

TERM 2, 2023

# NEWSLETTER

*The latest news and updates from NSW School of Languages*



NSW SCHOOL  
OF LANGUAGES

Learn locally. Communicate globally.

35 West Street, Petersham NSW 2049  
(02) 9381 4800

[nswschoolang.school@det.nsw.edu.au](mailto:nswschoolang.school@det.nsw.edu.au)

[www.nswschoolang.school.nsw.edu.au](http://www.nswschoolang.school.nsw.edu.au)





Principal - Teresa Naso



## Principal's message

Dear School Community,

I am pleased to provide you with the latest updates and important information in this edition of the school newsletter. As we approach the end of the term, I would like to share some important updates and achievements from our school.

### Year 12 Parent-Teacher Interviews

We recently conducted the Year 12 Parent-Teacher Interviews, and I am delighted to report that they were a great success.

It was wonderful to see our dedicated parents and guardians engaging in meaningful conversations with our teachers. These interviews provide valuable insights into your child's progress and enable us to work together in supporting their academic journey.

### Year 9-11 reports and Parent-Teacher Interviews

The Year 9-11 reports are currently being finalised and will be emailed to parents and home schools by the end of the term. These reports provide a comprehensive overview of your child's achievements and progress throughout the year. I encourage you to review these reports carefully and have meaningful discussions with your child about their academic goals and areas for improvement.

We would like to remind all parents and guardians of students in Years 9 to 11 that the Parent-Teacher Interviews will be held on 21 June. These interviews will be held online and provide an excellent opportunity to discuss your child's progress and address any concerns.

### Launch of online Merit Awards

I am delighted to announce the launch of our Online Merit Awards. These awards aim to recognise and celebrate the outstanding achievements of our students across various categories, including academic excellence, leadership, community service, and creativity. Further details are provided in the newsletter on page 2.

### Health and wellbeing

As the weather cools down, it is important to remain vigilant regarding the health and well-being of our students. We have observed an increase in influenza cases, and I kindly request that if your child is unwell and unable to attend an online lesson, please notify their teacher via email. Additionally, if students are unwell and unable to participate in an assessment task, we ask that you follow the Illness/Misadventure process outlined on our [website](#).

We are making every effort to cover teachers who are unwell; however, there may be occasions when we are unable to find suitable replacement staff. In such situations, students should continue with their coursework, and any missed oral work will be made up in a future lesson. We appreciate your understanding and cooperation as we manage these unforeseen circumstances.

I want to express my sincere appreciation to our dedicated staff, supportive parents, and hardworking students for their continued commitment to excellence. Together, we create a vibrant and inclusive learning environment at NSW School of Languages. Let us continue to celebrate achievements, support one another, and strive for success in all our endeavours.

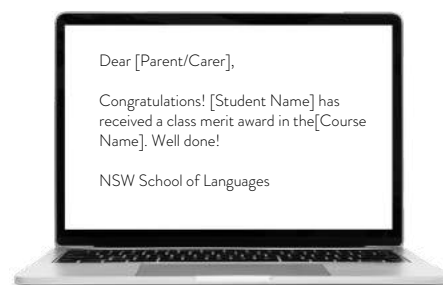
*Teresa Naso*

# Student Award system

## Receiving Merits

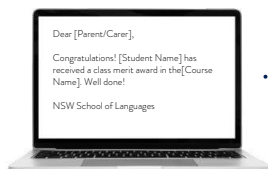
Students earn a Merit for a variety of positive actions including;

- Outstanding effort
- Application
- Improvement
- Commitment
- Lesson day effort
- Course work submission
- Assessment result
- Independent learning skills



Teachers enter a Merit on our school database (DEMS) and a notification is automatically sent to parents/carers.

## Merit system



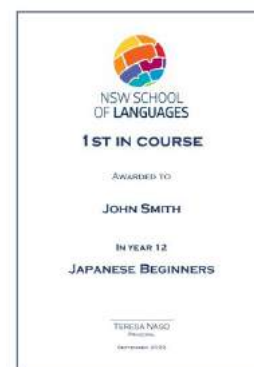
Ten Merits earns the student a Principal's Award that is printed and sent to the student via the home school at the end of Terms 2, 3 and 4.



## 1st, 2nd and 3rd place in Course awards

These awards are produced at the end of the school year (September for Year 12 and December for Years 9-11) and posted to home schools to be presented during the students' home school assemblies, presentation or awards ceremonies.

1st, 2nd and 3rd in Course awards are awarded in recognition of academic excellence to students who achieve the top mark in the class (based on total marks for the year).



