A scholarship program for academically gifted Year 12 students
WANT TO GET A HEADSTART ON UNI?

The University of Adelaide’s Headstart scholarship program gives high achieving students the opportunity to study at university while still in Year 12, and have these university studies count towards their SACE and their university aggregate/ATAR.

While studying at the University part-time Headstart students not only have the opportunity to find out what university life is like before they finish school, but also contribute to and benefit from, the diverse cultural and intellectual life of the University of Adelaide.

Enquiries

Further information about the program is available by contacting:
Telephone: +61 8 8313 0165
Email: start@adelaide.edu.au
Advanced Bachelors Degrees

At the University of Adelaide, the search for new knowledge is an endeavour in which students participate.

The Advanced Bachelor degrees are designed for high achieving students who are inspired by the opportunity to contribute to the world’s important discoveries and research advancements. They provide a unique experience to learn at close quarters with Adelaide academics of international distinction.

The Advanced Bachelors are ideal for students who demonstrate readiness for independent work. With the benefit of a strong research focus from the first year of the degree, students enjoy specialised small group discovery work, personal mentors and courses that are not available through other degrees.

At completion, the Advanced Bachelors provide a strong pathway to further research and careers.

The Advanced Bachelor degrees on offer:

• Arts
• Computer Science
• Economics
• Health and Medical Sciences
• Mathematical Sciences
• Music
• Psychology (Honours)
• Science

For more information visit: adelaide.edu.au/degree-finder
Headstart provides gifted and highly motivated students with a challenge beyond the Year 12 curriculum and the chance to grow as individuals as they combine secondary school and university studies.

Headstart students can choose to replace or supplement their Year 12 subjects with university courses (subjects). University courses are recognised by the SACE Board, allowing students to use them towards their SACE Stage 2 completion and therefore their university aggregate and ATAR calculation.

Headstart students may also receive credit towards their degree if they enrol in a University of Adelaide program after high school.

The scholarship
Successful Headstart applicants are exempt from tuition fees and the Student Services and Amenities Fees while in the program. Headstart participants can enrol in a maximum of two courses of first-year university study.*

*Students choosing to study Physics are able to study four courses, to meet the Mathematics co-requisite requirements.

Who can apply
The Headstart program is open to Australian citizens and permanent residents that will be in Year 12 in 2020 and that are either accelerated or high-achieving in their studies;

1. Accelerated students who have completed a Stage 2 subject in an earlier school year and are completing their SACE or IB at less than a full year’s workload. Eligibility is based on grades from completed Year 12 subjects.

2. High-achieving students who are not accelerated. Eligibility is based on grades from completed Year 11 subjects. Exceptionally gifted students in lower grades may also be considered, but a special case will need to be made by schools on behalf of students who are not yet in Year 12. Please note: Students who have already had an ATAR issued (e.g. students attempting Year 13) are not eligible to apply.

Academic eligibility criteria
Applicants must meet the below SACE or IB requirements;

SACE students
Accelerated students: A minimum grade of B or better for all Stage 2 subjects already taken is required, plus a minimum of A- for any SACE Stage 2 subject that is a prerequisite for the University course to be studied.

High-achieving students: A minimum grade of B or better across all Year 11 subjects is required.

IB students
Accelerated students: A minimum score of 6 or higher at the Standard Level, or 5 or higher at the Higher Level for all Year 12 subjects already taken is required, plus at least 6-7 for any subject that is a prerequisite for the University course to be studied.

High-achieving students: A minimum score of 6 or higher at the Standard Level, or 5 or higher at the Higher Level is required.

Personal eligibility criteria
In addition to the academic entry requirements, the below personal eligibility criteria will be required/assessed;

• Support of parents or guardians
• Recommendation from the school and nomination of a School Mentor
• Personal statement (max 250 words): This should include why the student is wanting to pursue the Headstart program, what are the motivating factors, how they found out about the Headstart program, plans for 2021 beyond, etc.
• Timetabling and attendance: The student’s ability to manage the school and University timetables and availability to attend courses on-campus.
Online applications for Headstart will open in October 2019 with the following closing dates:

2020 application closing dates:
Semester 1: Monday 20 January 2020
Semester 2: Monday 6 July 2020

Further details on how to apply, including the information and documentation required, can be found on page 27. Late applications will not be considered due to the time required for student enrolment and orientation.

Any queries about applications should be directed to (08) 8313 0165 or start@adelaide.edu.au

Midyear entry
Students may be considered for entry beginning in Semester 2 if there are spaces available in the program. Midyear entry is only available into courses that do not have a Semester 1 university course prerequisite or assumed knowledge (refer to the course descriptions beginning page 7 for further information). Students applying for Headstart at the beginning of the year will apply for both semesters in the initial application (they do not need to complete a second application for Semester 2 courses). Students applying only for Semester 2 are encouraged to submit an application at the start of the year.

Further Academic Year Dates can be found here: adelaide.edu.au/student/dates/academic/2020

Costs
Successful applicants receive a full scholarship from the University of Adelaide, which waives both the tuition fees and the Student Services and Amenities Fee for any courses studied as part of the Headstart program. Each student is responsible for costs associated with textbooks, materials, equipment, field trips and travel to and from campus.

KEY DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 2019</td>
<td>Applications open</td>
</tr>
<tr>
<td>November 2019</td>
<td>Information nights</td>
</tr>
<tr>
<td>1 December 2019</td>
<td>2020 University timetable released</td>
</tr>
<tr>
<td>20 January 2020</td>
<td>Semester 1 applications close</td>
</tr>
<tr>
<td>31 January 2020</td>
<td>Applicants advised of outcome</td>
</tr>
<tr>
<td>24 February 2020</td>
<td>Orientation week</td>
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<tr>
<td>2 March 2020</td>
<td>Semester 1 commences</td>
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<tr>
<td>6 July 2020</td>
<td>Semester 2 (midyear) applications close</td>
</tr>
<tr>
<td>17 July 2020</td>
<td>Applicants advised of outcome</td>
</tr>
<tr>
<td>20 July 2020</td>
<td>Midyear orientation</td>
</tr>
<tr>
<td>27 July 2020</td>
<td>Semester 2 commences</td>
</tr>
</tbody>
</table>
Headstart contact hours and timetable

Courses are offered on the North Terrace Campus only and Headstart students are expected to attend all classes to gain maximum benefit from their university studies. Classes are usually delivered between Monday – Friday, 8am – 6pm. Classes are not offered online, at nights or on weekends. The number of contact hours will vary between courses and may be between 3-6 hours per week, spread across various classes (e.g. lectures, tutorials, workshops and practicals) and days of the week. Students will also need to undertake self-directed study outside of these hours to complete preparation, readings and assignments. Note that some courses will not have a large variety of class times to choose from, so it is important to take this into consideration. Students must refer to the university timetable for courses they are applying for and the school timetable must clearly indicate any subjects which will be dropped or lessons that can be missed in order to attend university classes should the application be accepted.

2020 timetable information will be available from 1 December at: access.adelaide.edu.au/courses

Information about the Academic Year dates, including semester dates, breaks and exam periods can be found here: adelaide.edu.au/student/dates/academic/2020/. Headstart participants are responsible for ensuring that they are available for the full duration of teaching and assessment.

Enrolment

Headstart students are not enrolled in a degree but are considered as Non-Award students. Upon enrolment they will receive a student card that provides access to the full range of student services offered on campus and full borrowing rights at the University Libraries.

Mentoring

Each Headstart student must nominate a staff member from their school as a mentor. The mentor’s role will be to monitor student progress and act as a contact person linking the University to the student within the school. They will not be required to provide academic support. The University of Adelaide will provide an ongoing role of coordination and support.

This will include:
- liaison between the University and Headstart students, their parents/guardians, principals and mentor
- tracking students’ progress through their university studies
- organising academic and peer support for students.

University assessment, grades and credit

Headstart students attend classes, submit assignments and sit examinations the same as other university students. More information on the current grade scheme (M10) can be found at: https://www.adelaide.edu.au/student/exams/results-and-grades

Grades are recorded on the students University of Adelaide academic record and any student who passes a Headstart course can receive credit into related University of Adelaide degrees. This enables students to fast-track their academic program or study additional courses. Headstart participants will receive a hardcopy of their Academic Transcript at the conclusion of their participation in the program.

Withdrawal

Headstart students must carefully consider the consequences of withdrawal from the program to ensure it will not affect their completion of the SACE. The University only accepts withdrawal in close consultation with the student’s school mentor.

