School of Geosciences

GEOS 2123
The Geography of Cities and Regions

Unit lecturers: Prof Bill Pritchard (Unit coordinator)
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Assoc Prof Kurt Iveson
Room 466 Madsen Building
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Assisting staff: Craig Lyons (tutorials) (craig.lyons@sydney.edu.au)
Stephanie Duce (GIS pracs) (stephanie.duce@sydney.edu.au)

Lecture: Monday 10am, Merewether Lecture Room 5

Tutorials: Students to attend one of these classes
Monday 11am (2 classes):
- Madsen 336 (this class taken by Kurt Iveson weeks 2-6, and Bill Pritchard weeks 7-11)
- Quad Building S422 (this class taken by Craig Lyons)
Tuesday 2pm:
- Madsen 336 (this class taken by Craig Lyons)
Tuesday 3pm:
- Gunn Seminar room 648 (this class taken by Craig Lyons)

GIS Prac classes:
Monday 3pm – 5pm (Madsen 302) [Bill Pritchard]
Monday 5pm – 7pm (Madsen 301) [Stephanie Duce]
Tuesday 11am – 1pm (Madsen 301) [Bill Pritchard]

Field trips: See later in this document
INTRODUCTION

The objective of GEOS 2123 is to provide students with the conceptual frameworks and practical skills to understand and analyse processes of urban and regional change. Lectures consider how Geographers understand the concepts of ‘space’, ‘place’, ‘territory’ and ‘region’. These concepts are then deployed to practical questions about urban and rural development, using examples from both Australia and overseas. Lecture-based delivery of these issues is complemented by field-trips in the Sydney region, and the use of GIS to analyse and map relevant socio-economic data from the Population Census and other sources.

LEARNING OUTCOMES/ATTRIBUTES DEVELOPED

GEOS 2123 is an Intermediate level unit in the University of Sydney’s Geography program. The unit is designed to develop five learning outcomes, listed below.

These pedagogic outcomes are linked to the Faculty’s Graduate Attributes. Graduate Attributes are generic attributes that encompass not only technical knowledge but additional qualities that will equip students to be strong contributing members of professional and social communities in their future careers. The overarching graduate attributes identified by the University relate to a graduate’s attitude or stance towards knowledge, towards the world, and towards themselves. These are understood as a combination of five overlapping skills or abilities, the foundations of which are developed as part of specific disciplinary study. For further details please refer to the Science faculty website at: http://www.itl.usyd.edu.au/graduateAttributes/facultyGA.cfm?faculty=Science

On successful completion of this course students should be able to:

<table>
<thead>
<tr>
<th>Explain the meaning and contextual usage of key terms used by human geographers (and other social scientists) in the analysis of urban and regional processes;</th>
<th>Graduate attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1, A4, A5, C1, C2, C3, C4, D2, E5,</td>
<td></td>
</tr>
<tr>
<td>Use field observation as a method for analysing urban landscapes;</td>
<td>A1, A2, B3, B4, D1, E5,</td>
</tr>
<tr>
<td>Examine spatial data from the ABS Census and create maps using Geographic Information Systems;</td>
<td>A1, A2, A4, A6, B3, B4, B5, C1, C2, C3, C4, D2,</td>
</tr>
<tr>
<td>Undertake academic literature searches and to be aware of the conventions relating to academic literature;</td>
<td>A1, A3, B1, B2, B5, C1, C2, C3, C4,</td>
</tr>
<tr>
<td>Be able to undertake problem-solving research into urban and regional issues</td>
<td>A1, A3, D3, E1, E4, E5, C5, C6, C7,</td>
</tr>
<tr>
<td>Appraise issues relating to contemporary urban and regional debates.</td>
<td>A1, A2, A4, D2, C1, C2, C3, C4, E5,</td>
</tr>
</tbody>
</table>
## ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Tutorials</th>
<th>Attendance and participation (individually assessed, but in classroom context)</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td>Tutorial review papers: Students are required to submit two tutorial review papers. These are worth 10% each. (Individually assessed)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>End of semester exam (Individually assessed)</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Field trip report (individually assessed)</td>
<td>15%</td>
</tr>
<tr>
<td>GIS module</td>
<td>Mandatory participation. (Students typically work in pairs)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Student-directed research project (group assessed, in groups of 3-4 students)</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Due: week 13</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

For all hand-in assessments, late submission without explicit approval or an accepted Special Consideration application may incur a penalty of 10% per day.