## Important dates at NSL - Terms 2 and 3, 2023

### Term 2

- Monday 12 June: Public Holiday (no student lessons)
- Wednesday 14 June: Year 12 Latin and Year 12 EAL/D Assessment Task 3
- Monday 19 - Friday 23 June: Year 11 Assessment Task 2 (all courses)
- Wednesday 21 June: Years 7-11 Parent and Carer interviews online
- Friday 30 June: Term 2 student lessons finish

### Term 3

- Monday 17 July: Staff Development Day (no student lessons)
- Tuesday 18 July: Term 3 student lessons commence
- Tuesday 18 - Friday 28 July: Year 12 Continuers, Beginners, In Context, Literature Trial HSC Examinations
- Monday 31 July - Friday 4 August: Year 12 Extension Trial HSC examinations
- Monday 31 July - Friday 4 August: Year 9 Assessment Task 2
- Wednesday 9 and Friday 11 August: Year 12 EALD Trial HSC examinations
- Monday 14 - Friday 18 August: Year 10 Assessment Task 3
- Monday 28 August - Friday 1 September: Year 9 Assessment Task 3
- Monday 28 August - Friday 8 September: Year 11 Yearly examinations
- Friday 22 September: Term 3 student lessons finish



### NSL Spotify

You can now find us on Spotify [here](#)! Follow this link to listen to our favourites playlists for each language we offer. We will be updating our playlists each term - if you have any songs you'd like to see on our playlists, please let your teacher know! Happy listening!



Thumbnails for each of our playlists on Spotify

## The benefits of studying a language for the HSC

It is useful to know that some universities have early offer schemes, providing opportunities for Year 12 students to be selected for courses independently of their final Year 12 results. It is also important to know that some university courses have processes to apply for adjustment factors (formerly bonus points). Studying a language to Year 12 is an adjustment factor for some university courses.

Up to ten adjustment factors, or points added to the Australian Tertiary Admission Rank (ATAR), may be available. The criteria vary between the universities and courses. Some of the selection rank adjustments include:

- living or attending school in a certain area
- outstanding results in relevant HSC or IB subjects
- being an elite athlete or performer
- having experienced disadvantage in your studies
- a recommendation based on your performance in Year 11
- being an Australian Defence Force current, reserve or previous serving member
- studying a language to Year 12 level
- applying for consideration through the Education Access Scheme.

These adjustment factors are applied differently between courses and can raise the Australian Tertiary Admission Rank (ATAR), which might just give students the edge they need in getting into the course of their choice. Visit each university website for specific details. Students can see if they are eligible for adjustment factors or special consideration when applying through [Universities Admission Centre \(UAC\)](#).

## How can students be supported as they prepare for assessments?

Assessments are an opportunity for students to demonstrate their performance and progress in all areas of the course they are studying. For language courses, this includes listening, speaking, reading and writing skills.

We encourage parents, carers, and supervisors to support students to reach their potential in these ways:

- ensure students complete the work required for their studies
- identify when the assessments are scheduled
- access the relevant [Assessment notices](#) from our school website
- ensure assessments are supervised in the home school and completed without access to electronic devices or websites (apart from the learning platform students are completing the task on if it is an online assessment)
- encourage students do their own work and do their best.

It is important that students understand that they must complete and submit their own work. Behaving dishonestly in an assessment is regarded as cheating or malpractice and can result in a zero mark and a Warning Letter being issued. Students will be required to demonstrate their knowledge, understanding and skills to show evidence that the submitted work is their own.



## Halogen Young Leaders Day 2022 (Monday 6 March 2023)

On a hot and humid day in March, Marina Anokhina, teacher of Russian and I, Helen Sarantopoulos, teacher of French, had the privilege to escort seven impressive NSL students with demonstrated leadership skills to the annual Halogen National Young Leaders Day held at the International Convention Centre (ICC) at Darling Harbour.

This year we have student representation across most of our languages; Ianna Fatouros (Modern Greek), Mia Luu (French), Alisa Pustovoyt and Ellina Giesh (Russian), Ashalia Suharno (Indonesian), Addison Puklowski (Japanese) and Isabella Chenu (Spanish). They were great leadership ambassadors for their schools and a credit to their parents and teachers on the day.

The four speakers regaled us with stories of the challenges they have faced along the path to their ultimate successes that have led to them to becoming leaders in their fields.

Dr Jordan Nguyen, a biomedical engineer, spoke about his mission to improve the lives of as many people as possible; Anthony "Harries" Carroll, the renowned Bondi rescue lifeguard, spoke about his more than three decades of protecting beachgoers on the Australian coastline; Caitlin Bassett, captain of Australia's national netball team, the Diamonds, spoke about her passion for leadership; and Maz Compton, a radio personality and former MTV presenter, spoke about encouraging people to make good choices and live an empowering life.

The speakers were uplifting and inspirational and gave the students an opportunity to reflect on how they too might strive upwards in the future.

