**

- (1) Faculty would normally expect candidates recommended for award of the degree with Class I Honours to have achieved:
  - (a) a result of Outstanding in the practice teaching component of the professional unit of study undertaken in Year IV of the degree program;
  - (b) a result at Class I Honours level for the Special Study and Report undertaken within Special Unit of study Honours; and
  - (c) an average grade result of Distinction or higher in the professional units of study undertaken in Year IV of the degree program.

◆Intending Honours candidates should consult the Honours Coordinator for advice as to the requirements for Honours.

### **Education Honours**

- (2) Faculty would normally expect candidates recommended for award of the degree with Class I Honours to have achieved:
- (a) a result of Outstanding in the practice teaching component of the professional units of study undertaken in Year IV of the degree program;
- (b) a result of Class I Honours level for the Special Study and Report undertaken within Special Unit of study Honours; and
- (c) an average grade result of Distinction or higher in the units of study Education 301 and 302.

### **Award of University Medal**

14. If a candidate is awarded the degree with Class I Honours (and having undertaken Honours in a professional subject has achieved a grade result of High Distinction in the Year *TV* professional unit of study or having undertaken Honours in the subject Education has achieved a grade result of High Distinction in the units of study Education 301 and 302), and if the Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.

### **Time limitations**

15. Except with the permission of the Faculty, a candidate shall not be eligible for award of the Honours degree unless the candidate completes all the requirements for the degree:

- (1) in the case of Honours in a professional subject or in Education, in not more than five years of enrolment; and
- (2) in the case of Honours in a non-professional subject (other than Education), in not more than six years of enrolment.

Subsequent award of degree with Honours for Bachelor of Education Pass graduates

16. (1) A person who has been awarded the Pass degree of Bachelor of Education may, with the permission of the Faculty, be admitted to candidature for the Honours degree in a non-professional subject (other than Education).
- (2) A candidate admitted to candidature for the Honours degree in accordance with section 16(1) may, subject to section 15(2), qualify for the Honours degree in the non-professional subject (other than Education) concerned by fulfilling such requirements of the Faculty concerned as have not already been met.

### **Restrictions on units of study of enrolment**

17. (1) The Faculty of Education has prescribed the following units of study as mutually exclusive in satisfying the requirements for award of the degree: Mathematics 1 and General Pure Mathematics; Physics 1 and Physics 1 (Life Sciences); and Economics I and Economics I (Social Sciences).
- (2) (a) Except with the permission of the Faculty, candidates for the degree in Early Childhood Education, Primary Education and Secondary Education (Humanities, Human Movement and Health, Mathematics or Science) shall not:
  - (i) enrol in the equivalent of not more than four full-year units of study in either Year I or Year II;
  - (ii) enrol in the equivalent of not more than three units of study in Year III or more than three full-year units of study (and Special Unit of study Honours) in Year IV;
  - (iii) proceed to the units of study prescribed for Year III until the candidate has fulfilled the requirements of Years I and II;
- (b) Except with the permission of the Faculty, candidates for the degree in Secondary Education (Technological and Applied Studies) shall not:
  - (i) enrol in more than seven units of study in Year I;
  - (ii) enrol in more than eleven units of study in Year II, III or IV
  - (iii) proceed to the units of study prescribed for Year III until the candidate has fulfilled the requirements of Years I and II.

- (3) Except with the permission of the Faculty a candidate may not take a higher unit of study in any subject without having previously completed the lower unit of study or units of study in the same subject or some other unit of study or units of study allowed by the Faculty to count as equivalent.

### **Credit for units of study completed external to current candidature**

18. A candidate who has completed work or a unit of study or units of study towards a degree at this or another university or towards an equivalent qualification at an appropriate institution or as a non-award student may be granted credit towards the degree of Bachelor of Education for up to half of the overall unit of studywork requirements provided that the content of the work or unit of study or units of study is considered by the Faculty on the recommendation of the Head of the School or Department concerned to be equivalent to a unit of study or units of study prescribed in sections 6,7,7A or 8.

### **Conditions of grant of credit**

19. A candidate granted credit towards the degree under section 18 shall:
  - (a) count towards the degree all units of study so credited subject to the provisions of these resolutions;
  - (b) not count towards the degree any unit of study completed subsequently within the University of Sydney which overlaps substantially in content with the work or unit of study or units of study upon which grant of credit was based;
  - (c) complete all necessary qualifying units of study for the degree within such period of time and such number of years of candidature as the Faculty may determine having regard to the number of units of study credited, the length of time over which the unit of study or units of study concerned were completed and the time limits for the completion of the degree prescribed under these resolutions.

### **Restrictions on grant of credit**

20. Unless otherwise permitted by Faculty a candidate shall not be granted credit towards the degree for or on the basis of any unit of study or units of study:
  - (a) completed more than five years prior to admission or re-admission to candidature; or
  - (b) upon which the candidate has relied or intends to rely in order to satisfy requirements for award of another degree or qualification.

### **Time limits**

21. Unless otherwise permitted by Faculty a candidate shall complete all the requirements for award of the degree within eight calendar years of admission or re-admission to candidature.

### **Suspension of candidature**

22. (1) Unless suspension of candidature has been approved by Faculty, a candidate for the degree is required to re-enrol each calendar year.
- (2) Except where the Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment.

### **Lapse of candidature**

23. (1) Unless the Faculty otherwise determines in any particular case, candidature for the degree will be deemed to have lapsed if a candidate has:
  - (a) not completed all the requirements for award of the degree in accordance with sections 19 and 21; or
  - (b) not re-enrolled for the degree as required in accordance with section 22.

- (2) A candidate whose candidature has been deemed to have lapsed in accordance with subsection (1) shall not re-enrol as a candidate for the degree unless again selected for admission.

## Restriction upon re-enrolment

The attention of Bachelor of Education students is drawn to the following extracts from the resolutions of the Senate.

Note: See also Faculty Resolution 6 in the Resolutions of the Faculty of Education below.

### Faculty of Education

24. (1) The Senate authorises the Faculty of Education to require a student to show good cause why he or she should be allowed to re-enrol in the Bachelor of Education degree unit of study, if, in the opinion of the Faculty, he or she has not made satisfactory progress towards fulfilling the requirements for the degree.
- (2) Satisfactory progress cannot be defined in all cases in advance, but a student who—
- (a) has failed or discontinued enrolment in more than one unit of study twice; or
- (b) has failed to pass more than 50% of the units of study of enrolment in each of any two consecutive years of enrolment (not necessarily in consecutive calendar years of enrolment) shall be deemed not to have made satisfactory progress.
- (3) For students who have failed to make satisfactory progress as defined in subsection 2(b):
- (a) '50% of the units of study of enrolment' shall mean 50% of the total credit points allocated for enrolment in all units of study each year to a maximum total of 48 credit points for students enrolled in individual units of study supervised by the School of Transitional Programs; or
- (b) '50% of the unit of study of enrolment' shall mean 50% of the total scheduled contact hours allocated for enrolment in all units of study each year for students enrolled in individual units of study within either the Secondary Education (Mode A) or the Secondary Education (Technological and Applied Studies) programs supervised by the School of Teaching and Curriculum Studies.
- (4) In cases where the Faculty permits a student whose progress has been deemed unsatisfactory to re-enrol, the Faculty may require the completion of specified units of study in a specified time and if the student does not comply with these conditions the student may again be called upon to show good cause why he or she should be allowed to re-enrol in the Bachelor of Education degree unit of study.

### Resolutions of the Faculty of Education

#### 1. Admission with advanced standing to Second and Third Years<sup>1</sup>

The Faculty of Education has adopted the following resolutions for students who have successfully completed a first year at this or another university:

- (i) Candidates wishing to transfer to the Bachelor of Education degree unit of study from other faculties in this or another university should have obtained a pass in four first year units of study, except that a candidate with passes in less than four subjects may be permitted to transfer to the Bachelor of Education degree unit of study with advanced standing, where such a candidate has performed meritoriously.
- (ii) For candidates seeking admission to Third Year, preference will be given to candidates who have completed the required seven or eight subjects in the first two years. However, candidates who have passed in six subjects and have a meritorious record may also be considered.

- (iii) Part-time candidates should meet the same requirements set down for full-time candidates, except that the appropriate number of first year units of study should be successfully completed over a maximum period of two years. Where this requirement has not been met, the application will be referred to the Dean of the Faculty of Education for consideration.

(28 February 1986)

The Faculty has approved that the number of transfers into Years II and III of the degree will depend upon the availability of places and resources in the specific programs and that these will vary from year to year.

(23 November 1990)

## 2. Policy relating to Bachelor of Education (Honours) programs and special exercises

### Aims of Honours special study

The aims of the Honours special study are for candidates to:

1. examine some professional area of educational significance in depth ('professional' is used in the sense of 'relevant to educational practice');
2. demonstrate ability to carry out independent research, especially in analysing data carefully, in arguing logically from the data and in reporting findings in a scholarly form.

### Length and presentation of Honours special study

Though the length of the Honours special study will vary with the nature of the investigation, and length does not indicate quality, the report should not exceed 20 000 words.

Three copies of the report should be submitted, one of which should be returned. Though reports may be submitted in loose-leaf form, a copy of the report should be bound as soon as practicable for lodging.

### Procedures for examining long essays

Strand coordinators will ensure that in the examination of reports there are three examiners, selected on the following criteria:

1. one reader, a senior member of the academic staff, who will read all the reports across each strand;
2. one reader from the unit of study strand in which the report is submitted;
3. one reader, other than the supervisor, who will have special competence in the area of the student's writing;
4. one reader who is the supervisor of the student submitting the Honours report.

### Honours students and special units of study

Honours students may be permitted to study special units of study outside the strand in which they are enrolled, subject to the approval of the strand coordinator. Approval will be conditional upon a clear relationship being demonstrated between the special unit of study and the strand of enrolment. (A student may appeal to the Head of School against a strand coordinator's decision if necessary.)

Honours students will be given priority in special units of study in which numbers are restricted.

During the Third Year of the unit of study, Honours seminars of one hour per week will be conducted within strands during first and second semester. During second semester, a seminar of one hour per week for five weeks will be conducted across all strands, with a focus on options and requirements for final year Honours work.

<sup>1</sup>In general, admission to second and third years will be determined on the basis of units of study completed at this or another university which are acceptable for credit towards the degree of Bachelor of Education.

### **Access to special units of study**

Students in the Early Childhood, Human Movement and Primary Education strands will have equal access, after Honours students, to special units of study. Where applications are in excess of places, it is recommended that special unit of study coordinators meet with applicants to determine selection criteria.

*(28 February 1986)*

### **3. Timetable clashes**

Where students undertaking practice-teaching within any professional program encounter any conflict between the practicum and any ongoing academic units of study, they are required to submit a copy of their academic timetable to their professional unit of study supervisor and to attend all classes required of their academic units of study.

Students are reminded that in accordance with section 5 of the resolutions of the Academic Board relating to attendance, the Dean may call upon any student in the Faculty of Education who has been absent without leave from more than ten per cent of the classes in any one term (or semester) in a particular unit of study to show cause why that student should not be deemed to have failed to complete that unit of study.

*(21 June 1988)*

The degree of Bachelor of Education is a full-time program, and students are expected to attend 90% of all lectures and tutorials (even during practice teaching); consideration cannot be given, nor special arrangements made, to accommodate students wishing to undertake employment or other extra activities during normal University hours. Academic staff should also be requested to make every possible effort to advise students of this policy during orientation, registration and other staff/student meetings.

*(29 August 1991)*

### **4. English language proficiency**

Students intending to undertake a teacher training qualification at the University of Sydney should be aware that all programs of the Faculty of Education call for a high level of competence in both oral and written English.

During coursework, there is a large amount of verbal interaction, and students are expected to participate fully in discussion of educational issues, presentation of papers, and peer teaching exercises. Also, during periods of practice teaching, trainee teachers need to use accurate and appropriate English in support of pupil learning, and should be able to cope with the wide range of language needs and backgrounds which may be found in New South Wales schools.

Where it becomes apparent that an individual is facing difficulties with English language either in the classroom or during course work, then specific recommendations for remedial action will be made by staff teaching in the teacher training programs. Included could be additional work in oral and/or written English through the specialist assistance available within the University for students with specific problems (e.g. the Counselling Service, EMOS, ELICOS or the University's International Education Office). Students will be expected to avail themselves of such assistance so that they can perform satisfactorily in all components of the unit of study, and communicate effectively with peers, teachers, school pupils and parents.

*(5 July 1989)*

*The Faculty of Education adopted the following English language proficiency test minimum scores for admission to Diploma in Education programs:*

*7.5 on IELTS, or equivalent score on other accredited tests, including that administered by the Faculty of Education.*

*(24 June 1992)*

### **5. Progression**

The Faculty of Education draws students' attention to Senate resolution 8(3) relating to progression through the degree and reminds students that Faculty permission to proceed to units of study prescribed for Year III where the student has not fulfilled the requirements for Years I and II will only be given in special circumstances and students should ensure that outstanding First Year units of study are completed in the second year of enrolment.

*(23 November 1990)*

### **6. Exclusions Policy**

Liability for exclusion is determined in accordance with the Resolutions of Senate concerning restriction upon re-enrolment (Statutes and Regulations 1994-95, pages 81-82 and 85). The bulk of Faculty consideration is given to students failing or discontinuing a unit of study or units of study twice (and being asked to show good cause why they should be permitted to re-enrol in that unit or units of study) or having been asked to show 'good cause' for two or more units of study, also being required to show 'good cause' why they should be permitted to re-enrol in the Bachelor of Education degree course.

The advantages of the exclusions process are that: (1) it enables Faculty to make it mandatory for students to take leave from studies for a minimum period of two years in which they can address those matters which were having an adverse effect on their academic studies; (2) it can provide students with poor academic records with a warning that they need to make a greater effort; and (3) it often provides Faculty with an awareness of circumstances preventing student progress for which counselling may be suggested/provided in order to assist the student.