### Tutorials

15% of the semester mark is allocated to attendance and participation during tutorials. During nine weeks of the semester there is a tutorial class. It is expected that you attend tutorials, participate in discussions, and undertake the required reading before each tutorial class.

The tutorial program is provided at the end of this document.

### Purpose

Tutorials have an important educational purpose. These days, information is obtained easily from the Internet. However, information is not the same as knowledge. The concept of knowledge relates to the ability to interpret information. For us, the function of tutorials is to provide a space where information can be discussed, and thereby converted into knowledge.

### Marking criteria

The marks potentially available from tutorial participation and attendance will be calculated as follows -

- You receive 50% of your potential mark for attendance. (Attendance marks, of course, will be adjusted to take into account Special Consideration etc.) That is, if you attend all 10 tutorial classes through the semester you are assured of receiving 50% for this assessment component. For every class you miss without approval, you lose 5%.
- The remaining 50% of potential marks will be determined by your participation in class and evidence of the fact you have undertaken the tutorial readings. It will often be the case that we will commence tutorials by asking students to write down bullet point summaries of some aspect of the reading, underlining the importance of having done the reading prior to class.

The ‘participation’ component of marks will be assessed as follows -

- 0% attends class but does not really contribute
- 10-30% participates in discussions, shows some evidence of having done the reading. Approximately 60%-65% of students may be expected to fall into this grade.
- 40-50% meets ‘Pass’ expectations and displays more active engagement in discussions. (Note: the more a person speaks in class does not automatically mean they are making a better quality contribution to the class discussion. ‘Participation’ is not to
be equated to loquaciousness.) Approximately 30%-35% of students may be expected to fall into this grade.

60-70% meets ‘Credit’ expectations but builds on these with high-level interpretive contributions, more thorough evidence of having thought about the reading, etc. Approximately 10%-15% of students may be expected to fall into this grade.

80-100% meets and surpasses ‘Distinction’ expectations, and which ‘shine out’ because of their innovative, high quality analytical contributions. It would usually be expected that less than 5% of assessments fall into this grade.

Absences from all scheduled practical sessions, tutorials and case studies must be explained and supported by appropriate documentation. Please note that the Faculty of Science has a minimum 80% attendance requirement for a student to pass any unit of study.

### Tutorial review papers

Students must submit **two** tutorial review papers during the semester.

- One of these papers must be for tutorials during weeks 2-6 (inclusive).
- One of these papers must be for tutorials during weeks 7-12 (inclusive).

Tutorial papers should be 1,500 words maximum (excluding references) and submitted online by midnight on the Sunday before the week in which the tutorial takes place. Topics for tutorial review papers are provided later in this document.

**Purpose**
The purpose of this assessment is to assess written expression abilities, and to ensure all students in this Unit are grounded in the key theoretical arguments used throughout the semester.

**Marking criteria**

**Fail**
does not display written expression skills that are expected for an Intermediate undergraduate student, including ability to correctly cite research materials.

**Pass**
displays ability to present written material which shows an understanding of ideas, a capacity to develop arguments and to cite these appropriately. Approximately 60%-65% of students may be expected to fall into this grade.

**Credit**
meets ‘Pass’ expectations and displays elevated abilities to interpret ideas and present arguments. Approximately 30%-35% of students may be expected to fall into this grade.

**Distinction**
meets ‘Credit’ expectations but builds on these with high-level interpretive abilities, superior written expression and wider referencing (appropriate to the task). Approximately 10%-15% of students may be expected to fall into this grade.

