WOLLONGONG INSTITUTE OF EDUCATION

Calendar 1979
Wollongong Institute of Education

Calendar 1979

THE BADGE
Designed by Mr. J. W. Cramp, a former lecturer at the College, the badge with its two flames of knowledge symbolises the influence of teacher education in both a local and a wider context. The motto may be translated "carry the light (of learning) into the world".
### CALENDAR OF IMPORTANT DATES FOR 1979

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February</strong></td>
<td>1</td>
<td>Thursday</td>
<td>Deferred examinations begin</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Thursday</td>
<td>Deferred examinations end</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Wednesday</td>
<td>Enrolment period for first year students begins (8.30 a.m.)</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Wednesday</td>
<td>First year introductory period begins</td>
</tr>
<tr>
<td><strong>LENT TERM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>26</td>
<td>Monday</td>
<td>Term begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enrolment day for second year students (9.00 a.m.) and third year students (10.30 a.m.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All lectures commence</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>4</td>
<td>Friday</td>
<td>Lent term ends</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Monday</td>
<td>Three weeks student vacation begins</td>
</tr>
<tr>
<td><strong>TRINITY TERM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>28</td>
<td>Monday</td>
<td>Term begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice teaching period commences</td>
</tr>
<tr>
<td>June</td>
<td>15</td>
<td>Friday</td>
<td>Practice teaching ends</td>
</tr>
<tr>
<td>August</td>
<td>24</td>
<td>Friday</td>
<td>Trinity term ends</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Monday</td>
<td>Three weeks student vacation begins</td>
</tr>
<tr>
<td><strong>MICHAELMAS TERM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>17</td>
<td>Monday</td>
<td>Term begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice teaching period commences</td>
</tr>
<tr>
<td>October</td>
<td>5</td>
<td>Friday</td>
<td>Practice teaching period ends</td>
</tr>
<tr>
<td>November</td>
<td>19</td>
<td>Monday</td>
<td>Examinations begin</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Thursday</td>
<td>Examinations end</td>
</tr>
<tr>
<td>December</td>
<td>14</td>
<td>Friday</td>
<td>Michaelmas term ends</td>
</tr>
<tr>
<td><strong>MID-YEAR ASSESSMENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>July 9 to July 13</td>
</tr>
</tbody>
</table>

### WOLLONGONG UNIVERSITY 1979

#### FIRST SESSION
- February 26 to May 13
- **Recess:** May 14 to May 20
- May 21 to June 10
- **Study Recess:** June 11 to June 17
- **Examinations:** June 18 to July 1
- **Mid-Year Recess:** July 2 to July 15

#### SECOND SESSION
- July 16 to August 26
- **Recess:** August 27 to September 9
- September 10 to November 4
- **Study Recess:** November 5 to November 11
- **Examinations:** November 12 to December 2

### SCHOOL TERMS 1979
- **First Term:** January 31 to May 4
- **Second Term:** May 21 to August 24
- **Third Term:** September 10 to December 14

The material printed in this handbook outlines proposals for 1979. However, the Institute reserves the right to vary its proposals should circumstances, in its opinion, justify such action.
BRIEF HISTORY OF THE INSTITUTE

The Wollongong Institute of Education opened as Wollongong Teachers' College in 1962 under the auspices of the New South Wales Department of Education.

It provided, at that time, a two-year programme preparing teachers for primary and infants' schools. A three-year course leading to the award of the Diploma in Physical Education was introduced in 1965 and a fourth year was added in 1967 for selected students who also qualified for the Certificate in Health Education.

Accreditation of the four-year programme in health and physical education for award of the Diploma in Health and Physical Education was granted in 1977.

In 1969 a three-year programme culminating in the award of the Diploma in Teaching (Primary) was introduced and, although entry to the third year was restricted initially, it became obligatory for all students commencing with the 1973 intake. An external studies course was introduced to provide a means by which two-year trained teachers might complete the third year by correspondence and qualify for award of the diploma.

Three-year courses leading to the award of the Diploma in Teaching (Secondary) were introduced in 1971, offering specialisation in Mathematics or English/History. In the post-graduate field, a one-year course for university graduates, culminating in the award of the Graduate Diploma of Education (Primary), commenced in 1976. An additional post-graduate course (in Mathematics) of two years' duration leading to the award of the Graduate Diploma in Educational Studies was introduced in 1978.

The College had been declared to be a college of advanced education in 1971 but its progression to autonomy was delayed during negotiations for amalgamation with the then Wollongong University College for which purpose the Teachers' College was re-named Wollongong Institute of Education in 1974. The proposed amalgamation was abandoned late in 1974 and an Interim Council appointed to advise on the development of the Institute, initially as a single-purpose college of advanced education concerned with teacher education. The Institute was incorporated as a college of advanced education and its First Council appointed on 16th November, 1977.

Philosophy of the Institute

A comprehensive statement of the assumptions, aims and implications of a course of teacher education (the Hogan Report) was prepared by a committee of staff members in 1972-73. This statement of philosophy provides the underlying basis upon which all of the courses currently in operation or in the planning stage are formulated.

The philosophy may best be summarised by the General Aim propounded by the committee:

"The development of teachers who are mature individuals having professional skills, personal values and the necessary knowledge to enable them to carry out their tasks in accord with the needs of changing society."

To this may be added the expectation that the interests, attitudes, habits and skills which are characteristic of tertiary level education will be established in the students who pass successfully through its programmes of study and undergo contacts with its teacher educators.
First Council was appointed on 16th November, 1977. Its membership is:

Mr. R. J. B. Pearson (Chairman) — Group General Manager—Technical, Metal Manufactures Ltd., Sydney. (Residence: Fairy Meadow)

Mr. F. G. McInerney (Deputy Chairman) — Solicitor, Wollongong


Mr. R. J. Dobinson — Dental Surgeon, Wollongong.

Mr. E. T. Eve — Principal, Fairy Meadow Demonstration School.

Mrs. Valma A. Fell — Country Vice-President, Federation of P. & C. Associations of New South Wales, Figtree.

Mr. J. W. Gammage — Member of the academic staff, Wollongong Institute of Education.

Mr. B. S. Gillett — Director of Education, South Coast Region.

Associate Professor J. S. Hagan — Department of History, University of Wollongong.

Mr. C. Harmer — Chartered Accountant, Port Kembla.

Mrs. Ruth G. Morrison — Teacher, Cringila Public School.

Dr. Patricia D. Mowbray — Area Community Physician, Community Support Centre, Wollongong.

Mr. A. C. Osborne — Teacher, Tarrawanna Primary School, and Hon. Secretary, Illawarra Teachers’ Association.

Mr. R. Pascoe — Student, Wollongong Institute of Education.

Mr. W. Pike — Director, Wollongong Institute of Education.

Mr. J. Powell — Honorary Principal, Wollongong Branch, N.S.W. State Conservatorium of Music.

Mr. K. A. Reilly — Engineer, Wollongong City Council.
Mr. D. B. F. Short  
Regional Director,  
Illawarra,  
Department of Technical and Further Education.

Professor B. H. Smith  
Chairman,  
Department of Electrical Engineering,  
University of Wollongong.

Mr. M. J. Syer  
County Clerk,  
Illawarra County Council.

Dr. Dawn M. Thew  
Principal Lecturer and Director of Primary Education Programme,  
Alexander Mackie College of Advanced Education.

Mr. T. White  
Director of Schools,  
Catholic Education Office,  
Wollongong.

Mr. R. J. Wilding  
Member of the non-academic staff,  
Wollongong Institute of Education.
ADMINISTRATIVE STAFF


Deputy Director and Dean of Students: Vacant


Secretary: George L. Hall, A.F.A.I.M., J.P.

Services:
Gary R. Ryan (Student Services)
Gary L. Graham (Personnel)

Finance:
Geoffrey R. Bailey (Purchasing)
Ian Strahan, A.A.S.A.(S.), A.C.I.S. (Accounts)

Audio-Visual Services:
John A. Chapple, B.Sc., A.S.T.C.
Gordon McLeish (Technician)

Internal Audit: David W. McNeice, F.T.I.A., A.A.P.A., A.A.I.M.

Library:
Mary Tow, B.A., A.L.A.A. (Senior Librarian)
Deirdre Jewell, B.A., Dip.Lib. (Librarian, Reader Services)
Jennifer Ross, B.A., A.L.A.A. (Librarian, Technical Services)
ACADEMIC STAFF

ART/CRAFT
Francis W. Osborne, B.A., A.S.T.C., M.I.I.A.
Anthony E. Bell, B.A., A.S.T.C., M.I.I.A.
A. Joan Chappie
John A. Chappie, B.Sc., A.S.T.C.
Raymond Gall, B.A., A.S.T.C., M.I.I.A.
M. June Heyligers, T.S.T.C.
Peter L. Shepherd, Dip.Art (Ed.), M.I.A. Ed.

EDUCATION
Kenneth V. Mathews, B.A., M.Ed.
Donald G. Asquith, B.A., M.Ed.
Kenneth Davies, M.A., M.Ed., M.A.C.E., Ph.D.
Brian M. Gaffney, B.A., M.Ed.
Donald P. Hogan, B.A., Ph.D.
Adrian R. Hurley, B.A., M.Ed., Ph.D.
Peter J. Keeble, B.A., M.Ed., M.A.C.E.
Paul T. Mawter, B.A., M.Ed., Ph.D.
Kevin P. Moffat, M.A., Dip.Ed.
Wendy E. Pullin, B.A.

ENGLISH
Robert W. Colvin, M.A., M.A.C.E.
Pat F. Farrar, B.A.
Peter C. Geefie, M.A., Litt.B.
Ronald K. Pretty, M.A.
Michael R. Stone, B.A., M.A.
Barry C. Waters, B.A., Litt.B.

PHYSICAL EDUCATION AND HEALTH
Harry G. Fuller, B.Sc., Dip.P.E.
Frederick Frame, B.Sc., M.Ed., Dip.P.E.
George V. Gedge, B.A., Dip.P.E.
Carolyn L. Hurley, M.Sc., Dip.P.E.
Michael J. Hatton, M.Sc., Dip.P.E.
Yvonne Kerr, M.Sc., Dip.P.E.
John Patterson, M.Sc., Dip.P.E.
Thomas F. Penrose, M.Sc., Dip.P.E.
Patricia A. Rees, Dip.P.E.
Sylvia A. Rice, B.A., Dip.Ed. (P.E.)
Barry Watkin, M.Sc., Dip.P.E.
Noel Whiteley, B.A., Dip.P.E.
Lynnette Williams, D.S.C.M.
R. Gary Wilsome, B.P.E., Dip.P.E.
Janice E. Wright, B.Ed.

MATHEMATICS
Norman R. Aylward, M.A., Litt.B.
Raymond J. Crawford, B.Sc., M.Sc., Dip.Ed.
Bede E. Murray, B.A., M.Sc. (O.R.), M.A.C.S.
Ronald W. Wilcox, M.Sc., Dip.Ed

MUSIC
Rodney A. Hollands, B.A., D.S.C.M., M.A.C.E.
C. Keith Baxter, D.S.C.M., F.T.C.L.
John Wayne Dixon, L.T.C.L., A.Mus.A.
Robert A. Smith, Dip.Mus. (Ed.), A.Mus.A.
John Stender, D.S.C.M.

Tutors:
Jan Baxter (Violin)
John Freeland (Flute)
Julie Robinson (Cello)
Nigel Beeson (Clarinet)
Don Wilson (Brass)
Vanessa Woodhill (Oboe and Recorder)
John Smith (Guitar)

NATURAL SCIENCE
John W. Gammage, B.A., B.Sc.Agr., M.A.I.A.S., M.A.C.E.
Barry Harper, B.Sc., Dip.Ed.
Malcolm McD. Harris, B.A., M.Sc.
William Mowbray, B.Sc., M.Ed., A.S.T.C.

SOCIAL SCIENCE
David B. Stamp, B.A., M.Ed., Dip.Ed
Howard Akitt, M.A., U.E.D., M.A.C.E.
Bevan J. Ferguson, B.A., M.Ed.
Valerie Hannaford, B.A., Dip.Ed., Ph.D.
Brian Rogers, B.A., B.Ec., Dip.Ed.
Peter M. Sales, M.A., Dip.Ed.
John Scarlett, B.A., M.Com.
EXTERNAL STUDIES

Director
Howard Akitt, M.A., U.E.D., M.A.C.E.

Assistant Director

FAIRY MEADOW DEMONSTRATION SCHOOL
Principal: Mr. E. T. Eve, B.Ed., M.A.C.E., M.A.I.T.D.

MT. KEIRA DEMONSTRATION SCHOOL
Principal: Mr. P. Campbell, B.A., M.A.C.E.
PROGRAMMES

The Institute offers the following programmes:

**Full Time**
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)
- Diploma in Health and Physical Education
- Diploma in Teaching (Physical Education)
- Graduate Diploma in Education (Primary)

**External Study**
- Diploma in Teaching (Primary)
- Graduate Diploma in Educational Studies

FULL TIME PROGRAMMES

(Note: In the following Tables 1 to 8, figures separated by oblique strokes represent weekly hours involved in each half year.)

Diploma in Teaching (Primary)

The structure of the programme is set out in Table 1.

Within the programme, specialisation is offered in Lower Primary (Infants) Education. The specialisation occurs in second and third years, particularly in the area of curriculum studies, where units are tailored to the needs of lower primary teachers.

TABLE 1

Diploma in Teaching (Primary)

STRUCTURE OF PROGRAMME

<table>
<thead>
<tr>
<th>PROFESSIONAL STUDIES</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3 3 3</td>
</tr>
<tr>
<td>Basic Processes of Teaching</td>
<td>2 - -</td>
</tr>
<tr>
<td>Communication</td>
<td>2/1 1 -</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>8/6 9 10</td>
</tr>
<tr>
<td>LIBERAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>Special Studies</td>
<td>-/6 6 6</td>
</tr>
<tr>
<td>Study of Man</td>
<td>4/4 2 -</td>
</tr>
<tr>
<td>Health and Fitness</td>
<td>3/1 1 1</td>
</tr>
</tbody>
</table>

Total lecture hours per week

22/23 22 20

SCHOOL EXPERIENCES
- Demonstration Lessons and Fieldwork
- Practice Teaching
Diploma in Teaching (Secondary)

The programme outlined in Table 2 was offered for the first time in 1978, replacing the structure in Table 3, the third year of which will be offered in 1979 to ongoing students.

**TABLE 2**

Diploma in Teaching (Secondary)

**STRUCTURE OF AND TIME ALLOCATION**

**WITHIN PROGRAMME INTRODUCED 1978**

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>PROFESSIONAL STUDIES</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Basic Processes of Teaching</td>
</tr>
<tr>
<td>Communication Skills</td>
</tr>
<tr>
<td>Curriculum Studies</td>
</tr>
<tr>
<td>English/History Students</td>
</tr>
<tr>
<td>Mathematics Students</td>
</tr>
</tbody>
</table>

| LIBERAL STUDIES |
| Special Studies | -/3 | 3 | 3 |
| Study of Man | 4/4 | 2 | - |
| Health and Fitness | 3/1 | 1 | 1 |

Total lecture hours per week

| English/History | 22/22 | 22 | 19 |
| Mathematics | 22/23 | 22 | 20 |

SCHOOL EXPERIENCES

Demonstration Lessons and Fieldwork
Practice Teaching
TABLE 3

**Diploma in Teaching (Secondary)**

**STRUCTURE OF AND TIME ALLOCATION WITHIN PROGRAMME PRIOR TO 1978**

<table>
<thead>
<tr>
<th>CORE</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

**CURRICULUM STUDIES**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History</td>
<td>10</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Games Coaching</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

**ELECTIVE STUDIES**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective A (English/History students only)</td>
<td>3</td>
<td>3</td>
<td>3*</td>
</tr>
<tr>
<td>Elective B</td>
<td>3</td>
<td>3</td>
<td>3*</td>
</tr>
</tbody>
</table>

**Total lecture hours per week**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History</td>
<td>22</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>21</td>
<td>16</td>
</tr>
</tbody>
</table>

**SCHOOL EXPERIENCES**

- Demonstration Lessons and Fieldwork
- Practice Teaching

* English/History students take only one elective in 3rd Year.
Diploma in Health and Physical Education and Diploma in Teaching (Physical Education)

Three and four-year programmes are offered in this area. The programmes have a common first year after which some students qualify to undertake the four-year programme leading to the award of Diploma in Health and Physical Education while others continue in the three-year programme to the award of Diploma in Teaching (Physical Education).

