

TERM 1, 2024

NEWSLETTER

The latest news and updates from NSW School of Languages



NSW SCHOOL
OF LANGUAGES

Learn locally. Communicate globally.

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Principal - Teresa Naso



Principal's message

Dear School Community,

We extend a warm welcome to all new students and their families and welcome back to returning students at the NSW School of Languages as we embark on another year of language learning together. Our school community now boasts an impressive 2700 students enrolled to learn languages. A special acknowledgment goes out to our Enrolments team whose tireless efforts ensured the smooth processing and assessment of applications, allowing students from all schools to pursue their language studies.

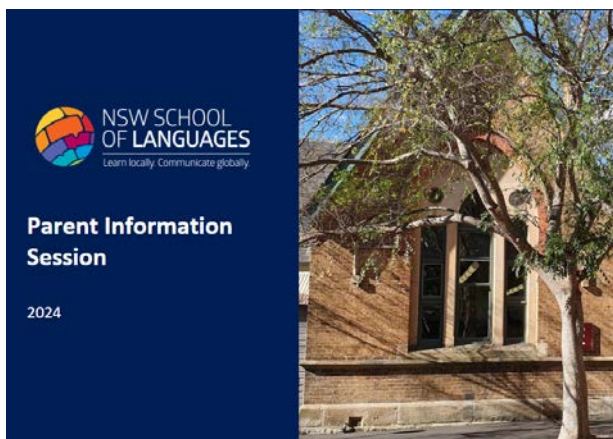
In this newsletter, we celebrate the exceptional achievements of our students during the 2023 Higher School Certificate (HSC) Examinations. The results of the 2023 HSC were remarkable, with **eleven students in first place in their language course**, and an additional 44 students securing positions within the top 5 of their courses.

Yet, in my view, every student who enrolled and completed a course with us deserves recognition as a high achiever. Their resilience and dedication to navigating an online learning environment are truly commendable. The skills and knowledge acquired through their studies lay a solid foundation for future endeavours. I encourage you to read the Latin article, where student Adrian Nader (Year 12 class of 2023) imparts valuable advice to our current cohort.

Our recent Information Evening drew an impressive turnout, with over 400 parents and carers in attendance. For those unable to join us, all information is readily accessible on the [Parent/Carer page](#) of our website. Additionally, a recording of the online presentation can be accessed via our school [website](#).



Photo: NSL Supervisors' Day 2024



This month, we had the pleasure of hosting home school Supervisors at our school. They met with our Executive Staff and the teachers of students from their schools. These supervisors play a crucial role in ensuring our students' success, and we are grateful for their support. For those supervisors who were unable to attend, the presentation is accessible on the [Supervisors page](#) of our school website.

As we anticipate the lesson days throughout the year, we eagerly await the arrival of our students. Many students have expressed that these lesson days are incredibly beneficial for their language studies, providing them with the opportunity to meet their peers and establish valuable relationships. While it's disheartening when metropolitan students choose not to attend, we understand that distance may pose challenges for some. To address this, our teachers are making efforts to engage these students online, ensuring their inclusion in at least one session during the day.

To all students, we encourage you to regularly check Canvas or Moodle for any missed materials or updates from face-to-face lesson days. If you have any questions, do not hesitate to contact your teacher. We are excited about the journey ahead and look forward to an enriching year of language learning.

Teresa Naso

HSC Results Class of 2023

Congratulations to all our Year 12 students who have placed first in an HSC course for 2023 - this is an enormous achievement! The 2023 recipients were announced by the Minister for Education, Prue Carr, at the University of Western Sydney, Parramatta. Congratulations to all 2023 Year 12s - we are very proud of you all! We wish you the best in your future studies and careers.

11 out of 31 HSC courses in 2023. Well done!

