

## Principal's message



*Dear School Community*

Congratulations to the students and staff of NSL for their resilience and flexibility. We have been so lucky during these 'interesting times' to be able to continue with our teaching and learning with barely a hiccup.

Most of our students were able to adapt to having their speaking lessons from home, and our teachers were able to continue their teaching from their home office. In this newsletter there is some great feedback from some of our students. The school support staff were also able to adapt many of their routines to being completely online, so that they could work from anywhere.

We have made some fantastic changes in the last 2 months that we hope to keep. These new practices have had a lot of advantages. For instance, reports were completed and sent in half the time, our staff have learned some new software and technology and we have cut our paper consumption by almost 50%. We also have a new appreciation for teamwork and collaboration.

I'd particularly like to thank the Deputy Principals Teresa Naso and Tomoko Takahata, Business Manager Jason Sellick, Head Teacher eLearning Jannan Assaad and Technology Support David Rogers, without whom it would not have been possible to keep us all afloat and running so smoothly.

Without Face-to-Face lesson days this term, our teachers have been designing short online group lessons and becoming increasingly creative in organising pairwork and language games via video. Even when students start coming back to Petersham, I'm sure these catch-ups will stay. We have had to rethink how we can assess our students, with mixed success. We will continue to evaluate these changes.

Our teachers have been able to continue their Professional Learning, in Zoom/Teams/Adobe Connect meetings and online courses. It's so helpful to be able to hear from national and international experts without the time and cost of travel. Our internal meetings have also been transformed and may be a good model to continue in the future.

I hope that all of our school community is faring well and maintaining the ability to recover from and work through the many changes we've faced.

Best wishes

Hilary Hughes  
Principal

Wellbeing  
officer



## RUSSIAN



### REFLECTION AND REMEMBRANCE ON VICTORY DAY

The 9th May is a significant day in the Russian calendar as many people celebrate Victory Day. This special day is also celebrated in our Russian community here in Australia. One of our Year 10 Russian students, Taesia Feldman and her family,

participated in this year's ceremony held at Bondi Beach Pavilion in Sydney. Alongside other Russian community members, Taesia paid her deep respects to the veterans of the Second World War and their contribution to the Victory. Traditionally, the Great Day is remembered by singing war time songs and acting out scenes of war time stories.

## CHINESE

### CHINESE ONLINE LESSON DAYS

In May, we had several successful Chinese online lesson days with our lovely students. Teachers helped Year 11 students prepare for their upcoming assessments, and students were very happy to have this chance to speak with their classmates in Chinese again. They enjoyed participating in different online language activities. Year 9 and 10 students also participated in online lesson days with their teachers and chatted with their classmates in Chinese. They loved playing the Quizlet live game with their peers. We had some lovely feedback from our students.

Answer 3: David is American. He is very tall, he is 180cm in height. He is a sporty person, he likes basketball, swimming and cycling. He also likes Chinese food, his favourite Chinese food are sweet & sour pork and fried rice. David is very generous, because he treats the writer's a Chinese meal every week. (5/5)

**Activity 3 - Speaking practice**

You are conducting a survey in your assigned group. Use the following questions to approach your classmates to complete the table in the [Google doc](#)

Questions:

1. 你叫什么名字?
2. 你属什么?
3. 你的生日是几月几号?
4. 你是哪里的?
5. 你是哪国人?
6. 你家有几个人?
7. 你家有宠物吗? 你家有什么人?
8. 你家有宠物吗?
9. 你喜欢/不喜欢什么运动?
10. 你喜欢吃什么?

**What I learnt from our lesson today?**

7 responses

How my Chinese teacher's face looks like.

Chinese listening practice

I learned about assessment details, And I was able to practice my Chinese on a practical level with 我的同学

That I probably should practice more Chinese

I learnt how to prepare for my upcoming assessments

Information surrounding our coming up assessments.

I learnt what is in the assignments for this term.

The best aspects of today's lesson were:

7 responses

The overall adequacy

practicing with classmates so that I could improve speaking and listening.

The assessment details, translation competition

You don't put your hand up to ask a question

learning what we should do to revise

When we had a competition who could type the translation in the chat the fastest. Thank you for today, it was really helpful!!



## KOREAN

## KOREAN VIRTUAL LESSONS

There were travel restrictions, face to face lesson day cancellations... but Korean teachers have been preparing Korean virtual lessons to keep Korean going online.

Students will be attending virtual lessons linked to their course level on the following dates. The virtual lessons will allow students to communicate and see each other, and prepare for the upcoming assessments. We look forward to meeting you all online!