### Student reflections

*"Each speaker had unique stories and experiences from throughout their lives that they shared with us, which I found inspiring. All of their stories had an emphasis on their persistence, strength and hard work to make it over the obstacles that were in the way of their success and happiness. I am so grateful to have been invited to this event. It was such an amazing experience!"*

**Addison Puklowski**  
**Year 11 Japanese Continuers**



*"Attending the National Young Leaders Day was a wonderful experience. Along with six other students from schools across Sydney and Newcastle, we attended Sydney's International Convention Centre to hear from four diverse leaders. All presentations were unique and highlighted that leadership skills are multi-faceted. I particularly enjoyed Caitlin Bassett's talk. The cornerstone of Catlin's leadership was humility and perseverance. It was her dedication to perfecting her craft that won the admiration of her teammates, and ultimately it was their support that propelled her to captaincy. We also heard from Dr Jordan Nguyen; a tenacious leader in the field of science/environment. Anthony Carroll from 'Bondi Rescue' was a passionate leader in community engagement and Maz Compton from the media industry was a vibrant presenter. This event was an unforgettable experience and highlighted the diversity of being a modern leader."*

**Isabelle Chenu - Year 11 Spanish Continuers**

*Photo: (left to right) Ashalia Suharno, Isabella Chenu, Addison Puklowski, Ianna Fatouros (Year 12 Modern Greek Beginners), Mia Luu, Alisa Pustovoyt and Ellina Giesh (Year 11 Russian Continuers)*

"Attending the Halogens Young Leaders Day was a highly inspirational and enriching experience. The opportunity to listen to reputable leaders from across Australia, enabled me to carefully examine and reflect on crucial qualities that form the backbone to a successful leadership. Dr. Nguyen helped me to realise that it is always important to cease action on your ideas and constantly build upon purpose and inspiration. Caitlin Basset taught me that you don't always have to be the best at what you do, to already breed authentic leadership. Finally, Anthony Carroll reinforced to me that intelligence comes in different forms, whereas Maz Compton made the prospect of failure seem like an okay thing. Overall, I learnt so much, but I guess the most memorable thing involved bonding and forming relationships with peers I am now proud to deem as new friends."

### Mia Luu - Year 11 French Beginners

"When I asked my NSL Indonesian teacher, Ms Anggrahini, why she chose me to attend the National Young Leaders Day, she said that she recognised that I was well-spoken and organised, portraying the qualities and values of a good leader. I am glad I am supported at this school, even over distance. On the day of the event, I met six other NSL students and Ms Sarantopoulos that I had never met before. They were incredibly welcoming and supportive. I really enjoyed getting to know them, having meaningful conversations throughout the day. The speakers at the conference have left me feeling inspired and motivated, and I am really grateful to have had this opportunity."

### Ashalia Suharno - Year 11 Indonesian Continuers



Photo: (left to right) Addison Puklowski, Isabelle Chenu, Anthony "Harries" Carroll, Ashalia Suharno



Dr Jordan Nguyen



Anthony "Harries" Carroll



Maz Compton



Caitlin Bassett

## Aoyama Japanese Camp (AYJC)



Catherine Niland, a Year 12 Japanese Continuers student attended the Aoyama Japanese Camp AYJC.

*"The AYJC immersion camp was on 23-25th January located at the Scout Camp in Pennant Hill - 3 days and 2 nights, which I attended. Together with approximately 40 other senior Japanese students from across Sydney, I participated in a Japanese language and cultural immersion camp. There were many cultural activities such as Japanese calligraphy, Daruma doll making, how to dress in a Japanese Yukata for a Japanese festival dance. I was able to interact with native and fluent speakers which helped me practise my oral and aural language skills. I made Japanese curry rice and dango rice cakes. I experienced a Japanese summer festival and was encouraged to interact with the Japanese teachers and fellow students in Japanese (Nihongo). I would recommend this camp to other Japanese language students as I was able to experience Japan right here in Sydney."*

**Catherine Niland**  
**Year 12 Japanese Continuers**



Catherine Niland

## Congratulations to NSL French teacher, Ms Alicia Hassell!

We congratulate our valued French teacher, Alicia Hassell who recently achieved her Certificate for Proficient Teacher Accreditation. She has been supported by Head Teacher, Teaching and Learning, Maria Perez.



Maria Perez and Alicia Hassell

*Congratulations*



## Indonesian Immersion Day 2023

### INDONESIAN Bahasa Indonesia

On March 27, the Indonesian Faculty of NSL had the inaugural Indonesian Immersion Day, where we invited other schools to join us. Our Years 10 and 11 Indonesian students were excited to meet Indonesian students from Burwood Girls HS, Woolooware HS, and Glenwood HS. The 50 students enjoyed being immersed in Indonesian culture and language.



Photo: Students come together at NSL for Indonesian Day 2023

The activities included tawar-menawar (bargaining) similar to an Indonesian traditional market, making batik pencil cases, and learning Tari Manuk Rawa – Balinese dance, by Siska Haskew from AIA. The highlight of the day was that students practised their bargaining skills using play Indonesian money. Then they were able to take home the real things they had bargained for, such as key rings, postcards and snacks.

We were fortunate to have volunteers from Australia Indonesia Youth Association and Australia Indonesia Association (AIA) helping us. AIA also brought becak, an Indonesian traditional transport, for students to ride on.

