

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Chinese/Japanese and Cultural Studies
5	UCAS/Programme Code	T190 and T290 and TT41
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	Languages and Related Studies; Communication, media, film and cultural studies; Sociology; Politics and International Relations; Geography; History;
8	FHEQ Level	6
9	Date written/revised	April 2012

10 Programme Aims

- 1 To allow students to establish and consolidate a linguistic foundation on which to build competence in the language systems of Chinese/Japanese.
- 2 To allow students to develop and consolidate receptive (reading and listening) and productive (writing and speaking) skills in Chinese/Japanese
- 3 To provide students with a general knowledge and understanding of cultural, sociological, and political theories and methodologies.
- 4 To allow students to pursue a deeper knowledge and understanding within selected social science pathways, including cultural studies, East Asian history, East Asian and international politics, political geography, gender studies, and film and media studies.
- 5 To foster intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures) and an attitude of curiosity and openness towards different cultures.
- 6 To foster particular intellectual skills (information gathering, synthesis and analysis) and key (transferable) skills (oral and written communication, oral presentation, organisation, adaptability and flexibility, self-study skills for language learning and IT skills) and to allow students to apply and practise those skills.
- 7 To give students the opportunity to pursue an inter-disciplinary and multi-disciplinary approach to learning, thus stretching the mind, stimulating the imagination, and creating a versatile graduate profile.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the relevant benchmark statements.

Knowledge and Understanding

On completing the programme students should have:

A1 A knowledge and understanding of the phonetic, syntactic, and orthographic systems of Chinese/Japanese to BA (Hons) degree standard. See statement of standards.

A2 A general knowledge and understanding of cultural, sociological, and political theories and methodologies. See section 12.

A3 A deeper knowledge and understanding of selected topics such as cultural studies, East Asian history, East Asian and international politics, film, literature and media studies

A4 (For students opting to take a Dissertation) An in-depth knowledge, appropriate to undergraduate level, of a self-chosen aspect of Chinese/Japanese language, culture, society, politics, history or geography

A5 Intercultural awareness and understanding (an appreciation both of internal diversity and of trans-cultural connectedness of cultures)

Teaching and Learning Methods

The primary means of imparting knowledge and understanding of the Chinese/Japanese language systems (Outcome A1) is via communicative, student-centred language teaching methods (guided discovery). Some formal linguistic instruction is also employed, though only as a vehicle for achieving communicative competence.

In the case of Outcome A2, knowledge and understanding of social, cultural and political theories, the communication process, and mass media communications are conveyed through a combination of lectures, seminars and tutorials, which encourage students to think socially, culturally and politically.

Regarding Outcome A3, knowledge and understanding are generally conveyed through lectures and seminars, which guide students towards independent reading and enable students to check their learning through group discussion and teamwork. Some options also employ group-learning exercises, which encourage students to research and analyse case materials with a view to pooling information. Other options employ workshops in order to encourage student discussion, to provide a conceptual framework within which students can develop their knowledge and understanding (Communications), to give students a chance to carry out tasks of summary, analysis, critique and evidence gathering (History), and to apply theoretical and analytical frameworks to case studies around the world (Geography).

In the optional Dissertation component (Outcome A4), one-to-one tutorials provide academic guidance, while the opportunity to carry out independent research allows students to apply and practise research skills. Additional Dissertation workshops foster peer learning and peer support. Outcome A5 is developed initially within the communicative language training framework and is further enhanced during the student's year abroad.

Assessment Strategy

Knowledge and understanding (Outcome A1) is assessed by unseen written Continuous Assessment tests and Portfolio of Writing Assignments (evaluating student understanding and progress), then unseen written examination, aural examination and oral examination.

Outcome A2 is usually assessed by a combination of coursework assignments, essay and/or unseen written examination (all requiring critical analysis and application of ideas).

Outcome A3 is usually assessed by essay (requiring critical analysis and application of ideas) and/or unseen written examination (in some cases multiple choice examination or computer assessed examination). Some options employ a portfolio of research materials in order to test understanding of theoretical and methodological frameworks.