## Y11 Korean Continuers Virtual Lesson Day:

Thursday, 18/6 (week 8)

## Y12 Korean Continuers Virtual Lesson Day:

Wednesday, 10/6 (week 7)

## Y11 Korean Beginners Virtual Lesson Day 1:

Monday, 15/6 (week 8)

## Y11 Korean Beginners Virtual Lesson Day 2:

Tuesday, 16/6 (week 8)

## Y12 Korean Beginners Virtual Lesson Day:

Thursday, 25/6, (week 9)

## Yrs 9&amp;10 Korean Virtual Lesson Day:

Wednesday, 1/7 (week 10)



## DALGONA COFFEE CHALLENGE

During the holiday, students learning the Korean language were given a mission to attempt the 'Dalgona Coffee Challenge', which has been a sensation on social media all around the world. 'Dalgona' means 'honeycomb' or 'toffee' in Korean and this special coffee recipe got its name because of the frothy texture and sweet taste. Students shared images of what they had made and said it was sweet, delicious and so much fun to make. Thank you students for sharing with us!

Why don't you take on the challenge too! It is extremely easy to make, just add instant coffee, sugar, water and whisk away!

<https://www.delish.com/cooking/recipe-ideas/a32072159/dalgona-coffee-recipe/>

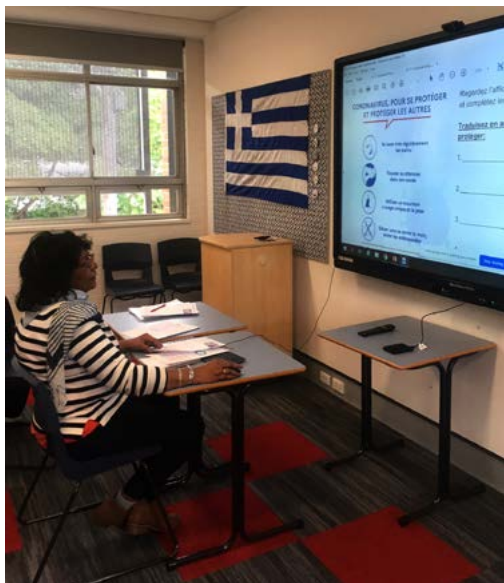
## YEAR 11 KOREAN BEGINNERS

안녕하세요! (An nyoung ha sae yo)

In March, Year 11 Korean Beginners students had their first face-to-face lesson day. Students met their teacher for the first time and made new friends. Students revised the Hangeul script and learnt to write their names in Korean. Despite the rain in the afternoon, students played traditional games which were fun but challenging. A delicious Korean-style buffet was served for lunch. Look how proud our students are with their achievement.



## FRENCH



## FRENCH ONLINE LESSON DAYS

Students in Year 11 French Beginners, Year 11 French Continuers and Year 12 French Extension have all attended successful online lesson days in Term 2.

Teachers at NSL designed and delivered online lessons that featured topical issues and linguistic points, whilst engaging and providing accessibility to all students. Through digital technologies, students were able to participate in flipped classroom activities

involving a pre-lesson task as a stimulus to their learning and discussion. They also had the opportunity to engage with their class-mates in Kahoot quizzes and online speaking tasks in pairs. A component targeting the first assessment task, always a useful addition, was included in the online lesson days.

Year 9 and Year 10 online lesson days, planned for later this term, promise to be equally enriching and fun.

## BOYS CHIC !

*“Je suis devenu très ennuyé pendant le confinement, donc j’ai décidé de me couper les cheveux. Tout seul! Je ne pouvais pas voir l’arrière de ma tête, donc j’ai décidé d’utiliser la force. Évidemment la force n’est pas si forte avec moi... Après la première catastrophe, j’ai utilisé un petit miroir, mais je faisais plus d’erreurs encore. Après le quatrième essai, c’était agréable et je suis devenu très fier de ma nouvelle tête, même si ce n’est pas parfait. Si vous devenez si ennuyés que vous décidez de vous faire couper les cheveux, faites vos recherches premièrement et... ....Que la force soit avec vous!!!”*

Eric Bessiris Year 12 French  
Extension student



*“I became very bored during the confinement, so I decided to get a haircut. All on my own! I could not see the back of my head so I decided to use The Force . Evidently the force is not so strong in me ...After the first catastrophe, I used a small mirror but I was making even more errors. After the fourth try, it was agreeable and I became very proud of my new head, even if it was not perfect. If you become so bored that you decide to get a home haircut, do your research first and ... May the Force be with you!”*

*Eric Bessiris*



## JAPANESE

**AEDAN SOUTHERN - FORMER STUDENT  
OF JAPANESE VISITING NSL**

“Coming back to the NSW School of Languages- or as it was for me, Open High School- for the first time after having left for Japan over three years ago was a surreal experience for me. The new campus represents part of the many changes and improvements that I noticed while I was catching up with my former teachers.