## We welcome Lisa Tolhurst to the EAL/D faculty

NSW School of Languages is proud to have on staff EAL/D teacher Lisa Tolhurst. At her previous school Lisa was nominated for the DE International Student Awards. Last month she attended the awards ceremony where she was a finalist in the International Student Coordinator of the year.

EAL/D

Lisa brings a wealth of experience of EAL/D teaching and is enjoying teaching our students.



Photo: Lisa Tolhurst receiving the award from Cathy Brennan, R/Deputy Secretary School Performance North



Photo: Lisa Tolhurst is congratulated by NSL former principal Hilary Hughes, Director Community Languages and International Programs



**CHINESE**

中文

**Chinese lesson days**

Year 9 and 10 Chinese students had an exciting opportunity to engage in cultural activities on Term 2 Lesson Day. As part of their language learning experience, the students were able to participate in traditional Chinese games such as shuttlecock and diabolo playing, which helped them learn more about traditional Chinese sports and leisure activities.

In addition, the students also had the chance to explore the art of Chinese calligraphy. With the guidance of their teachers, they were able to learn the basic strokes and techniques of Chinese writing and practise their skills with ink and brushes. This not only helped them improve their Chinese writing skills but also allowed them to experience the beauty of Chinese culture.

By participating in these activities, they were able to deepen their understanding and appreciation of Chinese traditions, which will undoubtedly serve them well in their future language studies and personal growth.



Photo: Year 10 Chinese student calligraphy work



Photo: Year 9 Chinese student Harriet Killips playing Diabolo

**Year 9 and 10 (100 Hour) Japanese students lesson days****JAPANESE**

日本語

Students learnt about Hinamatsuri (Girls Day held on 3rd March). On this day families with daughters display dolls which represent members of the Japanese Imperial court. Students made origami (folded paper) dolls to mark this occasion.

During Term 1 students have been learning the hiragana and katakana alphabets. Students tested their knowledge by matching the hiragana cards to their corresponding katakana sound. They also practised their spelling by making words with the cards, choosing the appropriate alphabet according to the type of word (Japanese vs non-Japanese in origin).

For lunch students made onigiri (rice balls), a traditional Japanese lunch box staple. Students cooked rice, formed it into triangles with their hands and attached a piece of nori (seaweed). These proved to be very popular.



Photos: Year 9 and 10 (100 hour) Japanese students lesson day activities: building words in script, Girls Day Origami doll and making Onigiri (rice balls)

## Alba Falkenmire's German Extension personal research project

**GERMAN**  
*Deutsch*

For Alba Falkenmire, choosing a topic for her personal research project, which is part of the first assessment in German Extension, represented an opportunity to connect her language studies to her German and Aboriginal heritage. To investigate the influence of the school curriculum in NSW on students' awareness of Indigenous history and culture in Australia, she accessed secondary resources and conducted her own hands-on research.