If a Headstart student withdraws from, or fails, a course at any stage of the year, this will not affect their chances of university selection (unless it prevents them from completing the SACE). No record of failure or withdrawal will be registered by the University of Adelaide.

HEADSTART STUDENTS ATTEND CLASSES, SUBMIT ASSIGNMENTS AND SIT EXAMINATIONS THE SAME AS OTHER UNIVERSITY STUDENTS.
Headstart and the SACE

The SACE Board recognises and grants SACE credits for appropriate qualifications, subjects, courses, or learning experiences, which includes university studies. Recognition can be granted for up to 20 credits of the SACE at Stage 2.

Recognition towards the SACE is reported on the Record of Achievement as a number of SACE credits ‘granted’, and is not accompanied by a result (e.g. a grade or score). Satisfactory achievement in any university subject will be reported as ‘University Studies’. This entry will receive the designation ‘granted’ and the relevant number of credits. More information is available at sace.sa.edu.au/coordinating/admin/information-sheets/21

Each Headstart course is equivalent to 10 credits.

Recognition of university studies is by application to the SACE Board using the Recognition Application (Stage 1 and Stage 2) equivalent studies form on the SACE website—visit: sace.sa.edu.au/studying/recognised-learning/other

The recognition application form must be completed by the student and their school in two steps;

• Step 1: When the student is accepted into the Headstart program, to have the subject and course combination approved, and
• Step 2: On completion of the Headstart course(s), once the students academic transcript has been provided by the University of Adelaide.

Recognition of a Headstart course cannot be completed until the academic transcript is available, which will follow grades release of the students final Headstart semester.

Headstart and the university aggregate

The university aggregate is calculated from a student’s best scaled scores from three 20 credit TAS plus the best outcome from the flexible option (30 credits). The flexible option may include recognised learning that has been approved by the SACE Board.

Headstart results will count towards the students’ university aggregate as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>10.0</td>
</tr>
<tr>
<td>Distinction</td>
<td>9.9</td>
</tr>
<tr>
<td>Credit</td>
<td>9.0</td>
</tr>
<tr>
<td>Pass</td>
<td>7.9</td>
</tr>
</tbody>
</table>

The university aggregate is then converted to an ATAR. More information on this process can be found in the SATAC Tertiary Entrance Booklet.

Due to the timing of Step 2 of the recognition application, the university aggregate and ATAR may need to be recalculated and the SACE certificate reissued, however, this will not impact university offers.

Please note: Students who have already had an ATAR issued are unable to count recognised learning in subsequent attempts, therefore applications will not be accepted from Year 13 students.

Headstart and eligibility for competitions and university entry

Participation in university level studies may impact eligibility for some competitions and for certain university degrees. Applicants are responsible for seeking further information prior to participation if required.

Participation in a university level maths program (e.g. Mathematics IA/IB) may disqualify students from participation in the Australian Mathematics Olympiad.

Any student participating needs to contact the Australian Mathematical Trust’s Executive Director.

Most university applications will require information about any tertiary (university) studies that applicants have previously completed. If undertaking tertiary studies may impact application or eligibility (e.g. for Medicine programs) students are advised to seek further advice from the relevant University or application centre. At the time of publication, participating in the Headstart program does not impact student’s eligibility for the Bachelor of Medicine and Bachelor of Surgery (MBBS) at the University of Adelaide.
“The Headstart program has provided me with the opportunity to kick start my University studies! I have always wanted to attend university, however was unsure of what degree to study and career pathway to take. That is where the Headstart program comes in.

This program has enabled me to try different subjects, all while still attending high school. Essentially giving me the opportunity to try out a variety of different subjects that will help me narrow down a degree to undertake in the following year.

Additionally, this program supplies insight into the university’s expectations, workload and lifestyle all of which allow me to gain a deeper understanding into the world of university, most of which is learnt in first year by most school students.

I chose to undertake the subjects of Introduction to Marketing and Introduction to Management because I would like to pursue a degree in the field of commerce. So by having completed two subjects it has enabled me to get an insight into the University lifestyle, workload and having the added bonus of already having completed 6 units. I’m still undecided as to what I want to do, however a pathway connected to business would be ideal.”

Jack Kotek
Headstart courses: Marketing and Management
Choosing courses

There are a number of ways that students choose which courses to take in the Headstart program:

- an area of interest, which may not be offered through the high school
- an area of high achievement, to be able to provide a further challenge; or
- courses that are relevant to a future degree – find the degree on Degree Finder (adelaide.edu.au/degree-finder/) and check if the courses are listed in ‘Degree Structure’ or ‘Study Plan’

Students will also need to consider the timetabling for the course and whether it fits in with high school and other commitments.

Course information

The courses offered through the Headstart program are briefly outlined on the following pages. Detailed information about courses can be found on Course Outlines; adelaide.edu.au/course-outlines/
ARGUMENT AND CRITICAL THINKING
PHIL 1101
3 units in Semester 1
Study commitment: Three hours per week, total workload for semester 156 hours
Assumed knowledge: English as a Second Language (ESL) students are advised to consult Course Coordinator prior to enrolment in the course
Assessment: 500-word essay (15%) plus 1000-word essay (30%) and two-hour open book exam (50%)
About the course: Argument is an activity we all engage in, with varying results, in every walk of life. Over the last two millennia philosophers have developed powerful methods for classifying arguments, and identifying common errors in reasoning. Argument and Critical Thinking teaches these methods and applies them to real-life arguments, both written and spoken. It is thus an introduction to communication and applied logic. Among the topics we cover are the theory of legal argument, and the science-pseudoscience debate, which gives us a chance to discuss UFOs, parapsychology, Bigfoot, the Bermuda Triangle and alien abductions!

CHINESE IA
CHIN 1001
3 units in Semester 1
Study commitment: Up to four hours per week
Prerequisites: SACE Stage 2 Continuers Chinese with a scaled grade of A- or higher, or equivalent, or with approval of Head of Department
Assumed knowledge: At least 400 Chinese characters and basic Chinese grammar patterns
Assessment: Weekly dictation quiz, translation exercises, oral and written tests, class participation, final written exam
About the course: Chinese IA is a course for beginners in the language. Native speakers or heritage speakers of Mandarin Chinese are not eligible for this course. Chinese IA teaches the fundamental grammar and vocabulary of modern standard Chinese (formerly known as Mandarin). This is the educated speech of North China which is now the official national language. Simplified characters are taught. The vocabulary reflects usage in contemporary China. It is expected that at the end of the course students should be able to master the Chinese phonetic system (Hanyu Pinyin), and should have an active vocabulary of around 200 Chinese characters and associated compounds concentrating on vocabulary that relates to contemporary China.

CHINESE IB
CHIN 1002
3 units in Semester 2
Study commitment: Up to four hours per week
Prerequisites: CHIN 1001 or equivalent
Assessment: Assignments, tests, oral tests, mid-term test and final exams
About the course: This course is a continuation of Chinese IA. It continues instruction and practice in the speaking, understanding, writing and reading of modern standard Chinese. Throughout the course, mastery of conversational skills will be reinforced through oral-aural practice and at the same time, increased emphasis will be placed on contemporary texts. By the end of the semester students will know around 400 Chinese characters and associated compounds.

CHINESE IIA
CHIN 2201
3 units in Semester 1
Study commitment: Up to four hours per week
Prerequisites: CHIN 2201 or equivalent
Assumed knowledge: At least 650 Chinese characters and basic Chinese grammar patterns
Assessment: Weekly dictation quiz, assignments, oral and written tests, class participation, final written exam
About the course: This course is a continuation of Chinese IIA. It consists of tuition in speaking, listening to, writing and reading modern standard Chinese. This course further extends students’ knowledge of basic grammar, vocabulary and structures found in the spoken and written forms of contemporary Chinese. The main emphasis is on building up vocabulary and reading experience as a basis for studying contemporary Chinese society and culture. It is anticipated that by the end of the course students will know around 900 Chinese characters and most commonly used Chinese grammar patterns.