6.1 At each undergraduate Boards of Examiners, members of staff will receive examination registers in which student liability for exclusion is noted.

#### *6.1.1 Liability for exclusion from unit(s) of study only*

At the conclusion of each meeting of a Board of Examiners, the Chair will refer to the examinations register and ask the members present which students are to be asked to show cause and for what units of study. Only those students indicated by the Board will be asked to show cause.

#### *6.1.2 Liability for exclusion from the BEd degree (and unit(s) of study)*

All students who are liable to show cause for the BEd degree will be asked to do so automatically unless recommended otherwise by the Board of Examiners.

#### *6.1.3 BEd (Mode A) and (TAS) programs*

For the programs in which all units of study are offered by the Faculty itself (eg Secondary(TAS)), the Board of Examiners will determine which students are liable for exclusion from units of study and/or the degree and decide which students are to be asked to show good cause for the units of study. Once again, all students who were liable to show cause for the BEd degree would automatically be asked to do so unless recommended otherwise by the Board.

In summary, all students liable for exclusion from the BEd degree course will be asked to show cause unless it is decided otherwise by the Board of Examiners. Students who are liable for exclusion from units of study only will be asked to show cause if the Board of Examiners decides they should be asked.

6.2 Faculty will advise the Exclusions Office of the decisions of the Board of Examiners.

#### *6.3 Liability for exclusion from unit(s) of study only*

6.3.1 A statement purporting to show good cause which is submitted by a student liable for exclusion from unit(s) of study only will be referred to the relevant Head of Department/School and/or Program Director/Course Coordinator for a recommendation on the case.

- 6.3.2 If the recommendation(s) states that the student is to be permitted to re-enrol, the Faculty Secretary will advise the Exclusions Office of this decision directly without further consultation within Faculty. The Faculty Secretary will subsequently advise the Exclusions Committee of the decision in each such case at the regular meetings of the Committee and the Committee, on behalf of Faculty, will endorse the decision. Each student will be sent a Faculty form letter pointing out the seriousness of any exclusions consideration and making it a condition of re-enrolment that the student meet with the appropriate Program Director/Course Coordinator at least twice each semester in her/his next year of studies to review her/his academic progress.
- 6.3.3 If the recommendation(s) state that the student is not to be permitted to re-enrol, the student statement and academic record, together with the recommendation(s), will be considered by the Faculty Committee at its next regular meeting. The Committee's decision will be forwarded to the Exclusions Office.
- 6.3.4 If the Faculty Secretary is aware of any matters raised in the statement submitted by a student covered by clause 6.3.2 above that warrant Faculty attention or action, he/she will refer the statement to the Chair of the Committee for her/his attention.
- 6.4. *Liability for exclusion from the BEd degree (and unit(s) of study)*
- 6.4.1 A statement purporting to show good cause which is submitted by a student liable for exclusion from the degree course only or the degree course and individual units of study will be referred to the relevant Head of Department/School and/or Program Director/Course Co-ordinator for a recommendation on the case.
- 6.4.2 When the recommendation is received by the Faculty Secretary, he/she will forward a copy of the student statement and academic record, together with the recommendation(s), to the Faculty Committee for consideration at its next regular meeting. At that meeting, the Committee will interview each student. The Committee's decision will be forwarded to the Exclusions Office.

(16 May 1995)

## Variation, Withdrawal and Discontinuation of Enrolment

Candidates wishing to change a unit of study in which they have enrolled should do so at the Faculty of Education Office by **Monday 30 March 1998**.

Candidates who fail to complete units of study in which they enrol receive one of four results — 'withdrawn', 'discontinued with permission', 'discontinued' or 'absent fail'. *Except in cases of serious illness or misadventure the result is determined by the date on which notification is received by the Faculty of Education Office.*

**Withdrawn:** This is the same as if the candidate had not enrolled in the unit of study concerned. Although the University has a record of the withdrawal, the unit of study and result will not appear on the official transcript of academic record.

In order to have a unit of study enrolment recorded as 'withdrawn', notice must be given by the candidate to the Faculty of Education Office on or before the deadline. For First Semester or Full Year units of study the deadline is **Monday 30 March 1998**; for Second Semester Units of study the deadline is **Friday 28 August 1998**.

**Discontinuation with permission:** This does not count as an attempt at the unit of study, but does appear on the candidate's academic record.

After the deadline for withdrawal has passed a candidate may have enrolment recorded as 'discontinued with permission' where:

1. evidence is produced of serious illness or misadventure, or
2. notice is given to the Faculty of Education Office on or before the deadline.

The deadlines for discontinuation with permission without having to produce evidence of serious illness or misadventure are:

FOR FIRST SEMESTER UNITS OF STUDY:

the end of the 7th week of lectures;

FOR FULL YEAR UNITS OF STUDY:

on or before the first day of Second Semester;

FOR SECOND SEMESTER UNITS OF STUDY:

on or before the 7th week of lectures.

**Discontinued:** This counts as an unsuccessful attempt at the unit of study concerned and appears on the candidate's academic record.

Except with Faculty permission, candidates may not repeat a unit of study which they have failed or discontinued more than once.

In order to have 'discontinued' recorded, notice must be given to the Faculty of Education Office on or before the last day of lectures for the unit of study.

FOR FIRST SEMESTER UNITS OF STUDY:

the deadline is **Friday 5 June 1998**;

FOR FULL YEAR AND SECOND SEMESTER UNITS OF STUDY:

the deadline is **Friday 30 October 1998**.

If a candidate misses the deadline and does not sit the final examination, the result recorded is 'absent fail'.

## Suspension of candidature and deferment

### Suspension of candidature

Once their candidature has commenced candidates normally re-enrol each year and complete units of study until they finish their degree. A period in which a candidate is not enrolled in any units of study to be counted toward the degree is referred to as 'suspension of candidature'.

Periods of suspension do not affect the expiry of the eight-year limit for completion of the degree.

Candidates need approval for a period of suspension if they do not wish to re-enrol in the next calendar year.

Application for approval for suspension of candidature should take the form of a letter addressed to the Faculty and be lodged with or posted to the Faculty of Education Office. The letter should indicate in some detail the reasons why the period of suspension is required.

Suspension of candidature for an indefinite period or for the purpose of undertaking another course of study is generally not approved.

If suspension is not approved and the candidate fails to re-enrol at the appropriate time, the candidature is regarded as having lapsed. It is then not possible to re-enrol unless the person is re-selected for admission to candidature.

### Suspension and deferment of candidature for First Year students

Special provisions apply to candidates in their first year of study who wish to defer taking up the offer of a place, or who totally discontinue their enrolment.

Persons who have not previously attended a recognised tertiary institution are normally able to defer commencement of their candidature for one year. Applications are handled by the Admissions Office of the University.

Preferably application for deferment should be made during the UAC enrolment week at the 'Deferment' desk in MacLaurin Hall and be accompanied by the 'offer of enrolment' card. Late applications can also be made if the first year of enrolment is 'withdrawn' by 30 March 1998.

Candidates who totally discontinue their first year of enrolment after the deadline for withdrawal are not eligible to defer commencement of candidature, nor to suspend candidature beyond the end of the year. If they do not re-enrol the following year their candidature automatically lapses. First-year students who discontinue their enrolment with permission will be required to apply for re-selection through the Universities Admission Centre.

## Re-enrolment procedure

Persons who wish to re-enrol after a period of suspension of candidature need to complete an application to re-enrol after an absence. Application forms are available from the Faculty of Education Office and should be lodged there by the end of November in the preceding year.

## Implications of HECS liability

HECS is weighted for each unit of study. This means that your workload determines your fees. If you wish to know what the weighting is for individual units of study, you should contact the Faculty of Education Office.

## Information and advice

Any candidate who wishes to make application relevant to a degree, or who needs advice as to degree or unit of study requirements should contact the Undergraduate Adviser for the Faculty of Education. The adviser is located in the Faculty of Education Office in room 307 on the ground floor of the Education Building Complex in Manning Road. The telephone number is 9351 2634. Written enquiries should be directed to:

Administrative Officer  
Undergraduate Studies  
Faculty of Education, A3 5  
The University of Sydney, N.S.W. 2006.

## Policy regarding Extensions and Plagiarism

### Extensions

Approval for late submission of assignments will be granted only where a student can demonstrate good cause (e.g. illness supported by a doctor's certificate; serious misadventure). Pressure of work is not an appropriate ground for request for an extension.

If a student has a genuine reason for an extension then they should approach the unit of study lecturer/tutor prior to the assignment due date. There is an official form for requesting an extension. These are available from the Faculty Office. The student should complete one of these and take it to the unit of study lecturer/tutor when requesting an extension.

### Plagiarism

All assignments are to be the original work of an individual student, or a group arranged with the agreement of the unit of study lecturer/tutor.

You must always acknowledge the sources of your ideas and quotes, both published and unpublished. Plagiarism is the extensive use of another person's work (e.g. repetition of sentences/phrases with little or no variation) as if it is your own. Sometimes this happens unintentionally because of poor research and writing habits. Sometimes it is deliberate. In either case it is unacceptable.

Evidence of plagiarism will result in work being failed. There is also the possibility of further university sanctions.

**In some circumstances cooperative discussion of ideas may be appropriate, even advantageous. Unless otherwise explicitly required, however, all writing should be undertaken independently, by yourself and any assignments that you submit must be entirely your own work.**

## Style Guide for Education Essays

This style guide is intended for use the preparation of all student written work in the undergraduate courses of study offered by the Faculty of Education (i.e., B.Ed, units of study, including Education 1, 2, 3, and the B.Ed. Honours Program). This style guide is also appropriate for written work in postgraduate units of study in the MEd Coursework Program and associated Diplomas and Certificates. However, this style guide does not apply to, MPhilEd, EdD, or PhD written work [see University guide-lines].

A student essay is a presentation of research. The Faculty of Education believes that the form of research presentation is an important aspect of the research process itself and should be mastered by students as soon as possible. Scholarly conventions in research presentation have emerged over the years. The following guide-lines are dictated by both these scholarly conventions and common sense. They will help you to present your essay in a form that is both professional in appearance and easily read and assessed. Coordinators of individual programs or units of study may alter these guide-lines to better suit individual circumstances. But notwithstanding such modifications, these guide-lines apply and should be adhered to by all students.

### Submission of Essays and Extensions of Time

The Faculty of Education requires essays to be handed in by the due date unless an extension of time has been granted beforehand. Extensions of time are granted on the grounds of illness or misadventure. Only in exceptional circumstances will requests for extensions made after the due date be considered. Where units of study are assessed progressively and cumulatively (as most are) you must submit all required work on time and achieve a pass standard overall.

Unless specifically advised otherwise, always submit an essay personally to the appropriate tutor or lecturer. Do not slip an essay under a door or leave it on a desk. If granted permission to do so, you may post an essay to the appropriate tutor or lecturer. The post-mark on the envelope must be on or before the due date. Always remember to keep a copy of the essay.

### The Presentation of Essays

#### Title page

Many units of study have official cover sheets to be attached to the front of each essay. Use these unless otherwise instructed. If there is no official cover sheet, a title page must include the following:

- your name and student identification number;
- the full title of the essay;
- the name of the tutor or lecturer and the exact title of the unit of study; and
- the due date and (if prescribed) the number of words required.

#### Layout

Please ensure that you proof-read and correct errors and omissions in grammar, punctuation, and spelling before you submit an essay. Be certain to retain a copy of any essay submitted as a precaution against any unforeseen loss or mishap.

#### Margins

Leave a left hand margin of 4cm for your marker's comments and adequate margins at the top (3cm) and the bottom (2cm) so that your essay looks well on the page.

#### Page numbers

Use Arabic numbers, without brackets or full stops, at the top of the page either in the middle or in the right hand corner. The conventions for using p., pp., f, and ff. are as follows:

- p. is used when the quotation is from one page only. For example: p. 23.
- pp. is used when the quotation runs on to the next page(s). For example: pp. 23-24.
- f. is used when not quoting directly but acknowledging a line of argument or source of factual information from one page only. For example: p. 23f.
- ff. is used when not quoting directly but acknowledging a line of argument or source of factual information which runs on to the next page(s). For example: pp. 23-24ff.

#### Typing/word processing

The final draft of all Education essays must be typed or word processed. Academic convention requires that you use double spacing for the body of the essay and use one side of the paper only.

## Use and Acknowledgement of Sources

In the research process, the writer of an essay will have consulted a number of books, articles, reports, and perhaps other written and electronic sources on the topic. The essay will include a number of ideas gleaned from these sources as well as the writer's own ideas. The writer is obliged to acknowledge the source of three kinds of material borrowed from others. These are direct quotations (i.e., an author's ideas expressed in their own words), paraphrasings (i.e., an author's ideas expressed in their own words with some modifications), and facts, ideas, and opinions of an author loosely based upon their own words even if expressed in parts over several sentences, paragraphs, or chapters.

### Direct Quotations

Only use direct quotations when the author expresses an idea better than you could or when the authority of the author is to be stressed or contested. A direct quotation is sometimes used by way of an introduction and less frequently as a conclusion. Quotations are seldom self-explanatory and usually need an introductory sentence to link it with a preceding idea and a following sentence to emphasise or analyze a key phrase or notion. Occasionally, where it sums up a main line of argument memorably, it may be used in epigraph which is quoted at the top of the essay and not incorporated into the text.

As previously noted, a direct quotation should be used to support the analysis and argument rather than to make a major point in a discussion itself. Care must be taken in the identification of quoted material by use of quotation marks or indentation and by accurate acknowledgement of the source (including a page reference for material directly quoted). Inclusion of a reference in the "References Cited" list implies that the source has been directly consulted as a primary reference source. Where a work is cited through a secondary reference source, particulars of the secondary source need to be provided.