The changes were so vast to me that I have since considered the many changes and improvements I myself have been through since moving to Japan as the next step of my language journey, one that started at NSW School of Languages. Language presents us with the tools to seize new opportunities and expand the richness of our lives, and it seems to me that NSW School of Languages is continuing to provide ever more students with that chance.

It was fantastic to see ever improved distance education in action,



and so many who have helped me in the past - and in times such as these, I'm sure we can all appreciate not only the importance of continuing to learn in whatever ways possible in this new world, but also old friends.

NSW School of Languages, thank you for having me! ”

*Aedan Southern*

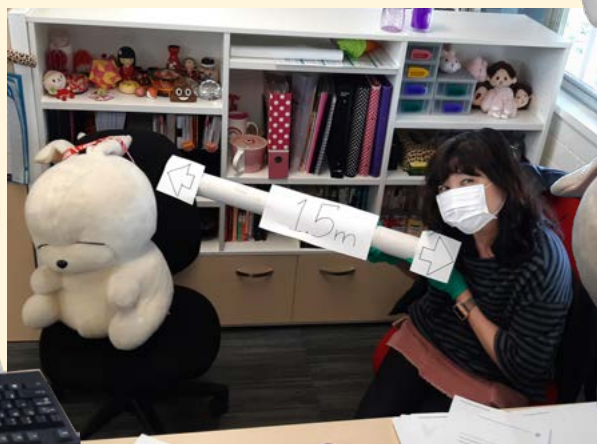
*Final year undergraduate  
at Ritsumeikan Asia Pacific  
University, Japan  
2016 graduate Japanese  
Extension and Continuers  
courses*



Aedan talks about  
studying at NSL

**JAPANESE FACULTY MASCOT**

Due to COVID 19, the Japanese faculty has found someone to look after our office while we were working at home. A cute fat rabbit “Moshimaro” came to the rescue. He even knows how to keep socially distant!



## GERMAN

### HOW STUDYING GERMAN HAS SHAPED MY FUTURE

“In 2019 I spent 10 months working as an *au pair* in Germany. I decided that this was how I wanted to spend my gap year before university, after completing the HSC German Beginners course in 2018 through NSW School of Languages. It was such a fun and positive experience that I was left eager to practise and improve upon the skills I had gained. I figured the best way to do this was to immerse myself in the German culture and language.

Being an *au pair* in Germany is defined as a

“cultural exchange”. So essentially you become a part of a family, in which your main responsibility is to support the parents in looking after their children, but of course you are also given lots of time to explore where you’re living, make friends, the opportunity to take a language course and also monthly pocket money. I was lucky enough to find a wonderful family in the beautiful city of Hamburg (*der schönste Stadt der Welt habe ich oft gehört*) who helped me with everything from registering as a resident of Hamburg to finding other *au pair* friends. Looking after the children was also lots of fun, although at times challenging (such as navigating the Hamburg transport system with a moody 2-year-old in a pram).

My existing knowledge of German (although a bit rusty after a break from HSC study) was an incredible help when I first arrived, allowing me to understand signs at the airport and simple directions from the family. But I struggled following long conversations; thwarted by the speed with which native speakers talk. However, after ten months of persevering with language courses, listening to the family talk at the dinner table and being corrected by my host-kids, I finally reached a level of German where I could understand the majority of what was going on around me.

And apart from any linguistic capabilities, I also gained some new-found confidence and independence during my year abroad – an almost unavoidable side-effect of living alone in a foreign country – and am now prepared for my first year of university- majoring in German! ”

*Tess Armstrong*



## MODERN GREEK

This is what one of our Modern Greek students wrote about her learning experience at NSL during COVID-19.

“In these unusual times, I have been quite fortunate to have had my consistent routine and my weekly Google Hangouts lessons with my Greek teacher, Ms Memtsas. It has been great keeping up to date with my speaking. Thanks, Miss! ”

*Y11 Modern Greek student Konstantina*





## ITALIAN

**Q: WHY STUDY LANGUAGES?****A: YOU NEVER KNOW WHERE THEY WILL TAKE YOU!****A Language = A Passport to a new place!**

“Here is my story: Year 12 can seem like if you make a wrong move, your whole career path could be jeopardized... this is not the case! Whatever you are studying, be it Arts, Sciences, Maths, Languages, you are learning

for the betterment of the world. Trust me! I'm Emilia. I am half New Zealander, half Italian and I was born in Australia. I am from a village — yes they call it a village — in the Southern Highlands and I studied at Bowral High School for my HSC. After the HSC, I was lucky enough to study at UTS in Sydney.