**High Distinction**
meets and surpasses ‘Distinction’ expectations, and which ‘shine out’ because of their innovative, high quality analytical abilities. It would usually be expected that less than 5% of assessments fall into this grade.

### GIS classes

During weeks 5-12, there are seven compulsory GIS classes. (Note that there are no classes in week 8 due to Anzac Day.) Each week you are required to attend and participate in these classes. Absences from all scheduled practical sessions, tutorials and case studies must be explained and supported by appropriate documentation. Please note that the Faculty of Science has a minimum 80% attendance requirement for a
student to pass any unit of study. Students missing a class (without Special Consideration or agreement from the lecturing staff) will be penalised 2.5% for each class/output missed. More information about GIS classes is provided later in this document.

**Field Trips**

All students in GEOS2123 are required to attend one of the field trips organised for this Unit of Study. Failure to attend a field trip, without an approved exemption (written approval from the lecturing staff or Special Consideration) will result in a mark of zero for the 15% of the semester marks represented by this activity.

Each student is required to submit a field trip report of 1,500 words (excluding references). Full details will be made available during the semester.

**Purpose**
The purpose of the field trips is to learn the importance of field (landscape) observation for urban and regional geography. This has importance for the student-directed group assignments, which require combined GIS and field observation techniques.

**Marking criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>does not display written expression skills that are expected for an Intermediate undergraduate student, including ability to correctly cite research materials and refer to field observations.</td>
</tr>
<tr>
<td>Pass</td>
<td>displays ability to present written material which shows an understanding of ideas, a capacity to develop arguments and to cite these appropriately. Refers to observations made during the field trip. Approximately 60%-65% of students may be expected to fall into this grade.</td>
</tr>
<tr>
<td>Credit</td>
<td>meets ‘Pass’ expectations and displays elevated abilities to interpret ideas and present arguments. Approximately 30%-35% of students may be expected to fall into this grade.</td>
</tr>
<tr>
<td>Distinction</td>
<td>meets ‘Credit’ expectations but builds on these with high-level interpretive abilities, superior written expression and wider referencing (appropriate to the task). Approximately 10%-15% of students may be expected to fall into this grade.</td>
</tr>
<tr>
<td>High Distinction</td>
<td>meets and surpasses ‘Distinction’ expectations, and which ‘shine out’ because of their innovative, high quality analytical abilities. It would usually be expected that less than 5% of assessments fall into this grade.</td>
</tr>
</tbody>
</table>

**Student-directed research project**

The aim of this project is to learn skills relating to the use of spatial and statistical data, such as that from the Population Census, to pose research questions. Students will work in groups of 3 (or occasionally, 4). The topic is as follows:

Explore how a social, cultural or economic issue is expressed in Sydney’s urban and regional geography. Your project should:

1. Use data from the 2011 Census as a ‘pathfinder’ to identify the spatial distribution of your issue, and produce maps and tables to illustrate these quantitative dimensions;
2. Contextualise this with relevant literatures
Students will submit a 2,000 word project report (excluding references). **Due: Friday 3 June, 5pm.**

Assignments to be submitted online via Drop Box.

**Important Note:** Maps can comprise large file sizes which may pose problems when submitting through Drop Box. Keep a close eye on the file size of your report prior to submission. Ideally, convert your file to pdf, which reduces the file size.

**Purpose**

The purpose of this assessment is to (i) provide evidence of ability to pose a research question and use spatial data analysed through GIS to generate insights into the research question; (ii) display an ability to work **cooperatively and collaboratively** in teams; (iii) show a capacity to write and present a research project.

**Marking criteria**

**Fail**

- does not display an ability to articulate a viable research question; and/or does not provide a written report that is deemed adequate for Intermediate-level undergraduate studies, including the preparation of maps; and/or does not work collaboratively with others in the team. (This latter criteria will be used only on the basis of complaints from other team members and due and fair consideration of issues.)

**Pass**

- displays ability to articulate and present a report which responds to a viable research question. Approximately 60%-65% of students may be expected to fall into this grade.