CHINESE IIB
CHIN 2202
3 units in Semester 2
Study commitment: Up to four hours per week
Prerequisites: CHIN 2201 or equivalent
Assumed knowledge: At least 650 Chinese characters and basic Chinese grammar patterns
Assessment: Weekly dictation quiz, assignments, oral and written tests, class participation, final written exam
About the course: This course is a continuation of Chinese IIA. It consists of tuition in speaking, listening to, writing and reading modern standard Chinese. This course further extends students’ knowledge of basic grammar, vocabulary and structures found in the spoken and written forms of contemporary Chinese. The main emphasis is on building up vocabulary and reading experience as a basis for studying contemporary Chinese society and culture. It is anticipated that by the end of the course students will know around 900 Chinese characters and most commonly used Chinese grammar patterns.
EMPIRES IN WORLD HISTORY

HIST 1108

3 units in Semester 1

Study commitment: Three contact hours per week

Assessment: Assessment includes two essays and a test

About the course: From the beginning of recorded history to the twentieth century, the world has been shaped by the rise and fall of empires. The purpose of this course is to explore how and why empires were constructed, how they were kept together, how rulers and ruled interacted, and how and why empires disintegrated. Focusing on a series of studies, we shall draw wider conclusions about the nature of empires in world history. The scope of the course is global because we shall look at representative examples of European empires, Asian empires, and empires of the western hemisphere (such as Aztec). Not only will the course explore the political history of the empires, it will also deal with issues such as the role of women, and the impact of empire on language, art, culture, religion, the economy, the environment.

The course has three main objectives. Firstly, it provides an introduction to the study of history at university level. Students will receive training in the practice of history, for example, how to use primary and secondary sources and how to frame an historical argument. Secondly, the course furnishes students with an overview of the big picture of world history across the last 1,500 years. Students will acquire essential contextual knowledge which will enrich their understanding of almost any subsequent course they take in history or the humanities. Thirdly, the course introduces students to civilisations that are quite different and in some ways alien to our own, and yet which in many ways are similar. In our interconnected world, an understanding of the historical roots of different cultures is a prerequisite for global citizenship.
**FRENCH IIA: LANGUAGE**  
FREN 2201  
3 units in Semester 1  
Study commitment: Four hours per week  
Prerequisites: SACE Stage 2 Continuers  
French with a scaled grade of A- or higher  
Assessment: Regular tests, regular assignments, end of semester language exam  
About the course: This course builds on and consolidates language skills acquired at SACE Stage 2 Continuers’ French. It involves the development of written language skills - composition, comprehension, translation, grammar - and spoken language skills - speaking, pronunciation, listening.

**FRENCH IIB: CULTURE**  
FREN 2204  
3 units in Semester 2  
Study commitment: Three hours per week  
Prerequisites: FREN 2201  
Assessment: Class presentation, class exercises tests, scene analysis, essay  
About the course: The aim of this course is to develop a deeper understanding and a critical appreciation of France’s rich cultural heritage through the study of texts and other cultural artifacts. The course is also designed to develop linguistic skills, taking into account the problems associated with the apprenticeship of reading and analysis in French. Students completing this course will therefore benefit from enhanced reading skills, vocabulary acquisition and writing skills. See French Department handbook for more specific details about the content of the course.

**GERMAN IA: BEGINNERS’ GERMAN**  
GERM 1002  
3 units in Semester 1  
Study commitment: Up to four hours per week  
Assumed knowledge: No previous knowledge of German required  
Assessment: Regular assessments, tests, end of semester test and oral exam  
About the course: This course introduces students to the language and culture of contemporay Germany. It provides intensive language training in the four basic skills - listening, speaking, reading and writing - and introduces students to relevant aspects of German culture and society.

**GERMAN IIA: BEGINNERS’ GERMAN**  
GERM 1003  
3 units in Semester 2  
Study commitment: Up to three hours per week  
Prerequisites: GERM 1002  
Assessment: Regular assessments, tests, end of semester test and oral exam  
About the course: This course introduces students to the language and culture of contemporay Germany. It provides intensive language training in the four basic skills - listening, speaking, reading and writing - and introduces students to relevant aspects of German culture.

**GERMAN IIB: LANGUAGE**  
GERM 2204  
3 units in Semester 2  
Study commitment: Up to three hours per week  
Prerequisites: GERM 2203  
Assessment: Regular assessments, tests, end-of-semester test, conversation tutorial (participation, performance, oral exam or equivalent)  
About the course: This course is a continuation of German IIA. It further develops students’ proficiency in the four language skills - listening, speaking, reading and writing and provide students with a greater understanding of various aspects of German society.

**INDIGENOUS PEOPLE, COUNTRY AND PROTOCOLS**  
ABORIG 1001  
3 units in Semester 1  
Study commitment: Up to three hours per week  
Assessment: 300 word review (25%), 1000 word group presentation (35%), 2000 word essay (40%)  
About the course: This course provides a practical base for introducing students to the variety of Australian Aboriginal peoples, country and protocols. The focus will be on South Australia with the intent that what students learn in this environment will equip them with a protocols foundation for working with Indigenous peoples from elsewhere in Australia. An important learning outcome for students will be gaining knowledge on the intrinsic importance of country/land, the environment kin and identity for Indigenous people. Students may visit a key site on Kaurna country such as the cultural trail along the River Torrens. Students will also visit sites such as the South Australian Museum, the Art Gallery of South Australia, the Mortlock Library or Tandanya Cultural Institute in order to assess, analyse and explore the differences and juxtaposition on how Indigenous Knowledges, relationships, cultures and people are represented by State institutions or Indigenous organisations. Indigenous elders, storytellers, performance and academics will teach students by providing knowledge of the Indigenous relationships and responsibilities that are intrinsic to successful communication and activities with Aboriginal people. Obtaining these skills will enhance their future employment in Indigenous sectors.
INTRODUCTION TO GEOGRAPHY, ENVIRONMENT & POPULATION

GEOG 1104
3 units in Semester 1
Study commitment: Up to three hours per week
Assessment: Tutorial paper (15%), tutorial participation (10%), essay (35%), exam (40%)

About the course: The study of geography, population and environment tend to be treated quite separately, but there are strong and important relationships between them. This course focuses on these interactions and explores their implications for Australia’s and the planet’s future. Key geographical concepts such as space, place and the relationship between people and place are introduced. The contemporary dynamics of population growth, composition and spatial distribution are examined and analysed and the role environmental factors have had in shaping them is explored. Equally too, the impact of population on geographical environments is examined. The constraints that environmental factors, especially water, have placed on the development of the Australian population are investigated, along with the likely influence of future climate change. A particular focus is the changing spatial distribution of the population with issues like urbanisation, ‘sea change’ and rural depopulation and their interrelationship with the environment being explored. An important focus is on internal and international migration’s influence in changing the population size, structure and distribution and how it affects, and is affected by, the environment. Indigenous Australians and their special relationship with the environment is discussed separately. The course will give students a solid introductory grounding in the key concepts in and relationships between geography, environment and population.

INTRODUCTION TO GLOBAL POLITICS

POLIS 1102
3 units in Semester 2
Study commitment: Up to three hours per week
Assessment: Tutorial work (20%), test 1 (15%), test 2 (25%), research essay (40%)

About the course: This course provides a comprehensive introduction to global politics, focusing in particular on its origins and historical evolution, its key concepts, major theoretical frameworks, main actors and institutions, the global architecture of power, and its dynamic nature in the process of globalisation. More specifically, the course introduces concepts of power, statecraft, diplomacy, foreign policy, political economy and international security, and examines the evolution of international relations in the 20th and 21st centuries.

The course combines the study of concepts and theories with a range of questions about global politics, including: Why bother with theory? Have we reached the end of history? Why is the world divided in nation-states? What factors influence the foreign policy of states? Is the sovereign state in decline? What is the new world (dis)order? Are we experiencing a clash of civilisations? Why do wars occur? Is there such a thing as a just war? What are the causes of terrorism? How is the world organised economically? Do transnational corporations rule the world? Is free trade the solution to global poverty? What are the main global threats of the 21st century?

These and other questions will be explored through the examination of a wide range of contemporary issues and case studies, including: the rise of China; the resurgence of Russia; the nuclear threat posed by North Korea; the tensions in the South China Sea; the role of the United Nations; the future of the European Union, particularly after Brexit; the increasing power of transnational corporations, such as Wal-Mart, Google and Facebook; the terrorist threat posed by Al-Qaeda and Islamic State; the ongoing conflicts in Syria and Palestine; the humanitarian crisis in Myanmar; and, last but not least, the role of the United States in global politics, particularly since the election of Donald Trump.
KEY CONCEPTS IN MEDIA

MDLA 1002
3 units in Semester 1

Study commitment: Up to three hours per week

Assessment: Online test (10%), digital media analysis (30%), major essay (50%), participation (10%)

About the course: This course explores why digital media is being seen as creatively, socially, and politically transformative. What is ‘collective intelligence’ and how is it empowered by digital tools? How are ‘amateur’ media makers impacting on mainstream media practices? This course explores the important questions being asked about new digital technologies and encourages critical, reflexive thinking about social media sites. It addresses the links between earlier communication forms and media institutions, through to contemporary digital and mobile technologies. Functioning as an introduction to the Bachelor of Media degree and the Media Major in the Bachelor of Arts, this core course orientates students to the key ideas they will develop through their studies. For students outside the media programs, this course introduces students to forms of media interactivity and methods of media analysis, as well as selected theories and debates about media’s historical role in shaping social, cultural, economic, and political relations.