Undue dependence on a single source or a few sources is generally to be avoided. This indicates a lack of comprehensiveness in the search for sources of data vital to the research process. Ensuring proper acknowledgement of quoted normally requires careful recording of sources and page references at the reading/note making stage. Unacknowledged use of materials from published sources constitutes plagiarism. Plagiarism is always improper. When it is intentional, plagiarism is dishonest as well. Submission of plagiarised work may be a sufficient basis for the recording of a failure result in a unit of study.

### Format for Quotations

Quotations must be exactly transcribed. Any words left out must be indicated by three dots, single spaced. For example: "His works... are not collected". Any words added by the writer to explain the quote or to complete its grammatical sense must be placed in brackets. For example: "His [Smith's] works ... are not collected". Use double quotation marks when quoting except in the following two cases. First, when a quote is within a quote, use single quotation marks for the second quoted material. For example: "Bernard Darwin writes that Ruskin's famous line, 'To make your children capable of honesty is the beginning of education', first appeared in *Time and Tide*". Second, when a quotation requires more than three lines of an essay no quotation marks are used at all. Instead, the quote should be indented (1 cm) and blocked so that it stands out clearly from the rest of the essay text. A quotation of less than three complete lines should be incorporated into the paragraph. Make sure that any quotation used makes grammatical sense within the essay.

### Documentation and Citation

There are many approved systems of documentation. Each has its advantages and disadvantages. Unfortunately, the University of Sydney does not have a university-wide system. Faculties, departments, and schools differ such that a student often must learn several systems. The Faculty of Education has adopted the system approved by the American Psychological Association (APA) and used in most education and psychology journals. The APA system uses parenthesis to make a brief reference in the on-going text to the source of material quoted or otherwise used. The book, article, report, or other written or electronic

source is fully referenced at the end of the essay. No footnotes are used. Indeed, none are necessary unless the writer wishes to insert material not considered appropriate for inclusion in the text of the essay. (In such a case, a "Notes" section with numbered notes is placed at the end of the essay text and before the "References" list.) Please refer to the APA's Manual of Style (4th Edition) for more information.

### Within the Text

Follow any quote, finding, or idea you report from another source with the author's name(s) and the date of publication in parenthesis. For example: Many factors emerge in studying classroom behaviour (Jones, 1997).

It is acceptable to use the author's name within the text. If this is done, then put the year of publication in parenthesis directly after the author's name. For example: Jones (1997) claims that many factors emerge in studying classroom behaviour. Alternatively, the year of publication may be placed at the end of the sentence. For example: Jones claims that many factors emerge in studying classroom behaviour (1997).

If a direct quote is used, the page number must be included. For example: "Many factors emerge in studying classroom behaviour" (Jones, 1997, p. 20).

When a section or chapter of an unedited book is being referenced, put inclusive page numbers in the essay text and not in the reference list. For example: (Jones, 1997, pp. 200-300).

Use only the author's last name unless there are two authors who have the same last name in the reference list. For example: (A.B. Smith, 1997) and (C.D. Smith, 1997).

When referencing more than one study after a single idea, separate each reference with a semi-colon and list them in alphabetical order. For example: (Jones, 1992; Smith, 1997).

When referencing more than one study published in the same year by an author, list them chronologically with the use of lower case letters. For example: (Jones, 1995a; 1995b)

When referencing a source with no author, use a shortened form of the title within quotation marks. For example: ("Sydney wins", 1994).

When referencing a source with no date, place "n.d." where the year should be. For example: (Jones, n.d.)

When referencing a source with two authors, cite both. For example: (Adams & Byrne, 1996).

But if there are more than two authors, cite all authors the first time cited whilst citing the first author and "et al." for each additional citation. For example: (Adams, Byrne, & Carey, 1997) becomes (Adams, et al., 1997).

When referencing from a secondary source, cite the primary and secondary source in the essay text, but list only the secondary source in the reference list. For example: (Jones, 1992, cited in Smith, 1997, p. 20).

### Within the References List

The references cited in the text are listed more fully as a combined references list and bibliography at the end of the essay. References are not listed at the bottom of the page in which they appear. All sources cited in the text should be included in the "References" list. This usually requires checking for the completeness and accuracy before essay submission. Note the following points when listing the references:

\*The reference are listed alphabetically according to the last name of the author. Where a work has more than one author, the name of the author which appears first on the work determines its place in the alphabetical list;

- The date of publication comes immediately after the name(s) of the author(s) and is placed in parenthesis; and
- Where several works by the same author(s) are cited, they are listed in chronological order with the earliest first.
- Single space for each item reference and double space between items.

Some sources are unpublished. These include lecture/tutorial notes and personal communications. A personal communication is a unpublished letter or conversation between an authority and the writer of the essay. Other sources are in non-print form. These include television programs, videos, audio recordings, or computer media. Finally, still other sources were previously published in print form but may now be found on electronic media (e.g., the Internet, FTP, Gopher, Telnet, newsgroups, the World Wide Web [WWW]). It is just as important to cite such sources as any other reference. These sources, including electronic media references, are cited in the text of the essay in much the same manner as other references.

**Book:**

Lastname, A.B. (year). Book title underlined: Only the first work and first word after a colon are capitalised with the exception that all proper names are always capitalised. City of publication: Publisher.

**Book Other Than the First Edition:**

Lastname, A.B. (year). Book title as above (2nd ed.). City of publication: Publisher.

**Article in a Journal:**

Lastname, A.B. & Another, A.B. (year). Article title is not underlined: First words only are capitalised. Journal Title Underlined with All Main Words Capitalised. 12.15-35. (Note that the volume number is underlined with page numbers following. A journal is a periodical for professional and scholarly articles. It is not a magazine.)

Article in a Journal with Issues Paginated Separately:

Lastname, A.B., Another, A.B., & More, A.B. (year). Article title. Journal Title. 12 (3), 15-35. (Note that the issue number is included only if each issue begins with page one.)

**Article in an Edited Book:**

Lastname, A.B. (year). Article title as for a journal article. In Y.A. Somebody (Ed.), Title of book written as for a book above (pp. 200-220). City of publication: Publisher. (Note that the page numbers for the article are within parentheses and preceded by "pp." An edited book contains articles by several authors.)

**Article in a Magazine:**

Lastname, A.B. (year, Month). Article title as for a journal article. Magazine Title as for a Journal. pp. 12-14.76-77. (Note that no volume or issue number is used. If an article appears on discontinuous pages, note all pages as above. If the magazine is published quarterly by seasons, indicate season in place of month (e.g., Winter). If the magazine is published every other month, indicate both months separated by a dash (e.g., July-August). If the magazine is published more frequently than once a month, include the day after the month (eg., July 12).)

**A Government Report:**

New South Wales Government, (year). Title of report written as for a book above. Sydney: New South Wales Government Printing Office.

**An Organisation Report:**

United Nations Educational, Scientific and Cultural Organisation. (year). Title of report written as for a book above. Paris: UNESCO.

**An ERIC Document (Educational Resources Information Centre):**

McGuigan, F.J. (1971). How to select and evaluate programmed instructional materials. Bethlehem, P.A.: Lehigh University. (ERIC document ED 051 455).

**Article in a Newspaper:**

Last name, A.B. (year, Month, day). Article title as for a journal article. Newspaper Title as for a Journal, pp. 12-14. 76-77. (Note that if the newspaper is divided into sections, indicate which section before the page numbers (e.g., (Spectrum) pp. 2-3).)

**Lecture/Tutorial Notes:**

Lastname, A.B. (year, Month, day). Title of lecture or tutorial is specified where possible. (Note that notes written during a lecture or tutorial are considered to be secondary sources of information.)

It is preferable to find the original source of information. However, if this is not possible, it is acceptable to use your hand written notes or handouts issued in class as references. This material is referenced in the essay text as is any other source.)

**Personal Communication:**

Lastname, A.B. (year, Month, day). Personal communication. (Note that regardless of the topic of the letter or conversation, "Personal communication" is the title.)

**Television Program:**

Lastname, A.B. (Executive Producer), (year, Month, day). Title of Program. City of Production: Production House. (Note that the name of the executive producer appears as the author. The name of the executive producer usually appears near the end of the program's credits. The convention of the television industry is that the executive producer is responsible for the program. The production house might be a television network (e.g., the Australian Broadcasting Commission), but it need not be (e.g., Southern Star Productions, Thames, etc.)

**Video, Audio Recording, or Computer Media:**

Lastname, A.B. (Writer) (year of copyright). Title of work is not underlined. (Recorded by artist if different from writer). Title of album for song is also not underlined [Medium of recording: CD, cassette, record]. City of Production: Label. Recording date if different from copyright date. (Note that the above example refers to a song reference. The citation in the essay text is the same as that for a book.)

**On-Line Article:**

Lastname, A.B. (year, Month, day). Title of article not underlined. Name of Periodical [On line], page numbers. Available: Specify path.

**On-Line Abstract:**

Meyer, A.S. & Brock, K. (1992). The tip-of-the-tongue phenomenon: Blocking or partial activation? [On-line]. Memory & Cognition. 20, 715-726. Abstract from: DIALOG File: PsychINFO Item: 80-16351.

**On-Line Journal Article, Subscriber-Based:**

Central Vein Occlusion Study Group. (1993, October 2). Central vein occlusion study of photocoagulation: Manual of operations [675 photographs]. On-line Journal of Current Clinical Trials [On-line Serial]. Available: Doc. No. 92.

**On-Line Journal, General Access (E-Mail):**

Funder, D.C. (1994, March). Judgmental process and content: Commentary on Koehler on base-rate [9 paragraphs]. Psychology [On-line Serial], 5 (17). Available E-mail: [psyc@puccMessage:Getpsyc94-xxxxx](mailto:psyc@puccMessage:Getpsyc94-xxxxx).

**On-Line Journal, General Access (FTP):**

Funder, D.C. (1994, March). Judgmental process and content: Commentary on Koehler on base-rate [9 paragraphs]. Psychology [On-line Serial], 5 (17). Available FTP: Hostname: [princeton.edu](http://princeton.edu). Directory: [pub/hamad/Psycology/1994](http://pub/hamad/Psycology/1994), volume.5. File: [psycology.94.5.17.base-rate.12.funder](http://pub/hamad/Psycology/1994).

**Electronic Data File or Database:**

National Health Interview Survey—Current health topics: 1991—Longitudinal study of ageing (Version 4) [Electronic data tape]. (1992). Hyattsville, Maryland: National Center for Health Statistics [Producer and Distributor].

**Electronic Abstract on CD-ROM:**

Lastname, A.B. (year, Month, day). Title of article not underlined [CD-ROM]. Title of Journal. 2,12-14. Abstract from: Source and retrieval number.

**Electronic Computer Program, Software, or Programming Language:**

Bender report [Computer software]. (1993). Melbourne, Florida: Psychometric Software

# 7. Postgraduate Information

The Faculty of Education offers a range of postgraduate research and coursework degrees, diplomas and certificates. Detailed information on these programs may be found in the postgraduate handbook available from the Faculty Office. Brochures are also available on each of the designated Masters' degrees

## Master of Teaching

Students who have completed a first degree in, say, Arts, Economics or Science, and wish to undertake teacher training may apply for admission to the Master of Teaching degree. This is a highly innovative program preparing professional educators through the use of self-directed learning and case based study. The course focusses the previously undertaken discipline study in the earlier degree, and adds the pedagogy and practice components. The final term of this two year program is taken up with an internship in a school, followed by a post internship conference. An Honours program is available.

For further information about this course, please contact the Faculty Office for a brochure. Handbooks are also available for purchase.

## Doctor of Philosophy (PhD)

The PhD degree is awarded for a program of original research carried out under the supervision of a nominated supervisor or supervisors with expertise in the candidates area of interest. The research is embodied in a thesis. While the degree is completed by research and there are no requirements that coursework be undertaken, some units in content or research methods may be completed if appropriate.

## Doctor of Education (EdD)

The Doctor of Education degree combines research and coursework. The latter involves research training components with group supervision, as well as individual supervision. It is a professionally oriented research program culminating in the production of an original research thesis.

## Master of Philosophy in Education (MPhilEd)

The Master of Philosophy in Education degree requires completion of original research under supervision, and a thesis. Supportive coursework in both content and research methodology may also be completed.

## Master of Education

The Master of Education is primarily a degree by coursework. Candidates may either complete a designated degree in one of a range of areas offered, or complete generic MEd by selecting units from across the designated areas.

Eleven designated Masters programs are offered which take a particular focus on a specialised area of study. They include:

- Management and Human Resource Development
- Social Policy Analysis
- Computers in Education
- Science Education
- Special Education
- Educational Psychology
- Teaching Studies
- English, Literacy and Drama in Education
- Health Education
- Teaching English to Speakers of Other Languages/Languages Other Than English
- Research Methodology

## Graduate Diplomas and Certificates in Educational-Studies

Graduate Diplomas and Certificates are available in all the designated areas for the MEd. These articulate with the Masters programs and credit may be granted for units completed towards award of the Master of Education.

Some further areas are available only at Diploma and Certificate level. These include:

### Diploma programs:

- Curriculum Studies
- Human Movement Studies

### Certificate programs:

- Professional Ethics
- Civics Education
- Aboriginal Education
- Higher Education

*For further information on these degrees, please contact the Postgraduate adviser in the Faculty Office.*

## 8. Other Information

### The Faculty, its Schools and Centres

#### The Faculty of Education ... a brief history

The Faculty of Education was established in 1986, having been until then, a department in the Faculty of Arts. In 1992, the Faculty amalgamated with the then Institute of Education, itself part of the Sydney College of Advanced Education. This resulted in a large increase in the number of staff and programs which were offered by the Faculty. As part of the amalgamation, purpose built accommodation for the Faculty was completed in 1992. This provides state of the art facilities for the training of educators, including a bio-mechanics laboratory, sophisticated computer laboratories, a dance studio, visual arts facilities, a television studio and, of course, well equipped lecture and tutorial rooms.

There are currently three schools in the Faculty: Teaching and Curriculum Studies, Social and Policy Studies in Education, and Educational Psychology, Measurement and Technology. These form the broad focus of research and academic discipline within the Faculty. There are also a number of Divisions, including Graduate Programs, Professional Development, and International.