**Credit**

- meets ‘Pass’ expectations but within the context of a higher-level research question and more substantive evidence of map-making, and background literature review. Approximately 30%-35% of students may be expected to fall into this grade.

**Distinction**

- meets ‘Credit’ expectations but builds on these with high-level interpretive and innovative abilities. The defining difference between ‘credit’ and ‘distinction’ reports is in the quality and depth of the way the research question is problematized. Approximately 10%-15% of students may be expected to fall into this grade.

**High Distinction**

- meets and surpasses ‘Distinction’ expectations, and which ‘shine out’ because of their innovative, high quality analytical abilities. It would usually be expected that less than 5% of assessments fall into this grade.

Within reports, marks will be determined according to the following broad logic:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Use of Census data and presentation of this through maps</td>
<td>40%</td>
</tr>
<tr>
<td>Overall written expression</td>
<td>20%</td>
</tr>
<tr>
<td>Referencing and report presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Exam**

There will be an exam at the end of semester, scheduled within the exam period.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Lectures</th>
<th>Required attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Week of 29/2 Introduction (Bill Pritchard, Kurt Iveson)</td>
<td>1 hr lecture</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Week of 7/3 Global cities (Kurt Iveson)</td>
<td>1 hr lecture; 1 hr tutorial</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Week of 14/3 Multicultural cities (Kurt Iveson)</td>
<td>1 hr lecture; 1 hr tutorial</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Week of 21/3 Networked cities (Kurt Iveson)</td>
<td>1 hr lecture; 1 hr tutorial</td>
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<tr>
<td><strong>Mid-semester break</strong></td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Week of 4/4 ‘Do-it-yourself’ cities (Craig Lyons)</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Week of 11/4 Contentious cities (Kurt Iveson)</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Week of 18/4 Twentieth century regions: from pre- to post-Fordism (Bill Pritchard)</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Week of 25/4 No lectures, GIS classes or tutorials this week due to Anzac Day holiday</td>
<td>Field trip 1</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Week of 2/5 ‘Global production regions’ as a framework for explaining twenty-first century regional economic development</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class; Field trip 2</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Week of 9/5 Inside-out regions: Indigenous coupling with the global economy (Bill Pritchard)</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class; Field trip 3</td>
</tr>
<tr>
<td><strong>Week 11</strong></td>
<td>Week of 16/5 Outside-in regions: Structural coupling with the global economy (Bill Pritchard)</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Week of 23/5 Modular regions: Functional couplings and assemblages with the global economy (Bill Pritchard)</td>
<td>1 hr lecture; 1 hr tutorial; 2 hr GIS class</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>Week of 30/5 Cities <strong>AND</strong> regions, or cities <strong>OR</strong> regions? Social <strong>AND</strong> economic, <strong>OR</strong> social <strong>AND</strong> economic? (Kurt Iveson, Bill Pritchard)</td>
<td>1 hr lecture</td>
</tr>
</tbody>
</table>
# TUTORIAL PROGRAM

| Week 2 (week of 7/3) | Thinking about cities and regions: a relational approach to space and place. What is a relational approach to the study of space?  
(Note – you cannot hand in a tutorial review paper based on this reading) |
|----------------------|--------------------------------------------------------------------------------------------------|
| Week 3 (week of 14/3) | Global Cities. Sydney and many other cities are often described as ‘global cities’, but what does this actually mean? This lecture addresses this question by exploring the role of cities in a globalising economy. In particular, we will examine the argument that certain cities have become centres of ‘command and control’ in the global economy – the so-called ‘global cities’.  
Tutorial review question: To what extent does Sassen’s argument about the formation of so-called ‘global cities’ help us to make sense of the oft-repeated mantra that Sydney is Australia’s pre-eminent ‘Global City’?  
Readings:  
| Week 4 (week of 21/3) | Multicultural cities. In our current ‘age of migration’, cities are frequently the sites in which the diversity of ethnicities and cultures are concentrated. What are the implications of this diversity for urban life? In this lecture, we will consider the ways in which the city has become the testing ground, and sometimes the battleground, for living with ethnic and cultural difference.  
Tutorial review question: Review Wise’s (2009) arguments about the importance of mundane interactions across difference in the ‘contact zones’ of the city: what kinds of practices enable such interactions, and what kinds of political outcomes can they generate?  
Readings:  
| Week 5 (week of 4/4) | Networked cities. The rapid diffusion of networked information and communications technologies, including personal mobile computing devices like smart phones and tablets, is increasingly significant in processes of urbanisation around the world. In this session, we will focus especially on the ways in which the experience of urban public spaces has been transformed in the process of their increasing digitisation.  
Tutorial review question: What kinds of changes in the making of urban public spaces can we associate with the contemporary growth of ‘the network’?  
Readings:  
Week 6  (week of 11/4)