Outcome A4 is assessed by a 5-6000 word dissertation, while Outcome A5 is assessed via Personal Learning Record completed during the intercalary year.

Intellectual Skills

On completing the programme students should be able to:

- B1 Gather, synthesise, and evaluate information
- B2 Carry out independent, critical analysis
- B3 Organise and present ideas within the framework of a structured and reasoned argument, oral or written
- B4 Apply appropriate methodologies to specialist areas of study
- B5 (For those who opt to write a dissertation), design a research project and select and employ appropriate research methodologies

Teaching and Learning Methods

B1-4 skills are initially developed at Stage 1 and are then enhanced variously through seminar preparation and presentation, group-learning exercises, workshops, group discussion, and data collection and analysis for the dissertation (where taken as an option). B1 skills are further developed through assessed project work, and B4 skills through critical case studies, or portfolio. B5 skills are developed at dissertation workshops and through one-to-one tutorials to facilitate the development of independent study and research skills through student self-evaluation.

Assessment Strategy

B1-4 skills are assessed by a range of coursework tasks, including continuous assessment tests (language modules), coursework assignments, essays, oral presentations, portfolio, project and critical case study. They are also assessed by prepared or unseen written examination, and as part of oral examinations (language modules). B1-5 may be assessed by dissertation, where taken as an option.

Practical Skills

On completing the programme students should be able to:

- C1 Demonstrate receptive (reading and listening) and productive (writing and speaking) skills in Chinese/Japanese to BA (Hons) degree standard
- C2 Perform a range of communicative tasks
- C3 Demonstrate mediating skills - the ability to translate non-technical texts from and into the target language, competent professional liaison interpreting skills
- C4 Make effective use of language reference materials, such as grammars, dictionaries and corpora
- C5 Practise independent language learning.

Teaching and Learning Methods

Learning outcomes C1-2 are achieved via communicative, student-centred skills training, e.g. developing and practising reading (skimming and scanning) skills, enhancing listening skills through language laboratory work, exemplifying and practising different writing styles, and conducting oral discussion and presentation, both individually and as part of a team. They are further consolidated through formal grammar instruction, e.g. guided study, drills and exercises, and use of IT resources. These skills are developed and consolidated during the year abroad. C1-3 are achieved by guided translation into and out of the target language, and analysis of translation techniques; liaison interpreting in and out of the target language;

reading for gist exercises; and summary and evaluation of texts in the modern language. C4-5 are achieved in the teaching of C1-3, and further enhanced by study skills sessions as detailed in section 13 (below). Self-access language learning is also encouraged in order to further both C4 and C5.

Assessment Strategy

C1-3 are assessed by unseen written continuous assessments (evaluating student progress) and unseen written examination (reading, writing, translating and interpreting skills), aural examination (listening skills) and oral examination (listening, speaking and interpreting skills). Skills C4 and C5 are not formally assessed.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Communicate clearly and effectively, both orally and in writing
- D2 Give oral presentations
- D3 Manage time, make plans and set priorities in order to achieve an objective
- D4 Work creatively and flexibly with others as part of a team
- D5 Adapt and operate effectively within a different cultural environment
- D6 Use library and bibliographic research resources
- D7 Analyse and solve problems
- D8 Use IT effectively, such as word processing, email, databases, online environments and the use of the Internet as a research and study tool

Teaching and Learning Methods

D1 skills are enhanced through seminar presentations and discussions, group-learning exercises, workshops and group discussion, and through written assignments. In the case of language modules, they are developed through communicative skills training. Skills D2-3 and D6-8 are practised through seminar preparation and presentation. D3 and D6-8 are further developed through written assignments and research-based modules. D4 is developed through team presentations and projects. D5 is developed initially through communicative language training, and is later enhanced during the student's year abroad. D8 is further enhanced through the use of IT resources in language teaching and as an organisational tool for certain modules. D6 and D8 skills are also developed during induction (see 13 below).