JAPANESE IA

JAPN 1001
3 units in Semester 1

Study commitment: Up to four hours per week

Prerequisites: No previous knowledge of Japanese required

Assessment: Continuous assessment and exam(s)

About the course: Japanese IA is designed for beginners with little or no previous knowledge of Japanese. This course is also ideal for those who wish to consolidate their basic knowledge of Kanji, vocabulary and grammar. The course offers instruction and practice in the four skills of reading, writing, listening and speaking, while introducing the basic grammar and vocabulary of modern Japanese as well as the basic writing system, hiragana, katakana and beginners kanji. In classes, emphasis will be placed on developing students’ basic communication skills in both spoken and written Japanese to build a solid foundation at the beginner level.

The aims of the course are:

i) to enhance and consolidate the introductory grammar;

ii) to expand knowledge and use of vocabulary in both conversational and written contexts;

iii) to develop communication skills/strategies;

iv) to become familiar with hiragana, katakana and basic kanji;

v) to become efficient and independent language learners.

Entry criteria for students with Year 12 SACE grades can be found at: https://arts.adelaide.edu.au/Asian/study/language/

JAPANESE IB

JAPN 1002
3 units in Semester 2

Study commitment: Up to four hours per week

Prerequisites: JAPN 1001

Assessment: Continuous assessment, exam(s)

About the course: Japanese IB is a continuation of Japanese IA. It continues instruction and practice in the four skills of reading, writing, listening and speaking, whilst enabling students to broaden and consolidate their basic knowledge of the Japanese language. In order to provide a solid foundation at the beginner level in both written and spoken Japanese, literacy skills will be emphasised to further develop towards the elementary level, and communication skills will be reinforced through aural-oral practice in classes. The basic aims of Japanese IB are:

i) to enhance and consolidate the introductory grammar;

ii) to expand knowledge and use of vocabulary in both conversational and written contexts;

iii) to develop communication skills/strategies;

iv) to become familiar with new kanji;

v) to become efficient and independent language learners.

Entry criteria for students with Year 12 SACE grades can be found at: https://arts.adelaide.edu.au/Asian/study/language/
JAPANESE IIA
JAPN 2201
3 units in Semester 1
Study commitment: Up to four hours per week
Prerequisites: JAPN 1002
Assessment: Continuous assessment and exam(s)
About the course: Japanese IIA is designed to develop knowledge of the grammar, vocabulary and kanji introduced at the lower elementary level, whilst offering instruction and practice in the four skills of reading, writing, listening and speaking. Throughout the course, emphasis is placed on developing students' communication skills in both spoken and written Japanese to consolidate a solid foundation at the lower elementary level.
The aims of the course are:
i) to develop and consolidate the lower elementary grammar;
ii) to expand knowledge and use of vocabulary in both conversational and written contexts;
iii) to develop communication skills/strategies;
iv) to become familiar with new kanji characters and their combinations;
v) to become efficient and independent language learners.
Entry criteria for students with Year 12 SACE grades can be found at: https://arts.adelaide.edu.au/asian/study/language/

JAPANESE IIB
JAPN 2202
3 units in Semester 2
Study commitment: Up to four hours per week
Prerequisites: JAPN 2201
Assessment: Continuous assessment and exam(s)
About the course: Japanese IIB course continues instruction and practice in the four skills of reading, writing, listening and speaking, while further enhancing the knowledge of grammar, vocabulary and kanji at the lower elementary level. To complete the lower elementary grammar, vocabulary and kanji in this course, increased emphasis is placed on developing students' communication skills in both spoken and written Japanese to further consolidate a solid foundation at the lower elementary level.
The aims of the course are:
i) to enhance and complete the lower elementary grammar;
ii) to expand knowledge and use of vocabulary in both conversational and written contexts;
iii) to develop communication skills/strategies;
iv) to become familiar with new kanji characters and their combinations;
v) to become efficient and independent language learners.
Entry criteria for students with Year 12 SACE grades can be found at: https://arts.adelaide.edu.au/asian/study/language/

MORALITY, SOCIETY AND THE INDIVIDUAL
PHIL 1103
3 units in Semester 2
Study commitment: Three hours per week, total workload for semester 156 hours
Assessment: Reading summary, 2x 1500 word essays (60% in total), 10 short weekly online quizzes (20%), tutorial preparation and attendance (10%)
About the course: Morality plays a part in everyone's life. But what exactly is it, and why is it important? Are there any objective, universal moral truths, or are moral rightness and wrongness in some way relative to societies, or to individuals? Can morality be grounded in religion, or in facts about human nature? This course will ask what constraints a society is morally entitled to impose on its individual members, and what kinds of freedom from interference individuals are entitled to claim from their society. It will also ask how it is possible that anything really matters, if the universe does not itself have a purpose. The course will introduce you to some of the most influential answers that philosophers have given to these questions, and to the arguments they have used to defend their views. But its main aim is to help you to answer them clearly for yourself.
MUSIC TECHNOLOGY FOUNDATIONS
MUSONIC 1000
3 units in Semester 1 or 2
Study commitment: Up to four hours per week
Assumed knowledge: Familiarity with basic computer functionality including word processing, email and web usage
Assessment: Assignments, exam, project
About this course: The field of music technology involves the artistic and technical application of technology in the creation and performance of music. This course will develop a theoretical and practical understanding of music technology fundamentals including sound, audio, and MIDI. This will be achieved by theoretically and practically exploring the field of music technology through lectures, tutorials and workshops. In particular, students will: examine a range of areas such as basic sound recording, audio and MIDI editing, sequencing, processing and production, synthesis and sampling, effects and mixing, and graphical programming; complete readings and listening; and perform practical exercises that promote investigative learning and research. The course has the following learning objectives: develop practical skills using a range of core music and sound software and hardware; provide a comprehensive understanding of the theory behind a range of music technologies; develop and expand creative and technical practice in music and sound via technology with a view to develop life-long learning.

REVOLUTIONS THAT CHANGED THE WORLD
HIST 1109
3 units in Semester 2
Study commitment: Three contact hours per week
Assessment: includes two essays and a test
About the course: This course will look at some of the great ‘turning points’ of history that have shaped the world in which we live. This might include the Renaissance and Reformation of the fifteenth and sixteenth centuries, the ‘Scientific Revolution’ of the seventeenth and eighteenth centuries, the Industrial Revolution of the nineteenth century, the ‘Sexual Revolution’ of the twentieth century, as well as great political revolutions such as the American, French, Russian and Chinese. Students will actively engage with the central question of why human history in the last 500 years has witnessed periods of profound transformation. Were they driven primarily by technological and economic developments, or were new ideas and philosophies the most important agents of rapid historical change? What role was played in these transformations by individuals and by governments? What exactly do we mean by the term ‘revolution’, and how legitimately can the word be applied to the events that we cover in this course?
This course has three main objectives. Firstly, it will ask students to engage with some of the most important debates about the factors that led to rapid historical change. Secondly, the course furnishes students with an overview of the ‘big picture’ of world history across the last 500 years. Students will acquire essential contextual knowledge which will enrich their understanding of almost any subsequent course they take in history or the humanities. Thirdly, the course will facilitate students’ understanding of the world in which they live by exploring some of the key developments that have shaped our common history. The course allows for insights into our own rapidly changing era by exploring other revolutionary episodes in our past.

UNDERSTANDING CRIMINOLOGY
CRIM 1001
3 units in Semester 2
Study commitment: Up to three hours per week
Assessment: Online weekly quiz (24%), Drafting Exercise (6%), Hypothetical Report (30%), Research Essay (40%)
About the course: This course offers an introduction to the field of criminology by examining the nature of crime as well as exploring the key criminological works that seek to explain why people commit crime. While the first part of the course briefly introduces the concept of crime, its social construction and various representations, the second component explores both the theory and available research explaining why crimes are committed. Topics covered in this latter section include theoretical arguments that draw upon the classical, positivist, sociological and Chicago Schools, as well as Subcultural and Social Learning Theories, Symbolic Interactionism, Labelling Theory and Critical and Cultural theories of Criminology. This course will explore the practical implications of this work for crime control and prevention.