So what has this got to do with languages?

In Year 11, I decided to study Italian and Japanese. My school did not offer any languages but I was determined to learn them, gain new cultural views and understand my cultural heritage.

**What better opportunity?**

NSW School of Languages, then called Open High School, offered me both courses, online.

Initially, I thought it would be a challenge. But I was happy to take it on!

In fact, studying by distance gave me the opportunity to not only gain knowledge of languages, but it allowed me to learn how to learn in new way. I had to learn how to become more disciplined, organised in my studies, manage my time, learn the importance of meeting deadlines and I became an independent learner.

**What better skills, to help you with Tertiary studies?**

Additionally, during my time in Year 11, I went to Italy for a month and studied in Florence for one week. I went around Italy with my Italian relatives and visited their home town. It was the most life changing and incredible experience

of my life, and what made it better was that I could communicate with the locals and with my relatives!

**So how does Japanese fit into this?**

I loved Studio Ghibli films and Japanese culture from a young age. I would constantly go into Japanese restaurants (even in Italy - although they don't have many!) and try to find someone with whom I could practise my Japanese. Then, I found a group through which I practised Japanese conversation in the Southern Highlands, every week. (This is very rare!) Even though I haven't been to Japan yet, I am still studying the language at university through the Japanese Club. I am also doing a Diploma in Spanish, so my love of languages is still alive and well!

Now I am completing a Bachelor of Visual Communications where I can design for any language I know or with any script I understand. I could not have foreseen this, when I enrolled at NSL!

Studying for this degree and being able to use different languages, makes me feel as though I can make a positive influence in the world by designing systems that can have a positive impact on the environment and sustainability.

To conclude, studying by distance and doing online courses was a good introduction not only to university studies, but it allowed me to expand my horizons.

I feel that I did well in my study of languages in Year 12 because I had a context, a community of people and a passion. Even though you are alone studying, there are always people on the other side of the world who want to know you and who will appreciate your efforts to want to know them and their culture! So after High School, I recommend travelling. It will be an experience that will change your life!

Stay safe and good luck with your HSC. ”

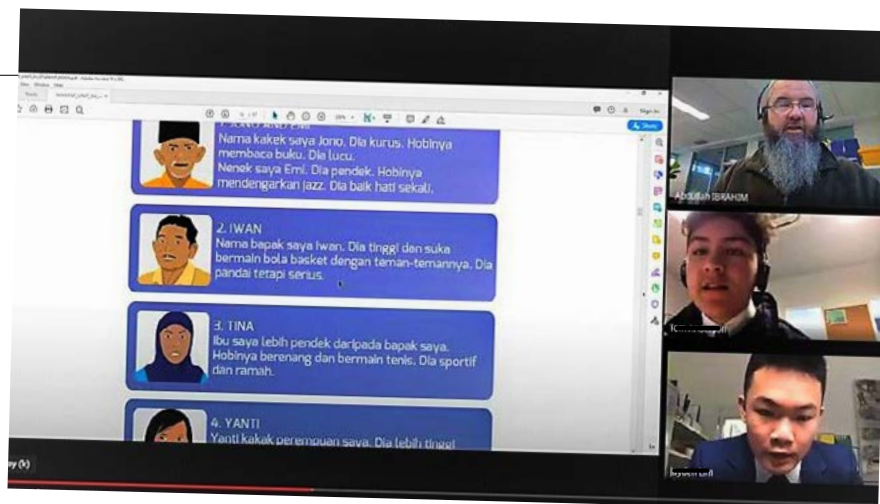
*Emilia T*



## INDONESIAN

### YEAR 9 INDONESIAN VIRTUAL FACE TO FACE LESSON TERM 2

The recent situation did not prevent students and teachers doing an online 'Face to Face' lesson in a fun way. Year 9 Indonesian students and Year 11 Indonesian Beginners had a virtual lesson day for about 45 minutes. The teachers, Bapak Ibrahim, Ibu Harsojo and Ibu Elliss introduced themselves and students used it as a model to introduce themselves. Then they had a 'Treasure hunt' game. Since they were at home, the teachers gave them one minute to find things around the house then they came back with their chosen item. The items included a tennis ball, black jeans, sports shoes, favourite fruit, green jacket, yellow T-shirt, to name a few. Then students described what they had in their hands to one another. For example, *Ini*