Assessment Strategy

D1 (written communication) is assessed variously by coursework assignments, essays, briefing papers, portfolio, project, critical case study, and dissertation, and by prepared or unseen written examination. D1 (oral communication) and D2 are assessed via assessed seminar presentations (some Politics and SML modules) and oral examinations (language modules). D3 and D6-7 are assessed in a number of ways, including written assignments, unseen examinations, assessed seminar preparation and presentation, self-directed language coursework and preparation for language classes. D4 is assessed via team presentations and projects. D5 is assessed via the personal learning record produced during the year abroad. D8 is assessed in a number of ways including the preparation of various types of written assignment, seminars and dissertation (where taken as an option).

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over four years full-time based on 30 weeks attendance per annum. Students study *either* the Chinese or the Japanese language. For students starting *ab initio* at Level A language, Stages 1, 2 and 4 of the programme are spent in residence attending Newcastle University, while Stage 3 is an intercalary year spent in China or Japan studying an approved language course at a host university. For post- A level students starting

at Level B language, Stages 1, 3 and 4 of the programme are spent in residence attending Newcastle University, while Stage 2 forms the intercalary year spent in China or Japan.

The School of Modern Languages has formal Undergraduate exchange links with several universities in China and Japan.

The Year Abroad is fully accredited and assessment is by means of a personal learning record (100 credits) plus marks achieved at the host university (to a total of 20 credits). While all aspects of knowledge, understanding and language skills will be developed during the intercalary year, there will be particular opportunities for increasing intercultural awareness and understanding (Outcome A5), for developing self-study skills for language learning (C5), and for developing organisational and interpersonal skills (D3-5). Students preparing a dissertation will have the opportunity to develop knowledge and intellectual skills in this area too (A4, B1-5).

Each year or stage requires the study of modules with a total credit value of 120. 20 credits of module study represent 200 hours of student work, including lectures and other teaching (such as seminars), private study, preparation of coursework and exam preparation and revision. Larger modules are proportionately heavier in their work content. Compulsory practical language modules comprise 40 credits per Stage. Most other modules taken while in residence at Newcastle University are 20 credits in weight, although there are exceptions (some History modules at 30 and 10 credits). Modules undertaken during the intercalary year have a weighting of 100 credits (Personal Learning Record) and 20 credits (Study Abroad module).

At Stage 1, students are required to study 40 (20+20) credits of practical language. At Stage 2, students who entered *ab initio* at Stage 1 are required to study 40 credits of language, while those who entered at Level B language at Stage 1 pursue an intercalary year abroad. At Stage 3, students who entered *ab initio* at Stage 1 pursue an intercalary year abroad, while those who entered at Level B language at Stage 1 are required to study 40 credits of language. At Stage 4, students are required to study 40 credits for Level C Chinese/Japanese or 20 credits for Level D Chinese/Japanese, depending on their level of entry at Stage 1. In addition to the compulsory practical language modules, students must take further modules to bring their credit weighting up to a total of 120 credits at Stages 1, 2 and 4 (if entering *ab initio* at Stage 1) or Stages 1, 3 and 4 (if entering Level B at Stage 1). These modules are chosen from the range of modules offered at the appropriate stage in that particular year in the School of Modern Languages and other contributing Schools within the Faculty of Humanities and Social Sciences.

The practical language modules are conducted in both English and Chinese, with the relative proportion of each medium corresponding to the language level; optional modules are taught in English. The range of optional modules includes those that are China- or Japan-specific and provided by the relevant constituent sections of the School of Modern Languages, and those that are social science-based and contributed by other Schools within the HASS Faculty (most of these are also China- or Japan-specific). A few modules have a pre-requisite requiring study of a related course in a previous year.