**’Do-it-yourself’ Cities.** In the large cities of the Global South, the poor have often relied on informal economic and social activities that exist outside of formal regulatory environments for their livelihoods. But in recent years, researchers have begun to explore the ways in which wealthy cities are also breeding grounds for various kinds of ‘informal urbanism’. In this session, we will focus on a range of informal ‘do-it-yourself’ urban interventions (like street trading, guerrilla gardening, local trading schemes, and the like) that have emerged in response to poverty, environmental change and/or social control.

**Tutorial review question:** According to Tonkiss, “Informality is not only an idiom of urbanization, but now its first language”. On what basis does she make this claim? Do her arguments shed light on your experience of living in Sydney?

**Readings:**

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Week 7  (week of 18/4)

**Contentious Cities.** Historically, cities have played an important role as sites of political contention and even revolution. In recent years, a wave of contentious political action has taken place in cities such as Tunis, Cairo, Reykjavik, Madrid, Athens, London and New York. In this session, we will consider the role of cities in the politicisation of capitalist globalisation, exploring the ways in which activists have forged new connections between cyberspace and urban space in building influential political movements.

**Tutorial review question:** Critically review Castells’ (2012) claims about the significance of urban spaces for contentious politics in the digital age.

**Readings:**
- Castells, M. (2012) *Networks of Outrage and Hope*, Chapter 1, AND

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Week 8  No classes, week 8 (Anzac Day)

Week 9  (week of 2/5)

**Twentieth century regions: from pre- to post-Fordism:** Consideration of the internal and external dynamics of regional change always occurs in specific moments of history in which particular assemblages of technology (what are known as techno-economic paradigms) play guiding lights. The big story of technological change and urban/regional change during the past half-century has involved a series of shifts out of the so-called Fordist techno-economic paradigm and into new modes called either post-Fordism or flexible accumulation. This class considers how these transformations are expressed in urban and regional economic landscapes.

**Tutorial review question:** What are the main arguments developed by Scott (1988) about a shift in the late twentieth century from Fordism to flexible production systems. Are the themes identified by Scott in the late 1980s relevant to contemporary spatial patterns of jobs and economic growth in cities and regions? Review this question in light of the key ideas about Fordism.

**Readings:**
| Week 10 (week of 9/5) | **Global production regions:** The central questions of contemporary economic geography all relate to globalisation. What relevance do regions have when capital can move around the world so freely? How do regions ‘engage with the global’? Will mobile capital inevitably lead to exploitation within regions? The Global Production Region framework has recently been developed as a way of conceptualising these issues.

**Tutorial review question:** What is the concept of strategic coupling, and how does it help explain processes of regional change in a globalising world?

**Readings:**
| Week 11 (week of 16/5) | **Inside-out regions:** The idea that regions can generate growth through their own agency – by generating specialist industrial clusters that connect to global markets, is an attractive and alluring concept for economic geographers. Perhaps the most influential case study of this idea is the so-called ‘Third Italy’, a number of local regions in northern Italy which have generated significant growth and prosperity. This tutorial class examines evidence about the ‘third Italy’.

**Tutorial review question:** What are the characteristics of the ‘third Italy’? What insights does it suggest for arguments about regional economic development?