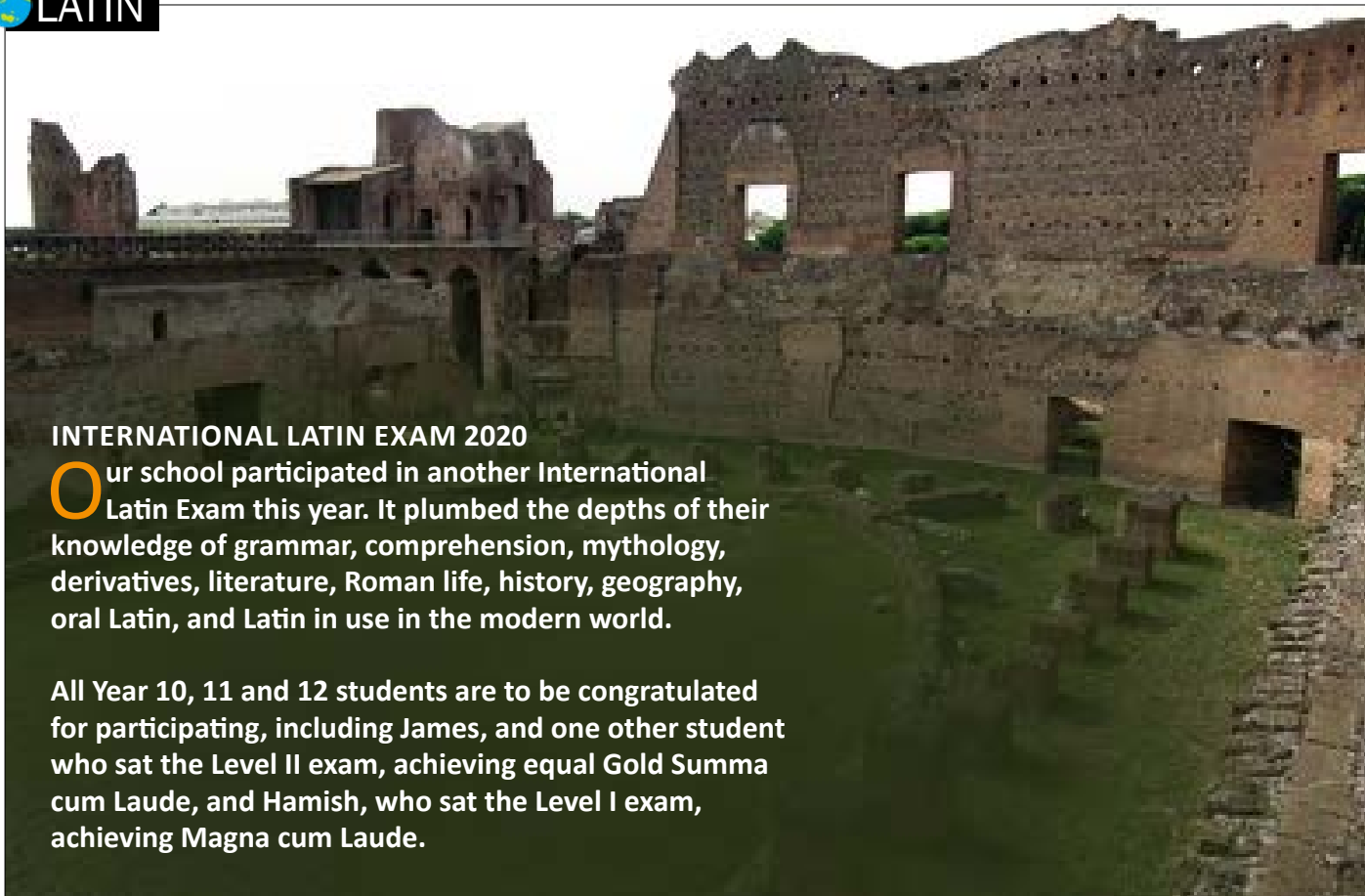
*buah favorit saya, pisang.* (This is my favourite fruit, a banana). They learned the word order and used it in real life situations. Lastly, they learned about the adjectives and used them in a comparison sentence. For example, *Sydney lebih besar daripada Melbourne* (Sydney is bigger than Melbourne). Although this was the first time the teachers had taught a virtual Face to face lesson, everyone was happy and learned something in a fun way.

## LATIN

### INTERNATIONAL LATIN EXAM 2020

Our school participated in another International Latin Exam this year. It plumbed the depths of their knowledge of grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world.