At Stage 1, students who take Level A language are given a thorough grounding in the basic knowledge of the chosen language system (Chinese or Japanese) and its cultural context, as well as in basic reading, writing, listening and speaking skills in that language. Students who take Level B language consolidate and build upon the knowledge of the language system and further develop those skills acquired at A-level as a preparation for the period of study abroad. All students start to develop skills necessary for becoming better language learners as well as certain intellectual and key (transferable) skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8). This linguistic foundation is supplemented by 2 compulsory modules designed to introduce them to cultural studies in general (Outcome A2) and the culture of China/Japan in particular (Outcome A3). Students then develop their understanding of selected topics such as cultural studies, historical studies, politics, film, literature and media studies, with a view to providing them with tools useful in the study of East Asian societies and cultures (Outcome A3). These modules also provide an introduction for intellectual skills (Outcomes B1-4) and effective

practice in key (transferable) skills (Outcomes D1-4, D6-8).

At Stage 2, students who took Level A language at Stage 1 consolidate and build upon the linguistic foundation formed at Stage 1, deepening their knowledge of the chosen language system, improving their reading, writing, listening and speaking skills in preparation for the period of study abroad, and enhancing their language learning skills as well as certain intellectual and key (transferable) skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8).

Students then choose from a list of optional modules designed to further develop their understanding of selected topics such as cultural studies, historical studies, politics, film, literature and media studies. Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (Outcome A3). These modules further enhance the intellectual skills introduced at Stage 1 (Outcomes B1-4) and provide further practice in key (transferable) skills (Outcomes D1-4, D6-8).

Students who took Level B language at Stage 1 spend an intercalary year in the target country, consolidating and enhancing practical skills (reading, listening, writing, and speaking in the target language – Outcomes C1-2) as well as specific key (transferable) skills, including adaptability within a different cultural environment (Outcomes D1, 3, 4, 5, 7, 8), and developing intercultural awareness and understanding (Outcome A5). They may also take the opportunity to gather data relating to one self-chosen aspect of Chinese/Japanese language, culture, society, politics, geography or economics (where opting to take a Dissertation at Stage 4 – Outcomes A4, B1-5, C1-2, D1, D3, D5-8).

At Stage 3, students who took Level B language at Stage 2 spend an intercalary year in the target country, consolidating and enhancing practical skills (reading, listening, writing, and speaking in the target language – Outcomes C1-2) as well as specific key (transferable) skills, including adaptability within a different cultural environment (Outcomes D1, 3, 4, 5, 7, 8), and developing intercultural awareness and understanding (Outcome A5). They may also take the opportunity to gather data relating to one self-chosen aspect of Chinese/Japanese language, culture, society, politics, geography (where opting to take a Dissertation at Stage 4 – Outcomes A4, B1-5, C1-2, D1, D3, D5-8).

Students who spent an intercalary year in the target country at Stage 2 further deepen their knowledge and understanding of the chosen language system (Chinese or Japanese), and further develop reading, writing, listening, and speaking skills, with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts. In addition, all students further enhance their language learning skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8). Students then choose from a list of optional modules designed to further develop their understanding of selected topics such as cultural studies, historical studies, politics, film, literature and media studies. Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (Outcome A3). These modules further enhance the intellectual skills introduced at Stage 1 (Outcomes B1-4) and provide further practice in key (transferable) skills (Outcomes D1-4, D6-8).

At Stage 4, students who spent an intercalary year in the target country at Stage 3 further deepen their knowledge and understanding of the chosen language system (Chinese or Japanese), and further develop reading, writing, listening, and speaking skills, with a view to gaining sufficient language competence to cope in general, personal, social, and business contexts. In addition, all students further enhance their language learning skills (Outcomes A1, B1-3, C1-2, C4-5, D1-4, D7-8). Students then choose from a list of optional modules in order to further develop understanding of selected topics such as cultural studies, historical studies, politics, film, literature and media studies. Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (Outcome A3). These modules further enhance the intellectual skills introduced at Stages 1 and 2 (Outcomes B1-4) and provide further practice in key (transferable) skills (Outcomes D1-4, D6-8). An optional dissertation module allows students to explore in depth one aspect of Chinese/Japanese language, eg. culture, society or politics while fostering certain intellectual skills, practical skills and key (transferable) skills (Outcomes A4, B1-5, C1-2, D1, D3, D5-8).