Tables 4 and 5 outline the programmes introduced in 1978 replacing the programmes outlined in Tables 6 and 7 which will be offered in 1979 to ongoing students.

**TABLE 4**

Diploma in Health and Physical Education
STRUCTURE OF PROGRAMME INTRODUCED 1978

<table>
<thead>
<tr>
<th></th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td><strong>PROFESSIONAL PREPARATION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DISCIPLINE STUDIES</strong></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>3/6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3/-</td>
</tr>
<tr>
<td>Health Education</td>
<td>-/3</td>
</tr>
<tr>
<td><strong>PRACTICAL STUDIES IN PHYSICAL EDUCATION</strong></td>
<td>7/5</td>
</tr>
<tr>
<td><strong>DISCIPLINE ELECTIVES IN HEALTH AND PHYSICAL EDUCATION</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>SPECIAL STUDIES</strong></td>
<td>-/3</td>
</tr>
</tbody>
</table>

Total lecture hours per week

Fieldwork
Demonstration Lessons
Practice Teaching
### TABLE 5

**Diploma in Teaching (Physical Education)**  
**STRUCTURE OF PROGRAMME INTRODUCED 1978**

<table>
<thead>
<tr>
<th>PROFESSIONAL PREPARATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCIPLINE STUDIES</td>
</tr>
<tr>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Health Education</td>
</tr>
<tr>
<td>PRACTICAL STUDIES IN PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>DISCIPLINE ELECTIVES IN PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>SPECIAL STUDIES OR</td>
</tr>
<tr>
<td>SCIENCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOURS PER WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>8/5</td>
<td>5/4</td>
<td>5/3</td>
</tr>
<tr>
<td>3/6</td>
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<td>3/–</td>
<td>8/9</td>
<td>6/4</td>
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<td>7/5</td>
<td>4/6</td>
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<td>–</td>
<td>–</td>
<td>2/4</td>
</tr>
<tr>
<td>–/3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>–/4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>21/22</td>
<td>22</td>
<td>22/20</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>23/21</td>
</tr>
</tbody>
</table>

Total lecture hours per week

Fieldwork
Demonstration Lessons
Practice Teaching
**TABLE 6**

**Diploma in Health and Physical Education**

**STRUCTURE OF AND TIME ALLOCATION**
**WITHIN PROGRAMME PRIOR TO 1978**

<table>
<thead>
<tr>
<th>STRAND</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Physical Education in</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>-/3</td>
</tr>
<tr>
<td>Primary and Secondary Schools</td>
<td>8/5</td>
<td>4/3</td>
<td>3/2</td>
<td>4/2</td>
</tr>
<tr>
<td>Scientific Bases of Human Movement</td>
<td>7</td>
<td>7</td>
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<td>2/2</td>
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<td><strong>Total lecture hours per week</strong></td>
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<td>25</td>
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Fieldwork
Demonstration Lessons
Practice Teaching
TABLE 7

Diploma in Teaching (Physical Education)
STRUCTURE OF AND TIME ALLOCATION WITHIN PROGRAMME PRIOR TO 1978

<table>
<thead>
<tr>
<th>STRAND</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td>Education and Physical Education in Primary and Secondary Schools</td>
<td>6</td>
<td>3/6</td>
<td>6/3</td>
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<td>Scientific Bases of Human Movement</td>
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<td>4</td>
<td>4/6</td>
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<td>3</td>
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</tr>
<tr>
<td>Special Study</td>
<td>-/3</td>
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<td>Total lecture hours per week</td>
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<tr>
<td>Fieldwork</td>
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<td></td>
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<tr>
<td>Demonstration Lessons</td>
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Graduate Diploma in Education (Primary)

This programme, outlined in Table 8, qualifies those students who satisfy its requirements for teaching in primary schools and for the award.

TABLE 8

Graduate Diploma in Education (Primary)
STRUCTURE OF PROGRAMME

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
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<tbody>
<tr>
<td>Year 1</td>
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<tr>
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<tr>
<td>Education</td>
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<td>Communication</td>
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<td>Total lecture hours per week</td>
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<tr>
<td>SCHOOL EXPERIENCES</td>
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<tr>
<td>Demonstration Lessons and Fieldwork</td>
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COURSES TO BE OFFERED IN 1979

Within the foregoing structures the following courses are offered in 1979. Content of courses is shown in the listing arranged numerically commencing on page 32.

Diploma in Teaching (Primary)

PROGRAMME TABLE 1

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<th>YEAR 1</th>
<th>HOURS PER WEEK</th>
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<td>Second Half</td>
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<tr>
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<td>C.S. Craft I</td>
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<td>70311</td>
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PROGRAMME TABLE 1

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<td>Second Half</td>
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<tr>
<td>20121</td>
<td>Education II</td>
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<td>3</td>
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<td>30121</td>
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<td></td>
<td>Curriculum Studies</td>
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<tr>
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<tr>
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<td>C.S. Art II, or</td>
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<td></td>
</tr>
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<td>C.S. Art II L.P.</td>
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</tr>
<tr>
<td>10221</td>
<td>C.S. Craft II, or</td>
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</table>

19
YEAR 2 (Cont.)

| Hours Per Week
| First Half | Second Half |
|------------|------------|------------|
| 50121 C.S. Music II, or | 1 | 1 |
| 50122 C.S. Music II L.P. | 1 | 1 |
| 60121 C.S. Natural Science II, or | 1 | 1 |
| 60122 C.S. Natural Science II L.P. | 1 | 1 |
| 70121 C.S. Physical Education II, or | 1 | 1 |
| 70122 C.S. Physical Education II L.P. | 1 | 1 |
| 70421 C.S. Health Education or | 1 | 1 |
| 70422 C.S. Health Education L.P. | 1 | 1 |

Special Studies, Year II (see separate tabulation)

Two to be taken

90321 Study of Man II
70321 Personal Fitness II

22

PROGRAMME TABLE 1

YEAR 3

| Hours Per Week
| First Half | Second Half |
|------------|------------|------------|
| 20131 Education III | 3 | 3 |
| 70331 Personal Fitness III | 1 | 1 |

Curriculum Studies

"A" Group

30231 English III, or
30232 English III L.P.
40131 Mathematics III, or
40132 Mathematics III L.P.
80131 Social Studies III

"B" Group

10131 Art III, or
10132 Art III L.P.
10231 Craft III, or
10232 Craft III L.P.
50131 Music III, or
50132 Music III L.P.
60131 Natural Science III, or
60132 Natural Science III L.P.
70131 Physical Education III, or
70132 Physical Education III L.P.

Special Studies (see separate tabulation)

Group A

Group B

20
Diploma in Teaching (Secondary)

PROGRAMME TABLE 2

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<th>HOURS PER WEEK</th>
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<td>90110 Basic Processes of Teaching</td>
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<td>30111 Communication I</td>
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<td>1</td>
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<td>Curriculum Studies</td>
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<td>90210 Curriculum Overview</td>
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<td>90311 Study of Man I</td>
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<tr>
<td>70211 Personal Health Education</td>
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<td>—</td>
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<td>70311 Personal Fitness I</td>
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PROGRAMME TABLE 2

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<td>70321 Personal Fitness II</td>
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<td>30521 C.S. English II and</td>
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<td>80321 C.S. History II</td>
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### PROGRAMME TABLE 3

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<td>70331  Personal Fitness III</td>
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<td>30631  C.S. English III</td>
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<tr>
<td>80431  C.S. History III</td>
<td>and 2</td>
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<td>80432  C.S. History (Special Course)</td>
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<td>70531  C.S. Games Coaching</td>
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Diploma in Health and Physical Education

### PROGRAMME TABLE 4

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<td>90911G  English Communication</td>
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<td>91011G  Child Growth and Development</td>
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<td>91111G  Educational Psychology</td>
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<td>71911G  Man in Action</td>
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<td>91211G  Science I</td>
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<tr>
<td>72111G  Dance</td>
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<tr>
<td>72112G  Games</td>
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<tr>
<td>72113G  Gymnastics</td>
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<tr>
<td>72114G  Personal Fitness</td>
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<td>90911G  English Communication</td>
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<td>91311G  Theory and Practice of Education</td>
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<td>91212G  Science II</td>
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<td>71811G  Anatomy and Physiology I</td>
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<td>72112G  Games</td>
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<td>72221G Foundations in Physical Education</td>
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<tr>
<td>71821G Anatomy and Physiology II</td>
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<td>72421G Biomechanics</td>
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<td>72021G Personal Health II</td>
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<td>72521G Pathophysiology</td>
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<td>72121G Dance</td>
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<td>72721G Sports Medicine</td>
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<td>72821G Exercise Physiology</td>
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<td>72921G Mental Health</td>
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<td>90631 Exercise Physiology A</td>
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23
### YEAR 3 (Cont.)

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<td>Psychopharmacology</td>
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<td>Public Health</td>
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<td><strong>Communication III</strong></td>
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<td>90731</td>
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### PROGRAMME TABLE 6

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<td>90641</td>
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<tr>
<td>70741</td>
<td>Games</td>
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<tr>
<td>70742</td>
<td>Dance</td>
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<tr>
<td>70743</td>
<td>Gymnastics</td>
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### Diploma in Teaching (Physical Education)

**PROGRAMME TABLE 5**

#### YEAR 1

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
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#### YEAR 2

<table>
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<th>FIRST HALF</th>
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<tr>
<td>73121 Theory and Methods of Teaching I</td>
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<td>90921 English Communication</td>
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<td>73321 Anatomy and Physiology II</td>
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<td>73421 Biomechanics I</td>
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<td>73621 Human Performance Laboratory I</td>
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<td>73721 Personal Health II</td>
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**Practical Studies in Physical Education**

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**Special Studies, Year II (see separate tabulation)**

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- or

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**TOTAL** 22/23

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**Practical Studies in Physical Education**

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**Special Studies, Year II (see separate tabulation)**

- One to be taken 3
- or

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<th>HOURS PER WEEK</th>
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**TOTAL** 22/23
## PROGRAMME TABLE 7

### YEAR 3

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<th>HOURS PER WEEK</th>
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<tr>
<td>71031 Games III</td>
<td>Women 3, Men 4</td>
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<tr>
<td>71032 Dance III</td>
<td>Women 4, Men 3</td>
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<tr>
<td>71033 Gymnastics III</td>
<td>Women 2, Men 2</td>
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<td>70734 Personal Fitness III</td>
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<td>90742 Art</td>
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<td><strong>Special Studies</strong> (see separate tabulation)**</td>
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Graduate Diploma in Education (Primary)

PROGRAMME TABLE 7

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<tr>
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<td>The Child and the School</td>
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<td>Psychology of Teaching</td>
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<td>Early Childhood Orientation</td>
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<td>30861</td>
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<tr>
<td>10961</td>
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<tr>
<td>50361</td>
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<tr>
<td>60861</td>
<td>C.S. Natural Science</td>
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## Special Studies

### ART/CRAFT
- 10511 S.S. Art I
- 10521 S.S. Art II
- 10531 S.S. Art III
- 10611 S.S. Textile Crafts I
- 10621 S.S. Textile Crafts II
- 10631 S.S. Textile Crafts III
- 10711 S.S. Contemporary Crafts I
- 10721 S.S. Contemporary Crafts II
- 10731 S.S. Contemporary Crafts III
- 11011 S.S. Comparative Art I
- 11021 S.S. Comparative Art II
- 11031 S.S. Comparative Art III

### EDUCATION
- 20511 S.S. Human Development I
- 20521 S.S. Human Development II
- 20531 S.S. Human Development III
- 20711 S.S. Special Education I
- 20721 S.S. Special Education II
- 20731 S.S. Special Education III
- 20811 S.S. Educational Media I
- 20821 S.S. Educational Media II
- 20831 S.S. Educational Media III
- 20911 S.S. Children in Australia I
- 20921 S.S. Children in Australia II
- 20931 S.S. Children in Australia III

### ENGLISH
- 30911 S.S. Literature and Society I
- 30921 S.S. Literature and Society II
- 30931 S.S. Literature and Society III
- 31011 S.S. Dramatic Art I
- 31021 S.S. Dramatic Art II
- 31031 S.S. Dramatic Art III
- 31111 S.S. Creative Writing I
- 31121 S.S. Creative Writing II
- 31131 S.S. Creative Writing III
- 31211 S.S. The Contemporary Scene I
- 31221 S.S. The Contemporary Scene II
- 31231 S.S. The Contemporary Scene III
- 31311 S.S. Children’s Literature I
- 31321 S.S. Children’s Literature II
- 31331 S.S. Children’s Literature III

### MATHEMATICS
- 40611 S.S. Mathematics I
- 40621 S.S. Mathematics II
- 40631 S.S. Mathematics III
- 40711 S.S. Advanced Mathematics I
- 40721 S.S. Advanced Mathematics II
- 40731 S.S. Advanced Mathematics III
- 40811 S.S. Environmental Mathematics I
- 40821 S.S. Environmental Mathematics II
- 40831 S.S. Environmental Mathematics III
### MUSIC
- 5041 S.S. Instrumental Music—Strings I
- 5042 S.S. Instrumental Music—Strings II
- 5043 S.S. Instrumental Music—Strings III
- 5051 S.S. Instrumental Music—Woodwind I
- 5052 S.S. Instrumental Music—Woodwind II
- 5053 S.S. Instrumental Music—Woodwind III
- 5061 S.S. Instrumental Music—Brass I
- 5062 S.S. Instrumental Music—Brass II
- 5063 S.S. Instrumental Music—Brass III
- 5071 S.S. Aesthetics and Choral Music I
- 5072 S.S. Aesthetics and Choral Music II
- 5073 S.S. Aesthetics and Choral Music III

### NATURAL SCIENCE
- 6031 S.S. Science Today I
- 6032 S.S. Science Today II
- 6033 S.S. Science Today III
- 6041 S.S. Earth Science I
- 6042 S.S. Earth Science II
- 6043 S.S. Earth Science III
- 6051 S.S. Biology A I
- 6052 S.S. Biology A II
- 6053 S.S. Biology A III
- 6091 S.S. Life and Experience I
- 6092 S.S. Life and Experience II
- 6093 S.S. Life and Experience III
- 6071 S.S. Science in the Secondary School I*
- 6072 S.S. Science in the Secondary School II*
- 6073 S.S. Science in the Secondary School III*

### PHYSICAL EDUCATION
- 7111 S.S. Physical Education I
- 7112 S.S. Physical Education II
- 7113 S.S. Physical Education III
- 7121 S.S. Health Education I
- 7122 S.S. Health Education II
- 7123 S.S. Health Education III
- 7141 S.S. Human Biology and the Science of Sport I
- 7142 S.S. Human Biology and the Science of Sport II
- 7143 S.S. Human Biology and the Science of Sport III

### SOCIAL SCIENCE
- 8061 S.S. Asian Studies I
- 8062 S.S. Asian Studies II
- 8063 S.S. Asian Studies III
- 8081 S.S. Geography I
- 8082 S.S. Geography II
- 8083 S.S. Geography III
- 8091 S.S. History I
- 8092 S.S. History II
- 8093 S.S. History III

### INTERDISCIPLINARY STUDIES
- 9141 S.S. Migrant Education I
- 9142 S.S. Migrant Education II
- 9143 S.S. Migrant Education III

* Available only to students in Physical Education and Health & Physical Education programmes.
The Special Studies available to students enrolling in the first year of their course in 1979 will be:

**Category I**
- Art
- Contemporary Craft
- Creative Writing
- Dramatic Art
- Educational Media
- Environmental Mathematics
- Life and Experience
- Instrumental Music
  - Aesthetics & Choral
  - Brass
  - String
  - Woodwind
- Physical Education
- Textile Craft

**Category II**
- Advanced Mathematics
- Asian Studies
- Biology
- Children in Australia
- Children's Literature
- Comparative Art
- Contemporary Scene
- Earth Science
- Geography
- Health Education
- History
- Human Biology and the Science of Sport
- Human Development
- Literature and Society
- Mathematics
- Migrant Education
- Science Today
- Special Education

* Subject to sufficient demand.

**CONDITIONS**

I Students in the Diploma in Teaching (Primary) course take one special study selected from category I and one special study selected from category II. Students in the Diploma in Teaching (Secondary) (Mathematics, English/History) course take one special study selected from category I. Students in Physical Education courses take one special study selected from either category or take Science in the Secondary School.