All Year 10, 11 and 12 students are to be congratulated for participating, including James, and one other student who sat the Level II exam, achieving equal Gold Summa cum Laude, and Hamish, who sat the Level I exam, achieving Magna cum Laude.

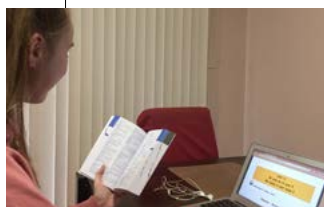




## SPANISH

A LOVE FOR SPANISH DURING THE PANDEMIC  
YEAR 11 AND 12 SPANISH

“While these uncertain times have changed many aspects of our lives, I was grateful that I could still learn Spanish at home. My remote learning involved completing set coursework and extra activities from online resources provided by my teacher, listening to Spanish music, watching Spanish television shows,

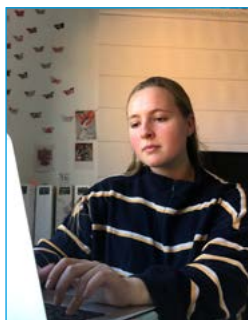


or speaking to my parents in Spanish to apply my knowledge...even though they only speak English. Since my course has always been independent, I found transitioning easy and manageable. It is rewarding to know that during these times, my dedication to my studies and the dedication of NSW School of Languages to its students is allowing us to grow together and be open to the opportunities that language learning can bring.” *Lily Parsons*

“I found it easier to study Spanish at home than at school as I find the comfort of my room to be a more fitting area to concentrate. When I began my classes, I was usually in my room at my desk with my laptop and books, so I could talk with my teacher and write down new words and meanings which would possibly be useful for future classes. I enjoyed learning the topics to do with describing appearance and to talk about the types of subjects, foods, or hobbies we enjoy doing. I really enjoy learning Spanish and getting an understanding of the cultures behind the language.”

*Sophia Simmons*

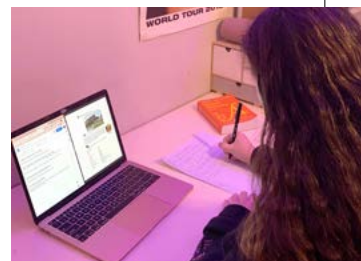
“Learning from home has proven both beneficial and challenging for me as I progress further into my HSC year. The absence of face-to-face learning and the classroom environment over the last weeks have made me appreciate my teachers (and Google Classroom) a lot more. Amidst the Wi-Fi crashes and interruptions from family working at home, I have found greater independence and control over my studies: I have all my resources close by, am able to work more efficiently than perhaps I would in the classroom and I save time otherwise spent on the daily commute. The sore eyes that come with



sitting at screens all day have made me realise the necessity of exercise, a healthy diet and balance when studying – things I hope to pursue when we go back to school. As we navigate the challenges of online learning, social isolation and quarantine, I think no one can dispute the handiness of waking up two minutes before school starts and swapping our school skirts and pants for pyjama bottoms. Learning from home has taught me to be adaptable, flexible and resilient but most importantly, I think it has given me a greater appreciation of my friends, teachers and education.”

” *Isabella Baker*

“Staying focused on my work was by far my biggest challenge, given that there are many distractions for me at home. However, I strongly wanted to stay on task with Spanish. I followed my normal school schedule and practised Spanish



during any free time I could get. I was able to adapt quickly and use all resources to the fullest extent. I am very grateful for the support I was given as it motivated me to continue putting in a lot of effort while learning Spanish from home.”

*Mya Soto*

“I found learning from home quite hard at first since it threw off my normal routine of studying Spanish at my school’s library. There were also fewer opportunities to practise speaking with the other students who do Spanish at my school. However, after a while, I got used to this. I could complete my work much faster than normal. With this extra time, I watched Spanish TV shows to expand my vocabulary. Luckily, my normal speaking lessons weren’t disrupted. My teacher was able to adapt to the new changes which made this transition much easier.”

*Isabel Morris*

“While at home during this time, I focused on completing my work and practising my Spanish as much as I could. My favourite topics were learning how to describe things and learning how to say what I do and don’t like. I used the desk in my bedroom as my study space. My desk is away from any distractions such as the TV in my living room. I always had a set of earphones for the listening tasks and a Spanish-to-English dictionary at hand so that I could find meanings and expand my vocabulary with new words.”