The Faculty prides itself on the provision of excellent educational opportunities for undergraduate and postgraduate students as well as continuing studies and support for professional educators.

#### Centres of the Faculty of Education

**A list of the Centres of Faculty, with contact details, may be found in the Guide to Departments, Chapter 2.**

*Please note, this is not a comprehensive guide to the Centres in the Faculty of Education, but rather descriptions of those with which you are most likely to interact during your studies.*

#### Health Education Unit

The Unit was established in late 1979 with financial assistance from the N.S.W. Drug and Alcohol Authority. The New South Wales Drug and Alcohol Directorate has continued to fund the Unit since then and its support has helped the development of several major initiatives in drug education.

The main functions of the Unit are to develop and produce resource materials, reports, papers, and teaching programs on drug education; to provide consultancy to schools, government departments, community groups and others in the health education field; to conduct education and training for parents, teachers, tertiary students and health workers; and to provide information and resource materials for persons involved in the delivery of drug education.

The Unit is open Monday-Friday, 9.00 am-5.00 pm.

#### Library

The Unit's library has a unique yet comprehensive collection of resources covering the areas of drug and health education with a primary focus on the prevention of drug and alcohol abuse. The material covers a diversity of formats: monographs, reports, videos, serials, pamphlets, games and teaching kits. An important part of the collection are the 800 Australian and overseas health education programs, many of which are unavailable elsewhere.

All resources, including some serials, are indexed in depth on the library's computer catalogue. Users can also access the catalogue via the internet on **telnet 129.78.104.23** or **telnet [health.edfac.usyd.edu.au](http://health.edfac.usyd.edu.au)** (login: **library** or **library 2**). The library publishes a bi-monthly New Titles Bulletin and bibliographies on current health education topics.

The library's holdings have minimal duplication with those of other resource centres. Where material is not held in the Health Education Unit, library staff provide assistance in its location.

#### Publications

The Unit has been responsible for a number of well-received publications: *The Healthy Self K-3* series of nine health education booklets for lower primary teachers and *The Healthy Self 4-6* series for upper primary; for secondary schools, *Straight Talking: Assertiveness Skills Approach to Drug Education* and *Getting it Together: A Cross-Curricular Resource for Teaching Drugs Education in Secondary Schools*. The unit has also published *Dealing with drugs: developing school drug education policy and programs, for teachers and Drugs: Parents and Young People, for parents*.

#### Courses

Courses and seminars have been a feature of the Unit's work since its inception. The most popular of these is a drug education program for parents entitled 'Drugs: Parents and Young People'. The Health Education Unit has also organised state and national conferences for tertiary educators, and workshops for local health workers. Unit staff have also been active in speaking at major national drug conferences.

#### Research

The staff review the latest literature in order to ascertain the present position and future directions of drug education. The Unit has written up findings on such issues as solvent abuse, the comparative influences of parents and peers on adolescent drug use and gender effects on drug use by young females and males. The Unit has also collaborated on a CD-ROM for upper primary classes on drug education.

#### Other activities

Unit staff sit on advisory committees and working parties related to health/drug education.

#### Educational Technology Centre

The Educational Technology Centre (ETC) is a Faculty Centre located on Level 2 of the Education Building (A35). The Centre consists of six computer classrooms with Macintosh and Windows, an open access room with 40 computers, a research computing room and a television studio with control, video and sound editing rooms. Ample space is provided for staff and students to work and study, independently or cooperatively, within the Centre, using contemporary computer and audio-visual technologies.

While the ETC is both a teaching/learning and a research facility it also has three main support functions; two academic and one technical.

- Audio-visual academic support* — concerned with display and presentation systems, information dissemination, teaching and research, staff training, support and consultation about A/V in teaching.
- Computing academic support* — concerned with the general application packages and 'personal productivity', desktop publishing, programming and authoring, data analysis and presentation, computing in schools, information dissemination, staff training, support and consultation.
- Computing technical support* — concerned with product advice, equipment/resource acquisition, acceptance testing, management of Faculty LAN, accessioning/cataloguing software, software and hardware installation, maintenance and servicing, disposal, stock control, health and safety issues, information dissemination, student and staff technical support and consultation.

## The Children's Centre

The Children's Centre operates as an educational resource within the Primary Teacher Education programs. It was established in 1977 in order to help students become more aware of children with learning difficulties and to provide them with the knowledge and skills to be able to teach such children. The Centre also aims to assist schools in the task of helping children with learning difficulties.

**There are four units in the Centre:**

### **Language Development Unit**

Emphasis is on the development of skills in speaking, listening, reading and writing.

### **Numeracy Unit**

Emphasis is on developing number the child's mathematical ability in the areas of number, space and measurement. Wherever possible opportunities are made to link experiences across the three areas. An approach that focuses on helping the child to develop a positive attitude to themselves as a learner and to mathematics is encouraged.

### **Early Learning Unit**

The programs in this unit aim to develop perceptual, communication, thinking and social skills as well as a wide variety of concepts. There is an emphasis on early reading and writing skills.

### **Assessment Clinic**

A clinic for members of the public with learning disabilities.

## Resources Library

Located within the Language and Numeracy Units are reference books, audio-visual materials, teaching schemes, games and tests. Special arrangements can be made for students undertaking courses in the Centre to borrow some of the resources for workshop sessions and seminars between the hours of 8.30 am and 4.00 pm. Reference books are normally available to registered students for a loan period of seven days.

## Multicultural Research Centre

The role of the Multicultural Research Centre is to provide a focal point for those undertaking research related to the significance of ethnic diversity in the contemporary world. The rapid pace of globalisation and associated economic and political changes have led to the emergence of new theoretical and policy challenges as issues associated with cultural and ethnic diversity becoming increasingly complex and pervasive. Immigration, citizenship, identity and the management of cultural diversity are only some

of the important issues demanding attention.

The aim of the Multicultural Research Centre is to explore and further the understanding of these developments through research and related activities. An important dimension of the Centre's work is to provide a bridge between researchers and the community through the application of their research to developments in the economy, education, social policy and other areas of daily life.

Since the Centre became part of the University of Sydney in 1990 it has undertaken a range of applied and theoretically oriented research projects on such topics as:-

- Patterns of international migration
- Comparisons of Australian and Canadian immigration and settlement
- International policy responses to diversity
- Professional immigrants and their impact on the labour market
- The role of ethnicity in the participation of young people in universities
- The social and educational attainment of young Turkish Australia
- Young people's conception of citizenship
- Survey of training programs for cultural diversity
- Evaluations of the Australian Public Services training programs for access and equity
- Evaluation of the Home and Community Care program's provision for access and equity

Funding for the work of the Centre has come from diverse bodies including the Australian Research Council, the Bureau of Immigration Research, the Carnegie Foundation for the Advancement of Teaching, DEETYA, the Office of Multicultural Affairs, the Chinese Heritage Centre in Singapore, the Toyota Foundation, and UNESCO.

### **Centre Activities**

The Centre's activities are organised around its objectives to promote, support, develop and disseminate research on issues related to ethnic diversity.

The Multicultural Research Centre's activities include: seminars and workshops, conferences, publishing, course development, hosting visiting fellows, and network building.

Network building is a major feature of the Centre's activities. It actively encourages the development of linkages with international scholars and research centres and is developing links between researchers within the University of Sydney and outside in the wider Australian and international community. For example, Centre associates are members of the Australian Migration Research Network which is linked to the Asian Pacific Migration Network supported by UNESCO and coordinated by the University of Wollongong's Centre for Multicultural Studies. The Centre also acts as the Secretariat for the International Sociological Association's Research Committee on Ethnic Race and Minority Relations.

Current research projects in which staff associated with the Centre are involved include:-

- The settlement experiences of recent Asian immigrants in Australia
- Professionals and diasporic identities
- Female disadvantage and the culture of the academy
- The gendered nature of academic work in international perspective
- Adolescent personal and social identity
- Methodological issues in comparative research

## NOVAE Research Centre

The NOVAE Research Group focuses on research and development about human learning with reference to new interactive technologies. We are currently engaged in projects involving learning in schools, industrial settings and universities, and in creating materials to enhance learning via the Internet.

The establishment of the Group was initially made possible as the result of a generous Special Equipment Grant from the University and the support of the Faculties of Education and Science. Further equipment has been obtained as a result of a supporting grant from Digital Equipment Corporation, a development grant from Apple Computers Ltd. and support in kind from ACER and Lego Australia Ltd.

Apart from its function as a centre for funded research, the unit provides support for staff and postgraduate students. The unit encourages visits by overseas academics and sponsors a series of public seminars.

### **Centre for Research and Teaching in Civics**

The Centre was established to meet the rapidly growing demand for research and teaching in this area. The CRTC has associated staff in the Department of Government, the Department of History, the Faculty of Law and the Faculty of Education. It addresses both national and international issues in civics education by undertaking research projects and by offering postgraduate studies. A Graduate Certificate in Civics Education will be offered in 1998. It may be upgraded to a Graduate Diploma or a designated Masters degree, when these are available, upon successful completion of the specified courses.

# List of Staff by Departments

## FACULTY

### Staff

\* (Those marked with asterisks are heads of schools)

#### Dean

Professor Geoffrey E. Sherington

#### Administrative Assistant to the Dean

Marion Lupton

#### Pro-Dean

Associate Professor Roslyn Arnold

#### Associate Deans

Dr Neil B6chervaise

Dr Anne Fritz

Associate Professor Lloyd C S Dawe

Ms Marianne Hulsbosch

Dr Mike M King

Associate Professor David L. Smith

## DEAN'S OFFICE

#### Secretary to the Faculty

Raymond J. Patman, MA BEc

#### Administrative Assistant to the Dean

Marion Lupton

#### Marketing Manager

Shona Smith, BA LLB DipMusStud

#### Administrative Officers

Marian Melnyczek, BA. Adel

Margaret Thomas (Faculty Office Manager)

#### Administrative Assistants

Faye Barnes

Janci Butler Dip Journ *Macleay College*, BA, Grad Dip Editing and Publishing *Macq*

Patricia Crickmay, BNatResMgmt *UNE*

Tanya Keane

Anthea Lo

#### Finance Officer

Arnold Lai

#### Attendants

Martin Kelly (Campus Services)

Terry Lane (Campus Services) (Head)

David Myers

Peter van Welsem (Campus Services)

## LIBRARY

### Alexander Mackie Curriculum Resources Library

Jacquei Hicks, GradDipLibInfSci Riv. *M.I.H.E. DipEd Armidale C.A.E.* MA

Ruth Bayliss

Marie Togher, AssocDip(LibPrac) *SydlntstTech*

Peter Tunn

## SCHOOLS

Educational Psychology, Measurement and Technology

#### Professor

\*Peter F Cuttance, BSc *Cant.* MSocSc *Waikato* PhD *Edin.*

Appointed 1996

#### Associate Professors

Ian D. Smith, MA PhD *Stan.* BA

#### Senior Lecturers

Darcy R. Anderson, BA MScSoc *N.S.W.* MEd MA, MAPsS MACE

Kathryn P. Crawford, DipEd MEd *Canberra C.A.E. PhD N.E.* BPharm

Neville Goodwin, BA MEd

John M. Harvey, DPhil *Sus.* GDipEdSt *Mitchell C.A.E.* MA

#### Lecturers

Sandra H. Nicholls, BA *N.S.W.* PhD *Macq.*, MAPsS MBPS

David J. Reid, GDipEdSt *S. C.A.E.* GDipCommMgt *Kuring-gai C.A.E.*

MA DipEd, MACE MASET

Alexandra Rivers, BA DipTeach *NZ* MA

Richard Walker, BA DipEd *N'cle(N.S.W)* MEd PhD

#### Associate Lecturers

Margaret Chan, BA GDipEd *H.K.* MEd MA *Col.* AdCertHRMgt *Calif.*

Gillian A Downes-Morgan DipTeach *S TC* BA, ASCM

#### Honorary Associate Professors

Raymond L. Debus, PhD *///.* BA DipEd

Bruce D. Keepes, BS *S.Calif* MA *Long Beach* EdD *Stan.*, MACE

Kenneth E. Sinclair, EdM PhD *III.* BA

#### Postdoctoral Fellow

Rhonda Craven, DipTeach *Alex Mackie* BA PhD

#### Research Assistants

Rosalie Robinson, GradDipEng(CompEd) *N.S.W.* BA MEd DipEd

## Social and Policy Studies in Education

#### Professors

Robert W Connell, BA *Melb.* PhD, FASSA

#### Appointed 1996

Geoffrey E. Sherington, MA *N.S.W.* PhD *McMaster* BA, FRAHS (Personal Chair in History of Education)

#### Appointed 1997

#### Associate Professors

Stephen J. Crump, BA DipEd *Macq.* MEd PhD

Christine B. Inglis, *MAA.N.U.* PhD *Lond.* BA

◆Phillip W. Jones, BA PhD

#### Reader

Robert E. Young, BA PhD *Monash* MA *P.N.G.*

#### Senior Lecturers

Marjorie O'Loughlin, MA *Macq.* PhD *N.S.W.*

James D. Mackenzie, BA *Monash* MA PhD *NS. W.*

Anthony R. Welch, HigherDipTeach *Melb.* MA PhD DipEd *Lond.*

#### Lecturers

Nigel F. Bagnall, BA *Auck* BEd *Massey* MEd PhD *Melb.* Dip SLT

#### Massey

Dianne L. Butland, *BALaT.* MEd *N.E.*

Craig Campbell, BA DipEd PhD *Adel.*

John Roe, MA *Macq.* ThL *A.C.T.* BA BD MEd DipEd ThC, MTC MACE

Ralph Sadler, MA *Macq.* BA, MACE

#### Associate Lecturer

Steve Georgakis, BEd

#### Honorary Professor

Honorary Professor John F Cleverley, BA MEd PhD

#### Honorary Research Associates

Lori Beckett, DipPhysEd *W'gongTC*, PhD *Deakin*

Robert C. Petersen, BA PhD DipEd

#### Administrative Assistants

Lorraine Wildman

Teresa Wise

## Teaching and Curriculum Studies

#### Professors

Kenneth J. Eltis, BA *N.E.* DipEd *N.S.W.*, MA PhD *Macq.*, FACE

Appointed 1991 (Currently Deputy Vice-Chancellor, Planning and Resources)