II Prior to commencement of Special Studies in the second half of first year, students are asked to nominate four preferences in each category. The Institute tries to ensure that students are placed in the special study represented by their first preference. Students, however, are reminded that this is not always possible.

III Students who wish to vary their special study placement may consult the chairman of the Courses Committee. No change may be made without the written authorization of this committee. Generally, any request for variation of initial placement in a Special Study will be considered only in the first two weeks of the Special Study.

IV After this, a student is permitted to make request for one change only in a Special Study on the completion of the first year of the course, i.e. after one half-year of a Special Study unit. The student is notified in writing of the Committee's decision.
CONTENT OF COURSES

Art/Craft

10111  C.S. ART I
Studies of children's art work and their creative development; practical and theoretical aspects of the elements and principles of design; experience with materials and processes suited to primary classes; demonstration lessons to illustrate teaching techniques.

10121  C.S. ART II
Studies of views on art education, e.g. Read, Lowenfeld, Eisner; further practical work building on experiences in first year; three-dimensional activities related to primary classes; an outline of some developments in art in recent times and changing attitudes to art; art in relation to other areas of the curriculum; programming and curriculum development; practical considerations concerning classroom organisation.

10122  C.S. ART II L.P.
Studies of views on art education, e.g. Read, Lowenfeld, Eisner; further practical work building on experiences in first year; three-dimensional activities related to infants' classes; an outline of some developments in art in recent times and changing attitudes to art; the relationship of art to other areas of the infant curriculum; programming and curriculum development with special reference to infants' classes; practical considerations concerning classroom organisation.

10211  C.S. CRAFT I
General review of aims and content of craft section of the primary curriculum; illustration of portions of curriculum through practical work, e.g. textiles, papier mache, metal foil, light woodwork and weaving; independent assignment work in at least one other area of the craft curriculum; teaching methods and organisation linked to craft and further illustrated by demonstration lessons.

10221  C.S. CRAFT II
Extension of skills and techniques developed in first year into other areas related to children in Years 3 to 6; e.g. paper, puppetry, leather, enamelling, textiles and environmental materials; practical sampling in these areas, programming.

10222  C.S. CRAFT II L.P.
Extension of skills and techniques developed in first year in other areas with particular reference to content and teaching methods applicable to infants' classes, e.g. modelling, paper, textiles, puppetry, weaving and environmental materials; sampling in these areas; programming.

10131  C.S. ART III
Extension of previous practical work using a variety of processes and materials possible in the primary classroom; two-dimensional design and picture composition; three-dimensional activities; multi-media expression; group work; further study of programming and organisation, lesson planning and preparation; further consideration of the value of art in the curriculum, purposes of teaching art and evaluation.
10132 C.S. ART III L.P.
Extension of previous practical work using a variety of processes and materials possible in infants' classes; two-dimensional design and picture composition; three-dimensional activities; mixed media expression; group work; further study of programming and organisation, planning and preparation; further consideration of the place of art in the infants' curriculum; the inclusion of evaluation in art.

10231 C.S. CRAFT III
Extension of studies to materials not covered fully in first two years, e.g. environmental materials such as plastics; more intensive study of materials, resources, teaching aids, teaching methods and programming; independent major study of one or more areas of the craft curriculum not treated in depth in earlier units.

10232 C.S. CRAFT III L.P.
Widening of studies to any areas of the curriculum not previously covered; more intensive study of materials, resources, teaching aids, teaching methods and programming; independent major study of at least one area of the curriculum not treated in depth in earlier units.

10511 S.S. ART I
10521 S.S. ART II
10531 S.S. ART III
Predominance of practical work in activities broad in scope, catering for varied interests and abilities; common areas of experience—introduction of basic techniques, various styles of painting, elementary ceramics and three-dimensional work. In second and third years students select one or two areas of creative expression, e.g. painting, silk-screen printing, pottery, sculpture and, in these areas, are expected to extend their capabilities fully to achieve satisfaction from standards reached, work suitable for exhibition, some knowledge of the historical background and an appreciation of fine art in general.

10611 S.S. TEXTILE CRAFTS I
10621 S.S. TEXTILE CRAFTS II
10631 S.S. TEXTILE CRAFTS III
Development of awareness of good design and finish; practical techniques and skills involved in creative and expressive work in textile crafts; introduction to and opportunity for creative work in embroidery, fabric decoration, dressmaking, soft furnishing, macrame, spinning and weaving; studies of historical background, elements of design, fibres and filaments and processes of construction. During the third-year unit, students will be encouraged to work to considerable depth in areas of their own choice.

10711 S.S. CONTEMPORARY CRAFTS I
10721 S.S. CONTEMPORARY CRAFTS II
10731 S.S. CONTEMPORARY CRAFTS III
Basic elements of design; instruction in procedures and techniques necessary for success in art metalwork, wood crafts, jewellery making, wood turning and plastics; development of skills through practical work; selection of projects within these fields, e.g. construction of furniture, table settings, lamps and jewellery sets.
10961  C.S. ART/CRAFT
An overview of the place of visual arts and crafts in the primary curriculum—
their aims and relationships; studies concerned with creative development of
children, curriculum content, practical exercises using materials and tech­
niques suited to primary classes, teaching methods, organisation, aims and
programming, integration; demonstration lessons.

11011  S.S. COMPARATIVE ART I
11021  S.S. COMPARATIVE ART II
11031  S.S. COMPARATIVE ART III
Comparative studies of the development of art forms in various regions in
different periods; appreciation of relationships between works of art, their
cultural backgrounds and other environmental influences; investigation of
selected areas of study, including written assignments and talks on prepared
topics.
Education

20111 EDUCATION I

Studying children: methods used in developmental psychology—observational, clinical, experimental; analysis of data—descriptive, correlational, inferential; simple statistical concepts involved—measures of range, central tendency, scatter or spread, correlation.

Influences on development: inheritance, genetics; environmental influences—socio-economic environment, learning, motivation; the complex interaction of heredity and environment.

The process of development: physical growth and development; personality—socio-emotional development, cognitive development, intelligence, creativity; the continuity of development, stages and their characteristics, the work of the Piagetian school; individual differences, the "normal" child and the "exceptional" child within the normative pattern.

Children and school learning: behaviourist explanations of learning and their classroom applications—reinforcement, shaping and modifying behaviour, programmed instruction; meaningful learning cognitivism—Bruner and discovery learning, Ausubel and reception learning; classroom learning variables—cognitive structure variables and developmental readiness, affective variables, situational variables.

20121 EDUCATION II (Primary)

Society's children: culture, socialization, roles.

Society's schools: the societal institution of education; the school as a small society and its answerability to the community around it; age of enrolment—nursery schools and enrichment programmes.

Children and teachers: self-concepts and self-awareness, leadership and leadership style, group processes and stages, communication, interpersonal expectations, school and classroom climate.

Children in other societies: education and cultural change; education and the social system; education and political development; education, race, ethnicity and integration; education and economic development.

20131 EDUCATION III (Primary)

20231 EDUCATION III (Secondary)

The theory and practice of curriculum development:

1. Theoretical foundations of curriculum development: aims in education; culture and curriculum; ethical and religious influence on education; value judgments; the use of language in education.

2. Planning, designing and evaluating a curriculum: aims and objectives; selecting content and material; approaches to organisation; teaching-learning units; evaluation.

20511 S.S. HUMAN DEVELOPMENT I

20521 S.S. HUMAN DEVELOPMENT II

20531 S.S. HUMAN DEVELOPMENT III

Changes in human behaviour over the whole life span—both the ways in which change takes place in people and the forces that influence their individuality involving questions about human emotions, ways of thinking,
social life and physical performance (e.g. sports skills) that contribute to an understanding of what it is to be human. Special features are an emphasis on practical field work with children and adults and a treatment of the ways that development can affect teaching.

20711 S.S. SPECIAL EDUCATION I
Nature of individual differences; the intellectually exceptional—the mentally retarded; the gifted and the creative.

20721 S.S. SPECIAL EDUCATION II
The socially and emotionally disadvantaged—the delinquent, aborigines, migrants; the sensorially and physically handicapped—the deaf, blind, cerebral palsied and epileptic.

20731 S.S. SPECIAL EDUCATION III
Learning disabilities, especially in reading; general philosophical issues related to exceptional people.

20811 S.S. EDUCATIONAL MEDIA I
20821 S.S. EDUCATIONAL MEDIA II
20831 S.S. EDUCATIONAL MEDIA III
Theory underlying use of educational media; practical work in available media including programmed instruction, teaching machines, overhead projectors, tape recorders, film strips, transparencies, radio, closed-circuit and broadcast television, synchronised tapes and film strips, teaching packs.

20911 S.S. CHILDREN IN AUSTRALIA I
20921 S.S. CHILDREN IN AUSTRALIA II
20931 S.S. CHILDREN IN AUSTRALIA III
Australian families and their children; community provisions for Australian families and their children; issues concerning children in the Australian community; children and politics; children and the law; children and the media; child care provisions in Australia.

21061 EDUCATION—CHILD DEVELOPMENT
Concepts of learning and development; relationship between learning and development; methodology of the study of child development and of child psychology; stages of cognitive, physical, emotional, social, moral and language development; determinants of development including constitutional, environmental and learning aspects.

21062 EDUCATION—THE CHILD AND SOCIETY
Children in past and present societies; role theory, role conflict and conflict resolution; the importance of groups in the child's community; social change and the child as a citizen of a future society.
21063 EDUCATION—THE CHILD AND THE SCHOOL
Models of curriculum; curriculum and objectives, content, learning experiences and evaluation; planning and developing a curriculum.

21064 EDUCATION—PSYCHOLOGY OF TEACHING
What is teaching? Models of the teaching process:
Aims and objectives in teaching:
Teaching behaviours:
—Research material—"what teachers do";
—Procedures related to reception learning—material given in its final form;
—Procedures related to discovery learning—material incomplete;
—Questioning studies and implications;
—Interaction studies and implications.
Management behaviours:
—lesson facilitation, situational maintenance—set induction, development, closure
—group and individual management
—discipline and control—case studies, simulation exercises, discussions
School and class organisation:
—ability grouping, paralleling, family grouping
—intra-class grouping
Evaluation:
—formative, summative
—measurement, judgment

21065 EDUCATION—EARLY CHILDHOOD EDUCATION
A theoretical base for early childhood education; the organisation, planning, presentation and programming of curriculum areas in the lower primary school; areas of special need in early childhood—the migrant child, the handicapped child; remediation.

THE CHILD IN AUSTRALIA
Focus on communities: their needs, expectations, goals, beliefs and practices in a changing, pluralistic society.
Focus on the child: as an individual; as a member of his family; as a person involved in a socialisation process.
Focus on the family: Australian families—a comparative approach; child rearing practices; family settings—urban, rural; social problems involving families; convergent and divergent expectations of families, teachers; parent-teacher co-operation; working with parents—techniques, parent-participation; parent education; parental rights; a-typical groups—handicapped children; learning problems.
Focus on the community: school patterns; work patterns; needs; resources; provisions for children, families.
English

3011 COMMUNICATION I
The communication process—purposes and problems, particularly in the classroom; impromptu and prepared readings, talks, story-telling; listening exercises; practice in forms of written expression—critical, creative and others appropriate for teachers; remedial work, as necessary.

3012 COMMUNICATION II
Discussions, interviews, dramatic situations, talks; integration of audio-visual media in these activities; reading and writing for particular purposes. Speech in Australia—changing speech patterns; discussion of examples of modern Australian writing; educational drama activities; further use of audio-visual media.

3021 C.S. ENGLISH I
The nature of language; language acquisition and its implications for the teaching of the language arts; the development of language skills through childhood; the development of children's literature since 1900 and the value of teaching through literature.

3022 C.S. ENGLISH II
The teaching of reading in the primary school—language growth and literacy, the nature of the reading process, preparing the child for reading, initial reading, developing basic reading and advanced reading competence, reading materials for primary grades, evaluation of reading, planning reading instruction.

3022L C.S. ENGLISH II L.P.
The teaching of reading in the lower primary school—language growth and literacy, the nature of the reading process, preparing the child for reading, initial reading, developing basic reading and advanced reading competence, reading materials for primary grades, evaluation of reading, planning reading instruction.

3023 C.S. ENGLISH III
Written expression—purposes, types and forms of writing, poetry writing, individualised writing, evaluation and planning, the supportive skills of handwriting and spelling; techniques of evaluating language in its four areas: listening, talking, reading, writing; programming in the primary school; current issues in the teaching of English; teaching the mass media—a critical examination of media and its use in the classroom.

3023L C.S. ENGLISH III L.P.
The development of the skills of oracy; written expression—purposes, types and forms of writing, poetry writing, individualised writing, evaluation and planning, the supportive skills of handwriting and spelling; techniques of evaluating language in its four areas of reading, writing, speaking and listening; programming in the infants school; current issues in the teaching of English; integration of English with other subjects of the curriculum; selection and evaluation of source material suitable for use in lower primary classes.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>30331</td>
<td>COMMUNICATION III</td>
<td>Speech in Australia—changing speech patterns; discussion of examples of modern Australian writing; educational drama activities; further use of audio-visual media.</td>
</tr>
<tr>
<td>30511</td>
<td>C.S. ENGLISH I</td>
<td>Reading—learning to read, reading in the primary school, reading in the secondary school, the study of literature in the secondary school; novel, short story, general prose; an integrated approach to the teaching of English based on &quot;a single centre of interest&quot; (N.S.W. Syllabus in English for Year 7-10, p. 4); the thematic method of teaching English; writing—the various forms of written expression, transactional, expressive, poetic; equipment for the English teacher; Australian literature in the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td>30521</td>
<td>C.S. ENGLISH II</td>
<td>Oracy—speaking and listening; poetry; drama—educational and scripted; introduction to media studies—film making and appreciation, television and radio, newspapers and magazines, advertising; language studies; American literature in the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td>30631</td>
<td>C.S. ENGLISH III</td>
<td>Programming—principles and approaches; remedial reading in the secondary school; teaching English to migrant pupils; senior English (Years 11 and 12); assessment and evaluation.</td>
</tr>
<tr>
<td>30632</td>
<td>C.S. ENGLISH III (SPECIAL COURSE)</td>
<td>English literature in the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td>30761</td>
<td>COMMUNICATION</td>
<td>The communicating teacher—self-possession, awareness, verbal and non-verbal communication; the communication of self-values and convictions, authority, &quot;ego&quot; and the teacher; levels of language—disadvantaged English, oral reading; the dialogue of the classroom; story-telling; conventions of the classroom and their influence on communication.</td>
</tr>
<tr>
<td>30861</td>
<td>C.S. ENGLISH</td>
<td>The nature of language—language acquisition and implications for teaching language arts; analysis of the 1973 N.S.W. Curriculum in English; teaching of speech and drama; teaching of reading; written expression; evaluation; planning the primary school English programme; use of resource centres and teaching aids.</td>
</tr>
<tr>
<td>30911</td>
<td>S.S. LITERATURE AND SOCIETY I</td>
<td>A study of significant works concerned with social issues—societies in conflict, the individual in conflict with society, alienation; topics—war and the fighting man, the problem of being young, cultural and racial conflict, the plight of women.</td>
</tr>
<tr>
<td>30921</td>
<td>S.S. LITERATURE AND SOCIETY II</td>
<td>Ideas into literature—a study of modes of writing; topics—fantasy, myth, satire, absurdism, tragedy, comedy, the picaresque, stream of consciousness.</td>
</tr>
<tr>
<td>30931</td>
<td>S.S. LITERATURE AND SOCIETY III</td>
<td>An examination of particular periods and the literature which they have produced; topics—Elizabethan and Jacobean England, Victorian England, Australia since World War II, the Great Depression, modern America, modern European literature.</td>
</tr>
</tbody>
</table>
31011 S.S. DRAMATIC ART I
The development of confidence, concentration and awareness; spontaneity and judgment—mime, imagination and self-expression; group awareness; speech; reading of selected plays to give an overview of the development of drama and theatre.

31021 S.S. DRAMATIC ART II
Prolonged and polished improvisations; dance drama and mime; speech; confidence awareness, authenticity of “self”; co-operation; possession of set lines; spontaneity in relation to this; gesture, movement and meaning, group composition and meaning; some readings in pre-twentieth century comedy and tragedy.

31031 S.S. DRAMATIC ART III
The “meaning” of a play—its intention, structure and mood; the building of a character, the treatment of a role and its relation to the total play; subtext; the production of a play; direction, stage design, costume, lighting and the audience; further work in all skills and disciplines listed in Years I and II; some readings in twentieth century comedy.