Chinese Beginners	Rohin Patel	Epping Boys High School
German Beginners	Matilda Johnson	Katoomba High School
German Continuers	Lilly Rath	Cheltenham Girls High School
Indonesian Beginners	Melati Siswoyo	Hunter Sports High School
Indonesian and Literature	Jacob McCormick	Conservatorium High School
Japanese in Context	Sara Burke	Mackillop College
Korean Beginners	Sammi Lau	Chatswood High School
Korean Continuers	Junyou Yu	Strathfield Girls High School
Modern Greek Beginners	Ianna Fatouros	SCEGGS Darlinghurst
Modern Greek Continuers	Elpida (Hope) Getsiou	Endeavour Sports High School
Spanish Extension	Kaiani Usatch Ginsborg	Rose Bay Secondary College



Photo: Principal, Ms Naso with students from NSW School of Languages at NES A First in course ceremony, 13 December 2023



Prue Car, Minister for Education and Rohin Patel



Prue Car, Minister for Education and Matilda Johnson



Prue Car, Minister for Education and Lilly Rath



Prue Car, Minister for Education and Jacob McCormick



Prue Car, Minister for Education and Melati Siswoyo



Prue Car, Minister for Education and Sammi Lau



Prue Car, Minister for Education and Junyou Yu



Prue Car, Minister for Education and Ianna Fatouros



Prue Car, Minister for Education and Elpida (Hope) Getsiou



Prue Car, Minister for Education and Kaiani Usatch Ginsborg





Photo: Principal of Secondary College of Languages, Ms Sana Zreika, Mr Martin Graham, Deputy Secretary, Ms Donna DAVIS MP for Parramatta and Ms Teresa Nasa, Principal of NSW School of Languages HSC language with students at the 2023 First in Course presentation in Sydney.

NSW students studying language for HSC shine

“NSW public school students are among the top performers in the 2023 HSC language courses. Students across NSW have achieved outstanding success in language courses for the 2023 HSC.

The remarkable accomplishments of 15 students from the Secondary College of Languages and 11 students from the NSW School of Languages who received First in Course not only reflected their hard work, but also showcased the incredible efforts of teachers who consistently go the extra mile to support their students.

Studying a language for the HSC is a special journey that demands time, effort, and a keen mind. It is not just about memorising words – it is about diving deep into the language’s heart and building strong analytical skills. Learning a language helps with effective communication, but also a greater appreciation for diverse cultures. The achievement of these students highlights their dedication to grasping the intricacies of language and culture.

One of the key factors behind the success of the students is the phenomenal commitment of their teachers. They are not just educators, they are mentors, motivators, and champions of their students’ success. These amazing teachers work tirelessly, going above and beyond to ensure their students have the knowledge, understanding and skills they need to thrive in their language studies.

The journey of learning a language requires engaging lesson plans, enriching cultural experiences, and providing extra support to ensure every student can reach their full potential.

The success of these students is not only a celebration of academic achievement, but also a testament to the importance of language education in Australia. It showcases the dedication of both students and teachers, emphasising the significance of language education in shaping well-rounded individuals with strong analytical skills and a deep appreciation for global perspectives.

Congratulations to the students, and a heartfelt thank you to the incredible teachers who make these achievements possible.”

Article from NSW Department of Education - <https://education.nsw.gov.au/news/hsc-live-blog/-nsw-students-studying-language-for-hsc-shine-bright>

Important dates at NSL - Terms 1 and 2 2024

Term 1 2024

- Monday 25 – Thursday 28 March: Year 10 Assessment Task 1
- Friday 29 March - Monday 1 April: Public Holiday (no student lessons)
- Wednesday 3 April: Year 11 EALD Assessment Task 1
- Friday 12 April: Term 1 student lessons finish

Term 2 2024

- Monday 29 April: Staff Development Day (no student lessons)
- Tuesday 30 April: Term 2 student lessons commence
- Wednesday 15 May: Year 12 Parent and Carer interviews online
- Monday 6 - Friday 17 May: Year 11 Assessment Task 1 (all courses)
- Monday 27 - Friday 31 May: Year 10 Assessment Task 2
- Monday 3 - Friday 7 June: Year 9 Assessment Task 1
- Wednesday 5 June: Year 12 Extension Assessment Task 2
- Monday 10 June: Public Holiday (no student lessons)
- Wednesday 19 June: Year 12 Latin and Year 12 EALD Assessment Task 3
- Monday 24 - Friday 28 June: Year 11 Assessment Task 2 (all courses)
- Wednesday 26 June: Years 7-11 Parent and Carer interviews online
- Friday 5 July: Term 2 student lessons finish

2024 Parent/Carer Portal Access (DEMS)

The Distance Education Management System (DEMS) Parents/Carers Portal is live! Parents/Carers have been provided with a welcome email to the portal with their account login details.