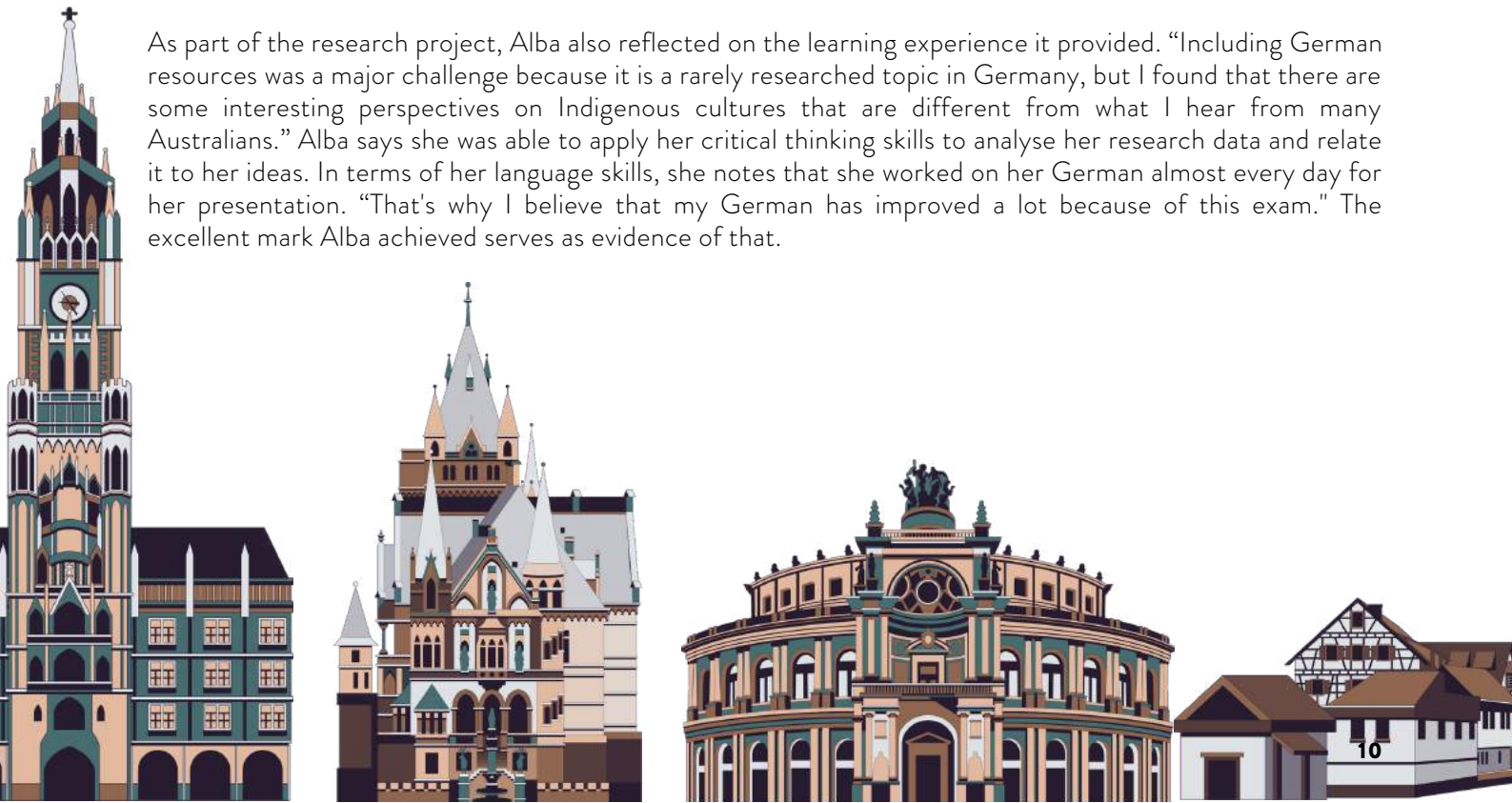
Alba Falkenmire

Her own experience learning about Australian history had convinced Alba that changes need to be made: "Every year we studied the same things: the arrival of the first fleet, James Cook and the first and second world wars. I found this focus on Australian history from a white perspective repetitive and insulting at the same time."

The results of the survey Alba conducted among her peers confirmed her concerns: "Most students only know superficial and exotic details of Indigenous cultures and are largely unaware of their social, cultural, and economic accomplishments or the ongoing effects of colonisation. This means students leave school with one-sided knowledge, which makes it hard to achieve reconciliation through cultural acceptance. I believe schools could play an important role in forming students' attitudes towards Aboriginal and Torres Strait Islander people by teaching the full history of settlement in Australia through 'truth telling'."

In an interview with Alba, an Aboriginal Studies teacher at her school identified the repetitive nature of the curriculum in secondary schools as one reason that Aboriginal Studies is not chosen as a subject by more students. Alba supports the teacher's proposal to address current shortcomings: "Aboriginal Studies in History should be taught with the help of Aboriginal elders to educate students about Indigenous cultures in Australia, and I would be interested to find out if making Aboriginal Studies a compulsory subject for all students could have a positive effect."

As part of the research project, Alba also reflected on the learning experience it provided. "Including German resources was a major challenge because it is a rarely researched topic in Germany, but I found that there are some interesting perspectives on Indigenous cultures that are different from what I hear from many Australians." Alba says she was able to apply her critical thinking skills to analyse her research data and relate it to her ideas. In terms of her language skills, she notes that she worked on her German almost every day for her presentation. "That's why I believe that my German has improved a lot because of this exam." The excellent mark Alba achieved serves as evidence of that.





## Year 9 and 10 (100 hours) Italian face-to-face lesson day

On Thursday 30 March, we were very happy to meet our Year 9 and Year 10 (100 hour) students at the Italian face-to-face lesson day. Some of our students came all the way from the Southern Highlands!

**ITALIAN**  
*Italiano*

Besides orientation of courses, our amazing students had the opportunity to practice using their Italian language and expand their cultural understanding of the famous annual 'Carnevale' festival which took place recently in Venice Italy. Students even created their own Carnevale masks which will be used later during the year as well as partaking in other activities such as Running Dictation and One Pen-One Die.

It was great to see so many of our students onsite at NSL for Lesson Days are a great time to catch up with other distance education students in the same course and provide opportunities for our students to ask questions of the teachers and their classmates.



Year 9 and 10\_100 Italian students spent time learning about Carnevale and its cultural importance.

Here are some examples of our amazingly creative and talented students with their own Carnevale masks creations.

We look forward to them using their masks during our Commedia dell'Arte activities throughout the year.