CREATIVE WRITING: THE ESSENTIALS
CRWR 1001
3 units in Semester 2
Study commitment: Up to three hours per week
Assumed knowledge: Successful completion of ENGL 1101
Assessment: This course is a practical introduction to creative writing through prose and poetry. It covers ways to begin and develop a sustained and reflective writing practice, including revision and editing. The course consists of a series of exercises designed to develop essential aspects of the creative writer's craft and a selection of connected readings in a range of approaches, styles and techniques. Through writing practice and reflection, the course explores contemporary developments in a range of genres, introducing students to issues, techniques and contexts of contemporary writing. The course aims to develop skills in creative writing practices, in critical reading and analysis and in research practices relevant to creative writers.
INTRODUCTION TO PEACE AND CONFLICT STUDIES
PEACE 1001
3 units in Semester 1
Study commitment: Up to three hours per week
Assumed knowledge: None
Assessment: Short essay 30%, participation 10%, tutorial class facilitation 20%, Research essay 40%
About the course: Wars, invasions, cultural conflict and survival are features of the 21st century, affecting collective existence as well as the most intimate dimensions of personal life. This course provides students with an introduction to the complex social and cultural dimensions of conflict, social trauma, peace, reconstruction and reconciliation efforts. It begins with the foundational questions of why do people and cultural groups find themselves in conflict with one another, why is peace so elusive, and why do we care? The course reviews a range of theories exploring the nature and causes of conflict, the deep roots that cause conflict to prevail, cross-generational engagements with ongoing conflict, possibilities for conflict resolution, healing, agonism and the foundations of peace. International case studies will be introduced, and time will be spent reflecting upon these questions relative to the Australian nation.

INTRODUCTION TO ART HISTORY AND VISUAL CULTURE
ARTH 1001
3 units in Semester 1
Study commitment: Up to three hours a week
Assumed knowledge: None
Assessment: Tutorial Participation (10%), Visual Analysis (25%), Journal Article Review (25%), Research Essay (40%)
About the course: This course introduces key concepts and principal methods and theories in the history of art used for the study of Italian Renaissance art and contemporary art today. Topics to be considered include the changing definition of art, materials and materiality, works of art in social, cultural, and political contexts from high art to street art, and curatorial display practices of museums and galleries. The course will not only enhance your enjoyment and understanding of art and visual culture for pleasure, but also develop foundation skills in writing and researching art history. Key research questions framing ARTH 1001 include:
What is art and how has the definition of art changed throughout history?
What images and objects should or should not be included in art historical study?
How are images and objects made or manufactured individually and collaboratively?
What is the difference between art and craft?
How do artists translate texts into images?
How do visual and literary primary sources communicate different meanings?
What is the difference between describing and analysing a work of art?
What kinds of social and political functions do images and objects perform?
What do images and objects tell us about past and present social, cultural, and political contexts?
What is the relationship between art, nature, science, and technology?
What kinds of images and objects should be restored or conserved as cultural heritage – and what is the difference between restoration and conservation?

INTRODUCTION TO INTERNATIONAL DEVELOPMENT
DEVT 1001
3 units in Semester 1
Study commitment: Up to three hours per week
Assumed knowledge: None
Assessment: Research essay 50%, Short essay 35%, participation 15%
About the course: This course provides an in-depth introduction to the multi-disciplinary field of development studies. It introduces students to key debates in development theory, to the history of development policy and practice, and to the range of multilateral, bilateral and NGO organizations that are currently engaged in the development enterprise. Through a series of empirically-rich case-studies, drawn from across the developing and newly-industrialized worlds, the course also looks at the main sectors in which development organizations engage, including: governance and security, health, education, environmental and natural resource management, and legal reform. Throughout, particular attention is paid to the effects of development policy and practice upon the lives of ordinary people, and especially upon the lives of the more than 1 billion people who currently live below the poverty line. In all of these ways, the course encourages students to think critically about what development is, about how it is carried out and, most importantly of all, about what it can achieve.
**WHAT IS THIS THING CALLED ART?**

**CRARTS 1001**

3 units in Semester 1

**Study commitment:** Up to three hours per week

**Assumed knowledge:** None

**Assessment:** Participation in seminars (10%), Textual analysis (20%), Annotated bibliography (30%), Research essay (40%)

**About the course:** Can a toilet be considered a work of art? Who decides what art is? According to many scholars, when Marcel Duchamp exhibited a urinal he purchased from a plumbing warehouse under the title ‘Fountain’ in a New York art exhibition in 1917, he created one of the most iconic works of art of the twentieth century. Duchamp’s action challenged received notions of art, such that now, according to Theodor Adorno, it is ‘taken for granted that nothing which concerns art can be taken for granted any more: neither art itself, nor art in relationship to the whole, not even the right of art to exist’. In this course we will examine art as just such a contested category, and consider some of the ways in which the arts have been understood across human history. The course encompasses all forms of art, from the literary and visual to the performing and decorative, and will be organised thematically around a series of questions and topics. We will discuss some definitions of art and we will examine the relationship of art to ideology, the economy and the state, to gender and social class, and we will discuss some of the debates about the social functions of art and the notion of taste. Above all, the course will encourage students to think critically about the very notion of art and to begin to question their own practice as makers of art in contemporary culture.

**INTRODUCTION TO SOCIOLOGY**

**SOCI 1003**

3 units in Semester 1

**Study commitment:** Up to three hours a week

**Assumed knowledge:** None

**Assessment:** Tutorial participation (10%), Short quiz (5%), 800 word short critical assignment (20%), 1500 word essay (45%), multiple-answer test (online) (20%)

**About the course:** This introductory course provides students with the skills to analyse society from a sociological perspective. It examines a number of pressing social problems within contemporary Australian society and offers a comprehensive introduction to the discipline of sociology and its foundational theories. It aims to provide students with the skills to understand examine and explain broad social trends and their impact on the individual. Key sociological concepts covered include class/socioeconomic status, gender, youth, ethnicity, family, work, consumption and location.

**SOCIAL PROBLEMS**

**SOCI 1004**

3 units in Semester 2

**Study commitment:** Up to three hours per week

**Assumed knowledge:** None

**Assessment:** Online test (15%), 1000 word essay applying sociological theory to a chosen social problem (30%), group presentation (10%), 1500 word essay applying social constructionist approach to social problem (45%)

**About the course:** Issues such as poverty, unemployment, poor health, crime, drug addiction, homelessness, illiteracy and dysfunctional families are all labelled as ‘social problems’. Consequently through public policy the state seeks solutions to reduce the negative impacts of these and similar harms. In this course you will explore the ways in which such social problems become defined. This includes an exploration of the different worldviews and theoretical perspectives that shape how we see social problems and the effects of different ways of defining social problems across time and cultures. Through learning to analyse how issues are problematized, you will gain insights into the social framing of contemporary policy initiatives. Key to this course is the focus on a range of social problems and the use of sociological theory to understand the social-economic processes surrounding the construction of issues as social problems and attempts by policymakers to address them.
INTRODUCTION TO MARKETING
MARKETING 1001
3 units in Semester 1 or 2
Study commitment: Up to three hours per week
Assessment: Exam, assignments, tests and tutorial work as prescribed at first lecture.
About the course: This course is designed to provide students with an understanding of the principles of Marketing. There will be a focus on the management of the marketing activities and how marketing relates to overall organisational functioning, including the management of exchange processes between business units and consumers and between firms. It will include topics such as environmental analysis, industry and competitor analysis, objective setting, marketing strategies, market mix components, and finally implementation and control mechanisms. Additionally, the course will provide opportunities for the practical implementation of the concepts covered and the development of problem solving skills by means of face-to-face seminars and tutorials, online learning and a marketing practice simulation.

MANAGING ORGANISATIONS AND PEOPLE
COMMGMT 1001
3 units in Semester 1 or 2
Study commitment: Up to three hours per week
Assessment: Exam, assignments, tests and tutorial work as prescribed at first lecture
About the course: This course introduces students to the roles and functions of managers. The content includes an introduction to organisations and the need for and nature of management. It examines the evolution of management theory, organisational environments, and corporate social responsibility and ethics. The course also includes a detailed investigation of the four functions of management: planning and decision making, organising, leading and motivating, and controlling.
COMPUTER SCIENCE

PROGRAMMING (MATLAB AND C)
ENG 1002
3 units in Semester 1 or 2
Study commitment: Up to six hours per week
Assumed knowledge: None
*SACE Stage 2 Mathematical Methods is a prerequisite for entry to the Bachelor of Computer Science and may be studied concurrently.
Assessment: Assessments, project, exam
About the course: All modern engineering projects use programming for data analysis and problem solving. This course introduces the fundamental concepts of procedural programming using the MATLAB programming environment. Programming topics include: MATLAB syntax and semantics; data types, control structures, and functions; working with files and data; and the mechanics of running, testing, and debugging code. Problem-solving topics include: the role of algorithms in the problem-solving process; implementation strategies for algorithms; and the concept and properties of algorithms. This course continues with a C module, which introduces low-level programming concepts including memory and pointers, used for microprocessor programming in later years.