31111 S.S. CREATIVE WRITING I
Verse—Short simple forms; free verse.
Prose—The short story—discussion of sample works by established authors; writing of simple narratives; writing by and for children.
Drama—The radio play.

31121 S.S. CREATIVE WRITING II
Verse—More complex forms; study of prosody; lyric and narrative verse.
Prose—The short story, especially Russian and Australian; development of themes in several linked stories.
Drama—Adaptation of children’s stories.

31131 S.S. CREATIVE WRITING III
Verse—Lyrical and discursive modes.
Prose—The novel—organization, structure, themes; short story—modern American; children’s literature.
Drama—Original composition, several scenes.

31211 S.S. THE CONTEMPORARY SCENE I
An introduction to certain strands in British and American verse, short stories and novels of the last hundred years; examination of these strands and their importance in modern literature.

31221 S.S. THE CONTEMPORARY SCENE II
Prose—A selection of modern British and American writers of the novel and the short story.
Verse—Selected modern British and American poets.
Drama—Emphasis will be on modern American dramatists.

31231 S.S. THE CONTEMPORARY SCENE III
Prose—Examination of selected writers from Joseph Furphy to Patrick White.
Drama—The Australian post-war theatre.
Verse—Anthology selections from 1900 onwards; more detailed treatment of the work of Judith Wright, Kenneth Slessor, R. D. Fitzgerald, A. D. Hope, Douglas Stewart, Rosemary Dobson.
31311  S.S. CHILDREN’S LITERATURE I
A study of children’s books from 17th to 20th century; selected readings,
19th century and present day—picture books, poetry and novels; ways of
programming children’s literature and the planning of activities arising from
children’s books in the classroom; the contribution of illustration to children’s
literature—Shepherd, Rockham, Crane, Caldecott, Greenaway, Tenniel.

31321  S.S. CHILDREN’S LITERATURE II
Continuation of selected readings: continuation of programming and planning
of activities arising from children’s literature; study of works selected from
the following areas: picture books—Mother Goose, Dr. Seuss, rhymes,
counting books; traditional literature—folk tales, fables; fantasy—modern
fairy tales, modern fantasy; realistic fiction—finding an identity, human
problems.

31331  S.S. CHILDREN’S LITERATURE III
Study of works selected from the following areas: traditional literature—
myths, Bible stories; fantasy—science fiction; biography—stories which
extend the child’s opportunities for identification; realistic fiction—realism
in children’s writing today; historical fiction.

Mathematics

40111  C.S. MATHEMATICS I
The number system; algorisms; rational number; geometry; graphs; measure-
ment; enrichment; sets.

40121  C.S. MATHEMATICS II
Relevant sections of the work of Piaget, Dienes and others; sets; concepts
involved in number and measurement; structured material; grading, pro-
gramming; individualised instruction; evaluation; remediation.

40122  C.S. MATHEMATICS II L.P.
Relevant section from Piaget, Dienes and others; Cuisenaire and other
commercial material; development of the number concept; the number line;
environmental material.

40131  C.S. MATHEMATICS III
Teaching techniques; problem solving; evaluation; remediation.

40132  C.S. MATHEMATICS III L.P.
A study of commercial materials, e.g. Open House; concept development;
assessment, evaluation; remediation; trends in curriculum development.

40311  C.S. MATHEMATICS I
Mathematics Method I—a detailed study of work for Year 7.
Calculus I—differentiation, integration; circular, logarithmic, exponential and
hyperbolic functions; partial differentiation; polar co-ordinates; applications.
Algebra I—complex numbers; vector analysis; determinants; matrices; poly-
nomial theory.
Computing—BASIC programming; numerical methods.
C.S. MATHEMATICS II
Mathematics Method II—organisation of courses for Years 8, 9, 10; a detailed study of topics from these courses.
Calculus II—differential equations; multiple integrals, Gamma and Beta functions.
Algebra II—vector analysis; linear algebra; group theory; Boolean algebra.
Series—McLaurin, Taylor, Fourier series; convergence, summation.
Statistics—elementary statistics; probability theory; sampling theory.

C.S. MATHEMATICS III
Mathematics Method III—organisation of courses in Years 11, 12; a detailed study of topics from these courses.
Geometry—curves; co-ordinate geometry; projective geometry.
Mechanics—statistics; dynamics.

C.S. MATHEMATICS
The development of number concepts; cuisenaire material; set theory; algorithms; rational number; measurement, shapes and graphs; enrichment; grading; programming; teaching techniques; problem solving; evaluation; remediation.

S.S. MATHEMATICS I
Selection of topics from the following: logic; mathematical puzzles; elementary calculus; computing; determinants; matrices; the programmable calculator; statistics; graphs and networks; geometry; curves; time; coastal navigation; celestial navigation; history of mathematics; other topics.

S.S. ADVANCED MATHEMATICS I
Calculus
S.S. ADVANCED MATHEMATICS II
Algebra; computing.
S.S. ADVANCED MATHEMATICS III
Statistics; number theory.

S.S. ENVIRONMENTAL MATHEMATICS I
Statistics; number theory.

S.S. ENVIRONMENTAL MATHEMATICS II
Practical applications of mathematics—statistics in the real world; computers and computer packages; navigation, astronomy; architecture; other topics.

Music

C.S. MUSIC I
Elements of musical sound; broad principles of composition; elements of movement; approach to music literacy—graphic and traditional notations, techniques for development of pitch and rhythm response and associated repertoire or songs and singing games.

C.S. MUSIC II
Practical study; the integration of music as a mode of learning; Orff instrumental techniques and approaches—group improvisation; sound exploration; form and design in music; approach to music literacy—continuance and extension of first year topics; processes for the development of music reading skills; children's dance.
50122 C.S. MUSIC II L.P.
The integration of music as a mode of learning; non-tuned percussion techniques and approaches; group improvisation; sound exploration—form and design in music; development of traditional music literacy; repertoire of songs and singing games—movement response and communication; continuation of skills development.

50131 C.S. MUSIC III
Practical study extension; repertoire extension; integrating modes of musical activity and music concept elements through scope and sequencing organisations; M.M.C.P. spiral curriculum organisation.

50132 C.S. MUSIC III L.P.
Integrating modes of musical activity with music concept elements—scope and sequencing organisation. The use of tuned percussion—Orff instrumental techniques and approaches, group improvisation; repertoire extension—songs, movement, singing games; continued development of music literacy, consideration of associated practical and philosophical problems.

50361 C.S. MUSIC
Sound; vocal and instrumental practical work in tuned and untuned percussion; skill and practical musicianship—songs and voice production, basic music reading and elementary music theory; literacy—Carl Orff and Kodaly techniques; recorded works and techniques suited to the classroom; music programming and grading of material.

50411 S.S. INSTRUMENTAL MUSIC—STRINGS I
Introduction of basic skills or continuation of study from previous level of attainment on chosen instrument; simple ensemble playing; personal tuition; detailed study of technical problems and possibilities of chosen instrument: survey of repertoire and historical development; observation and analysis (through performance) of musical development from early scales to the major-minor system of the Baroque period; basic theory of music studies; some facets of mediaeval, Renaissance and Baroque musical styles and practices.

50421 S.S. INSTRUMENTAL MUSIC—STRINGS II
Continued development of repertoire and technique; group and ensemble playing; orchestral playing; observation of the development of the major-minor system to include chromaticism, chord structure and four-part harmony; the effects of form on composition; student melodic creativity improvisation in the forms under study; Classicism and Romanticism—a survey of the resources and growth of repertoire of the orchestra during the eighteenth and nineteenth centuries; significant formal developments.

50431 S.S. INSTRUMENTAL MUSIC—STRINGS III
Continued development of repertoire and technique; general musicianship; rehearsal technique; group and ensemble playing; orchestral playing; application of advanced theory studies to the composition of original pieces; arrangement of moderately difficult pieces for a typical school instrumental group; group instrumental instruction pedagogy; organisation and management of a school band; conducting; observation of melody and harmony in twentieth century music—the whole-tone scale, twelve-tone scale, atonality; trends of later nineteenth century; twentieth century music as a development of previous trends; new paths in twentieth century music.
S.S. INSTRUMENTAL MUSIC—WOODWIND I
S.S. INSTRUMENTAL MUSIC—WOODWIND II
S.S. INSTRUMENTAL MUSIC—WOODWIND III
Content as in 50411, 50421 and 50431 respectively.

S.S. INSTRUMENTAL MUSIC—BRASS I
S.S. INSTRUMENTAL MUSIC—BRASS II
S.S. INSTRUMENTAL MUSIC—BRASS III
Content as in 50411, 50421 and 50431 respectively.

S.S. AESTHETICS AND CHORAL MUSIC KEYBOARD I
Essentials of music theory; pentatonic and major-minor systems; creative activity in the pentatonic; historical perspectives of music; practical workshop—choral and keyboard.

S.S. AESTHETICS AND CHORAL MUSIC KEYBOARD II
Conducting; arranging—use of tuned and untuned percussion; simple harmonic vocabulary—student creativity in melodic composition and simple song arrangement; history of music—Baroque music and practice, concerto principle, emergence of sonata form; the Classicists; formal developments; practical workshop—choral and keyboard.

S.S. AESTHETICS AND CHORAL MUSIC KEYBOARD III
Extension of theoretical knowledge and practical experience; studies in areas of Romanticism, impressionism, twentieth century—the tone row; simple creativity and arrangement in the styles under study for performance by students in lectures; history of music—German Romanticism, later nineteenth century trends; some perspectives of early opera—Mozart’s operas, Wagner; twentieth century music as a development of previous trends; new paths.

Natural Science

C.S. NATURAL SCIENCE I
The domains of science—affective, psychomotor, methodological, content; observation of specimens—aims and procedures; discovery approach to experimental work; forces and machines—aims and procedures; basic principles of ecology.

C.S. NATURAL SCIENCE II
Plant studies; nature walk—seasons; excursion—marine rock platform, habitat study; environmental studies for infants classes, upper primary; series of simple tests—magnetism, food tests; inductive/deductive experiment lessons—heat absorption; problem-solving experiments—plant growth; process science; lessons based on aids, films; multi-media approach—local birds.

C.S. NATURAL SCIENCE II L.P.
The role of science in the education of young children; exploring the science environment—methods and techniques for teaching science concepts to young children; introduction of appropriate science concepts and processes at the student teacher level; the natural science curriculum for lower primary children; examination of, and experimentation with, other curricula.

C.S. NATURAL SCIENCE III
A look at the curriculum “Investigations (Science) K-6”; appropriate materials available, e.g. Science 5/13, New Zealand units, copes; models for unit writing on selected topics; presentation by students of their own units in seminar format.
60132 C.S. NATURAL SCIENCE III L.P.
Presentation of science to children in the infants' grades—theory and practice; aids and apparatus; conservation education for infants' grades.

60311 S.S. SCIENCE TODAY I
60321 S.S. SCIENCE TODAY II
60331 S.S. SCIENCE TODAY III
A study of science within man's environment; an examination of current issues; topics selected by students from the following areas: man's energy problems—present energy sources, possible future sources, the energy balance on earth; population—man's waste, environmental changes, survival ecology; communications—film, electronics, radio, telecommunications, data banks, micro-records, impact on man; material resources—water, minerals, fuels, food, fibres.

60411 S.S. EARTH SCIENCE I
Introductory geology and the history of geology as a science; the anatomy of the earth; the history of life on earth; local geology.

60421 S.S. EARTH SCIENCE II
Earth materials; the surface of the earth; earth resources and applied geology; geological mapping; local geology.

60431 S.S. EARTH SCIENCE III
Geologic time and ancient environments; the oceans and the atmosphere; introductory crystallography, mineralogy, petrology; geological mapping; geology of Australia.

60511 S.S. BIOLOGY A I
60521 S.S. BIOLOGY A II
60531 S.S. BIOLOGY A III
Practical investigations in both the laboratory and the field in topics chosen from areas such as variety of living things; basic ecology; resource management; conservation; native flora and fauna; plant and animal physiology; microbiology; history of biological science.

60711 S.S. SCIENCE IN THE SECONDARY SCHOOL I
60721 S.S. SCIENCE IN THE SECONDARY SCHOOL II
60731 S.S. SCIENCE IN THE SECONDARY SCHOOL III
The processes of science; theoretical and experimental work in physics, chemistry, biology and geology; teaching methods, both general and specific, appropriate to science teaching; contemporary approaches to science teaching such as ASEP, process science and "Science 5/13".

60861 C.S. NATURAL SCIENCE
Observational studies—animal and plant types; nature walk—seasons, native plants; excursion—heath, rainforest, marine rock platform; habitat studies—adaptations; environmental studies; teaching for eco-crisis; discovery approach to experimentation; series of simple tests—sound, magnetism, food tests; inductive/deductive experiment—heat, mechanics; problem-solving experiments—plant growth; process science; lessons based on aids, films; the integrated day—experiment cards, "Science 5/13". Implications of the curriculum "Investigations (Science) K-6".

60911 S.S. LIFE AND EXPERIENCE I
60921 S.S. LIFE AND EXPERIENCE II
60931 S.S. LIFE AND EXPERIENCE III
Subject matter as determined by agreement between lecturer and students.
Physical Education and Health Education

70111 C.S. PHYSICAL EDUCATION I
Games (minor); teaching method; physiological background to physical education; first aid; dance (folk); gymnastics.

70121 C.S. PHYSICAL EDUCATION II
Examination of the content and processes involved in teaching physical education in the primary school. Included will be theoretical and practical sessions relating to dance, games, gymnastics, aquatics and athletics. Programming, sports organisation and safety procedures will also be included.

70122 C.S. PHYSICAL EDUCATION II L.P.
Child growth and development characteristics—physical, social, emotional and intellectual; movement exploration leading to rhythmic work and creative expression; games activities including exploration of skill development possibilities with ropes, loops, balls and other small equipment; gymnastics involving agility, flexibility, strength and co-ordination skills presented sequentially with and without equipment in concrete and/or creative situations; water familiarisation, swimming skills and water safety; programming and lesson planning.

70131 C.S. PHYSICAL EDUCATION III
Expansion of topics dealt with in first and second years with particular emphasis on the physical activity needs of 8-12 year old children with special attention paid to stages in growth and development; movement exploration leading to rhythmic work and creative expression; games skills with all forms of equipment leading to major games; further extension of gymnastics skill development sequentially planned with/without equipment in creative/concrete situations in accordance with accepted child growth and development patterns; swimming stroke analysis, water skills and elementary life saving; programming, lesson planning, infants’ games organisation (5-8 years) or sports afternoon and carnival organisation (8-12 years); collation of resource materials and the integration of physical education with other curriculum areas.

70132 C.S. PHYSICAL EDUCATION III L.P.
Expansion of topics dealt with in first and second years with particular emphasis on the developmental needs of 5-8 year old children; movement exploration leading to rhythmic work and creative expression; games skills with all forms of small equipment; further extension of gymnastics skill development sequentially planned with/without equipment in creative/concrete situations in accordance with accepted child growth and development patterns; swimming stroke analysis, water skills and elementary life saving; programming, lesson planning, infants’ games organisation; collation of resource materials and the integration of physical education with other curriculum areas.

70211 PERSONAL HEALTH EDUCATION
Modern concepts of health; major causes of morbidity and mortality and factors affecting health; communicable disease; cardiovascular disease and fitness; neoplasia; accidents and safe living; nutrition; drug use and abuse; fitness, rest and relaxation; mental health; communication of sexuality.
70311 PERSONAL FITNESS I
Pre-exercise phenomena; warming-up processes; recovery processes; exercise as a stressor; progressive overload training; specificity of adaptation to training stimuli; practical work—circuit training and interval training, development of personal skills.

70321 PERSONAL FITNESS II
Physical fitness parameters; motor fitness parameters; cardiovascular/respiratory training; strength training—isometric, isotonic and isokinetic; local muscle endurance training; flexibility improvement processes; practical work—circuit training and interval training, development of personal skills.

70331 PERSONAL FITNESS III
Modification of body composition and body weight; physique and figure form modification; organic health and its relationship to physical fitness; physical fitness testing processes; processes involved in safeguarding against anatomical and physiological overstress; practical work—circuit training and interval training, development of personal skills with specialisation in those activities which most suit each individual.

70421 C.S. HEALTH EDUCATION
A rationale for health education and health instruction; the total school health programme; the teacher as a health educator; developing and planning instruction; selecting and developing learning experiences.