Students who took Level C language at Stage 3 develop advanced writing skills (Outcomes C1-2), and also begin to develop mediating skills in the chosen language; competence is enhanced through guided translation (into and out of the target language) and analysis of translation techniques; liaison interpreting (into and out of the target language);

reading for gist exercises; and summary and evaluation of texts in the modern language (Outcome C3). In addition, all students further enhance their language learning skills (Outcome C5). Students then choose from a list of optional modules in order to further develop understanding of selected topics such as cultural studies, historical studies, politics, film, literature and media studies. Most modules are China- or Japan-specific; all are broadly relevant to the study of East Asian societies and cultures (Outcome A3). These modules further enhance the intellectual skills introduced at Stages 1 and 3 (Outcomes B1-4) and provide further practice in key (transferable) skills (Outcomes D1-4, D6-8). An optional dissertation module allows students to explore in depth one aspect of Chinese/Japanese language, eg. culture, society or politics, while fostering certain practical skills, intellectual skills and key (transferable) skills (Outcomes A4, B1-5, C1-2, D1, D3, D5-8).

Key features of the programme (including what makes the programme distinctive)

The programme combines a linguistic specialism in Chinese or Japanese with a specific or all-round competence in one or more social science disciplines, allowing students to apply different social science theories and methodologies to the study of East Asia. It fosters an approach to East Asian studies that is both interdisciplinary and multi-disciplinary, thereby aiming to produce uniquely attractive and versatile graduates.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

Not applicable. Programmes are being taught out.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://my.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see International Office website)

Study skills support

Students will learn a range of personal transferable skills, including study skills. Some of this material, e.g. time management is covered in the individual modules. We also run general study skills sessions in the first 5 weeks of Semester 1, covering note-taking, essay-writing, library skills and plagiarism. On-line study skills packages are available on the SML UG Community site on BlackBoard. Students are tutored on their approach to both group and individual projects.

Academic support

All students are assigned a Degree Programme Director whose responsibility is to monitor the academic performance and progress of their tutees. Issues relating to the programme may be raised with the Degree Programme Director, at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the overall well-being of their tutees. In addition the University offers a range of support services, including

one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Undergraduate Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies, where there are students representatives. The Board responds to these reports through Faculty Teaching and Learning Committee.

Student evaluations

All module and stages are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Module questionnaires, Stage questionnaires, Student Focus Groups, the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process. Every five

years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports
Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 40 (Undergraduate programmes)

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35% is possible at each Stage and there are re-assessment opportunities, with certain restrictions.

Weighting of stages

Work undertaken at Stages 2, 3 and 4 counts towards the final award. Work completed at Stage 4 carries double the weighting of work completed at Stages 2 and 3. If the mark gained in SML3006 (Study Abroad - 20 credits) at Stage 3 is greater than the lowest mark for any 20-credit SML module taken at Stage 2 (except Level B or C language modules), then the mark for SML3006 will replace that lower mark when calculating the degree average and preponderance.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	Non-honours
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>)

The University Regulations <http://www.ncl.ac.uk/regulations/docs/>

The Undergraduate Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
CHN1003 CHN1004 CHN2001 CHN4001		1	1,3	1-2, 4-5	1-4, 7-8
JPN1003 JPN1004 JPN2001 JPN4001		1	1,3	1-2, 4-5	1-4, 7-8
CHN1005 SML1022 JPN1005 COM1023		2	1-4		1-4, 6-8
GEO1010 POL1032		3	1-4		1-4, 6-8
CHN2004 JPN2003 GEO2047 HIS2014 POL2033 POL2078 POL2084 SML2011		3	1-4		1-4, 6-8
SML3004		5			1, 3, 5-8
SML3005 SML3006		1	1,3	1-2, 4-5	1-4, 7-8
CHN4004 CHN4009 GEO3102 JPN2002 JPN4004		3	1-4		1-4, 6-8
SML4099		4	1-5	1-2	1, 3, 5-8