**Readings:**
| Week 12 (week of 23/5) | **Outside-in regions:** A key question within economic geography relates to the costs and benefits that accrue when investors come into a region to take advantage of local assets, including natural resources and labour. These arrangements, alternatively labelled ‘production platforms’, ‘outside-in’ regions or ‘structural’ strategic coupling’, are worthy of debate. Will the entry of external capital lead to a ‘dark side’ of strategic coupling, where the investor benefits but through local exploitation?

**Tutorial review question:** How are the costs and benefits of ‘outside-in’ strategic coupling discussed in the two readings, both relating to the mining industry?

**Readings:**
GIS PRAC CLASSES

Weekly GIS pracs begin in week 5 and continue for most weeks until the end of semester.

Week 5 (week of 4/4)  (Re-)Introduction to ArcGIS and introduction to ABS Census data
Week 6 (week of 11/4)  Mapping socio-economic and cultural diversity along transport networks
Week 7 (week of 18/4)  Census data and election results
Week 8  No GIS class (Anzac Day)
Week 9 (week of 2/5)  Employment in the arts industry and socio-economic advantage
Week 10 (week of 9/5)  Work on student-directed group projects in normal GIS class time.
Week 11 (week of 16/5)  Work on student-directed group projects in normal GIS class time.
Week 12 (week of 23/4)  Student presentations of their group projects
Week 13  No GIS class (but assignment due at end of week). NOTE: No GIS assistance will be provided to any group during week 13.

Prior to the commencement of GIS classes in week 5, students will be advised of processes for registering for access to ABS Tablebuilder Pro, which is the source of data we will be accessing during most weeks. Detailed instructions for each prac class and the group project are provided in a separate document.

Academic honesty and plagiarism

The role of the University of Sydney is to create, preserve, transmit and apply knowledge through teaching, research, creative works and other forms of scholarship. A commitment to academic excellence and high standards of ethical behaviour is essential in this undertaking. As such, the University requires all students to act honestly, ethically and with integrity in their dealings with the University, its employees, members of the public and other students.

In 2015, a new policy covering the issue of student plagiarism in coursework Units of Study offered by the University was introduced. That policy defines Academic Dishonesty as “seeking to obtain or obtaining academic advantage (including in the Assessment or publication of Work) by dishonest or unfair means”. Plagiarism is a form of Academic Dishonesty which involves “presenting another person’s work as one’s own work by presenting, copying or reproducing it without acknowledgement of the source”. The policy also sets out how the University will respond to instances of Academic Dishonesty and Plagiarism.

The policy now also requires all students to submit their assignments electronically, to enable checking for plagiarism via Turnitin.

You can download a copy of the policy here.
Special Consideration

While studying at the University of Sydney, a student may need to apply for special consideration or special arrangements as follows:

**Special Consideration** may be granted where well-documented illness, injury or misadventure occurs to the student (or someone the student has carer’s responsibility for) during semester or the exam period.

Longer term health or emotional issues are best managed with adjustments to course assessments as part of an Academic Plan developed in discussion between the student and Disabilities Services.

**Special Arrangements** may be granted for certain personal circumstances - for example the birth of a child, or religious or cultural commitments - or for essential community commitments - for example compulsory legal absence (e.g. Jury duty), elite sporting or cultural commitments (representing the University, state or country), or Australian Defence Force or Emergency Service commitments (e.g. Army Reserve).

Note that, unlike some other faculties, the Faculty of Science does not offer 'Simple Extensions' for assessments.

**ALL requests for an extension of time on an assessment must be made by applying for Special Consideration or Special Arrangements** as outlined above.

Further information on eligibility, document requirements and how to apply is available at [http://sydney.edu.au/science/cstudent/ug/forms.shtml#special_consideration](http://sydney.edu.au/science/cstudent/ug/forms.shtml#special_consideration). Applications must be made using the University’s formal online application process no later than three (3) working days after the assessment occurrence or due date (unless a reasonable explanation for a delay is provided).