OBJECT ORIENTED PROGRAMMING
COMP SCI 1102
3 units in Semester 1* or 2
Study commitment: Up to six hours per week
Assumed knowledge: SACE Stage 1 Mathematics or equivalent
*SACE Stage 2 Mathematical Methods is a prerequisite for entry to the Bachelor of Computer Science and may be studied concurrently.
Prerequisites: ENG 1002
Assessment: Written exam and assignments
About the course: This course introduces the concepts of object-oriented programming to students with a background in the procedural paradigm. It is designed as an entry-level programming course for students who have prior programming experience, gained in ENG 1002.
The course begins with a brief review of control structures and data types with emphasis on structured data types and array processing. It then moves on to introduce the object-oriented programming paradigm, focusing on the definition and use of classes along with the fundamentals of object-oriented design. Topics include an overview of programming language principles, simple analysis of algorithms, basic searching and sorting techniques, and an introduction to software engineering issues.
*Only students with prior programming experience who are confident in their programming ability would be considered for Semester 1 entry, without completing ENG 1002.
Data Analytics

ECON 1008

3 units in Semester 1 or 2

Study commitment: Up to four hours per week

Assessment: Typically tutorial participation and/or exercises, assignments, tests and final exam

About the course: Business and Economics Statistics I introduces the essential concepts, tools and methods of statistics for students in business, economics and similar disciplines, while also having relevant applications in other areas of study. It aims to help students develop the understanding they will need to make informed decisions from analysing data, and to communicate the results effectively. The course covers two main branches of statistics: descriptive statistics and inferential statistics. Descriptive statistics includes collecting data and summarising and interpreting them through numerical and graphical techniques. Inferential statistics includes selecting and applying the correct statistical technique in order to make estimates or test claims about a population based on a sample. The course focuses on concepts, reasoning, interpretation and thinking rather than computation, formulae and theory. Coursework will require students to write effectively and communicate their ideas with clarity.

Topics covered may include descriptive statistics, correlation and simple regression, probability, point and interval estimation, hypothesis testing, multiple regression, time series analysis and index numbers. By the end of this course, students should understand and know how to use statistics. Students will also develop some understanding of the limitations of statistical inference and of the ethics of data analysis and statistics. Students will work in small groups in this course; this will develop the skills required to work effectively and inclusively in groups, as in a real work environment. Typically, one component of the assessment requires students to work in teams and collect and analyse data in order to answer a real-world problem of their own choosing.

International Financial Institutions and Markets

ECON 1009

3 units in Semester 1 or 2

Study commitment: Two lectures and one tutorial per week

Assessment: Typically tutorial participation, written assignments, mid-semester exam, optional group assignment and final exam

About the course: This course provides an introduction to the institutions, markets and securities that form the basis of modern financial and monetary systems. Australian and international economics, and their financial systems, will be considered with reference to current financial news and affairs. This course also introduces some of the main theories and quantitative concepts and methods used in finance and provides a sound basis for students progressing to the study of finance at higher levels within the University. At the same time, it is a valuable, self-contained and up-to-date overview of international financial markets and institutions for non-specialists.

Using Big Data for Economic and Social Problems – New

ECON 1013

3 units in Semester 2

Study commitment: One lecture and one tutorial (3 hours of contact) per week

Assessment: Typically, active participation, group project, mid-term exam and final exam

About the course: This course will show how “big data” can be used to understand and solve some of the most important social and economic problems of our time. The course will give students an introduction to important relevant economic concepts and frontier research in applied economics and social science related to policy making. Topics may include equality of opportunity, discrimination, education, health care, and climate change besides others. The course will also provide an introduction to basic statistical methods and data analysis techniques relevant for big data approaches, which may include regression analysis, causal inference, and quasi-experimental methods.

INTRODUCTION TO ENVIRONMENTAL ENGINEERING - NEW

CEME 1001
3 units in Semester 1

Study commitment: Up to 3 hours per week
Assessment: Assessment, in-class quiz, exam

About the course: This course provides an overview to different aspects of Environmental Engineering. Students will perform an Environmental Impact Assessment for a large infrastructure project (e.g. mine site, new hospital), covering a wide range of processes (soil, air, water, hydrological cycle, nutrient cycles) and resulting in an environmental impact statement report. The interconnectedness of the environmental system is emphasized, including links to human interactions, including concepts of sustainability, resilience, pollution (noise, air, water), legislative and regulatory requirements, impact assessment and management options.

RESOURCES AND ENERGY IN A CIRCULAR ECONOMY - NEW

CEME 1003
3 units in Semester 2

Study commitment: Up to 4 hours per week
Assessment: Assessment, in-class quiz, exam

About the course: This course provides an introduction to geology and an introduction to the petroleum geosciences. No prior knowledge in geology is assumed and the course starts from basic geological concepts (e.g. minerals, igneous rocks, sedimentary rocks, metamorphic rocks, rock deformation and geological time) then moves onto the petroleum system (e.g. source rocks, reservoir rocks, sealing rocks, maturation, migration and trapping of hydrocarbons) and finally introduces the tools used in petroleum exploration (seismic surveying, drilling and logging). Throughout the semester one lecture per week is also given by a guest speaker from different sectors of the petroleum industry in order to provide an overview of the petroleum industry. Theoretical concepts introduced during the lectures are applied during an overnight field trip, which provides a small group discovery experience as students work in small teams to make a geological map.

INTRODUCTION TO INFRASTRUCTURE - NEW

CEME 1002
3 units in Semester 2

Study commitment: Up to 4 hours per week
Assessment: Assessment, in-class quiz, exam

About the course: This course explores the central role of infrastructure in society, both locally and globally. It examines the different elements of infrastructure and incorporates links with industry and real-life experience from technical, social, environmental, economic and sustainability perspectives. Students work in small groups to create civil engineering analyses, designs and drawings. The group work will develop the key engineering attributes of working together in a team and professional communication skills.

INTRODUCTION TO PETROLEUM GEOSCIENCES & THE OIL INDUSTRY - NEW

PETRO ENG 1005
3 units in Semester 1

Study commitment: Up to 5 hours per week, plus field trip
Assumed knowledge: SACE Stage 2 Mathematical Studies, Specialist Maths and Physics
Assessment: Selected prac exercises, Field camp report, theory exam, in-class test

About the course: The aim of the course is to provide students with a broad overview of introduction to petroleum engineering in order that advanced courses in subsequent years can be understood within a broader petroleum engineering context. This course covers introductions to petroleum drilling, completions and production, reservoir mechanics, fundamentals of rock and fluid properties, composition and PVT properties of petroleum fluids; basic physical and chemical properties of petroleum reservoir fluids related to reservoir processes and production. It also provides an introduction to decision-making and the petroleum business environment.
# Health and Medical Sciences and Psychology

## Essentials of Neuroscience
**HLTH SC 1001**
3 units in Semester 2

**Study commitment:** Up to 4 hours per week (3 hours lecture), 1 hour weekly tutorial

**Assessment:** Quizzes, group tutorial exercises, literature review, end of semester exam

**About the course:** This course is designed to introduce students to essential concepts in the field of neuroscience. The course will begin with a basic introduction to the brain and history of neuroscience. Later modules will explore the cellular composition of the nervous system, the process of neuronal communication, basic gross neuroanatomy, the neural basis of sensation and perception and the relationship between the brain and human behaviour.

## Human Anatomy and Physiology IA
**ANAT SC 1102**
3 units in Semester 1 or Semester 2

**Study commitment:** Three one-hour lectures and one tutorial per week, plus a one-hour practical per fortnight

**Assessment:** Research-based assessment tasks, online quizzes, MCQ tests and an end of semester examination

**About the course:** Human Anatomy and Physiology provides students with an introduction to the anatomical structures and physiological functions of the human body. Students will investigate the relationships between normal structure and function in human cells, tissues and organs. In Human Anatomy and Physiology IA coverage of organ systems builds on content presented in Human Anatomy and Physiology IA.