70422 C.S. HEALTH EDUCATION L.P.
Content as in 70421 with emphasis on lower primary classes.

70531 C.S. GAMES COACHING
A selection of four games will be studied from the following: volley ball, hockey, tennis, Rugby Union, squash, archery, softball, netball, Rugby League, badminton, Association Football.

70731 P.S.H.M. GAMES III
Activities include archery, swimming, softball, basketball, rugby, squash, canoeing and tennis.

70732 P.S.H.M. DANCE III

70733 P.S.H.M. GYMNASTICS III
Olympic gymnastics.

70734 P.S.H.M. PERSONAL FITNESS III
Individual development and implementation of personal programme of circuit training and running to cater for individual strengths and weaknesses and for short and long-term individual objectives for personal physical fitness; isokinetic, eccentric and isometric weight training techniques; sprint training—anaerobic power.

70741 P.S.H.M. GAMES IV
Team games, individual sports, recreational activities.

70742 P.S.H.M. DANCE IV
Modern ballroom dance, Latin American dance, folk dance, square dance and dance drama.
70743 P.S.H.M. GYMNASTICS IV
Rhythmic, Olympic, modern educational gymnastics.

70744 P.S.H.M. PERSONAL FITNESS IV
Development and implementation of cardio-respiratory biased skill/circuit
programmes for various sports, e.g. field hockey, basketball, volleyball, softball,
Rugby etc.; research related to personal physical fitness required for
various major team games.

70831 H.E. METHODOLOGY IN HEALTH EDUCATION
The nature of creative teaching; developing and selecting learning opportuni­
ties for health education—learning opportunities, reasons for varied
learning opportunities, criteria for developing and selecting, values and
limitations; the creative use of media; innovative techniques in affective
teaching; creative techniques in cognitive teaching; sources of information
and health material.

70832 H.E. PSYCHOPHARMACOLOGY
Definitions and perspectives of drug misuse; drug groups common to drug
abuse—history of use, medical use, effects and dangers, methods of abuse;
laws relating to drug control and use; methods of control; educational pro­
grammes; treatment and rehabilitation.

70833 H.E. PUBLIC HEALTH
Historical background; philosophy of public health; structure, functions and
legislation of the Health Commission; tools of public health—demographic
data, vital statistics, epidemiology; nature and scope of public health pro­
grammes, visits to a number of public health institutions and agencies.

70841 H.E. COMMUNITY HEALTH
Concept and function of a community; the range of community health;
promotion and advancement of community health—maternal and infant care,
child health, adult health, geriatrics and gerontology, mental health, disease
control, safety in the community, poverty and disadvantaged youth, environ­
mental sanitation and ecology, problems peculiar to various groups, e.g.
physically handicapped, social minorities, vandalism.

70842 H.E. CURRICULUM CONSTRUCTION AND EVALUATION IN THE SCHOOL
HEALTH PROGRAMME
Philosophical foundations of education; philosophy of health education;
recent trends in health education; approaches to school health education;
development of curriculum objectives; evaluating the school health pro­
gramme; function of measurement; measurement of health knowledge,
attitudes and behaviour; strengths and weaknesses of programmes; adminis­
tration of the total school health programme; the future of health education.

70843 H.E. SOCIAL HEALTH
Criteria of sex education; historical perspective and theories of sex education;
social health and the community; basic issues and public opinion; ter­
mindology; psychosexual development and the personality; the promiscuous
society; critical issues; sexual myths and consumer health; the social health
programme.
70941 FIELDWORK
Camps without children, i.e. training camps; camps with children and young people; swimming schools and play centres; administration in sporting bodies; participation in community sport; community service in teaching, coaching and umpiring sport and recreational activities; general community service in community projects, appeal collections, hospital visiting, etc.

71031 P.S.H.M. GAMES III
71032 P.S.H.M. DANCE III
71033 P.S.H.M. GYMNASTICS III
Content of these courses is identical with 70731, 70732 and 70733 respectively but treatment is of greater depth in the three-year programme.

71111 S.S. PHYSICAL EDUCATION I
71121 S.S. PHYSICAL EDUCATION II
71131 S.S. PHYSICAL EDUCATION III
Practical and theoretical work in at least two areas from dance, gymnastics—performing, coaching or officiating and games—participating and either coaching or officiating.

71211 S.S. HEALTH EDUCATION I
71221 S.S. HEALTH EDUCATION II
71231 S.S. HEALTH EDUCATION III
Philosophy of health education; the school health education programme; the competencies of a health educator; health instruction—type of instruction, progression and scope in planning, methods and preparation, learning experiences, promoting and motivating health and examination of resource material; curriculum content; evaluating the school programme. The above topics will be integrated into a variety of health subject areas chosen from smoking, diseases of communicability, safety education, dental health, drug use and abuse, mental health, nutrition, human sexuality and cardiovascular disease and fitness.

71411 S.S. HUMAN BIOLOGY AND THE SCIENCE OF SPORT I
Basic study of structure and functions of human body systems—histology, skeletal system, arthrology, muscular system, circulation, nervous system and practical experimentation including blood pressure, heart rate, blood typing and counting and kinesthetic perception testing.

71421 S.S. HUMAN BIOLOGY AND THE SCIENCE OF SPORT II
Respiratory system, digestive system and urinary system; unit of instrumentation of O2 uptake, respirometry, E.C.G. and telemetry; effects of regular training on health throughout life.

71431 S.S. HUMAN BIOLOGY AND THE SCIENCE OF SPORT III
Physical conditioning—principles for training based on physiology, strength training, local muscular endurance training, cardio-vascular endurance training and flexibility training; biological long-term effects on the body's systems, organs, tissues and cells; psychological effects of exercise; physiology of various sports activities, analysis of various sports—walking, running, swimming and skiing.

71761 C.S. HEALTH AND PHYSICAL EDUCATION
Physiological background—anatomy, physiology of exercise, diet, nutrition, weight control, first aid; practical gymnastics to develop strength, flexibility,
endurance, skill; games—major, minor, recreational, organisation, administration and officiating; health education—public health, drugs, sex education, nutrition, diet, weight control, personal hygiene, social development, adolescence and its problems; methodology—types of lessons, communication, use of media, programming, study of syllabus, education; dance—folk, social.

71811G ANATOMY AND PHYSIOLOGY I
The structure and function of body systems—the digestive system, circulatory system, respiratory system, skeletal system and arthrology, muscular system, nervous system.

71821G ANATOMY AND PHYSIOLOGY II
The structure and function of body systems not dealt with in 71811G—the urinary system, endocrine system, reproductive system, respiratory dynamics, food transport and storage, food metabolism, circulatory dynamics, neuromuscular integration, regulatory mechanisms.

71911G MAN IN ACTION
The nature of physical activity undertaken by man; observations of man in action; motivations of man towards physical activity; societal organisation of play, sport and recreation; personal philosophy relating to physical activity and physical education; individual differences which influence man’s physical activity; identification and application of principles for improving human performance in physical activities; sporting injuries and their effects; the child in physical activity.

72011G PERSONAL HEALTH I
Modern concepts of health; comparison of health environments; factors influencing health; modern health hazards; nature of disease processes; major causes of morbidity and mortality; nutrition; alcohol and tobacco.

72021G PERSONAL HEALTH II
Emotional development; personality development; substances that modify mood and behaviour; consumer health; education for safe living; environmental health; human sexuality; appraisal of health status.

72111G P.S.P.E. DANCE I
Basic dance movement—folk and square dance and jazz ballet. Special attention will be given to performance techniques, choice and use of music or other stimuli, class organisation, use of dance as a display item, historical development of the particular dance form.

72112G P.S.P.E. GAMES I
Study of both practical and theoretical aspects of games teaching—basic rules, skills and techniques, detection and correction of typical errors, equipment management and safety considerations will be emphasised. Each game will be considered as a competitive sport, a physical conditioner and a recreational or leisure pursuit in both the immediate and long term. Activities offered will include techniques of survival, including learn to swim, life-saving and resuscitation, water safety and drownproofing; soccer; basketball; badminton; and hockey.
72113G P.S.P.E. GYMNASTICS I
Study of teaching and coaching techniques and class organisation; practical experience from learning, performing, “spotting” analysis of performance, safety procedures, use of equipment, lead-up activities and programmes. Activities offered: rhythmic gymnastics, gymnastics for the 5-12 year old and elementary tumbling.

72114G P.S.P.E. PERSONAL FITNESS
Developmental exercise programmes—warm-up and warm-down calisthenics, basic circuit training; introduction to simple isotonic weight training programme; principles of exercise physiology relating to the practical work; principles of exercise physiology relating to developmental exercise programmes and isotonic strength development.

72121G P.S.P.E. DANCE II
Latin American dance—Samba, Cha-Cha and Jive; creative dance as a foundation technique for dance drama.

72122G P.S.P.E. GAMES II
Track and field; rugby football; netball, volleyball (women); water polo; synchronised swimming; a selection from archery, cricket, volleyball (men), soccer (women), softball/baseball.

72123G P.S.P.E. GYMNASTICS II
Modern educational gymnastics; olympic gymnastics.

72221G FOUNDATIONS IN PHYSICAL EDUCATION
Physical education in schools; historical development of physical education; the school physical education programme; developing and planning a physical education programme; communications and questioning techniques; the physical educator and his role (school and community).

72321G MOTOR LEARNING
The nature of skilled performance and its application to the coaching of games, sports and outdoor recreational pursuits; theories of motor behaviour, child growth and development and current research in these areas; the psychomotor domain; factors involved in acquisition of skills—learning and performance; feedback mechanisms; selective attention; arousal and performance; motivation; speed and accuracy; short and long term memory.

72421G BIOMECHANICS
Definition of biomechanics; historical overview and techniques used in analysing movement; application to physical education and sport; mechanical principles underlying movement—biomechanics of locomotion, throwing and catching patterns, rotational movements and angular velocity, striking and swimming.

72521G PATHOPHYSIOLOGY
Concepts of disease; diseases of the cardiovascular system, respiratory tract, nervous system, musculoskeletal system, gastro-intestinal system and endocrine glands; infectious diseases; metabolic and deficiency diseases; diseases caused by trauma.
72621G FOUNDATIONS IN HEALTH EDUCATION
Points of view concerning health, health education on a total community basis and the role of the school in health education; the total school health programme; the health educator; aspects of health instruction.

72721G SPORTS MEDICINE
Historical background; the relationship of the school programme to the prevention of injuries; the nature of injuries to various body areas; soft tissue injuries; repair processes of various body tissues; fractures and dislocations; principles of treatment; modalities of treatment; ingesta and pre-event nutrition as relevant to the welfare of sports participants; first aid; administration of sport and activities held under adverse environmental conditions; use of strapping and other measures for treatment and prevention of injury.

72821G EXERCISE PHYSIOLOGY
Muscle physiology in exercise; respiration and gas transport; the heart and circulation in exercise; metabolism in exercise; physical fitness; muscular strength and muscular endurance; circulorespiratory endurance; flexibility; warming up and warming down; ergogenic aids to sport performance; nutrition, obesity and weight control; women in sport.

72921G MENTAL HEALTH
Concepts of mental health; criteria of good mental health; examination of various theories—Maslow, Freud, Glasser; coping mechanisms; Messinger's five orders of dysfunction; self-concept, self-awareness, value clarification; death education; crisis situations; mental health in the classroom.

73021G INTRODUCTION TO DRUGS
Drug terminology; rationale for drug usage; specific drugs—solvents, stimulants, anti-depressants, sedatives, depressants, tranquillisers, hallucinogens, narcotics, non-prescription medicaments; drug abuse in perspective; community resources.

73121 THEORY AND METHODS OF TEACHING I
Syllabi in physical education for N.S.W. primary and secondary schools; theoretical foundations of these syllabi; implementing the syllabus in the school; basic methods of teaching in games, dance and gymnastics; evaluation.

73122 THEORY AND METHODS OF TEACHING II
Techniques for group and individual instruction; tabloid sports and minor games; development of teaching style; safety procedures; equipment, its use, care and maintenance; evaluation; physical education and the future; the atypical child.

73221 EXERCISE PHYSIOLOGY I
Energy liberation and transfer; muscle contraction physiology; strength and local muscular endurance; neuromuscular functions; cardiovascular system and exercise adaptations; respiration physiology; exercise adaptations; physical work capacity and its evaluation; body dimensions and muscular work; ageing processes related to exercise; sex differences and exercise; ergogenic aids; physical conditioning, aerobic, anaerobic, strength, endurance, flexibility, environmental physiocology; nutrition and physical performance; exercise and weight stability.
73321 ANATOMY AND PHYSIOLOGY II
Respiratory and nervous systems; digestive and urinary systems; respiratory and circulatory dynamics; food; regulatory mechanisms; neuromuscular integration.

73421 BIOMECHANICS I
Definitions of biomechanics, applied anatomy and kinesiology; historical overview and techniques used in analysing movement; applications to physical education and sports; anatomical and co-ordinate reference systems; planes and axes of rotation; joint and muscle actions; applied anatomy; anatomical and mechanical principles underlying movement; biomechanics of locomotion.

73422 BIOMECHANICS II
Physical characteristics of performance; mechanical properties of sporting equipment; biomechanics of angular motion; sports medicine introduction; sports medicine general principles.

73521 MOTOR LEARNING I
Organisation of motor skill; types of skills—simple, complex, locomotor, non-locomotor, open closed; motor development and learning—taxonomy of the psychomotor domain, reflexes, physical abilities, perceptual abilities, characteristics and motor development of various age levels; information processing, learning and instruction—sensory, central and motor mechanisms of a skilled act, information processing and instruction in the three phases of skill learning.

73522 MOTOR LEARNING II
The learning process—speed and accuracy, reinforcement, transfer of skill, retention and forgetting; conditions for learning—practice distribution, mental practice, knowledge results; state of the learner—motivation.

73621 HUMAN PERFORMANCE LABORATORY I
73622 HUMAN PERFORMANCE LABORATORY II
Variations in developmental and circuit training programmes; Berger system of isotonic resistance training for strength development; variations of isotonic muscular strength development programmes; isometric and eccentric resistance training; flexibility development and its implications in sport and gymnastics; principles relating to isotonic and isometric strength development; principles of flexibility development and the causes, relief and prevention of muscular soreness.

73721 PERSONAL HEALTH II
Mental health—influencing factors, coping mechanisms, mental illness, stress and physical health; drug education—terminology, drug classification, sociological perspective; consumer health; safety education; human sexuality; environmental health.

73821 P.S.P.E. DANCE II
Latin American dance—Samba, Cha-Cha and Jive; creative dance as a foundation technique for dance drama.
73921 P.S.P.E. GAMES II
Track and field; rugby football; netball, volleyball (women); water polo; synchronised swimming; a selection from archery, cricket, volleyball (men), soccer (women), softball/baseball.

74021 P.S.P.E. GYMNASTICS II
Modern educational gymnastics; olympic gymnastics.

74121 P.S.P.E. ELECTIVE
Students will be required to choose two different areas from those of Dance, Games and Gymnastics.

Social Science

80111 C.S. SOCIAL STUDIES I
Social Studies as an Area of the Curriculum—general curriculum overview and development of a simple model of curriculum process; the nature of social studies.
Content and Structure of Knowledge—significance of structure in the social science disciplines; inquiry—conceptual approach to learning.
Teaching Social Studies—planning and practising activities related to concept attainment, developing generalisations, skills development in social studies, teaching aids and materials in classroom situations, approaches to values education, role play and simulation.

80121 C.S. SOCIAL STUDIES II
Approaches to Social Studies Teaching—consideration of the major approaches to the teaching of social studies including the traditional social science and inquiry—conceptual approaches.
Curriculum Overview—development of a more complex model of curriculum process.
Curriculum Guidelines for Primary Social Studies Document—an in-depth study of the curriculum guidelines for N.S.W. schools; a comparison with earlier syllabuses; consideration of the guidelines document in relation to the curriculum process model
Curriculum Construction—planning and preparing resource units with particular emphasis on criteria for selection of focus questions and content samples; objectives related to thinking, acting, feeling and valuing; learning activities including data intake, organisational, demonstrative and creative-type activities; planning and using activities to introduce, develop and conclude a unit; techniques of evaluation, both formal and informal; relationship between objectives, learning activities and evaluation; resources and teaching materials including the uses of audio-visual equipment and primary sources of data.

80131 C.S. SOCIAL STUDIES III
Curriculum Guidelines Document—further examination of the guidelines document for N.S.W. Schools; comparison with other curricula; the Queensland syllabus; U.S. and British programmes.
Curriculum Implementation—planning a school-based curriculum in social studies.