Photos: Year 9 & 10 Italian students wearing their Carnevale masks



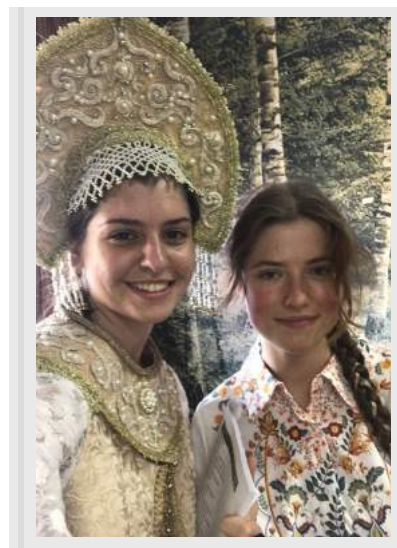


**RUSSIAN***Русский***Celebrating Maslenitsa**

Each year, members of the Russian Scouts in Sydney celebrate Maslenitsa, a folk festival marking the end of winter and the beginning of spring. It is celebrated in Eastern Orthodox communities around the world.

Our current Year 12 student of Russian, Alena Glazunova, and a former student, Ksenia Konnova, were enthusiastic organizers of this event. Ksenia and Alena organized many fun activities for this year's celebration. On the day of the festival, Alena gave a short speech about the importance of Maslenitsa. Here is a short snippet of what she said:

"I have been part of the Russian Scouts for 5 years now and try to regularly attend their events such as Maslenitsa.



*Photo: Ksenia Konnova (left) and Alena Glazunova (right)*

We celebrate Maslenitsa as it is a culturally significant tradition in Russian culture. We continue the traditions such as making pancakes and other Russian meals, singing Russian songs together, and wearing cultural clothing. This helps me with my Russian speaking skills as that is the main language used in the Scouts community and helps me connect with my culture and learn its history."

**Alena Glazunova**

**Year 12 Russian Continuers**

**PORTUGUESE***Português***Year 11 Portuguese Continuers lesson day**

We welcomed our Year 11 Portuguese Continuers students for their first face-to-face lesson at NSW School of Languages.

Students worked in groups and with their teachers: Rita Ferraro, Laura Guesse Penido and Silvia Vasco to improve their Portuguese language skills and knowledge. We could see all students happily interacting as they were getting to know each other and forming friendships.

Students had the opportunity to farewell teacher Rita Ferraro before her move to subtropical Queensland.

We all had the experience of eating typical Brazilian pão de queijo and drinking Portuguese Sumol and Brazilian Guaraná.

The lesson was an absolute success, and we look forward to welcoming the students again soon.



*Photo: Year 11 Portuguese Continuers students and teachers*

**SPANISH***Español***Latin street dance comes to NSL**

On the 16th of May as part of the Year 11 Spanish Beginners lesson day. One of the biggest names in the Latin street dance scene visited NSL where she taught her passion of Latin dance styles to the year 11 Spanish Beginners - Sera Fichera. Sera was born in Australia but has Italian Heritage. Sera has since become a master of various Latin dance styles - from Salsa & Bachata, to Reggaeton, Samba & Brazilian Funk.

Sera has decades of experience training with some of the best dance companies in Australia and the US, both from the Commercial and Latin dance world. Sera is also an accomplished competitor and has achieved both Solo & Team titles nationally and internationally.

Sera's ultimate goal is to share her strong passion, knowledge & drive for dance to the world. Her achievements & training experiences have shaped her into the dancer she is today, and she hopes to inspire present and future generations of dancers through her positive spirit & confident energy expressed in her classes, workshops and performances. Our Spanish Year 11 beginners enjoyed the dancing segment as all students participated, danced and laughed during their experience!



*Photos: Year 11 Spanish Beginners students learning Latin street dance*



## French HSC Study Skills Day

Recently Year 12 French Beginners, Continuers and Extension students attended the NAFT (NSW Association of French Teachers) HSC Study Skills Day at the University of Sydney. They had the opportunity to hear teacher experts share valuable information about how to prepare for the HSC Examinations. These teachers all had considerable experience in marking the HSC and their detailed presentations were valuable insights for many.

*"I would recommend this excursion to everyone - whether you're absolutely clueless about Trial or HSC Exams or just need to consolidate your knowledge. I find speaking skills to be my weakest area, but the HSC teacher / marker did an excellent job of explaining how to excel in it."*

*In other sections, I felt like I knew most of the information already, but small details - such as that you're penalised for writing excessively in "summarise" questions in the writing section! - are super important and help you to strategically enter your upcoming exams and attain the highest marks possible."*

### Amnah Hussain - Year 12 French Beginners

*We were given the amazing opportunity to go and visit the University of Sydney on a recent Saturday for a Study Skills event. It allowed us to gain insight into what each section of the HSC Exam would look like, and this was presented by experienced HSC markers, assessors and teachers. We were also provided with many helpful study and preparation tips! There were hundreds of French students, and we also got to make new friends! Thank you to everyone who was involved in organising this enriching experience!"*