## Human Anatomy and Physiology IB
**ANAT SC 1103**
3 units in Semester 2

**Study commitment:** Three one-hour lectures and one tutorial per week, plus a one-hour practical per fortnight

**Prerequisites:** None, but ANAT SC 1102 Human Anatomy and Physiology IA is assumed knowledge

**Assessment:** Research-based assessment tasks, online quizzes, MCQ tests and an end of semester examination

**About the course:** Human Anatomy and Physiology provides students with an introduction to the anatomical structures and physiological functions of the human body. Students will investigate the relationships between normal structure and function in human cells, tissues and organs. In Human Anatomy and Physiology IB coverage of organ systems builds on content presented in Human Anatomy and Physiology IA.

## Health and Illness in Populations
**PUB HLTH 1001**
3 units in Semester 1 or Semester 2

**Study commitment:** Two one-hour lectures and one tutorial per week

**Assessment:** Written assignments, online quizzes, participation, and an end-of-semester exam

**About the course:** Health and Illness in Populations aims to introduce students interested in health sciences careers such as public health practice, health related research, or clinical practice, to a population view of health. It draws on a range of disciplines that contribute to a focus on the health of populations, including epidemiology, health promotion and disease prevention, history, politics, and ethics. The course invites students to develop a critical view about what constitutes public health issues, how they are measured, and potential responses to improve population health.

## Introduction to Forensic Sciences
**HLTH SC 1000**
3 units in Semester 1 or 2

**Study commitment:** Up to 2 hours per week

**Assessment:** Online tests and examination

**About the course:** The aim of this course is to provide students with an overview of a variety of topics within the area of Forensic Sciences including Crime scene Investigation, Forensic photography, Digital Forensics, Ballistics, Fingerprinting, Court and police organisational structures and Forensic DNA analysis. Topics to be covered also include identification of the deceased and disaster victim identification structures.

## Principles of Human Health and Disease
**HLTH SC 1005**
3 units in Semester 2

**Study commitment:** Up to 3 hours per week

**Assessment:** In-class examinations; online quizzes; Active engagement at two special lectures; Referenced essay

**About the course:** Foundation concepts in anatomy, physiology, pharmacology and pathology will be presented via lectures clustered into six themes. Each theme (selected from topics such as hypertension, cardiovascular disease; neurodegenerative disease; metabolic syndrome, cancer and reproductive disorders) will begin with a case-study description of human clinical symptoms, followed by a guided exploration of the case to gain greater understanding of the basic concepts that explain human health and disease.
PSYCHOLOGY IA
PSYCHOL 1000
3 units in Semesters 1
Study commitment: One workshop per week, lectures available online
Assessment: Module assessment exercises, research evaluation assignment, research participation, online study exercises, multiple choice exam
About the course: This course, together with PSYCHOL 1001, provides an introduction to the basic concepts and core topics within contemporary psychology. The two courses may be taken individually or in combination. Core topics covered over the year include:
• the development of the individual over the lifespan
• the study of the person in a social context
• differences between people with respect to their intelligence and personality
• issues related to individual adjustment and maladjustment
• the biological bases of behaviour
• the interpretation by the brain of sensory signals from the external environment
• the mechanisms underlying learning
• the encoding, storage and retrieval of information
• the nature of motivation and emotion
• culture and cross-cultural psychology.
The course will also provide an introduction to the methodological approaches employed by psychologists to study these topics. Major findings to emerge from psychological research will be presented, and the practical significance of such work will be discussed. Practical work will address the conventions of psychological report writing and the ethical principals underlying psychological research and practice.

PSYCHOLOGY IB
PSYCHOL 1001
3 units in Semester 2
Study commitment: One workshop per week and online lectures
Assessment: Module assessment exercises, research evaluation assignment, research participation, online study exercises, multiple choice exam
About the course: This course, together with PSYCHOL 1000, provides an introduction to the basic concepts and core topics within contemporary psychology. The two courses may be taken individually or in combination. Core topics covered over the year are noted in PSYCHOL 1000.

RESEARCH METHODS IN PSYCHOLOGY
PSYCHOL 1004
3 units in Semester 1
Study commitment: Up to three hours per week
Assessment: Short answer major assignment, multiple choice exam
About the course: This course introduces students to the basic principles of research methods in Psychology. The focus of the course is on students learning how to do research in psychology, with an emphasis on student-centred activities and problem solving. Students will learn about such key concepts as:
• the scientific method
• operationalising constructs
• independent and dependent variables
• data types and ways of measurement
• confounding variables
• experimental and non-experimental design
• questionnaire construction
• developing and testing hypotheses
• descriptive statistics and describing data graphically
• the ethics of research.

HEALTH AND MEDICAL SCIENCES PEER MENTORING PROGRAM

The Faculty of Health and Medical Sciences Peer Mentoring Program supports first-year students settle into their studies and the University of Adelaide community.
Offered in Semester 1 and Semester 2, the program is an informal way to meet other students, learn about campus life, engage in activities and events, have your questions answered, and receive ongoing peer support.
The peer mentors who are involved with this program know from personal experience what it’s like to be a new student. They are high-performing students, eager to share information to guide you through your first semester and help you feel confident in taking the right steps towards study success.
You will:
• receive timely information and handy hints
• develop a network of supportive peers
• be invited to social events and group study sessions
• increase your awareness of student support services
• improve your teamwork skills
• gain a sense of belonging at university.
Headstart students are eligible to join the program as mentees; find out how to sign up at health.adelaide.edu.au/study-with-us/student-support/peer-mentoring
Foundations of Law - LAW 1501

3 units in Semester 1 and Semester 2

Assessment: Typically will include group work in seminars, written assignments during the semester, and an exam.

About the courses: This course provides a foundation in the core legal skills of case reading and analysis, legal research, statutory interpretation and problem solving. It also introduces students to basic legal philosophy, and incorporates a module introducing students to Australian Indigenous legal systems and their interaction with the colonial legal system in Australia.

International Law - LAW 1508

3 units in Semester 2

Prerequisites: Law 1501

Co-requisite: Law 1501 for Mid-year entry students only

Assessment: Typically to include interim assessment and/or final exam.

About the courses: This course provides students with an introduction to law in its global context in this age of trans-national and inter-jurisdictional practice, with particular focus on public international law and its significance to Australian law. The course commences with an introduction to the development and nature of public international law as well as distinctive elements of international legal reasoning. It then addresses key features of international law, with topics chosen from: the sources of international law with emphasis on customary international law and the law of treaties; international fact finding; the structure of the international community and participants in the international legal system; the peaceful settlement of international disputes; state responsibility; jurisdiction and immunity; international maritime law and the law of the sea; the use of force; international human rights; the law of armed conflict and International Space Law.
MATHEMATICS IA
MATHS 1011
3 units in Semester 1 or 2
Study commitment: Up to five and a half hours per week
Prerequisites: A grade of at least A in both SACE Stage 2 Mathematical Methods and Specialist Mathematics
Assessment: Ongoing assessment 30% and exam 70%
About the courses: This course, together with MATHS 1012 Mathematics IB, provides an introduction to the basic concepts and techniques of calculus and linear algebra, emphasising their interrelationships and applications to engineering, the sciences and financial areas, introduces students to the use of computers in mathematics, and develops problem solving skills with both theoretical and practical problems. Mathematics IA topics include:

• Calculus: Functions of one variable, differentiation and its applications, the definite integral, techniques of integration.
• Algebra: Systems of linear equations, subspaces, matrices, optimisation, determinants, applications of linear algebra.

MATHEMATICS IB
MATHS 1012
3 units in Semester 2
Study commitment: Up to five and a half hours per week
Prerequisites: MATHS 1011
Assessment: Ongoing assessment 30% and exam 70%
About the courses: This course, together with MATHS 1011 Mathematics IA, provides an introduction to the basic concepts and techniques of calculus and linear algebra, emphasising their interrelationships and applications to engineering, the sciences and financial areas, introduces students to the use of computers in mathematics, and develops problem solving skills with both theoretical and practical problems. Mathematics IB topics include:

• Calculus: Differential equations, sequences and series, power series, calculus in two variables.
• Algebra: Subspaces, rank theorem, linear transformations, orthogonality, eigenvalues and eigenvectors, singular value decomposition, applications.
BIOLOGY I: MOLECULES, GENES AND CELLS

**BIOLOGY 1101**

3 units in Semester 1

**Study commitment:** Two one-hour lectures, one-hour workshop per week, plus three-hour practical per fortnight

**Assumed knowledge:** SACE Stage 1 Biology and/or Chemistry

**Assessment:** End of semester exam, MCQ and theory tests and practical assessment

**About the course:** The study of biology covers an incredibly wide range of themes; from simple molecules, cells, organelles and tissues to whole organisms and their interaction with the environment and their ability to evolve. The aim of this course is to introduce many of these concepts, thereby providing the foundation for further studies in Semester 2 courses and more specialist level II/III courses.