Curriculum Interpretation and Evaluation—analysis of specific social studies programmes selected from those prepared by Bruner, Taba and Senesh.

Social Education—detailed examination of the approaches to values education adopted by Senesh, Fraenkel, Kohlberg and Simon.

Teaching Social Studies—planning and practising activities related to field excursions, developing map concepts and using local resources.

80311 C.S. HISTORY I
Introduction to the Study of History—through studies in a number of self-contained units, e.g. palaeolithic, mesolithic and neolithic times, the Norman conquest of England, and problems relating to the development of early colonial New South Wales. Students will be given experience in collecting, evaluating and writing up historical information.

Australian Development—white settlement; squatting and inland exploration; immigration and urbanisation; black-white relations in colonial Australia; gold and its impact upon colonial society; birth of the nation; the Australian legend-myth and verity; the First World War and the Digger tradition; war in the Pacific; development of post-war Australia; Australia's confrontation with the future.

80321 C.S. HISTORY II
History of the United States of America—establishment and growth of the American republic; slavery and sectionalism—the forces of disruption; manifest destiny—the genesis of an ideal; the frontier in American history; the imperial republic—U.S. expansion overseas; development of a world power; victory without peace? The price of two world wars; the Cold War and global politics; the new frontier and great society of the sixties; the American character—what is an American?

Africa in the Nineteenth and Twentieth Centuries—Africa before 1975; the scramble for Africa, causes, results; the collapse of colonial empires in Africa; Kenya in the nineteenth and twentieth centuries; South Africa, Britain and the Boer Republics, apartheid.

80431 C.S. HISTORY III
The High School Syllabus Years 7-10—Whilst throughout the whole of the Secondary History course teaching method will be stressed and time devoted to a consideration of classroom practice, part of the final year of study will involve a consideration of the content of the school syllabus, programming and classroom method.

80432 C.S. HISTORY II (Special Course)
Nationalism on the Indian Subcontinent—This section of work begins with a brief analysis of the traditional cultures of South Asia, then focuses on the growth of nationalism and on post-independence developments in modern India, Pakistan and Bangladesh.

1. Pre-independence India:
   (a) The advent of Europeans; traditional values and the western challenge.
   (b) The birth of nationalism and the struggle for independence; Gandhi and politics.
   (c) Communalism and the demand for Pakistan.
2. Independence and Partition:
   (a) The transfer of power in India and Pakistan, 1945-47.
   (b) Independent Nationals; social problems and political and economic
       developments; foreign relations—Kashmir and China.
   (c) Bangladesh.
   (d) The Green Revolution.

C.S. SOCIAL STUDIES

Social Studies as an Area of the Curriculum—The nature of social studies;
changing perspectives in the social sciences; developing a new curriculum.
Approaches to Social Studies Teaching—Traditional; social science; inquiry—
conceptual.
Curriculum Guidelines for Primary Social Studies Document—Study of
curriculum guidelines for N.S.W. schools; comparison with earlier syllabuses;
the guidelines document in relation to the curriculum process model.
Curriculum Construction—Planning and preparing resource units with
emphasis upon: criteria for selection of focus questions and content samples,
objectives related to thinking, acting, feeling and valuing; learning activities
including data intake, organisational, demonstrative and creative-type activi­
ties; planning and using activities to introduce, develop and conclude a unit;
techniques of evaluation, both formal and informal; relationship between
objectives, learning activities and evaluation; resources and teaching
materials including the uses of audio visual equipment and primary sources
of data.
Curriculum Implementation—Planning a school-based curriculum in social
studies.
Curriculum Interpretation and Evaluation—Analysis of specific social studies
programmes selected from those prepared by Bruner, Taba and Senesh.
Teaching Social Studies—Planning and practising activities related to: con­
cept attainment; developing generalisations; skills development in social
studies; teaching aids and materials in classroom situations; approaches to
values education; role play and stimulation; field excursions.

S.S. ASIAN STUDIES I

The Asian Village—The morphology, functions and structure (economics,
social and political) of Asian villages: major cultural realms.

S.S. ASIAN STUDIES II

Asian Religions—Introduction to the sociology of religion; study of specific
Asian religions—Hinduism, Buddhism, Islam and Shinto; social implications
of the several Asian religions; religion and change in Asian society.
Comparative Political Systems—Description and comparative analysis of
Asian political systems; examination of the nature of government and forms
of political organisation—political foundations, leadership, decision making,
institutions, citizenship and ideology.

S.S. ASIAN STUDIES III

China and the World Community—The place of China in the world com­
munity; containment policies of major world powers applied to China;
problems associated with China's growing population; contemporary issues—
the cultural revolution, medical services and education.
Japan—A study of Japanese history with emphasis on the beliefs and
traditions which have influenced the Japanese people; Japan's use of
regional power; Japan today—tensions within society, socio-economic and political problems and Japan as a trading partner for Australia.

80811 S.S. GEOGRAPHY I
Urban Geography—The evolution of urbanism—historical perspective; theoretical foundations of urban systems and networks; land use and activities within the city; spatial movements within the city—territoriality, sprawl; social geography of the city—neighbourhoods, crime; problems in urban areas—urban renewal, slum clearance; urban planning and new towns—decentralisation, zoning.

80821 S.S. GEOGRAPHY II
Behavioural Geography—Behavioural revolution in geography; psychological foundations of behavioural geography—motivation, perception, attitudes, learning, mental maps; locational decisions of manufacturing firms; factors in consumer behaviour; residential preference patterns and territoriality; perception and behaviour in intra-urban migration; environmental perception and natural hazards.
Transportation Geography—The economic function of transportation; forms of transportation and their characteristics; specialised studies in the geography of sea transport and one other form of transportation; a research project involving selection of topic, research, presentation of findings preferably using a variety of media.

80831 S.S. GEOGRAPHY III
Political Geography—The nature and scope of political geography; state and nation; core areas and capital cities; frontiers, boundaries and territorial seas; geography of voting; geography and public policy.
Geomorphology—Structural and tectonic influences on landform development; landform assemblages produced by fluvial processes—slopes, stream channels, drainage networks and valley forms; coastal landforms—wave processes, beach formation, barrier systems and cliffed coasts; glacial landforms—glacier movement and erosion, glacial and fluvioglacial deposition.

80911 S.S. HISTORY I
Introduction to the Study of History—Through studies in a number of self-contained units, e.g. palaeolithic, mesolithic and neolithic times, the Norman conquest of England, and problems relating to the development of early colonial New South Wales. Students will be given experience in collecting, evaluating and writing up historical information.

80921 S.S. HISTORY II
Australian Development—White settlement; squatting and inland exploration; immigration and urbanisation; black-white relations in colonial Australia; gold and its impact upon colonial society; birth of the nation; the Australian legend-myth and verity; the First World War and the Digger tradition; war in the Pacific; development of post-war Australia; Australia’s confrontation with the future.

80931 S.S. HISTORY III
Two units will be presented each of roughly four months' duration.
A. Nationalism on the Indian Subcontinent—This section of the work begins with a brief analysis of the traditional cultures of South Asia, then focuses on the growth of nationalism and on post-independence developments in modern India, Pakistan and Bangladesh.
1. Pre-independence India:
   (a) The advent of Europeans; traditional values and the western challenge.
   (b) The birth of nationalism and the struggle for independence; Gandhi and politics.
   (c) Communalism and the demand for Pakistan.
2. Independence and Partition:
   (a) The transfer of power in India and Pakistan, 1945-1947.
   (b) Independent Nationals: social problems and political and economic developments; foreign relations—Kashmir and China.
   (c) Bangladesh.
   (d) The Green Revolution.

B. Africa in the Nineteenth and Twentieth Centuries—This section of the course is designed to enable the students to understand how European influences came to penetrate Africa and how in certain parts the white man still retains control over a vast African population whilst in others the indigenous people have secured independence. Areas of study will include Africa prior to the "scramble", the "scramble" and its effects, the development of apartheid policies in South Africa, and Kenya's struggle for independence.

Interdisciplinary Studies

90110 BASIC PROCESSES OF TEACHING
Assumptions, basic concepts—teaching, learning, instruction, schooling, teaching situation; planning—models, aims, objectives, lesson structure, learning experiences, sequencing; presentation—motivation, questioning, reinforcement, variability, introductory procedures, closure, interaction; management—lesson facilitation, situational maintenance, management codes, group control, discipline, case studies; organisation—group, class, school organisational decisions; evaluation—formative, summative, measurement, assessment, judgement, reporting.

90210 CURRICULUM OVERVIEW
A broad examination of the aims and nature of the whole formal education process; visits to a variety of schools ranging from pre-schools to secondary; gradual movement to study in areas of the total curriculum appropriate to programmes being undertaken—primary students to detailed examination of the primary curriculum and secondary students to appropriate subject areas.

90311 STUDY OF MAN I
An exploration of concepts related to the nature of humanity, e.g. growth, beliefs, authority, social organisation; an introduction to methods of research/enquiry; procedures for formulating a plan for research/enquiry.

90321 STUDY OF MAN II
Undertaking by students of a detailed research/enquiry project developed from a topic introduced in Year 1 and communication of results of the project to others.
90522 EDUCATION—MOTOR LEARNING
The nature of skill; learning of skills; factors affecting motor learning; the learning process—reinforcement, transfer, retention and forgetting; the state of the learner; physical readiness, motivation; conditions for learning—whole vs. part, practice distribution, mental practice, knowledge of results, teaching aids; individual differences in learning—general and intellectual, visual and kinesthetic perception, reaction time and movement speed.

90531 EDUCATION—CURRICULUM CONSTRUCTION
The philosophy, aims and objectives underlying a programme of physical education; syllabus and programme development; adaptive physical education; evaluation techniques; the use of audio-visual aids.

90532 EDUCATION—SOCIOLOGY
School and society—the nature of education in institutions and teaching as an occupation; the school society; the role of sport in society—as a reflection of society, as an element of culture, as a socialising agent—towards a sociology of sport; leisure and recreation—aggression and sports, sport and politics, sports discrimination, professional and amateur sport.

90541 EDUCATION—ADMINISTRATION
History and structure of physical education in N.S.W.; administration responsibilities; organisation of physical education—duties of sportsmistress/sportsmaster, organisation of sport, inter-school visits, carnivals and displays; purchase and maintenance of equipment and facilities; executive responsibilities and meeting procedures; recreation in the community—the role of the physical education teacher; ethics, professional behaviour.

90542 EDUCATION—HISTORY OF EDUCATION
Education in the pre-Christian period in Egypt, China, India, Greece, Sparta and Rome; the Middle Ages—feudalism, asceticism, monasticism, moralism, realism; the eighteenth century; foundations of modern education—Scandinavia, Europe, the United States of America; Australia from the convicts to the present day.

90631 S.B.H.M.—EXERCISE PHYSIOLOGY A
Energy liberation and transfer; muscle contraction physiology; neuromuscular functions; circulation and exercise adaptations.

90632 S.B.H.M.—SPORTS MEDICINE
Legal responsibility; first aid principles; classification and nature of sports injuries; principles of treatment; prevention of injuries in sport and physical recreation.

90633 S.B.H.M.—EXERCISE PHYSIOLOGY B
Respiration physiology; exercise adaptations; physical work capacity; body dimensions and muscular work.

90641 S.B.H.M.—EXERCISE PHYSIOLOGY C
Physical conditioning; environmental physiology; nutrition and physical performance.

90642 S.B.H.M.—EXPERIMENTAL PHYSICAL EDUCATION A
Grouping of data; measures of central tendency; measures of dispersion; Z scores; student T test; correlation—Pearson Product Moment and Rank Difference; Chi-square; library research techniques; historical research in
posture evaluation; anthropometry; somatotyping—Sheldon, Parnell and Heath-Carter methods; maturity assessment—pubescence, dentition and skeletal age; motor fitness components and test batteries; strength and endurance assessment; speed and agility testing; flexibility measures—goniometry and electrogoniometry; motion analysis—cinematography, light tracings and electromyography; kinesthetic perception evaluation.

**COMMUNICATION III—ENGLISH**

*Workshop*—Further development of drama activities begun in second year.

*Speaking and Listening*—Interview techniques, encounter activities, talks and readings.

**COMMUNICATION III—MUSIC**

Aesthetics of performance and interpretation; brief study of acoustics; further development of group and solo performing skills and intelligent listening techniques.

**COMMUNICATION IV—ENGLISH**

*Literary Studies*—Consideration of work of modern writers of prose, verse, drama; study of contemporary journalism.

*Creative Writing*—Verse, prose.

*Media Studies*—Observation and implementation of studio techniques in television and drama.

**COMMUNICATION IV—ART**

Clarification of ideas, scope of materials and techniques related to types of expression; practical work, offering opportunity for individuality and initiative in the creative field, largely drawing and painting.

**ENGLISH COMMUNICATION I**

*Speaking*—Clear, confident and effective speech; individual assignments in interpretative oral reading and expression of personal viewpoints.

*Listening*—Discussion and testing of “active” listening in a variety of situations.

*Writing and Reading*—Clear, concise and precise expression: development of vocabulary, sentence construction and paragraphing skills, sustained writing, e.g. reports, business letters.

*Creativity*—Practical work in drama.

**ENGLISH COMMUNICATION II**

*Audio-Visual*—Student operation of equipment in a variety of teaching and social-interaction situations.

*Workshop*—Activities involving film, puppetry, shadow theatre, photo plays, plays by students.

*Research*—Sustained work on approved projects. Individual oral and written presentation of findings.

**CHILD GROWTH AND DEVELOPMENT**

*Methods of Study in Child Development*—naturalistic settings involving clinical and observational methodology, laboratory settings and experimental methods including sampling, experimental design and correlational and inferential statistics;
Concepts and Theory in Developmental Psychology—stage and sequence, maturation and learning; cognitive-developmental, psycho-analytic and behaviourist approaches;

Central Dimensions of Development—physical and psychomotor trends in development, including growth patterns (skeletal, neural and sexual) and principles of change in motor skills (locomotion, grasping and manipulation, strength, response speed, handedness);

Cognitive Development, including functional aspects (adaptation as an equilibrium process) and structural aspects (stage sequence and invariance with behavioural outcomes); alternative approaches based on learning theory (Bruner, Gagne);

Personality Development, including effects of early influences (mother-child interaction, attainment and stimulus deprivation), socialisation patterns and social learning approaches, role development and moral stages including peer, social class and media influences;

Adolescence—as a stage, involving all topics above, with special emphasis on the emerging self concept and developmental task outcomes of this stage.

91111G EDUCATIONAL PSYCHOLOGY

What is Educational Psychology?—teaching, learning and educational psychology; teaching—learning models;

Educational Psychology and the Goals of Education—determination, communication, attainment and evaluation of educational goals;

Readiness—cognitive readiness, personality factors and school readiness;

Theories of Learning and Motivation—What is learning? theories of learning, Implications of theories for the teaching learning process;

Affective Learning—objectives, emotional growth, self-perception, character development, moral development, moral reasoning, moral education;

Cognitive Learning—processes of cognitive learning, conditions of learning, learning processes, outcomes of learning—Skinner, Gagne, Ausubel, Bruner, Rogers;

Psychomotor Learning—processes and outcomes, conditions of psychomotor learning, relationships with other domains; movement education;

Individual Differences—types and extent, intellectual, intraindividual, provisions for differences, the exceptional learner;

Classroom Dynamics—the teacher, theories and processes of teaching, classroom management, discipline, cybernetics;

Evaluation of Learning and Teaching—role of evaluation, measurement and evaluation, the functions of evaluation, criteria to evaluate; construction, interpretation and reporting of classroom tests.

91211G SCIENCE I

Physics—movement in physics; motion; Newtonian motion; work, energy and power; vectors.

Chemistry—Introductory chemistry; organic chemistry, biology.

91212G SCIENCE II

Physics—static forces; circular motion; rotational kinematics; projectile motion; physics in athletics.

Biochemistry—carbohydrates; proteins; lipids; metabolic processes.

Biology—principles of genetics, tissues.
91311G THEORY AND PRACTICE OF EDUCATION
Teaching models—assumptions, purposes, definition; formulating aims, goals, objectives; recognising and analysing the teaching situation; management behaviours—situational maintenance, lesson facilitation, discipline and control; teaching behaviour to provide learning experiences; organisation—time and space dimensions; school and classroom; evaluation—measurement procedures and judgment.