Judyth Sachs, BA PhD *Qld* MA *W.Mich.* DipTeach *Kelvin Grove CAE*

Appointed 1996

### Associate Professors

\*Roslyn Arnold, MA MEd PhD DipEd

Lloyd C.S. Dawe, MEd *N.S.W.* PhD *Camb.* BSc DipEd

David L. Smith, BA *N.E.* Macq PhD

### Senior Lecturers

Neil Bechervaise, CertEd ATTI BEd *Calg.* MEd PhD *Monash*, MACE

Robyn A. Cusworth, BEd PhD

Anne Fritz, BSc PhD *N.S.W.* DipEd *Syd Teach. Coll.*, MASCC MACE FTI

John W. Gibson, BSc(IndArts) *N.S.W.* MA, CPEng FTTE MIEAust MACE MITEA

Lindsay A. Grimison, BSc MEd DipEd

Neville G. Hatton, BA *Qld.* MEd

Michael W. Horsley, BEc MEd DipEd

John Hughes, AdCert TESOL *Lond.* MA DipEd

Michael M. King, CertEd BEd *Lond.* PhD *Sus.*, MIBiol

Kevin Laws, EdD *Georgia* MA

Catherine O'Brien, BS *Cortland* MSc *Syr.* PhD *Ohio State*

R. Armstrong Osborne, MSc PhD DipEd

Lee C. Owens, BS *Lehigh* MA *Claremont* PhD

Murray Print, BA DipEd *W.Aust.* PhD *Ohio State* MA

Dennis L. Robinson, PhD *Lond* MA DipEd

Louise Rowling, PhD *S'ton* BA MEd DipEd *N.S.W.* *MAMacq.*, MAPsS

Geoffrey W. Shearsby, BSc(IndArts) MSc *N.S.W.*, MITE MITEA MD ATA MACET MWOCATE

Jennifer Simons, MA *N.S.W.* MA DipEd

Anthony Sperring, MScSoc *N.S.W.* BA BSc DipEd, MRACI

Leonard C. Unsworth, BA BEd *Qld* GrDipResTeach *Kelvin Grove C.A.E.* GrDipReading *Mt Gravatt C.A.E.* MEd PhD

Ronald C. Warren, Teach Cert *Syd. Teach. Coll.* BSc MEd *N.S.W.*

Paul R. Whiting, PhD *Macq.* LMusThC MA DipEd

E. Jane Zemiro, BA *QldL-es-LAix-en-Provence* MA

### Lecturers

Shame Aldridge, BA MEd DipEd

Anne Badenhop, TTTC *Deakin* MSpEd *Tas*

Joyce J. Brett, BSc(HEc) MSc *Alta* DipEd *S.C.A.E.*

Kerry J. Cassidy, MA DipEd

Kenneth Cruickshank, MA(TESOL) *U.T.S.* GradDip(TESOL) *S.C.A.E.* BA DipEd

Paul Dufficy, DipEd *Syd. Teach. Coll.* GDipTESOL *S.C.A.E.* MA(TESOL) *U.T.S.* BA

Janet Egan, BA MEd DipEd

Joan P. Fitton, DipPE *Syd. Teach. Coll.*

Warwick A. Fletcher, BSc(IndArts) *N.S.W.*, MEd, MIIA

Robyn Gibson-Quick, MEd *Melb.* MSc(Human Ecology) *Ohio* (on leave, 1995-97)

Nigel Goodwin, BSc(IndArts) MSc *N.S.W.* MEd DipEd, MITEA MESA MIIA

Michael Gunnourie, MSc *Macq.* BSc DipEd

Marianne Hulsbosch, BEd *Netherlands* MCA *W'gong* GDipProfArtStud *S.C.A.E.*

Vicky Jeffreys, BEd *Deakin* DipTeach *AustCath Univ* CertSchoolMgmt *UNSW*

Stephen Juan, MA PhD *Calif.*

Michael E. Leadbeater, BEd *Syd. Teach. Coll.* MEd, FHA MITEA MDECA

Yvonne J. McDonald, BEd *S.C.A.E.*

Paul McGillick, BA *W.Aust.* MA DipTEFL

Philippa Medcalf, BA DipEd *Macq.*

Llian Merritt, BEd (Business) MEd (Staff Development) GradDip (Currie Development) *Sth Aust*

Janet M. Milton, BA MSc *N.S.W.* DipEd

Graham B. Morley, ASTC, MIIA

Sandra Newell, BEd *Deakin* MEd *W.Syd*

Donna O'Connor, BEd MEd

Jennifer A. O'Dea, BA *Riv.M.I.H.E.* MPH *Calif.* DipNutrDiet

Gillian Perrett, BA *Brist.* CertEd(Prim) *Homerton Coll, Cambridge* MA(AppliedLinguistics) *///.* MA PhD DipTEFL

Margaret Pickup, MS *Oregon* MEdStud *N'cle(N.S.W.)* DipPE CertHED *W'gong T.C.*

Tracy Rockwell, MS *Oregon* DipTeach *Kuring-gai C.A.E.*, MACHPER

Ian Stevens, MAppSc *N.S.W.* BScAgr DipEd

Gail Sunderland, BEd *Brisbane C.A.E.* MPH (on leave, 1996-97)

June Swan, MA DipEd DipTEFL

Anjo Tarte, BA MEd *James Cook* Teach Cert *Balmain T.C.*

Linda Tsung, BAEFLDip *Tai Yuan T.C.* MA

Jennifer M. van Gorder, BSc MEd

P. George Varughese, MS *Oregon State* MEd DipEd, CBiol MIBiol MACE

Barry N. Webster, ASTC MIIA

Vanda Weidenbach, BMus *Adel* MA *Macq.* PhD *U. W.S.*

Rex Wendt, MA

Carmel Young, MA DipEd *Macq.* MEd

### Associate Lecturer

Antony D Buchen

### Administrative Assistants

Pamela Johnson (Children's Centre)

Kerrie Lowe (Children's Centre)

Marion Lupton

Lilly Pesic

Cecilia Rigor

Maryke Sutton (Health Education Unit)

Evelyn Walker

Kerry Walls

### Technical Staff

Adly Abdelmalek

Brian Carter

Linda Fienberg

Jane Glasgow

Amanda Kershaw, BA (Dundee)

Madhu Narayan

Adriana Scodellaro

### TEFL (Teaching of English as a Foreign Language Program)

#### Director

June Swan, MA DipEd DipTEFL

## RESEARCH INTERESTS OF STAFF MEMBERS OF THE FACULTY OF EDUCATION

A list and brief summary of the major research interests of full-time permanent members of staff of the schools which constitute the Faculty of Education may be found in the *Postgraduate Studies Handbook*, or obtained from the Faculty of Education Office (Room 307, Ground Floor, Faculty of Education Building A35). Potential candidates who wish to enquire further about the fields of interest of particular members of staff should direct their queries to the member of staff concerned. A fuller account of research within the Faculty may be consulted in the University's annual *Research Report*.

## Prizes and Scholarships

This handbook contains simplified details of some of the prizes and scholarships offered by the University. The scholarships and prizes may be scheduled as follows:

1. *Prizes awarded automatically on results:* Successful students are notified of these by the Student Records Office.
2. *Prizes awarded on application:* Closing dates for these may be obtained from the Scholarships Office.
3. *Prize compositions:* Details of these may be obtained from the Scholarships Office with whom applications generally close in the first week of second semester.
4. *Bursaries:* Bursaries are awarded on the combined grounds of financial need and academic merit and application may be made at any time to the Financial Assistance Office (open Monday to Thursday from 9.30 am to 2.30 pm).
5. *Grants-in-aid:* These are offered by application (closing date: 31 May each year) to postgraduate students seeking assistance with travel or maintenance.
6. *Postgraduate scholarships tenable at the University of Sydney:* Prospective postgraduate students should consult the Scholarships Office in August/September each year about Australian Postgraduate Research Awards and Course Awards (closing date: 31 October).
7. *Postgraduate travelling scholarships*

Each year the University offers five or six travelling scholarships with a closing date in November. Generally, applicants need to have a first-class honours degree approaching medal standard to be successful.

Applications for the major travelling scholarships offered by external bodies generally close in August or September.

All postgraduate scholarships are advertised in the *Bulletin Board* which is available in departments or from the Scholarships Office in the Holme Building.

### Scholarships and prizes in Education

Fellowships, scholarships and prizes	Value \$	Closing date	Qualification
Undergraduate			
G.S. Caird Scholarships*	650	—	Proficiency in the second year Bachelor of Education course
	650	—	Proficiency in the third year Bachelor of Education course
Headford School Prize	110 or such sum as determined by the Faculty		Proficiency in the course Education III
MiEfield Fellowship	Benefits include accommodation, board and £5,000 (in instalments)	As advertised	Fellowship designed to enable a graduate or graduand of the Faculty of Education to travel to the Millfield School, England, to engage in cooperative half-time teaching and coaching duties and shared supervisory duties at the school for period of fellowship
Newcomb Hodge Essay Prize	150		Outstanding essay in courses Education II or Education III. (Prize not restricted to students enrolled in courses administered by the Faculty of Education)

\*Currently under suspension.

## Dean's List of Scholars

At its meeting held on 28 March 1995 Faculty resolved to establish an annual Dean's List of Scholars to recognise achievement in academic studies by persons enrolled as candidates for undergraduate and postgraduate degrees and graduate diplomas. Faculty views the establishment of the Dean's List of Scholars as part of the ongoing recognition of both the high standard of academic achievement of Education students and making their achievements known to both the wider University community and the public in general. By publishing such a List the Faculty of Education is able to show that it places a high value on academic quality and that it continues to support and encourage student achievement throughout the duration of student candidatures.

### Form of Dean's List and determination of 'proficiency'

Achievement in academic studies will be denoted by inclusion in the annual Dean's List of Scholars. The first List will be produced on the basis of academic achievement during the 1996 calendar year.

For each of the following units of study supervised by the Faculty, the two or three students with the highest course mark will be included in the list:

- Education 1  
Education 2  
Education 3
- Primary Education 1  
Primary Education 2  
Primary Education 3
- Secondary Education 1  
Secondary Education 2  
Secondary Education 3
- Human Movement Education 1 and Health Education 1  
Human Movement Education 2 and Health Education 2  
Human Movement Education 3 and Health Education 3
- Secondary Education 1 (for Technological and Applied Studies) 1  
Secondary Education 2 (for Technological and Applied Studies) 1  
Secondary Education 3 (for Technological and Applied Studies) 1
- Special Course Honours

For units of study with an enrolment of less than 50 students, the two most proficient students will be included in the List. For units of study with an enrolment of 50 students or more, the three most proficient students will be included in the List. No more than a total of three students from each year of Human Movement Education and Health Education can be included in the List (e.g. two from Human Movement Education 2 and one from Health Education 2). All Class I Honours BEd graduates will be included in the List. The most proficient two or three students from each of the Diploma in Education (Secondary Education)2 and Diploma in Education (Primary Education)2 programs (once again determined by student enrolment numbers) will also be added to the annual listing as will the most proficient two students satisfying the requirements for award of the Diploma in Teaching English as a Foreign Language.

At postgraduate degree level, all MEd (Pass stream) candidates who gain a minimum of four Distinction or High Distinction (or PHI or PH2) grade results for their seminar units or long essay (including one such result for at least one 600 level course) within their completed candidatures will be included in the List. For BEd (Primary) (Conversion) students, a record with three Distinction or High Distinction results would ensure mention in the List. Within research candidatures, all MEd (Honours stream) candidates awarded their degrees with Honours Class I during the calendar year, together with all PhD and EdD candidates awarded their degrees during the calendar year, would be included in the annual List. All University medallists will be included in the Dean's List of Scholars.

The individual units of studies and degree or diploma programs which will provide the basis for inclusion of students in the Dean's List of Scholars will change as the Faculty's offerings change. For instance, it is anticipated that no awards will be made from the DipEd programs after 1995 but that new awards will relate to courses in the Master of Teaching program. Faculty will ensure that the Dean's List of Scholars will reflect academic achievement throughout all its degree and diploma programs.

### Form of Faculty and University recognition

All students included in the annual Dean's List will receive a Faculty certificate which will be presented to students at an annual Faculty reception held to honour Faculty and University Scholars, Fellows, prize winners and students on the Dean's List of Scholars. Parents and friends of recipients, together with members of staff, will be invited to attend the reception. The Faculty will seek to publish the Dean's List of Scholars in the Sydney press in order to recognise student achievement. The Faculty will seek approval from the University Administration for mention in the Dean's List to be added to each student's academic record so that the student may indicate this achievement within her or his individual *curriculum vitae*.

### Suggestions

Staff and students are encouraged to submit any suggestions they may have relating to the compilation or publicising the Dean's List of Scholars to the Faculty Secretary.

## Student Facilities and Societies

### Libraries

The University of Sydney Library, consisting of Fisher Library and over twenty branch and department libraries, offers a wide range of services and collections to support teaching and research programs at undergraduate and postgraduate levels in the University. Resources supporting courses offered by the Faculty of Education are located principally in Fisher Library and the specialist collection of the Alexander Mackie Curriculum Resources Library.

All students with a current borrower's card are eligible to borrow from Fisher Library (both Undergraduate and Research libraries) as well as from any of the branch libraries.

### Alexander Mackie Curriculum Resources Library

The Alexander Mackie Curriculum Resources Library is located in the Old Teachers' College Building, Level 3.