Topics to be covered include:

- the chemicals of life
- macromolecules
- the role of nucleic acids in genetic information transfer
- protein synthesis
- lipid membranes and the structure of cells
- storage and utilisation of energy
- meiosis and mitosis.

BIOLOGY I: HUMAN PERSPECTIVES

**BIOLOGY 1201**

3 units in Semester 2

**Study commitment:** Three-one hour lectures per week, and one-hour workshop per week and five three-hour practicals per semester

**Assumed knowledge:** BIOLOGY 1101

**Assessment:** End of semester exam, theory tests, practical assessment and group research project

**About the course:** This course builds on fundamentals of biology that have been developed in Molecules, Genes and Cells. The course takes molecular, cellular, whole body, population and evolutionary approaches to understanding biology as it pertains to human function and the interactions of the body with the environment. In many cases, our understanding of human function is best derived for studies of mammalian and non-mammalian organisms, and where appropriate, such models will be discussed.

The topics that will be covered include:

- the organisation of the body
- evolution
- inheritance
- regulation of gene expression
- communication and control systems in the body
- developmental biology
- defence systems.

Sessions, which provide opportunities to integrate the information and demonstrate how it provides an understanding of normal human function and of disease, will be a regular feature of the course.

BIOLOGY I: ORGANISMS

**BIOLOGY 1202**

3 units in Semester 2

**Study commitment:** Three-one hour lectures per week, one-hour workshop per week and three-hour practical per fortnight

**Assumed knowledge:** BIOLOGY 1101

**Assessment:** Exam, assignments and practical reports

**About the course:** This course focuses on the biology and diversity of multi-cellular organisms, with evolution as the central theme. It addresses key questions in biology: What are plants and animals? How do they evolve? How do they function? How do they interact with other organisms and the environment? These questions are answered by analysing the scientific evidence that supports current theory.

CHEMISTRY IA

**CHEM 1100**

3 units in Semester 1

**Study commitment:** Three one-hour lectures, a one-hour workshop per week and six three hour practicals

**Prerequisites:** SACE Stage 2 Chemistry with an achievement grade of at least A- (or equivalent)

**Assessment:** Exam, practical work, online summative work and lecture tests

**About the course:** Topics include:

- atoms to molecules: structure of the atom and molecular bonding
- periodicity and the main group: chemistry of the main group metals and non-metals
- energy and equilibrium: the relevance of intermolecular forces, chemical equilibrium, energy considerations and chemical reactivity applied to aspects of chemistry and biochemistry
- transition metal chemistry: an introduction to bonding in transition (d-block) elements, coordination complexes, bioinorganic systems.
SCIENCE (CONTINUED)

CHEMISTRY IB

CHEM 1200
3 units in Semester 2

Study commitment: Three one-hour lectures, a one-hour workshop per week and six three-hour practicals

Prerequisites: SACE Stage 2 Chemistry Subject with an achievement grade of at least A- (or equivalent)

Assumed knowledge: CHEM 1100

Assessment: Exam, practical work, online summative work and lecture tests

About the course: Topics include:
- acids, bases and electrochemistry: aspects of acid/base equilibria and electrochemical processes
- structure determination: the importance of molecular shape and how chemists determine the structure of compounds using spectroscopic techniques including ultraviolet, infrared and nuclear magnetic resonance spectroscopy
- synthetic and bio-organic chemistry: an introduction to chemical synthesis with particular reference to addition and substitution reactions. Strategies for synthesis and properties of biologically significant molecules will also be addressed.

EARTH’S INTERIOR I

GEOLOGY 1100
3 units in Semester 2

Study commitment: Three one-hour lectures and one three-hour practical per week plus one field trip

Assessment: Lecture tests and practical work

About the course: This course provides a global perspective of planet Earth and the dynamic processes that have modified it over its four billion year history. We explore Earth’s place in space and time and examine the operation of its internal chemical and physical processes. Fundamental concepts are developed, including:
- the formation and structure of the Earth
- the driving forces of plate tectonics and continental drift
- earthquakes and volcanoes, the formation and identification of geological materials, mountain building and rock deformation
- the development of the geologic timescale. Emphasis is given to the geological evolution of Australia.

PHYSICS IA

PHYSICS 1100
3 units in Semester 1

Study commitment: Three one-hour lectures and a one-hour workshop per week, plus five three-hour practicals

Prerequisites: Minimum A- in SACE Stage 2 Physics and A in SACE Stage 2 Mathematical Methods and Specialist Maths

Co-requisite: Students undertaking Physics IA are required to enrol in MATHS 1011 Mathematics IA concurrently

Assessment: Written exam, practical work and in-semester tests.

About the course: This calculus-based course is the foundation for a major in physics, and also provides a quantitative understanding of physics concepts applicable in biological and geological sciences, and in engineering.

Topics include:
- measurement and uncertainties
- particle mechanics: Newton’s law of motion, gravitation, work, energy, conservative forces, momentum, collisions
- thermal physics: heat, temperature, internal energy, kinetic theory of gases, thermodynamic processes
- electricity and magnetism: charge and current, electric field, Ohm’s Law, DC circuits, Coulomb and Gauss’ laws, electrostatics, capacitance, magnetic field, Ampere and Faraday’s laws, inductance, LC circuits
- practical problem-solving.
PHYSICS IB

PHYSICS 1200

3 units in Semester 2

Study commitment: three one-hour lectures and one-hour workshop per week, plus five three-hour practicals

Prerequisites: PHYSICS 1100

Co-requisites: Students undertaking Physics IB are required to enrol in MATHS 1012 Mathematics IB concurrently

Assumed knowledge: MATHS 1011 and PHYSICS 1100

Assessment: Written exam, practical work and in-semester tests.

About the course: This calculus-based course completes the Level I sequence for a major in physics, and also provides a quantitative understanding of physics concepts applicable in biological and geological sciences and in engineering.

Topics include:

• rigid body mechanics: centre of mass, rotational motion, torque, angular momentum, equilibrium, oscillations
• waves and optics: transverse and longitudinal waves, superposition, interference, standing waves, Fourier decomposition, Fermat’s principle, geometric optics, physical optics, interference, Michelson interferometers, thin film interference, diffraction, resolution of telescopes
• relativity and quantum physics: kinematics, time dilation, length contraction, Lorentz transformations, transformation of velocities, relativistic momentum and energy, X-rays as waves and photons, photoelectric and Compton effects, pair production, de Broglie waves, uncertainty principle, the quantum mechanical wave function
• practical problem-solving.
HOW TO APPLY
HEADSTART SCHOLARSHIP PROGRAM 2020

Places within the program are limited and entry is competitive, therefore, each application will be assessed on merit. Only online application forms will be accepted.

2020 APPLICATION CLOSING DATES:  
Semester 1: Monday 20 January 2020  
Semester 2: Monday 6 July 2020

1. Before applying to the Headstart scholarship program, thoroughly read this brochure and ensure you meet the eligibility criteria (see page 2).

2. Decide which courses you want to apply for (up to two courses, one each semester)
   • Read the course information which starts on page 7, ensuring you check any prerequisites or assumed knowledge and check Course Outlines (adelaide.edu.au/course-outlines/) for more information.
   • Check the 2020 course timetable (released 1 December) on Course Planner (https://access-cbs.adelaide.edu.au/courses/search.asp).

3. Gather the following information that will be required in the application:
   • Personal Details
   • School Details
   • Contact details of the applicants nominated mentor
     This can be a year level coordinator, SACE Coordinator or a relevant subject teacher who can act as a point of contact for the applicant and for the University

4. Gather the following documentation to upload (Word or PDF):  
   • School Letter of Reference  
     From a principal, deputy principal or year level coordinator
   • Personal Statement  
     Max. 250 words
   • 2019 SACE Report Card  
     Must include grades for all Year 11 and 12 subjects already completed
   • 2019 School Timetable  
     Indicating which classes you would withdraw from, if successfully offered a place in the Headstart program (if any)
   • Preferred university class times  
     Must include class numbers, which can be obtained via Course Planner from 1 December
   • International Student Declaration Form (if applicable)  
     Required for all onshore international applicants

Note: You will not be able to submit your application without the above documents.

All applicants will be notified of the outcome by Friday 31 January (Semester 1) or Friday 17 July (Semester 2).

Further information

Any queries about applications should be directed to:  
Telephone: (08) 8313 0165  
Email: start@adelaide.edu.au