*Maddison Pucoski*

## CAREERS CORNER

### Careers News Term 2 2020

There is no doubt it has been a chaotic and uncertain year so far. Making plans for the future is difficult when there are so many uncertainties. But I encourage you all, especially if you are in your final year of school, to dare to dream! It is never the wrong time to be thinking about your options for the future. Study, travel, work and gap years await all of you!

### Study Abroad



For students of languages, study abroad is right up there on the bucket list! So, while international travel may be on hold for a while, there are other ways to connect with the rest of the world while planning for your (eventual) overseas adventure. Click below to access information about programs available, including online teaching abroad and virtual volunteer programs abroad.

<https://www.gooverseas.com/>

### Open Days

Term 2 is traditionally a time when TAFEs, Universities and other educational institutions open their doors for prospective students to explore post school options on site. This year has seen all open days cancelled up until now due to COVID-19, but all universities have information available online. Starting from 1st August 2020 some open days are still scheduled but subject to change, dependent upon the ever-changing scenarios due to COVID-19. Find the dates below (contact the institutions individually for updates on scheduling and for more information about courses, special entry etc.)

<https://www.uac.edu.au/key-dates#Event>

### National Careers Week 2020

National Careers Week 2020 took place 18-22 May this year, with many free webinars and live information sessions from experts in their field about options for your future, including study, work or gap years.

Hopefully you saw some careers posts appearing

on the NSL Facebook page over the last few weeks, and maybe you have had a chance to start to explore some of these options. There is an infinite amount of information online for you, so take it slowly and explore. Here are some links to help you get started.

### HSC and Beyond:

Free Virtual Careers Expo

Wed 27th – Sun 31st May AND Wed 24th – Sun 28th June 2020

[HSC and Beyond Link](#)



### Year13

Free online information about post school options: work/study/gap year/travel

N.B. The Year13 online expo has ended but there is still lots of really useful information on their website e.g. the [University of New England](#), is guaranteeing all students an offer to start learning in 2021. Any Year 12 student who applies to UNE this year will be accepted into some form of education, either online or at the Armidale campus; whether it's a bachelor's degree, diploma or Pathway Enabling Course- no ATAR required.

<https://year13.com.au/>

### UAC course compass

Help to determine what courses might be available for you based on your subjects studied at school.

<https://www.uac.edu.au/future-applicants/course-compass>

### UAC

UAC is the Universities Admissions Centre, through which you will apply to most universities in NSW and the ACT (NB you will have to apply directly to institutions in other states; your UAC guide will help you with this). Your careers advisor at your home school is the first person you should talk to concerning further study and how to apply. You can also contact UAC by phone 1300 275 822 Monday to Friday 8.30am to 4.30pm. Livechat and email through the website also continue



to be available by clicking on the following link  
<https://www.uac.edu.au/>

### Important Information from UAC

#### Advice from UAC for Year 12 students

We know you're worried about how your plans to go to uni in 2021 will be affected by COVID-19.

We want to reassure you that UAC will work with universities, NESA, schools and other stakeholders to ensure that no student is disadvantaged in relation to university entry.

UAC continues to update their website in light of COVID-19– click on the following link wfor updates  
<https://www.uac.edu.au/uac-covid-19-update>

#### Joint national statement on university entry for 2020 Year 12 students

 <b>NSW/ACT</b> <b>UAC</b> Kim Paino 0409 155 112 <a href="mailto:kim.paino@uac.edu.au">kim.paino@uac.edu.au</a>	 <b>QLD</b> <b>QTAC</b> CHOOSE THE FUTURE Adam Waldock 0411 657 468 <a href="mailto:adam.waldock@qtac.edu.au">adam.waldock@qtac.edu.au</a>	 <b>SA/NT</b> <b>SATAC</b> Debora Birbeck 0411 983 224 <a href="mailto:debora.birbeck@satac.edu.au">debora.birbeck@satac.edu.au</a>
 <b>TAS</b> <b>UNIVERSITY OF TASMANIA</b> Andrew Gillies 0417 321 840 <a href="mailto:andrew.gillies@utas.edu.au">andrew.gillies@utas.edu.au</a>	 <b>VIC</b> <b>VTAC</b> Tamara Barth 0429 412 258 <a href="mailto:tamara.barth@vtac.edu.au">tamara.barth@vtac.edu.au</a>	 <b>WA</b> <b>TISC</b> Wayne Betts 0448 795 300 <a href="mailto:wayneb@tisc.edu.au">wayneb@tisc.edu.au</a>

The disruption caused to 2020 Year 12 students by COVID-19 has led many to question whether entry to university will be different for them compared to previous years.