The collection contains curriculum resources to support the teacher education program of the Faculty of Education. The collection covers the years K-12 and includes: documents associated with the New South Wales school curriculum and examination process (e.g. publications of the New South Wales Board of Studies — syllabuses and related support documents, examination papers and related publications); policy documents; books; periodicals; audio-visual materials (e.g. teaching kits, videos, slides, posters, educational games); and other materials including teachers' guides, manuals and students' workbooks. The collection also includes children's literature and picture books. Other branch libraries also include resources of relevance to teacher trainees and the New South Wales school curriculum, for example, Badham Library (food science), the Geography Library, and the Medical Library (sport physiology).

*Contact Librarian:* Jacquei Hicks.

## **Fisher Library**

The Fisher Library includes the Undergraduate Library (which includes multiple copies of titles for student course work at both undergraduate and postgraduate level) and the Research Library (which includes single copies of titles for research needs).

The collection includes books and periodicals in the areas of educational research and policy, educational psychology, sociology of education, philosophy of education, history of education, comparative education, educational administration, special education, educational and psychological testing, teacher education, and curriculum theory. Fisher Library also houses the ERIC (Educational Resources Information Centre) Microfiche Collection of unpublished documents which cover all aspects of educational theory and practice. *Contact Librarian:* Christabel Wescombe.

Fisher Library and Alexander Mackie Curriculum Resources Library offer computerised literature searching facilities (including CD ROMs), and Reader Education programs in their respective areas of subject expertise, to support the Faculty of Education's courses.

Leaflets describing other services offered by Fisher Library are available from the Library's Information Desk on the third level. Higher degree students should consult the publication Library Resources for Postgraduate Students for details of the many services available to them (e.g. inter-library loans/reciprocal borrowing from other libraries).

## **University of Sydney Education Society**

The year 1992 saw the final stage of the amalgamation of the Sydney Institute of Education with the Faculty of Education.

The Institute had had a very active student body and to continue this work a general meeting of all Faculty of Education students was convened in March 1992 to re-establish the University of Sydney Education Society.

The Education Society is staffed five days per week (Monday to Friday) by Council representatives and student volunteers who carry out all necessary duties on behalf of the Society.

The Society aims to represent the interests of all students enrolled in education in a variety of ways, including participation in the various committees of Faculty, the Academic Board and the Students' Representative Council and the University of Sydney Union.

Many resources are also available through the Society, including cheap photocopying, access to many computers, laser printer, laminator, binder and fax. There is also a women's room with facilities for babies, a microwave oven and free tea and coffee services. The 'Dungeon' located in the Old Teachers' College Building provides a recreation room with pool table, pinball and vending machines for student use.

All students are urged to participate in the Society. Elections are held in September each year for representatives from each course. Also there are various portfolios which have nominated support committees.

Social functions are organised by Activities Officers, including barbecues, harbour cruises, and trivia nights, and all students are encouraged to attend.

The University of Sydney Education Society (USES) Constitution and Regulations include:

- The promotion of a common meeting ground for teachers, graduates, and undergraduates in the Faculty of Education.
- The promotion of the study of education theory, research and practice across all fields of education.
- Furthering the interest of members and to represent their views, particularly in matters related to their education.
- Promoting and maintaining cooperation between education students and their societies throughout Australia and internationally.
- Organising and promoting social, cultural and education activities amongst students.
- Liaison with the Students' Representative Committee and the University of Sydney Union.

Membership of the Society is open to all undergraduate students (full-time or part-time) and Graduate Diploma of Education students currently enrolled in any degree or diploma offered within the Faculty of Education.

Undergraduate members, on graduating with the degree of Bachelor of Education or Graduate Diploma in Education shall become life members.

The Dean recommends that students join the Society and support its activities.

Enquiries may be directed to the President, in Room 406/A35 in the new Education building, or telephone 9351 6350.

# 9. General Information

## Admissions Office

Student Centre  
Ground Floor  
F07 - Carslaw  
The University of Sydney  
NSW 2006 Australia  
Phone: +612 93514117  
+612 93514118  
+61 2 9351 3615 - Special Admissions (including Mature Age)  
Fax: +61 2 9351 4869  
E-mail: [admissions@records.usyd.edu.au](mailto:admissions@records.usyd.edu.au)

This office services prospective local undergraduate students. Applicants without Australian citizenship or permanent residency should contact the International Office. Postgraduate students should contact the appropriate faculty.

## Assessment

For matters regarding assessment, refer to the relevant Department.

## Co-op Bookshop

Transient Building  
F12-Transient  
The University of Sydney  
NSW 2006 Australia  
Phone: +612 93513705  
+612 93512807  
Fax: +61 2 9660 5256  
E-mail: [sydu@mail.coop-bookshop.com.au](mailto:sydu@mail.coop-bookshop.com.au)  
Website <http://mail.coop-bookshop.com.au/coop.html>  
Sells textbooks and general books. Special order services available.

## Enrolment and pre-enrolment

### *Students entering first year*

Details of the enrolment procedures will be sent with the UAC Offer of Enrolment. Enrolment takes place at a specific time and date, depending on your surname and the Faculty in which you are enrolling, but is usually within the last two weeks of January. You must attend the University in person or else nominate, in writing, somebody to act on your behalf. On the enrolment day, you pay the compulsory fees for joining the student Union, the Students' Representative Council and sporting bodies. You also choose your first-year units of study, so it's important to consult the Handbook before enrolling.

### *All other students*

The Student Information Bulletin is sent to all enrolled students in early to mid-October, and contains instructions on the procedure for pre-enrolment.

## Examinations

### *Examinations and Exclusions Office*

Student Centre  
Level 1  
F07 - Carslaw  
The University of Sydney  
NSW 2006 Australia  
Phone: +612 93514005  
+612 93514006  
Fax: +612 93517330  
E-mail: [Exams.Office@exams.usyd.edu.au](mailto:Exams.Office@exams.usyd.edu.au)

The Examinations and Exclusions Office looks after exam papers, timetables and exclusions.

### *First-year timetable*

A print-out of first-year lecture and tutorial times is available from the Faculty Office.

## Graduations

Ground Floor, Student Centre  
F07 - Carslaw  
The University of Sydney  
NSW 2006 Australia  
Phone: +612 93514009  
Fax: +612 93515072  
E-mail: [Naomi@records.usyd.edu.au](mailto:Naomi@records.usyd.edu.au)

## (Grievances) Appeals

Many decisions about academic and non-academic matters are made each year and you may consider that a particular decision affecting your candidature for a degree or other activities at the University may not have taken into account all the relevant matters. In some cases the by-laws or resolutions of the Senate (see Calendar Volume 1) specifically provide for a right of appeal against particular decisions; for example, there is provision for appeal against academic decisions, disciplinary decisions and exclusion after failure.

Normally a matter should be resolved by discussing it with the academic staff member concerned, or with a senior member of staff within the department. However, a situation could arise where you might wish to have a decision reviewed or to draw attention to additional relevant information. In this case you should put your case in writing to the head of department and if you're still not satisfied with the result you should contact your Dean. Only after following these steps can you appeal to the Senate. In the case of examination results the appeal may be made to the department. Parking appeals should be addressed to the Manager, Campus Services. You may wish to seek assistance or advice from the SRC regarding an appeal; if so, contact the

## Education/Research Officer

Level 1  
Wentworth Building  
Phone: +61 2 9660 5222  
*HECS, fees, other charges*  
Phone: +61 2 9351 5659, 9351 2086, 9351 5499 and 9351 5062  
Fax: +612 93515081  
+61 2 9351 5350

## Library (Fisher)

F03 - Fisher Library  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2993 — Enquiries - Information Desk  
+61 2 9351 3711 — Library Hours  
+61 2 9351 7273 — Borrowers' Cards  
+61 2 9351 6692 — Holds Enquiries  
+61 2 9351 7277 — Inter-library Loans  
+612 9351 2265 — Loans, overdue enquiries  
Fax: +61 2 9351 2890 — Administration  
+61 2 9351 7278 — Renewals  
E-mail: [loanenq@library.usyd.edu.au](mailto:loanenq@library.usyd.edu.au) — Loan and Library enquiries  
[requill@library.usyd.edu.au](mailto:requill@library.usyd.edu.au) — Inter-library Loans  
Website <http://www.library.usyd.edu.au/> — Fisher Library Home Page  
<http://www.library.usyd.edu.au/Services/Libraries/Fisher/index.html>

## Student Centre

Ground Floor  
F07 - Carslaw Building  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3023 — General Enquiries  
+61 2 9351 4109 — Academic Records  
+61 2 9351 3023 — Discontinuation of Enrolment  
+61 2 9351 4109 — Handbooks  
+612 93515060 — Prizes  
Fax: +612 93515081  
+612 93515350  
E-mail: [admissions@records.usyd.edu.au](mailto:admissions@records.usyd.edu.au)

## Part-time, full-time

A student is normally considered as full-time if they have a HECS weighting of at least .375 per semester. Anything under this amount is considered a part-time study load. Note that some faculties have minimum study load requirements for satisfactory progress.

## Privacy and Freedom of Information

The NSW Freedom of Information (FOI) Act 1989 provides the public with a legally enforceable right of access to University documents, subject to particular exemptions. In addition, the Act enables individuals to ensure that information held about them is accurate, up-to-date and complete. The University has a number of policies permitting access by individuals to information about themselves without recourse to the Freedom of Information Act.

The University necessarily accumulates a great deal of information on individuals; within the University, access to this is restricted to staff who need the information to carry out their duties. As regards external requests for personal information, it is policy that the University will disclose information to a third party if the subject of the information has consented in writing to the disclosure, or if the University has a legal obligation to respond to a request, including a subpoena, and the request is in the appropriate written form. Enquiries should be directed to the:

## Freedom of Information Coordinator and Privacy Officer

c/-Archives A14  
Phone: +612 93514263  
Fax: +612 93517304  
E-mail: [trobins@mail.usyd.edu.au](mailto:trobins@mail.usyd.edu.au)  
Website <http://www.usyd.edu.au/su/foi>

## Student Services

Room 711, Level 7  
A35 - Education Building  
The University of Sydney  
NSW 2006 Australia  
Website <http://www.usyd.edu.au/su/stuserv/> Student Services

## Accommodation Service

Phone: +612 93513312  
Fax: +612 93517055  
E-mail: [larthur@mail.usyd.edu.au](mailto:larthur@mail.usyd.edu.au)  
Website <http://www.usyd.edu.au/su/accom/> Student Accommodation

## Casual Employment

Phone: +61 2 9552 2589  
Fax: +61 2 9552 2589  
E-mail: [mross@mail.usyd.edu.au](mailto:mross@mail.usyd.edu.au)  
Website [http://www.usyd.edu.au/su/cas\\_emp/](http://www.usyd.edu.au/su/cas_emp/) Casual Employment

## Counselling Service

Phone: +612 93512228  
Fax: +612 93517055  
E-mail: [myoung@mail.usyd.edu.au](mailto:myoung@mail.usyd.edu.au)

## Disability and Welfare Services

Phone: +612 93514554  
Fax: +612 93517055  
E-mail: [estuckin@mail.usyd.edu.au](mailto:estuckin@mail.usyd.edu.au)  
Website <http://www.usyd.edu.au/su/disabihty/> DisabiUty Services

## Financial Assistance

Phone: +612 93512416  
Fax: +612 93517055  
Refer to the University of Sydney Calendar 1996, Volume 2, for a listing of all undergraduate and postgraduate sources, conditions and benefits or financial support funded by the University.  
E-mail: [psweet@mail.usyd.edu.au](mailto:psweet@mail.usyd.edu.au)  
Website [http://www.usyd.edu.au/su/fin\\_assist/](http://www.usyd.edu.au/su/fin_assist/) Financial Assistance

## Learning Assistance Centre

Phone: +612 93513853  
Fax: +612 93514865  
E-mail: [lewalker@mail.usyd.edu.au](mailto:lewalker@mail.usyd.edu.au)  
Website <http://www.usyd.edu.au/su/lac/>

## Other student assistance

*Careers Centre*  
Room 147, Ground Level  
KOl - Mackie Building (Arundel St, Forest Lodge)  
The University of Sydney  
NSW 2006 AustrAUa  
Phone: +612 93513481  
Fax: +612 93515134  
E-mail: [srawUng@careers.usyd.edu.au](mailto:srawUng@careers.usyd.edu.au) — General Enquiries  
[asharp@careers.usyd.edu.au](mailto:asharp@careers.usyd.edu.au) — Library  
Website <http://www.usyd.edu.au/homepage/exterel/careers/index.htm>  
Provides careers advice and information, Graduate Employment Services and graduate Labour market information to students and staff.

*Centre for Continuing Education (bridging courses)*  
KOl-Mackie

The University of Sydney  
NSW 2006 AustrAUa  
Phone: +612 93512907  
Fax: +612 93515022  
E-mail: [info@cce.usyd.edu.au](mailto:info@cce.usyd.edu.au)  
Website [http://www.usyd.edu.au/homepage/exterel/cont\\_edu/cont\\_edu.htm](http://www.usyd.edu.au/homepage/exterel/cont_edu/cont_edu.htm)

## Health service

Level 3, G01 - Wentworth  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 3484 — Wentworth  
+612 93514095 — Holme  
+612 93510636 — Mallett  
Fax: +61 2 9351 4110 — Wentworth  
+612 93514338 — Holme  
+612 93510580 — Mallett  
E-mail: [P.Brown@unihealth.usyd.edu.au](mailto:P.Brown@unihealth.usyd.edu.au)  
Provides full general practitioner services and emergency medical care to the University community

### *Koori Centre*

Room U201  
A22 - Old Teachers' College  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 2046 — General Enquiries  
+61 2 9351 7001 — Liaison Officer  
+61 2 9351 7073 — Student Counsellor  
Fax: +61 2 93516923

E-mail: [adminoff@koori.usyd.edu.au](mailto:adminoff@koori.usyd.edu.au)

Website <http://www.koori.usyd.edu.au/centre/>

The Koori Centre runs the AE A training program, supports Aboriginal and Torres Strait Islander students on campus and during enrolment. There is also an educational unit which supports Aboriginal studies in the University.