91411 MIGRANT EDUCATION I
91421 MIGRANT EDUCATION II
91431 MIGRANT EDUCATION III

Ethnic Studies—the donor countries, migrants in Australia.
Educational Studies—educational problems faced by the migrant child, and by the teacher of migrant children.
English Studies—psycho-linguistics, socio-linguistics; sounds and structures in English; difficulties posed by English for the learner; basic methodology as a second language.
Fieldwork—in the second and third years of the course, students will be expected to participate in demonstration/fieldwork activities and gain practical teaching experience in situations involving migrant children.
SCHOOL EXPERIENCES

The pattern of practical school experiences has two traditional components, demonstration lessons and practice teaching.

The Institute has always been concerned that there should be a gradual process of initiating the student into the atmosphere and procedures of the classroom. The current approach assumes that there is a logical pattern of development in the content of the programme both:

(a) horizontally through the lecture and demonstration programme and into the classroom and
(b) vertically in terms of skills, knowledge and attitudes the students require if they are successfully to complete their pre-service teacher education.

It assumes also that student involvement in the classroom should develop further the one-to-one experience of the early stages of the demonstration programme in a micro-teaching situation where the complexities of full-class teaching are reduced to a level at which the student can operate confidently.

DEMONSTRATION LESSONS AND FIELDWORK

Weekly visits to Demonstration Schools occur for most students through first, second and early third terms. Each visit involves students in observing and/or participating in a lesson unit presented by a skilled teacher. These lessons have been given for primary students at either the Fairy Meadow Demonstration School or the Mount Keira Demonstration School (a “two-teacher” school) and for secondary students in a number of High Schools. In recent years, there has been movement away from demonstrations of the “model and master teacher” type towards use of schools for field and laboratory work with children in classrooms.

PRACTICE TEACHING

Practice teaching follows the block pattern allowing students six weeks' full-time attendance in schools in each year of the programme, usually in two periods of three weeks. All first-year students undergo an experience in primary schools during their first year. All first-year female primary students are given the opportunity of practising in upper primary and lower primary classes in order to assist them in making their choice of specialisation for the second year.

Practice teaching is supervised by Institute lecturers who act as consultants and together with the classroom teachers assist students’ progress towards the acquisition of teaching competencies. While the lecturer, as an experienced teacher-educator, can give assistance to any student in any field of specialisation, consultation with a specialist lecturer is made available if necessary. The emphasis throughout is upon practice teaching as a learning process for the student rather than as a process of assessment.

Eighty primary and thirty secondary schools, including private schools, are used within the area stretching from Engadine to Nowra and including Campbelltown, Bowral, Moss Vale, Mittagong, Camden and Picton.

Satisfactory completion of practice teaching is required for the award of the Institute’s diplomas. A student absent for a significant period of time is required to make up for that absence. Provision is made for identification of areas in which students need remedial treatment and these are followed up.

In cases of absence during practice teaching, students are required to notify the school principal before the beginning of classes. The Institute’s leave form, obtainable from the school principal, must be completed and returned to him for forwarding to the Deputy Director with a medical certificate for sick leave of more than three days' duration.
EXTERNAL STUDIES

DIPLOMA IN TEACHING (PRIMARY)

The Institute offers a correspondence continuation programme which is designed to enable two-year trained teachers to achieve three-year trained status and to qualify for the award of Diploma in Teaching (Primary).

The programme is conducted during the period 1st March to 30th November each year over a minimum period of two years. The course involves one year's study in each of the areas of Education, Elective “A”, Elective “B” and Curriculum Studies.

Elective courses are offered in English, Geography, History, Economics, Asian Studies, Music, Craft, Art, Physical Education, Natural Science, Education, Mathematics and Readings in Drama. It is expected that students will continue with elective studies appropriate to their previous training.

In order to satisfy requirements for the award of the Institute's Diploma in Teaching (Primary), students must secure a pass in each of the areas specified above.

Ex-students of Wollongong Teachers College/Institute of Education who have satisfactorily completed all requirements for a two-year course in Teacher Education, and ex-students of other recognised Teachers Colleges who live or teach in the Sydney Metropolitan or South Coast area of N.S.W. (as far south as Nowra) are eligible for enrolment in this course.

POST-GRADUATE COURSE IN SECONDARY MATHEMATICS EDUCATION LEADING TO THE AWARD OF GRADUATE DIPLOMA IN EDUCATIONAL STUDIES

This course has been designed to enable secondary mathematics teachers to improve upon their training and mathematical knowledge and to provide opportunity for three-year trained teachers to upgrade their status. It is thought that the course will be of great benefit to teachers who graduated from University with less than three years of mathematical study or who graduated in mathematics more than five years ago.

It will be taken by correspondence over two years and will consist of eight units: Mathematics Education I and II, Geometry, Complex Variables, Advanced Algebra, Advanced Calculus, Computational Techniques and Mathematical Statistics. Vacation schools of five days' duration will be held during May and August school vacations each year.

Admission requirements are a Diploma in Teaching (Secondary Mathematics) or its equivalent, and evidence of at least one year's satisfactory teaching experience.
ADMISSION REQUIREMENTS

Admission to programmes in 1979 will be in accordance with the following requirements:

Diploma in Teaching (Primary)

A. FULL-TIME:*
   Admission is based on an aggregate mark consisting of the best ten units examined in the N.S.W. Higher School Certificate examination, provided that the candidate has achieved at the same examination a level in English greater than the scaled mark per unit obtained by the 4th decile of the 2 Unit A candidates.

B. EXTERNAL STUDY:
   Applicants must be ex-students of recognised Teachers' Colleges who have satisfactorily completed all the requirements of a two-year course in Teacher Education and who live or teach in the Sydney Metropolitan or South Coast areas of N.S.W., as far south as Nowra. Teachers who do not have two-year certificated status with the N.S.W. Department of Education may be admitted to the course but will receive upon the satisfactory completion of their studies a Certificate of Attainment, not the Institute's Diploma in Teaching.

Diploma in Teaching (Secondary)*

A. ENGLISH/HISTORY:
   As for Diploma in Teaching (Primary) Full-time, with the additional requirement that for this programme a course in History has been presented for examination.

B. MATHEMATICS:
   As for Diploma in Teaching (Primary) Full-time, with the additional requirement that for this programme either the four unit, three unit or two unit course in Mathematics has been presented for examination.

Diploma in Health and Physical Education*

Diploma in Teaching (Physical Education)*

As for Diploma in Teaching (Primary) Full-time, with the additional requirement that for this programme, desirably, a course in Science has been presented for examination. Entrance to this programme is highly competitive and applicants require a high level of achievement in the Higher School Certificate examination and must show an interest in, and aptitude for, physical, sporting and recreational activities.
Graduate Diploma in Education (Primary)

Applicants must have satisfied requirements of a recognised University or College of Advanced Education for an award at UG 1 or UG 2 level other than in teacher education but containing some courses appropriate to teaching.

Post-Graduate Course in Secondary Mathematics Education Leading to the Award of Graduate Diploma in Educational Studies

Applicants must have a Diploma in Teaching (Secondary Mathematics) or its equivalent and evidence of at least one year's satisfactory teaching experience.

SPECIAL ENTRY

Applicants who do not meet the prescribed requirements may be considered for admission if, by virtue of their age, qualifications, work experience, interest and personal motivation, they can demonstrate their suitability for tertiary studies and teacher education.

* The standard of qualifications of applicants holding other than the N.S.W. Higher School Certificate is assessed by the Institute's Admissions Committee.
CONDITIONS GOVERNING PROGRESSION AND QUALIFICATION

1. DIPLOMA IN TEACHING (PRIMARY) AND DIPLOMA IN TEACHING (SECONDARY), DIPLOMA IN TEACHING (PHYSICAL EDUCATION) AND THE DIPLOMA IN HEALTH AND PHYSICAL EDUCATION

1.1 Assessment

1.1.1 At the end of each academic year students will be assessed in terms of course requirements for that year including practice teaching and any carried unit/strand. The academic assessment may result from examinations and/or from progressive assessment.

1.1.2 Supplementary assessment may be granted and/or additional practice teaching stipulated by the Academic Board in accordance with the rules.

1.2 Grades

1.2.1 Students will be awarded a pass or failure in each unit/strand. The unit pass may be awarded with credit (1 merit point) or with distinction (2 merit points), or, if gained at supplementary assessment, shall be termed a supplementary pass (no merit points).

1.2.2 Students may be awarded the grade "outstanding" on the basis of the final practice teaching session. The rules governing the award "outstanding" shall be determined by the Academic Board.

1.3 Progression

1.3.1 Students may progress to the next year of the course if they have passed in all units/strands including any carried unit/strand, and if they have met all other course requirements for that year.

1.3.2 Students not qualified to progress under clause 1.3.1 shall:
   (i) apply to withdraw from the course, or
   (ii) have their enrolment terminated, or
   (iii) repeat the year, or
   (iv) undertake supplementary assessment (see clause 1.6) and/or do additional practice teaching, or
   (v) progress carrying one failed unit/strand which then becomes part of the next year of the course, and/or do additional practice teaching.

1.3.3 Students who have not satisfied all requirements after supplementary assessment and/or additional practice teaching shall:
   (i) apply to withdraw from the course, or
   (ii) have their enrolment terminated, or
   (iii) repeat the year, or
   (iv) progress carrying one failed unit/strand which then becomes part of the next year of the course and/or do additional practice teaching.

1.4 The Award of the Diploma

1.4.1 Students who have passed in all units/strands including any carried unit/strand and who have met all other course requirements shall be awarded the Diploma.
1.4.2 The Diploma shall be awarded with distinction to students who, by the end of the course, have accumulated 50% or more of possible merit points, have no failure or supplementary pass in any unit(s), and have been awarded the grade "outstanding" in practice teaching.

1.4.3 Students who fail to qualify for the Diploma shall:
   (i) apply to withdraw from the course, or
   (ii) have their enrolment terminated, or
   (iii) repeat the year, or
   (iv) undertake supplementary assessment (see clause 1.6) and/or do additional practice teaching.

1.4.4 Students who fail to qualify under clause 1.4.3(iv) shall:
   (i) apply to withdraw from the course, or
   (ii) have their enrolment terminated, or
   (iii) repeat the year.

1.5 Exemptions

1.5.1 Students who repeat the year under clauses 1.3.2(iii), 1.3.3(iii) or 1.4.3(iii) may, at the discretion of the Academic Board, be granted exemption for those units in which they have been awarded a pass with credit or with distinction.

1.5.2 Students who repeat the year under clause 1.4.4(iii) may, at the discretion of the Academic Board, be granted exemption for those units in which they have gained a pass.

1.6 Supplementary Assessment

Students who fail to satisfy academic requirements at the end of any year may be granted supplementary assessment. The Head of the appropriate Institute Department shall, on the basis of the following criteria, determine the eligibility of a student for supplementary assessment in that unit:
   (i) that there is evidence of a sincere effort on the part of the student,
   (ii) that there is reasonable prospect that the student will succeed at supplementary assessment.

Supplementary assessment, where granted, shall be based on the whole of the work in that unit (with no merit points). In the case of a student failing in one or more units, the granting of supplementary assessment shall be determined by the Academic Board, except that no student who has been declared ineligible for supplementary assessment in a unit may be granted supplementary assessment in that unit.

1.7 Deferred Assessment

Deferred assessment may be granted to students under special circumstances, e.g. absence from an examination due to illness. A student admitted to deferred assessment shall be eligible for merit points.

Students seeking deferred assessment must supply the Student Services Officer with the following information as soon as possible:
   (i) Name and Section Number.
   (ii) Unit and Lecturer.
   (iii) Reason for application. The plea of illness must be supported by a medical certificate.

1.8 Venue for Examinations

In exceptional circumstances the Academic Board will consider applications for examinations to be conducted outside the institute. Where the examination forms
part or the whole of supplementary assessment (see clause 1.6) a detailed application must be lodged with the Student Services Officer within one week after the promulgation of the examination results.

1.9 Attendance

The appropriate Head of Department, on the advice of the lecturer concerned, may preclude students from being admitted to the Institute examination in any unit on the grounds of unsatisfactory attendance at lectures, demonstrations, or any other prescribed activities. A student excluded shall be so notified no later than 14 days before the date of the examination. Similarly, where there is no final examination, unsatisfactory attendance may preclude a pass being awarded in the unit concerned.

1.10 Withholding of Results

Examination results may be withheld from those students with financial or material indebtedness, including library fines, to the Institute.

1.11 Appeals

Students wishing to appeal against the application of any of the preceding rules may appeal to the Academic Board through the appropriate Board of Studies. Unless otherwise advised, such appeals should be lodged within seven days of the notification of the decision against which the appeal is made.

1.12 Variation of the Rules

In exceptional circumstances the application of these rules may be varied by the Academic Board.

2. GRADUATE DIPLOMA IN EDUCATION (PRIMARY)

2.1 Assessment

2.1.1 At the end of the academic year students will be assessed in terms of course requirements for that year including practice teaching. The academic assessment may result from examinations and/or from progressive assessment.

2.1.2 Supplementary assessment may be granted and/or additional practice teaching stipulated by the Academic Board in accordance with the rules.

2.2 Grades

2.2.1 Students will be awarded a pass or failure in each unit. The pass may be awarded with credit (1 merit point) or with distinction (2 merit points), or, if gained at supplementary assessment, shall be termed a supplementary pass (no merit points).

2.2.2 Students may be awarded the grade "outstanding" on the basis of the final practice teaching session. The rules governing the award "outstanding" shall be determined by the Academic Board.

2.3 The Award of the Diploma

2.3.1 Students who have passed in all units and met all other course requirements shall be awarded the Graduate Diploma in Education (Primary).

2.3.2 The Graduate Diploma in Education (Primary) shall be awarded with distinction to students who, by the end of the course, have accumulated 50% or more of possible merit points, have no failure or sup-
plementary pass in any unit(s), and have been awarded the grade "outstanding" in practice teaching.

2.3.3 Students who fail to qualify for the Graduate Diploma in Education (Primary) shall:
(i) apply to withdraw from the course, or
(ii) have their enrolment terminated, or
(iii) repeat the year, or
(iv) undertake supplementary assessment (see clause 2.5) and/or do additional practice teaching.

2.3.4 Students who fail to qualify under clause 2.3.3(iv) shall:
(i) apply to withdraw from the course, or
(ii) have their enrolment terminated, or
(iii) repeat the year.

2.4 Exemptions

2.4.1 Students who repeat the year under clause 2.3.3(iii) may, at the discretion of the Academic Board, be granted exemption for those units in which they have been awarded a pass with credit or with distinction.

2.4.2 Students who repeat the year under clause 2.3.4(iii) may, at the discretion of the Academic Board, be granted exemption for those units in which they have gained a pass.

2.5 Supplementary Assessment

Students who fail to satisfy academic requirements at the end of any year may be granted supplementary assessment. The Head of the appropriate Institute Department shall, on the basis of the following criteria, determine the eligibility of a student for supplementary assessment in that unit:
(i) that there is evidence of a sincere effort on the part of the student,
(ii) that there is reasonable prospect that the student will succeed at supplementary assessment.

Supplementary assessment, where granted, shall be based on the whole of the year's work in that unit (with no merit points). In the case of a student failing in one or more units, the granting of supplementary assessment shall be determined by the Academic Board, except that no student who has been declared ineligible for supplementary assessment in a unit may be granted supplementary assessment in that unit.

2.6 Deferred Assessment

Deferred assessment may be granted to students under special circumstances, e.g. absence from an examination due to illness. A student admitted to deferred assessment shall be eligible for merit points.

Students seeking deferred assessment must supply the Student Services Officer with the following information as soon as possible:
(i) Name and Section Number.
(ii) Unit and Lecturer.
(iii) Reason for application. The plea of illness must be supported by a medical certificate.

2.7 Venue for Examinations

In exceptional circumstances the Academic Board will consider applications for examinations to be conducted outside the Institute. Where the examination forms part or the whole of supplementary assessment (see clauses 2.5 and 2.6) a
detailed application must be lodged with the Student Services Officer within one week after the promulgation of the examination results.

2.8 Attendance
The appropriate Head of Department, on the advice of the lecturer concerned, may preclude students from being admitted to the Institute examination in any unit on the grounds of unsatisfactory attendance at lectures, demonstrations or any other prescribed activities. A student excluded shall be so notified no later than 14 days before the date of the examination. Similarly, where there is no final examination, unsatisfactory attendance may preclude a pass being awarded in the unit concerned.