### Mariama Bah -Year 12 French Continuers

*"The excursion gave me great insight into how to write a response for the HSC Exam. The planning grid given to us helped me in planning my essay for the writing section, as it assisted me in organising my thought process. I feel like I benefited the most from the information about the speaking part as it clarified my doubts regarding the response and how I can utilise my seven minute preparation time to the fullest."*

### Mary Gallagher - Year 12 French Extension



Photos: Year 12 French students at the NAFT (NSW Association of French Teachers) HSC Study Skills Day at the University of Sydney



**FRENCH**  
*Français*

## KOREAN 한국어



Photo: Year 12 Korean Beginners students group photo posing with love heart

### Year 12 Korean Beginners lesson day

Year 12 Beginners' lesson day was filled with assessment preparation and strategies on how to approach assessment-style questions. In the afternoon, students practised their speaking skills with peers and teachers in a mock speaking activity. Students showed their appreciation to teachers with a Korean-style love heart in the group photo.



Photo: Year 11 Korean Beginners students with the cheerleading dance instructor, Bibi

### Year 11 Korean Beginners lesson day

Year 11 Korean Beginner students learned the Korean cheerleading dance. Students made fast, powerful and choreographed movements with a professional dance instructor. It was hard to keep up with their energy and excitement.



Photo: Junior Korean students with Korean costume on for Linguafest Film

### Years 9 and 10 Korean lesson day

On 19 May, Years 9 and 10 Korean students became the Nobles from Joseon Dynasty, as they dressed up and learned to paint Chrysanthemum with ink and brushes. Students made a film to enter the MLTA Linguafest with the theme of History and Necklace. The participating students were professional and impressive actors!





## Coqui Peritissimi

*Salvete omnes!* At the end of Term 1, the Year 10 students were asked to choose and cook an ancient Roman recipe. Below you can see the photo of one of these dishes, made by Aidan D'Souza who will explain a little bit about the process.



### Libum - an ancient Roman cheesecake by Aidan D'Souza

"Hi, I am Aidan D'Souza, a Year 10 NSL Latin student, and I attend Pennant Hills High School. I study Latin because a great many English words come from Latin roots, and I thus believe that a knowledge of Latin further enables me to understand the vocabulary and its usage within the English language. Two examples of this are how the Latin noun *hortus*, meaning 'garden', gave rise to the English noun 'horticulture'; and Latin *ferrum*, meaning 'iron', gave rise to English 'ferrous'.



Photo: Aidan Augustus - (image of Aidan D'Souza superimposed over image of Augustus of Prima Porta)

Last holidays, as part of my coursework, I cooked the recipe 'libum', which is a sacrificial Ancient Roman cheesecake that was eaten on special occasions. 'Libum' can be translated as 'cake', 'cheesecake', or 'bun', but it is a unique type of cake as the recipe does not involve directly placing sugar into the raw mixture, meaning that honey must be added later to compensate for the lack of sweetness in the plain recipe. This stems from the fact that the Ancient Romans did not have access to granulated sugar, and therefore honey was sometimes used instead, but because honey was expensive, grape juice was more commonly used. I decided to cook this rather than anything else because cheesecake is one of my family's favourite baked goods, and they certainly enjoyed consuming it. *Libenter cenemes!* (Bon appetit!)"

**Aidan D'Souza**  
**Year 10 Latin**

*Rideamus!*



Photo: Libum (ancient Roman cheesecake) made by Year 10 Latin student Aidan D'Souza

## MODERN GREEK

Ελληνικά



## Modern Greek students' corner-food for thought

We'd like to share some of our students' thoughts on topics that they cover in their Year 11 Modern Greek Beginners course. As part of the Focus Tasks, students are asked to show their understanding and interpretation of famous ancient Greek philosophers' quotes. Here is what some of our students wrote regarding one of Socrates' famous quotes **“Δεν είμαι Αθηναίος, ούτε Έλληνας πολίτης, αλλά πολίτης, πολίτης αλλά πολίτης του κόσμου”** I am not an Athenian, nor am I a Greek citizen, but I am a citizen of the world.

*"When Socrates was saying he was a 'citizen of the world', he did not mean it so much in terms of the physical world but the intellectual one. I think he refers to his understanding and exploration of the world of philosophy and the inherent human psyche common across physical borders. In terms of whether we today are a citizen of the world, I don't believe so. The rise of technology has led to an increasingly self-centred population that thinks less in terms of a 'we' and more in terms of a 'me', and I think this has compromised our ability to conceive of our experiences, emotions and thought patterns as global."*

**Xenia Belthikiotis**

*"The phrase "I am a citizen of the world" represents our sense of community, despite the fact that we are physically separated by our various states and countries. It emphasises the value of compassion, openness to new ideas and concepts, and awareness. It also acknowledges the importance of embracing diversity across cultures and customs to better understand and connect with one another."*