### *Language Centre*

Room 312, A19 - Griffith Taylor  
A18 - Christopher Brennan  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 93512683  
Fax: +61 2 93514724

E-mail: [Langcent.Enquiries@language.usyd.edu.au](mailto:Langcent.Enquiries@language.usyd.edu.au)

Website <http://www.arts.su.edu.au/language/centre/intro.html>

Provides self-access course materials in over 100 languages; beginners and intermediate courses in Spanish language and Culture; beginners and advanced courses in Celtic languages and cultures.

### *Mathematics Learning Centre*

Room 441  
F07 - Carslaw  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 9351 4061  
Fax: +61 2 93515797

E-mail: [MLC@mail.usyd.edu.au](mailto:MLC@mail.usyd.edu.au)

Website <http://www.usyd.edu.au/su/mlc/MLC.html>

### *Scholarships*

Research and Scholarships Office  
Scholarships Administration Room N410.1, A14  
A14 - Main Quadrangle  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 93513250  
Fax: +61 2 93513256

E-mail: [scholars@reschols.usyd.edu.au](mailto:scholars@reschols.usyd.edu.au)

Website:

<http://www.usyd.edu.au/homepage/exterel/su/reschols/index.html>

## **International students**

### *International Office*

Level 2  
K07 - Margaret Telfer  
The University of Sydney  
NSW 2006 Australia

Phone: +61 2 9351 4161  
+61 2 9351 4079

Fax: +61 2 93514013

E-mail: [info@io.usyd.edu.au](mailto:info@io.usyd.edu.au)

### *International Student Services Unit*

Level 2  
K07 - Margaret Telfer Building  
The University of Sydney  
NSW 2006 Australia  
Phone: +61 2 93514749  
Fax: +61 2 93514013  
E-mail: [info@issu.usyd.edu.au](mailto:info@issu.usyd.edu.au)

### Website

<http://www.usyd.edu.au/su/issu/> International Student Services Unit Website

[http://www.usyd.edu.au/homepage/exterel/intemat/int\\_student\\_centre.html](http://www.usyd.edu.au/homepage/exterel/intemat/int_student_centre.html)

Provides an advisory and counselling service to international students at The University of Sydney.

## **Student organisations**

### *Students' Representative Council*

Level 1, Wentworth G01

The University of Sydney

NSW 2006 Australia

Phone: +61 2 9351 2871 — President, Honi Soit

+61 2 9660 4756 — Bookshop

+61 2 9660 5222 — Legal Aid

Fax: +61 2 96604260

University of Sydney Union

Box 500 Holme Building

A09 - Holme

The University of Sydney

NSW 2006 Australia

Phone: +61 2 9563 6000 — Switchboard/Enquiries

+61 2 9563 6282 — Academic Dress

+61 2 9563 6103 — ACCESS Centre, Manning

+61 2 9563 6269 — Campus Store, Holme

+61 2 9563 6016 — Campus Store, Wentworth

+61 2 9563 6160 — Clubs and Societies Office

+61 2 9563 6010 — School Tutoring Co-ordinator

+61 2 9563 6032 — Union Broadcasting Studio

+61 2 9563 6115 — Welfare and Information Services Manager

Fax: +61 2 9563 6239

E-mail: [enquiries@union.usyd.edu.au](mailto:enquiries@union.usyd.edu.au)

Website <http://www.usu.usyd.edu.au/>

Provides welfare, social and recreational services to the University community.

### *Sydney University Sports Union*

G09 - Sports and Aquatic Centre

The University of Sydney

NSW 2006 Australia

Phone: +61 2 93514960

Fax: +61 2 93514962

Provides services, facilities and clubs for sport, recreation and fitness.

### *Women's Sports Association*

Room 214

A30 - Sports Centre

The University of Sydney

NSW 2006 Australia

Phone: +61 2 9660 6355

+61 2 93512057

Fax: +61 2 9660 0921

E-mail: [jlawler@mail.usyd.edu.au](mailto:jlawler@mail.usyd.edu.au)

Website <http://www.usyd.edu.au/su/suwsa/welcome.html>

Provides for students, predominantly women, to participate in sport and recreation through the provision of facilities, courses and personnel.

# 10. Glossary of Terms

## Applying for a course

### *Admissions*

The Admissions Office is responsible for overseeing the distribution of offers of enrolment and can advise prospective students regarding admission requirements.

### *Application*

Prospective (intending) students must lodge an application form with the Universities Admissions Centre (UAC) by the last working day of September of the year before enrolment. Note that some faculties, such as Dentistry and Sydney College of the Arts, have additional application procedures.

### *Mature age*

A category of Special Admission applicants who are 21 years or older on 1 March of the year in which they want to study and who do not have the high school qualifications normally required for entry into a course.

### *Special Admission*

Certain categories of applicants, such as mature-age applicants, students who have experienced educational disadvantage or Aboriginal or Torres Strait Islander applicants, may apply for admission to the University under one of several Special Admission schemes. Contact the Special Admissions office for further information.

### *TER*

The Tertiary Entrance Rank (TER) is the numerical expression of a student's performance in the NSW Higher School Certificate (HSC), which takes into account both assessment and examination results.

### *TER cut-off*

The TER of the last student admitted to a course. Some courses have a minimum TER.

### *Universities Admissions Centre (UAC)*

The organisation that processes applications for most NSW undergraduate university and TAFE courses.

## Enrolment and general terms

### *Academic year*

The period during which teaching takes place, from February to November. The academic year is divided into two semesters.

### *Advanced standing*

(See also: Credit) Recognition of previous experience or studies, meaning that the candidate has satisfied the entry requirements for a unit. Advanced standing does not reduce the number of credit points required to complete the degree course.

### *Associate Diploma*

The undergraduate award granted following successful completion of Associate Diploma course requirements. An Associate Diploma course usually requires less study than a Diploma course.

### *Assumed knowledge*

The level of knowledge expected for entry to a Unit of Study. Unlike prerequisites, levels of assumed knowledge are not compulsory for entry to a Unit. Students who do not have the assumed knowledge may, however, be at a considerable disadvantage and may consider completing a bridging course prior to enrolment. Contact the Learning Assistance Centre, Mathematics Learning Centre, Language Centre or Centre for Continuing Education for further information.

### *Bachelor's degree*

The highest undergraduate award offered at the University of Sydney (other undergraduate awards are Associate Diploma and Diploma).

A Bachelor's degree course normally requires three or four years of full-time study (or the part-time equivalent).

### *Campus*

The grounds on which the University is situated. There are eleven campuses of the University of Sydney: Burren Street (Graduate School of Business), Camperdown and Darlington ("Main campus"), Camden (Agriculture and Veterinary Science), Conservatorium (Conservatorium of Music), Cumberland (Health Sciences and Nursing), Mallett Street (Nursing), Orange Agricultural College, Rozelle (Sydney College of the Arts), St James (Law) and Surry Hills (Dentistry).

### *Chancellor*

(See also: Vice-Chancellor) The non-resident head of the University.

### *Combined degree course*

A program consisting of two degree courses taken together, which usually requires less time than if the courses were taken separately.

### *Core*

(See also: Elective/Option) A Unit of Study that is compulsory for the course or subject area.

### *Corequisite*

A Unit of Study that must be taken with a given Unit. If a corequisite is not successfully completed, it becomes a prerequisite for further study in that subject area.

### *Course*

A complete degree or diploma program.

### *Credit*

(See also: Advanced standing) Recognition of previous studies or studies completed at another institution. If credit is granted then the number of credit points required for completion of the degree course is reduced.

### *Credit point*

A measure of value indicating the contribution each Unit of Study provides towards meeting course completion requirements stated as total credit point value.

### *Dean*

The head of a faculty.

### *Deferment of enrolment*

Persons who have not previously attended a recognised tertiary institution are normally able to defer commencement of their candidature for one year. Applications are handled by the Admissions Office of the University. Application for deferment must be made during the UAC enrolment week at the "Deferment" desk in MacLaurin Hall and be accompanied by the "offer of enrolment" card.

### *Degree*

The award conferred following successful completion of a degree course (for example Bachelor's degree or Master's degree).

### *Department/School*

The academic unit responsible for teaching in a given subject area.

### *Diploma*

The award granted following successful completion of Diploma course requirements. A Diploma course usually requires less study than a degree course. Graduate Diploma courses are for graduates only.

### *Doctorate*

(See also: PhD) The Doctorate awards and the PhD are the highest awards available at the University of Sydney. A Doctorate course normally involves research and coursework; the candidate submits a thesis that is an original contribution to the field of study. Entry to a Doctorate course often requires completion of a Master's degree course. Note that the Doctorate course is not available in all Departments of the University of Sydney.

### *Elective/Option*

(See also: Core) A Unit of Study that may be taken towards, but is not compulsory for, a course or subject area.

### *Enrolment*

The process whereby an applicant officially accepts the offer of a place in a particular course. If UAC application is successful, an "offer of enrolment" card is mailed to the applicant, along with instructions for enrolment. In most cases, the applicant must attend the University on a particular enrolment day or, if unable to attend, must appoint somebody to enrol on their behalf. Units of Study must be nominated on enrolment day. Academic records and HECS liability calculations are based on the enrolment details, so students must ensure that the Faculty holds correct enrolment information (see also: Variation of enrolment).

### *Entry requirement*

The level of knowledge and/or experience required for entry to a particular Unit of Study.

### *Faculty*

The administrative unit responsible for overseeing satisfactory progress during a degree or diploma course.

### *Full-time*

A study load usually defined in terms of HECS weighting of at least .375 per semester.

### *Intermediate*

Faculty of Science: Second-year level.

### *Junior*

First-year level.

### *Laboratory practical*

See: Practical.

### *Lecture*

(See also: Tutorial) A class given to a large group of students, during which the lecturer speaks or presents audiovisual material and students take notes.

### *Major*

The subject area(s) in which a student specialises at Senior level. Students usually specialise in one (single major) or two (double major) subject areas. The major is usually recorded on the testamur.

### *Master's degree*

A postgraduate award. Master's degree courses may be offered by coursework, research only or a combination of coursework and research. Entry to the course often requires completion of an Honours year at undergraduate level.

### *Minor*

Subject areas in which a student studies, but does not specialise at Senior level.

### *Orientation period*

"O' Week" takes place during the week prior to lectures in February semester. During O' Week, students can join various clubs, societies and organisations, register for courses with Departments and take part in activities provided by the University of Sydney Union.

### *Part-time*

A study load usually defined in terms of HECS weighting of less than .375 per semester.

### *PhD*

(See also: Doctorate) The Doctor of Philosophy (PhD) and other Doctorate awards are the highest awards available at the University of Sydney. A PhD course is normally purely research-based; the candidate submits a thesis that is an original contribution to the field of study. Entry to a PhD course often requires completion of a Master's degree course. Note that the PhD course is available in most Departments of the University of Sydney.

### *Postgraduate*

The term used to describe a course leading to an award such as Graduate Diploma, Master's degree or PhD, which usually requires prior completion of a relevant undergraduate degree (or diploma) course. A "postgraduate" is a student enrolled in such a course.

### *Practical*

Similar to a tutorial, during which experiments or other relevant applied activities are carried out.

### *Prerequisite*

A Unit of Study that must be taken prior to entry to a given Unit.

### *Recommended reading*

Reading material that is suggested but not compulsory for a Unit of Study.

### *Registrar*

The head of the administrative divisions of the University.

### *Registration*

In addition to enrolling (with the Faculty) in Units of Study, students must register with the Department responsible for teaching each Unit. This is normally done during the Orientation period (O' Week). Note that unlike enrolment, registration is not a formal record of Units attempted by the student.

### *Resolutions of Senate*

Regulations determined by the Senate of the University of Sydney that pertain to degree and diploma course requirements and other academic matters.

### *School*

Similar to a large Department, otherwise a grouping of Departments.

### *Semester*

A period of fourteen weeks during which teaching takes place. There are two semesters per year for most faculties.

### *Senior*

Second-year level or higher.

Faculty of Science: third-year level.

### *Subject area*

One or more Units of Study that comprise a particular field of study (eg Japanese or Chemistry).

### *Textbook*

Reading material that the student is expected to own.

### *Tutorial*

(See also: Lecture) A small class consisting of a tutor and up to about 25 students, during which concepts raised in lectures are discussed in detail and may be supplemented with readings, demonstrations and presentations.

### *Undergraduate*

The term used to describe a course leading to a diploma or Bachelor's degree. An "undergraduate" is a student enrolled in such a course.

### *Unit of Study*

A stand-alone component of a degree or diploma course that is recordable on the academic transcript.

### *Variation of enrolment*

The process whereby students officially notify the Faculty of changes regarding the Units of Study they are attending. This must be done by a certain deadline in each semester, to avoid penalties such as "discontinued" results on the academic transcript (see: Results) or unnecessary HECS charges.

### *Vice-Chancellor*

(See also: Chancellor) The administrative head of the whole University, including academic and administrative divisions.

## **Costs**

### *Bursary*

A sum given to a student who has limited resources or is experiencing financial hardship, ranging from \$100 to \$1,000.

### *Fees (full-fee undergraduate/postgraduate)*

Tuition, examination or other fees payable to the University by an enrolled or enrolling student in connection with a course of study or attendance at the University and includes fees payable in respect of the granting of a degree, diploma, associate diploma or other award. It does not include annual subscription to organisations such as the Union or SRC or fees payable in respect of residential accommodation.

### *HECS*

All Australian undergraduate students are currently required to contribute to the cost of tertiary education through the Higher Education Contribution Scheme (HECS) which is administered under the Higher Education Funding Act 1988. Under HECS students pay for part of the cost of their higher education and the Commonwealth pays the rest. The amount payable is determined by the units of study a student chooses to undertake in the case of coursework awards, or the attendance (full-time or part-time) in the case of research students.