2.9 Withholding of Results
Examination results may be withheld from those students with financial or material indebtedness, including library fines, to the Institute.

2.10 Appeals
Students wishing to appeal against the application of any of the preceding rules may appeal to the Academic Board through the appropriate Board of Studies. Unless otherwise advised, such appeals should be lodged within seven days of the notification of the decision against which the appeal is made.

2.11 Variation of the Rules
In exceptional circumstances the application of these rules may be varied by the Academic Board.

3. DIPLOMA IN TEACHING (PRIMARY), EXTERNAL STUDENTS
(This set of rules applies to students who gain the Diploma by completing the external conversion course.)

3.1 Assessment
3.1.1 At the end of each academic year students will be assessed in terms of course requirements for that year. The assessment may result from examinations and/or progressive assessment. No student will be considered for a pass in a unit unless that student has submitted all assignments and attended all the prescribed Vacation and/or Weekend Schools.

3.1.2 Supplementary assessment may be granted. Such assessment, however, will only be granted at the discretion of the Academic Board.

3.1.3 Deferred assessment may also be granted. This will be in special cases (e.g. illness) where a student has failed to complete work or has been unable to attend an examination or a prescribed school. In such cases the student must apply to the Organiser, External Studies, for deferred assessment, giving reasons for the application, and in the case of illness, including a medical certificate.

3.2 Grades
Students will be awarded a pass or failure in each unit. The pass may be awarded with credit or with distinction, or, if granted at a supplementary assessment, will be termed a supplementary pass.
3.3 Progression

A student may enrol for two units each year or may elect to enrol for one only. The student must successfully complete all four prescribed units, viz. Core Education, Curriculum Studies, Elective A and Elective B, to be eligible for an Institute award. A student who fails any one unit may apply to be re-enrolled in the following year or later.

3.4 Award of Diploma in Teaching (Primary)

Students who have passed in the four prescribed units, viz. Core Education, Curriculum Studies, Elective A and Elective B, and who, when admitted to the external course, were recognised by the N.S.W. Department of Education as having two-year trained certificate status will be eligible for the award of the Institute's Diploma in Teaching (Primary).

3.5 Award of a Certificate of Attainments

Students who have passed in the four prescribed units, viz. Core Education, Curriculum Studies, Elective A and Elective B, and who, when admitted to the external course, had completed three year courses in teacher education at an institution approved by the Wollongong Institute of Education, but who were regarded by the N.S.W. Department of Education as having less then two-year trained certificate status, shall not be eligible for the award of the Institute's Diploma in Teaching (Primary) but shall, instead, be eligible for the award of a Certificate of Attainments.

3.6 Venue of Examinations

Examinations will, in general, be held at the Institute. Students who live interstate, however, or students who have exceptionally long distances to travel to the Institute, may apply to the Organiser, External Studies, for permission to write required examinations at a more convenient place. Where such permission is granted, the student must arrange for a supervisor approved by the Institute and must be responsible for the payment of any costs involved in the supervision of the examination.

3.7 Withholding of Results

Examination results may be withheld from those students with financial or material indebtedness, including library fines, to the Institute.

3.8 Appeals

In the case of a student being deemed to have failed in a unit the student may lodge an appeal with the Academic Board.

3.9 Variation of the Rules

In exceptional circumstances the application of these rules may be varied by the Academic Board.

4. THE DIPLOMA IN TEACHING (PHYSICAL EDUCATION) AND THE DIPLOMA IN HEALTH AND PHYSICAL EDUCATION*

***(For students who commence the first year of the course in 1978 and subsequently.)

* The exact title of the award for the four-year course is yet to be determined by the Higher Education Board.

** These rules are included subject to ratification by the College Council.
4.1 **Assessment**

Students will be assessed at the end of each unit. The assessment may result from examination and/or progressive assessment.

4.2 **Grades**

Students will be awarded a pass or failure in each unit. Where assessment is based upon assignments and an examination, students must pass in both of these. The pass may be awarded with distinction, with credit or in the case of first year units at advanced level.

4.3 **Progression**

4.3.1 Entry into the third semester of the four-year course shall be contingent upon a pass at advanced level being achieved in all units in semesters I and II. (This rule may be waived in the light of special circumstances.)

4.3.2 A restricted number of students will be permitted to continue in the four-year course on the basis of results in order of merit as compiled at the end of the second semester from assessments of units at the conclusion of both the first and second semesters.

4.3.3 Other students may continue in the three-year course.

4.3.4 Students who fail a unit may repeat that unit when it is next offered.

4.3.5 A failed unit may be repeated once only.

4.3.6 Students with failed units may not extend the committed time required in any semester beyond that normally required in that semester plus three hours.

4.3.7 Students who withdraw from a unit of the course before the end of the 6th week of lectures in that semester shall not be deemed to have failed.

4.3.8 No credit will be given for work completed in a unit prior to withdrawal from that unit.

4.4 **The Award of the Diploma**

4.4.1 In order to satisfy requirements for the award of the Diploma students must gain a pass in all compulsory units of the course and the required number of elective units.

4.4.2 Students who fail to maintain the level of performance required for the four-year course may be permitted to transfer into the course leading to the award of the Diploma in Teaching (Physical Education).

4.4.3 Except in special circumstances students should complete the course in no more than seven years.

4.5 **Deferred Assessment**

Deferred assessment may be granted to students under special circumstances, e.g. absence from an examination due to illness.

Students seeking deferred assessment must supply the Student Services Office with the following information as soon as possible:

(i) Name and Section Number.

(ii) Unit and Lecturer.

(iii) Reason for application. The plea of illness must be supported by a medical certificate.
4.6 Venue for Examinations

In exceptional circumstances the Academic Board will consider applications for examinations to be conducted outside the Institute. Such application must be lodged with the Student Services Office within three days of such a need being recognised.

4.7 Attendance

The appropriate Head of Department, on the advice of the lecturer concerned, may preclude students from being admitted to the Institute examination in any unit on the grounds of unsatisfactory attendance at lectures, demonstrations, or any other prescribed activities. A student excluded shall be so notified no later than 14 days before the date of the examination. Similarly, where there is no final examination, unsatisfactory attendance may preclude a pass being awarded in the unit concerned.

4.8 Withholding of Results

Examination results may be withheld from those students with financial or material indebtedness, including library fines, to the Institute.

4.9 Appeals

Students wishing to appeal against the application of any of the preceding rules may appeal to the Academic Board through the appropriate Board of Studies. Unless otherwise advised, such appeals should be lodged within seven days of the notification of the decision against which the appeal is made.

4.10 Variation of the Rules

In exceptional circumstances the application of these rules may be varied by the Academic Board.

5. GRADUATE DIPLOMA IN EDUCATIONAL STUDIES IN SECONDARY MATHEMATICS EDUCATION

5.1 Assessment

At the end of each unit students will be assessed. The assessment may result from examination and/or progressive assessment.

5.2 Grades

Students will be awarded a pass or failure in each unit. Where assessment is based upon assignments and an examination, students must pass in both of these. The pass may be awarded with credit or with distinction.

5.3 Award of the Graduate Diploma

5.3.1 Students who have gained a pass in all units of the course shall be awarded the Graduate Diploma.

5.3.2 Students who fail in a unit may repeat that unit when it is next offered. A unit may be repeated once only.

5.3.3 Students who withdraw from a unit on or before June 30th in any year shall not be deemed to have failed in that unit provided that they have completed satisfactorily requirements in the unit up to the date of withdrawal. Students who withdraw after June 30th shall be deemed to have failed in that unit. No credit will be given for work completed in a unit prior to withdrawal from that unit.
5.3.4 A pass in any unit shall be contingent upon attendance at any prescribed vacation school(s) and the submission of assignments as required.

5.3.5 Students should complete the course in no more than four years.

5.4 Deferred Assessment

Deferred assessment may be granted to students under special circumstances, e.g. absence from an examination due to illness.

Students seeking deferred assessment must supply the Student Services Officer with the following information as soon as possible:
(i) Name and Section Number.
(ii) Unit and Lecturer.
(iii) Reasons for application. The plea of illness must be supported by a medical certificate.

5.5 Withholding of Results

Examination results may be withheld from those students with financial or material indebtedness, including library fines, to the Institute.

5.6 Appeals

Students wishing to appeal against the application of any of the preceding rules may appeal to the Academic Board through the appropriate Board of Studies. Unless otherwise advised, such appeals should be lodged within seven days of the notification of the decision against which the appeal is made.

5.7 Variation of the Rules

In exceptional circumstances the application of these rules may be varied by the Academic Board.
GENERAL INFORMATION FOR STUDENTS

ENROLMENT
All first year students are required to enrol from 8.30 a.m. on Wednesday, 14th February, 1979. Second year students will enrol on Monday, 26th February, at 9.00 a.m. and third year students at 10.30 a.m.

FEES
The Students' Association fee is compulsory and is payable on enrolment. Fees for 1979 are $40 for full-time students and $8 for external or part-time students. A library deposit of $10 is payable by all students and is refundable less any outstanding charges.

USE OF INSTITUTE EQUIPMENT
Equipment essential for the meeting of programme requirements may be borrowed by students subject to the approval of supervising lecturers and on condition that the borrower is personally responsible for loss or damage.

USE OF INSTITUTE PREMISES
Student groups, societies or clubs wishing to use Institute premises should contact the Services Officer.

DRESS
Students should observe acceptable standards of dress and deportment. They are expected to be appropriately attired when attending a school for demonstrations or teaching practice.

SMOKING
Smoking is not permitted in lecture rooms, library, gymnasium or auditorium.

LITTER
Students are asked to place all refuse in the receptacles provided and to avoid leaving papers, bottles, etc., in lecture rooms, corridors, common rooms, or anywhere in the Institute grounds. It is hoped that all students will assist in keeping the Union and cafeteria comfortable and attractive by disposing of table litter in the bins provided.

PARKING AND TRAFFIC REGULATIONS
Students must park their vehicles only in designated parking areas. Traffic through the Institute is strictly one-way and specified speed limits are to be observed at all times.

PETS
No pets are allowed on Institute premises.

LEAVE OF ABSENCE
Where leave of absence of half a day or more is anticipated, an application for leave, available from the Student Services Office, must be submitted in advance to
the Staff Adviser (any student who is absent without notice should telephone the Deputy Director or the Dean of Students, or send a message).

Full reasons for any absence are to be given on the leave form and the completed form should be delivered to the Staff Adviser immediately attendance at lectures is resumed. A medical certificate is necessary for absences of more than three days on account of illness. However, there may be occasions when a student is required to present a medical certificate for absences of less than three days.

Failure to fulfil these requirements may result in leave not being granted.

Regulations to be observed when a student is absent from a school during a practice teaching session, or from a recognised assessment, are detailed in the relevant sections of the calendar.

NON-ATTENDANCE OF LECTURER

If a lecturer does not arrive at a lecture within five minutes of the advertised time of commencement of the lecture without prior warning or explanation, the section representative shall make an effort to contact the lecturer concerned. If unsuccessful, and if the lecturer has not arrived within ten minutes of the time of commencement of the lecture, the section representative may dismiss the section. This action should be reported immediately to the Deputy Director, or, in his absence, the Secretary.

STUDENT MEDICAL SERVICE

A free medical service is available at the University of Wollongong to students of the Institute. Although therapeutic, the medical service is not intended to replace private or community health services. Service is confidential and students are encouraged to attend for advice on matters pertaining to health. Appointments may be arranged by contacting the Student Counselling Unit at the University.

COUNSELLING

Students desiring information or advice on any Institute or personal matter, or wishing to discuss problems, may, in the first instance, consult their Section Adviser. The Deputy Director and the Dean of Women Students are also readily available for consultation.

CHAPLAINS 1978

The Church of England, the Roman Catholic Church and the Uniting Church in Australia have appointed Chaplains to the Institute.

Church of England:
Rev. Canon R. H. Goodhew,
St. Michael's Pro-Cathedral, Wollongong. Telephone: 28 9132.

Roman Catholic Church:

Uniting Church in Australia:
Rev. C. Dominish, L.Th. Telephone: 29 2117.

CHRISTIAN FELLOWSHIP

The Wollongong Institute of Education Christian Fellowship is an inter-denominational group which meets weekly at the Institute.

YOUTH ACTIVITIES

Y.M.C.A. and Y.W.C.A.

Activities range from gymnastics to copper working, creative craft and basic car maintenance. Institute students are invited to join as participants or leaders. Field work points may be gained by Physical Education students.
For details ring Mrs. M. Montgomery (74 2424).

Programmes and craft clubs are organised for ladies. For details ring Mrs. Davies (29 5731).

Accommodation is available in single and double rooms at the Association's hostel, Thomas Street, Wollongong. For further details ring 29 5731.

THE STUDENTS' ASSOCIATION

Student organisation in the Institute centres on the Students' Association, membership of which is compulsory for all students.

Officers of the Students' Association for 1978-79 are:

- President — Russell Pascoe
- Vice-President — Wendy Morris
- Secretary — Greg Hurst
- Treasurer — Rod Brown
- Cultural, Clubs and Societies Secretary — Linda Posetti
- Publicity and Liaison Officer — Janice Pritchard
- A.U.S. Secretary — Rod Batkin

SPORTS UNION

The aim of the Sports Union is to promote and control competitive and recreational amateur sporting activities within the Institute.

OTHER CLUBS & SOCIETIES

Conducted under the direction of the Cultural, Clubs and Societies Secretary, this aspect of student life aims at providing opportunities for students to enjoy various activities, such as Drama Club, Ski Club, and Film Club, outside of their usual college commitments. Funds are allocated to clubs directly from the Students' Association.

CARE OF PROPERTY

Students should take all reasonable precautions with property and avoid, as far as possible, bringing large sums of money or valuables to the Institute. These should not be left in rooms or corridors. Valuables may be left with the Student Services Officer or Gymnasium Attendant for safe keeping.

STUDENT ACCOMMODATION

The Institute's Student Services Office endeavours to help by providing information on accommodation available at the residential college (International House), the Y.W.C.A. and private homes.

TRAVEL CONCESSIONS

Students entitled to concession fares on trains should complete the appropriate certificate obtainable from the Student Services Office.

NEEDY STUDENTS

An Institute Committee receives and decides upon applications for loans by students in need. The Student Services Office has the appropriate form.

TEACHER EDUCATION ADVISORY OFFICE

A Teacher Education Advisory Office, located in the University grounds, handles all matters relating to Teacher Scholarships and Bursaries for students of the Institute.
AUSTRALIAN GOVERNMENT ASSISTANCE

A system of Australian Government assistance for students in tertiary courses has operated since 1974. Application forms will be available at the Institute's Student Services Office. Further information is available from:

The Regional Director,
New South Wales Office,
Department of Education,
323 Castlereagh Street,
Sydney, N.S.W. 2000.
Telephone: (02) 218 8800.

BOOKSHOP AND BANKING FACILITIES

A branch agency of the Commercial Banking Company of Sydney Ltd. operates in the University Union Building from 10.00 a.m. till 3.00 p.m. Monday to Friday. A branch of the University Co-operative Bookshop also operates from the same premises.

PERSONAL ACCIDENT INSURANCE

All students are strongly advised to ensure that they have a full personal accident insurance cover.
LOCATIONS

1—Administration
2—Library
3—Lecture Block
4—Music Centre
5—Physical Education Centre
6—Student Union Building
7—Lecturers Studies
8—Gardening Centre
9—Drama Room/Staff Common Room
10—Audio Visual Unit
11—Lecturers Studies
12—Parking
13—Art/Crafts Building

Art & Craft
Mr. F. Osborne ......... 7
Mr. A. Bell .......... 3
Mrs. A. Chapple ...... 3
Mr. J. Chapple ...... 3
Mr. R. Gall .......... 3
Mrs. M. Heyligers ... 3

Mr. W. Pike .......... 1
Mr. G. Hall .......... 1
Mrs. S. Owen ......... 1
Mr. J. Mitchell ..... 3
Mr. P. Shepherd ... 3
Mr. J. Shipperlee ... 3
Mr. A. Smith ...... 11
Mr. L. Sturman .... 11
Mrs. K. Harney ..... 3
Mrs. E. Lajoie ..... 3
Dr. K. Davies ...... 3
Mr. B. Gaffney ... 11
Dr. D. Hogan ...... 3
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|------------------|--------------|-----------------|--------------|--------------|---------------|---------------|-------------|-------------|----------------|----------------|---------------|-------|-------------|-------------|-----------|----------------|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
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