**Gabriella Kaloudis**

*"This quote means to me that even in the 21st century we are all citizens of the world. Whether we know it or not, we all participate globally in some way. Learning about other cultures and countries in history and geography allow us to broaden understanding and embrace differences and similarities amongst populations. We can be connected with lots of different countries through technology, for example via social media and telecommunications. Language, learning new language or native tongue, and customs, being carried on with traditional practices performed irrespective of location. Through travel and migration many of us have links to places and hometowns overseas, near and far, also with mixed heritages making even stronger bonds. Even though we are all from different places we are all citizens of the world therefore making us all connected."*

**Jana Markopoulos**

*"I am a citizen of the world", is a metaphor stated more than 2000 years ago meaning that all people have responsibility for the world rather than just their country. Today more than ever this quote applies. In today's society people rely on the government to solve all the issues of the world, the governments can only do so much to support society but in the end it's up to the people to make the change. There are many examples of this but a large issue is climate change. The government can only do so much to resolve the issue but in the end it comes down to the us. We are the ones who need to stop using plastics, we are the ones who need to save energy and this is where Socrates quote comes in "I am a citizen of the world", this quote not only pushes a sense of community but a strive for change. It proves that the people are a part of this world and do have an impact on it."*

**Evgenia Tsonis**

*"In the 21st century, we live in a world where people can communicate and travel more efficiently than ever before. We hold a global perspective and feel connected to people from different parts of the world. To me, this quote from Socrates means recognising that we are part of a larger community and appreciating different cultures and perspectives. It also means taking responsibility for our actions and their impact not only in our surroundings but also in the wider world."*

**Taya Rose Mastrogiannis**

*"This quote expresses the idea of global citizenship and the importance of recognizing our common humanity, regardless of national or cultural differences."*

**Alexander Tryfon**

*The phrase "I am a citizen of the world" cannot be more contemporary. In the 21st century we are all truly citizens of the world due to technology and the many other connections through out countries. Technology has allowed us to deepen our insight and knowledge of topics and events happening on the other side of the globe. This results in evoking emotions that can be discussed and shared all around the world due to technological communication services. To me, this quote is a true piece of wisdom that will forever be contemporary throughout history and the future ahead.*

**Georgio Zigas**

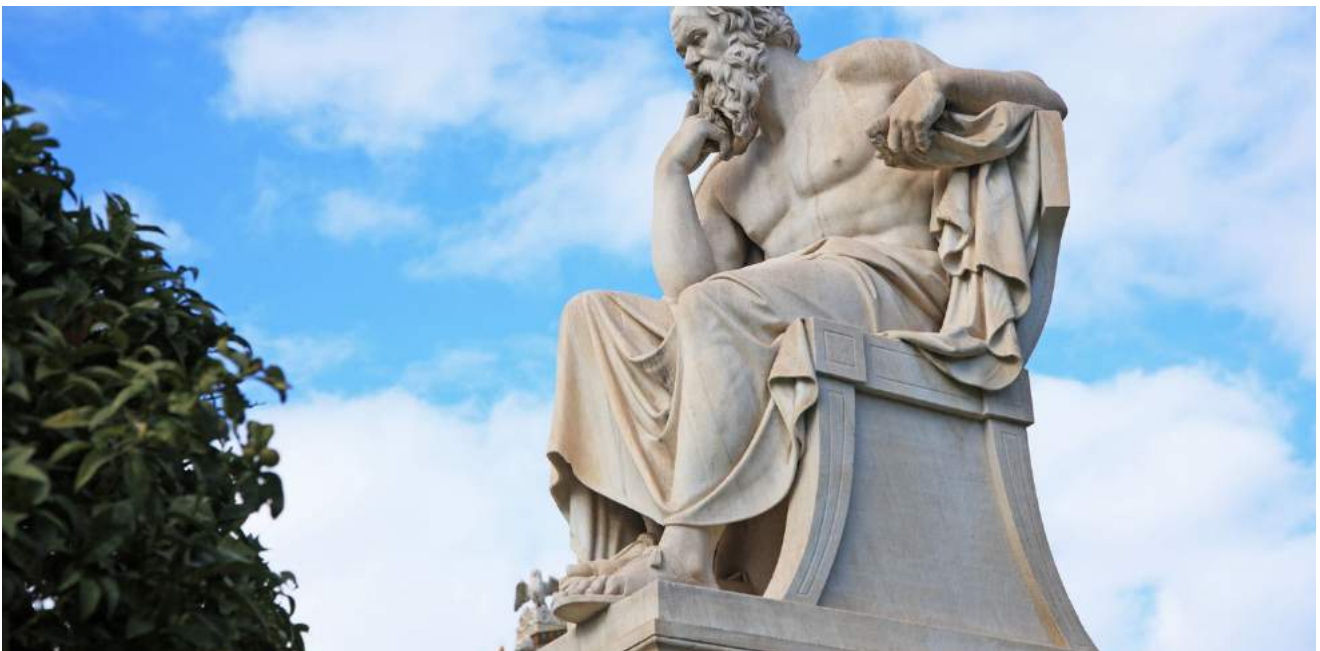


Photo: [Socrates](#)