The Australasian Conference of Tertiary Admissions Centres (ACTAC), comprising admissions centres across Australia, has released the following information to help dispel any confusion for students and parents:

- All tertiary admissions centres, universities, and education authorities are working together to ensure a pathway to university for those currently studying Year 12.
- The ATAR will be calculated in all states and territories as in previous years. In Queensland, the introduction of the ATAR for the 2020 cohort will continue as planned.
- The ATAR is widely used across Australia

because it is a fair and nationally consistent tool for university entrance, in terms of both allocating places and predicting readiness for university study. Any changes to a state's examination and assessment processes in response to COVID-19 can be accommodated within the ATAR framework.

● As in previous years, other pathways that exist alongside the ATAR can be used by universities. For example:

- ✦ The use of other criteria such as interviews, tests and portfolios for specific courses
- ✦ Special entry schemes for specific groups such as Aboriginal and Torres Strait Islander peoples
- ✦ The consideration of Year 11 results as part of some early offer schemes in NSW, ACT, and Tasmania

These pathways are in addition to the ATAR; they do not replace the ATAR.

- While universities have autonomy in their admissions processes and may adopt specific schemes in response to COVID-19, there is already a clear and nationally consistent process for Year 12 students that uses the ATAR as the primary basis of admission.
- Information about the admissions criteria for courses and universities will be available on tertiary admission centre websites by August. This will include final details of any special COVID-19 admission schemes that are offered.

Below is the link to the media release in full on the UAC website. As changes are being made regularly to address the current situation, please refer to the website for the most up-to-date information.

<https://www.uac.edu.au/media-releases/joint-national-statement-on-university-entry-for-2020-year-12-students>

### Applications for UAC

Applications for Semester 2, 2020 and Semester 1, 2021 opened on Wednesday 1 April as scheduled. Click below for all the key dates for 2020-2021 applications (current as of 22/5/20)

<https://uac.edu.au/assets/documents/ug-fact-sheets/ug-fact-sheet-key-dates.pdf>

Year 12 students were emailed their UAC PIN on 1 April. Further advice regarding special arrangements for Year 12 students will be made available in the coming weeks and months as we work with universities, NESA and other stakeholders to ensure that no student is disadvantaged in relation to university entry in 2021.

### **UAC Educational Access Schemes (EAS) 2020**

Educational Access Schemes (EAS) aim to help students, whose education has been negatively affected during Year 11 and/or Year 12 (or equivalent), receive an offer to university. N.B. You should apply for EAS through your HOME SCHOOL (speak to the Careers Advisor or Senior Curriculum person at your home school).

### **Who can apply for EAS?**

To apply for EAS you must be able to demonstrate that your Year 11 and/or Year 12 studies (or equivalent) were negatively affected for a period of at least six months as a result of circumstances beyond your control or choosing.

### **EAS categories of disadvantage**

There are 9 categories of disadvantage through which you can apply for EAS. These are:

\*Disrupted schooling; \*\*Financial hardship; Severe family disruption; Excessive family responsibilities; English language difficulty; Personal illness/disability; Refugee status; School environment; Socio-economic indexes for areas (SEIFA)

### **Of particular relevance to students studying through NSW School of Languages is the following category:**

\*Disrupted schooling- S01D: Studying any Year 12 subjects through distance education or an access program

### **Eligibility criteria**

If you're studying any of your Year 12 courses

through a secondary distance education centre or an access program as a result of circumstances beyond your control or choosing; for example, the Year 12 course you have chosen is not provided by the secondary school you are attending and you have to study it online via a distance education provider.

You will need to provide details of your HSC program, the reason/s for your enrolment in HSC courses by distance education, confirmation that you are studying courses through NSL as a result of circumstances beyond your control, and your Confirmation of Entry from NESA for the HSC OR letter from NSL confirming your enrolment and the courses you are undertaking.

If you are applying for EAS, a letter to confirm your enrolment can be supplied on request by contacting the NSW School of Languages [nswschoollang.school@det.nsw.edu.au](mailto:nswschoollang.school@det.nsw.edu.au)

### **Of particular relevance to those families financially effected by COVID-19 are the following NEW categories:**

\*\*Financial hardship

F01K: Receiving Job Keeper

F01S: Receiving Job Seeker

NB Applications for EAS through UAC for these two categories will be available from 1st August 2020. Keep updated with the latest information on the UAC website .

Click on the link below to access more information about the schemes

<https://www.uac.edu.au/future-applicants/scholarships-and-schemes/educational-access-schemes>

For further information on all things careers, speak to the Careers Advisor at your home school. Feel free to contact me at NSL if you have any careers questions related to your study of languages. New information will be available on [our facebook page](#).

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