### *Prize*

Matriculation, undergraduate and postgraduate funding automatically awarded on academic results in courses, yearly examinations or on the recommendation of the Head of Department. There are also prizes for essay writing and composition by anonymous application. Prize values range from \$100 to \$6,250.

### *Scholarship*

Matriculation and undergraduate funding by application awarded on TER results for students enrolling in the first year of a degree course. Postgraduate funding for full-time candidates enrolled in a research degree course with scholarship conditions and benefits varying according to specific awards. The intention is to encourage and support scholarship at the University in general or in targeted areas.

## Assessment, Examination, Satisfactory Progress and Graduation

### *Academic transcript/record*

The official record of results for each student (see: Results).

### *Appeals*

The process whereby a student may raise objections regarding results, Faculty decisions or other academic matters.

### *Assessment*

(See also: Examination) The appraisal of a student's ability throughout the semester, by various means such as essays, practical reports or presentations, which counts towards the final mark or grade.

### *Candidate*

Someone studying for a degree or diploma. The term may also be used to describe someone sitting for an examination.

### *Examination*

(See also: Assessment) The appraisal of a student's ability, usually at the end of semester. Most examinations take place on campus under strictly supervised conditions but some Units make use of take-home or open-book examinations.

### *Exclusion*

A ruling by the Faculty, which declares the student ineligible for further enrolment for reasons such as lack of satisfactory progress. Students who wish to re-enrol must show good cause why they should be allowed to re-enrol (see: Show cause and Satisfactory progress).

### *Grievances*

see appeals

### *Grade*

A category into which a student's final mark falls (see: Results).

### *Graduand*

A person who has fulfilled the requirements of a degree but is yet to graduate.

### *Graduate*

(See also: Postgraduate) A person who has graduated. Also a term used to describe a course leading to an award such as Master's degree or PhD or a student enrolled in such as course.

### *Graduation*

The ceremony during which degrees are conferred and diplomas awarded.

### *Honours degree*

A Bachelors degree for which extra work (course work and/or thesis) has been completed, usually requiring an extra year of study.

### *Mark*

(See also: Grade) The numerical result of assessments and/or examinations for a Unit of Study, which may be converted to a grade.

### *Pass degree*

A Bachelor's degree.

### *Re-enrolment*

The process by which continuing students enrol in Units of Study.

### *Results*

The official statement of the student's performance in each Unit of Study attempted, as recorded on the academic transcript, usually expressed as a grade:

High Distinction	a mark of 85% and above
Distinction	a mark of 75-84%
Credit	a mark of 65-74%
Pass	a mark of 50-64%

*Terminating Pass* whereby the student is deemed to have completed Unit requirements, but is not permitted to re-enrol in order to attempt to achieve a higher grade.

Fail	a mark of less than 50%
------	-------------------------

*Withdrawn* This is the same as if the candidate had not enrolled in the course concerned. Although the University has a record of the withdrawal, the course and result will not appear on the official academic transcript. There is no HECS liability either. In order to have a course recorded as "withdrawn", notice must be given by the candidate to the Faculty office on or before the deadline. Refer to the section on degree regulations.

*Discontinued with Permission* This does not count as an attempt at the particular course, but does appear on the candidate's academic record. A candidate may have enrolment recorded as "discontinued with permission" where: 1. notice is given to the faculty office on or before the deadline or; 2. after the deadline, evidence is produced of serious illness or misadventure. Refer to the section on degree regulations for deadlines. Discontinuation with permission does not mean that the student's progress is considered to be satisfactory.

*Discontinued* This counts as an unsuccessful attempt at the course concerned and appears on the candidate's academic record. Where notice is given after the deadline for "discontinued with permission" but before the last day of lectures for the course, the result is "Disc". Refer to the section on degree regulations for deadlines.

*Absent Fail* If the candidate misses the deadline for "discontinued" and does not sit the final exam, the result is "absent fail".

### *Satisfactory progress*

A minimum standard of performance required for continuation of enrolment. Senate resolutions rule that if a student fails or discontinues a year of candidature or a Unit of Study more than once then he or she is ineligible for re-enrolment (see: Exclusion and Show cause). Note that some faculties may have alternative or additional requirements for satisfactory progress.

### *Show cause*

The Faculty may require a student to show good cause why he or she may be allowed to continue in the degree or diploma course, where requirements for satisfactory progress have not been met (see: Exclusion and Satisfactory progress).

### *Special consideration*

The process whereby enrolled students who have experienced significant educational disadvantage may have their assessment deadlines or grades revised.

### *Study Vacation (Stuvac)*

The week prior to the examination period in each semester, during which no classes are held.

### *Supplementary examination*

An extra or alternative examination taken by a student who has experienced significant educational disadvantage during semester or the examination period. Note that some faculties do not offer supplementary examinations (see also: Special consideration).

### *Suspension of candidature*

A complete break in the studies of an enrolled student, usually for a period of one year. Applications are handled by the Faculty office. (Those wishing to postpone commencement of a course need to apply for deferment, see: Deferment of enrolment).

### *Testamur*

The document given to the graduand at graduation.

### *Thesis*

A piece of written work (sometimes called a dissertation) by a student, normally a candidate for an Honours degree or a higher award (such as Master's degree or PhD).

### *Weighted Average Mark (WAM)*

A numerical expression of a student's performance throughout their degree program, usually assigning more "weight" to Senior or Honours years. Note that the WAM calculation may differ for purposes such as eligibility to various scholarships and will vary from faculty to faculty.



Academic & Executive Services 16E  
Accounting 17P  
Accommodation Service 13G  
Administrative Policy & Strategic Planning Division 16E  
Administrative Support Services Division 16E  
Aeronautical Engineering 26M  
Agricultural Chemistry & Soil Science 10D  
Agricultural Economics 11D  
Agriculture Faculty Office 11C  
Alma Street Glasshouse 23N  
Anaesthesia 7K  
Anderson Stuart Bkfg 17I  
Anatomy & Histology 17I  
Animal Health Cumb  
Animal Science 7F  
Anthropology 16F  
Archaeology, Classics & Ancient History 16F  
Architectural & Design Science 22M  
Architecture, Dept & Faculty Office 22M  
Archives 19H  
Art Workshop 20M  
Arts Faculty Office 16F  
Asset Management 13A  
Asian Studies 14F  
Attendant's Lodge 16D  
Badham Bkfg & Library 14E  
Banks (see Rnancial institutions)  
Baxter's Lodge 22E  
Behavioural & Social Sciences in Nursing MapB  
Behavioural Science Cumb  
Behavioural Sciences in Medicine 7K  
Biochemistry 20P  
Biological Sciences 16D  
Biomedical Science Cumb  
Blackburn Bldg 7K  
Bookshops:  
Medical 7K  
SRC Secondhand 19N  
University Co-operative 16J  
Bosch 1A (lecture theatres) BL  
Bosch IB Bldg 7M  
Brennan, C, Bldg 15F  
Budget Office 16E  
Business Liaison Office 11E  
Business Services 19U  
Campus Services 20T  
Careers Centre 13B  
Carslaw Bldg 19L  
Cashiers 13A  
Central Services 22E  
Central Records Office 16E  
Central Teaching SLearning 19L  
Chancellor's Committee Shop 17F  
Chaplains' Centre 10G  
Chemical Engineering 22Q  
Chemistry 17K  
Child Cam:  
Boundary Lane 16U  
Carillon Avenue 90  
Laurel Tree House (Glebe) 16B  
Union (Dariiigton) 21S  
Civil & Mining Engineering 24R  
Clark Bldg 17T  
Clock Tower 17F  
Communication Disorders Cumb  
Community & Alumni Relations 16D  
Community & Mental Health Nursing Cumb  
Community Health Cumb  
Community Medicine 15K  
Computer Science, Basser Dept 17L  
Continuing Education, Centre lor 13B  
Coppleson Postgraduate Medical Institute 9K  
Counselling Service 13G  
Crop Sciences 13F  
Darlington House 14S

Development Office 16D  
Disability & Welfare Services 13G  
Econometrics 17P  
Economic History 17P  
Economics, Dept & Faculty Office 17P  
Edgeworth David Bldg 19J  
Education Bkfg & Faculty Office 13G  
Educational Development & Evaluation 15K  
Educational Psych., Measurement 4 Technology 13G  
Edward Ford Bldg 15K  
Electrical Engineering 240  
Employment Service, Casual 14C  
Engineering Faculty Office 250  
English 12E  
Equal Employment Opportunity Unit 16S  
Evelyn Williams Bldg 6E  
Experimental Medicine 7K  
External Relations Division 16E  
Facilities Planning, Office of 20T  
Rnanaaa/nsr/rutons.'  
Commonwealth 14C  
Credit Union 14D  
National Australia 15E  
National Australia 19N  
Rnancial Services Division 16E  
Finance, Dept of 16Q  
Rnancial Management & Reporting 13A  
Rnancial Services Division 16E  
Fine Arts 15I  
Rsher Library 19G  
Footbridge Theatre 14C  
French Studies 15F  
Garage, University 21T  
Geography 16Q  
Geology & Geophysics 19J  
Germanic Studies 15F  
Government & Public Administration 17P  
Great Hall 18E  
Greek, Modern 14F  
Griffith Taylor Bldg 14F  
Gunn, R.M.C., Bldg 7F  
Health Information Management Cumb  
Health Sciences Faculty Office Cumb  
Health Service (Holme Bldg, Wentworth BUg) 14C.19N  
History 15G  
History SPhilosophy of Science 19L  
Holme Bldg 14C  
Industrial Relations, Dept of 16D  
Infectious Diseases 7K  
Information Technology Services 19U  
Institute Bldg 16D  
International Office & International Student Services 13A  
International House 23L  
International Preparation Program 20T  
Italian 15I  
Koori Centre 12G  
Learning Assistance Centre 13G  
Linguistics 16J  
Link Bldg 250  
Lost Property 14F  
Mackie Bldg 13B  
MacLaurin HaD 16G  
Macleay Bldg SMuseum 16D  
Madsen Bldg 17L  
Mail Room (Internal) 20T  
Mai) Bldg 17F  
Mandebaum House 18U  
Manning House 14H  
Margaret Telfer Bldg 13A  
Marketing, Dept of 16D  
Marketing & Publications 16E  
Mathematics & Statistics 19L  
McMaster Laboratory CSIRO 7D  
McMillan, J. R.A., Bldg 11C  
Mechanical & Aeronautical Engineering Bdg 25N

Mechanical Engineering 25N  
Media Office 16E  
Medical Radiation Technology Cumb  
Medicine 7K  
Medicine, Dept of 7K  
Medicine Faculty Office 15K  
Merewether Bldg 17P  
Microbiology 20P  
Mills, R.C., Bkfg 15I  
Mungo MacCalum Bkfg 15G  
Music 24M  
Nicholson Museum 16G  
Nursing Therapeutics Cumb  
Obstetrics & Gynaecology 9K  
Occupational Health 15K  
Occupational Therapy Cumb  
Old Geology Bldg 15D  
Old School Bkfg 21P  
Old Teachers' College Bkfg 12G  
Operations Accounting 13A  
Orange Agricultural College OrAg  
Orthoptics Cumb  
Pathology 7K  
Personnel Services 13A  
Pharmacology 7M  
Pharmacy 15E  
Philosophy 17G  
Photovise Imaging 20T  
Physics 13J  
Physiology 17I  
Physiotherapy Cumb  
Planning Support Office 16E  
Post Office 15E  
Printing Services, University 20T  
Properties & Investments 13A  
Psychology 14F  
Purchasing 13A  
Publications Unit 16E  
Public Health & Community Medicine 15K  
Quadrangle 17F  
Queen Elizabeth II Reserch Institute 9K  
Regiment, University 14R  
Religion, School of Studies in 12E  
Research & Scholarships 16E  
Revenue Services 13A  
Risk Management 13A  
Rose Street Bkfg 24P  
Ross Street Bkfg 10D  
Russet, Peter Nicol, Bldg 23P  
St Andrew's College 50  
St John's College 3H  
St Paul's College 12N  
Sancta Sophia College IF  
Schools Liaison 12B  
Science Faculty Office 19L  
Security & Bkfg Services 14F  
Sella House 10B  
Semitic Stuoies 17F  
Senate Room 17E  
Services Bldg 20T  
Seymour Theatre Centre 24M  
Shepherd St Pariring Station 27M  
Sir Hermann Black GaKery 19N  
Social & Policy Studies in Education 13G  
Social Work & Social Policy 15I  
Sociology 15I  
Solicitor, University 16E  
Sports:  
Noel Martin Recreation Centre 20R  
Sports Union 7G  
Swimming Poof 20R  
Tennis courts 20D  
Ward, H.K., Gymnasium 7G  
Women's Sports Association 12I  
Statistics Unit 16E

Stephen Roberts Theatre 20J  
Stewart, J.D., Bldg BE  
Stores 20T  
Student Centre 19K  
Student Services 13G  
SRC 19N  
SUPRA 4R  
Surgery 7K  
SydOTech 19U  
Systems Development 13A  
Teaching & Curriculum Studies 13G  
TII Sheds Gallery 20M  
Trades & Grounds Services 20T  
Traffic Office 14F  
Transient Bkfg 16J  
Union, University of Sydney 19N  
Unistatf 19U  
University Collection 19H  
University of Sydney Club 15G  
Urban & Regional Planning 22M  
Veterinary Anatomy 8E  
Veterinary Clinic 6E  
Veterinary Clinical Sciences 6E  
Veterinary Pathology 7E  
Veterinary Science Faculty Office 8D  
Vice-Chancellor's Office 16E  
Wallace Theatre 11E  
War Memorial Gallery 17E  
Watt, R.D., Bkfg 11D  
Wentworth Bldg 19N  
Wesley College 11L  
Western Avenue Underground Parking Station 8N  
WikinsonBldg 22M  
Women's College 110  
Woortey Bkfg, John 12E  
Yeoman Bedell's Office 17E  
Zoology 12D