The Portal is the gateway for information related to your child's studies at NSW School of Languages, including access to:

- course and teacher contact details
- curriculum report on work submissions and speaking lessons feedback
- mark book summary
- downloadable academic reports
- register and wellbeing communication summary
- attendance (speaking lessons) record calendar.

Parents/Carers are encouraged to download the **Guide to the Parent/Carer Portal** from our dedicated Parents and Carers section of the [NSL website](#). As valued members of our school community, we hope you find the Portal to be a helpful tool giving you insight to your child's progress on their language learning journey.

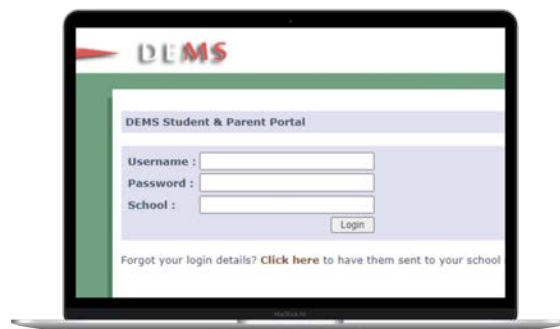


Photo: DEMS Portal login page

How can students be supported in their distance education language learning?

Our school community welcomes many new students to NSW School of Languages this year. We are committed to providing students with quality language learning programs in a blended learning environment. We value clear communication between our school and the home school, students and parents/carers. Studying languages via distance education can be a challenge but it also can develop independent learning skills.

We encourage parent, carers and supervisors to support students in these ways:

- Ensure students have allocated study periods in their time-table at school to complete the work required for their language studies
- Identify when the weekly speaking lessons are scheduled
- Access/Print the relevant Course schedule from our [website](#) which indicates the workload, Lesson days and assessment dates
- Monitor the completion of work according to the Course schedule
- Encourage attendance at our Face to Face Lesson days if possible.

Term 1 2024	Modules to be completed	Term 2 2024	Modules to be completed	Term 3 2024	Modules to be completed
Week 1 30 January - 2 February	Return to school Orientation Module 1	Week 1 29 April - 3 May	Module 11	Week 1 22 - 26 July	Module 18
Week 2 5 - 9 February	Module 2	Week 2 6 - 10 May	Module 12	Week 2 29 July - 2 August	Module 19
Week 3 12 - 16 February	Module 3	Week 3 13 - 17 May	Assessment 1	Week 3 5 - 9 August	Module 20
Week 4 19 - 23 February	Module 4	Week 4 20 - 24 May	Module 13	Week 4 12 - 16 August	Lesson day Wed 14 Aug
Week 5 26 February - 1 March	Module 5	Week 5 27 - 31 May	Module 14	Week 5 19 - 23 August	Module 21
Week 6 4 - 8 March	Module 6	Week 6 3 - 7 June	Module 15	Week 6 26 - 30 August	Module 22
Week 7 11 - 15 March	Module 7	Week 7 10 - 14 June	Lesson day Wed 12 Jun	Week 7 2 - 6 September	Revision
Week 8 18 - 22 March	Lesson day Wed 20 Mar	Week 8 17 - 21 June	Module 16	Week 8 9 - 13 September	Yearly Exam 9 September
Week 9 25 - 29 March	Module 8	Week 9 24 - 28 June	Assessment 2	Week 9 16 - 20 September	Module 23
Week 10 1 - 5 April	Module 9	Week 10 1 - 5 July	Module 17	Week 10 23 - 27 September	Module 24
Week 11 8 - 12 April	Module 10	School Holidays	N/A	School Holidays	N/A
Modules to be completed	Modules 1 - 10 (10 Modules)	Modules to be completed	Modules 11 - 17 (7 Modules)	Modules to be completed	Modules 18 - 24 (7 Modules)

Image: Example of course schedule

Parent and carer teacher interviews will take place on the phone or online during Term 2 on:

- Wednesday 15 May for Year 12 students from 2.30 pm-7.30 pm.
- Wednesday 26 June for Years 9-11 students from 2.30 pm-7.30 pm.

This is an opportunity to speak with teachers following the first semester of language learning.

For further information on supporting student learning, access the Parent and Carer Handbook on the Supporting our students section of our school [website](#).

We appreciate the commitment and effort of our parents/carers, supervisors and students.

Unearthing History: SASS team discovers time capsule from TAFE media team

In an exciting turn of events, a routine maintenance task within the NSL administration office led to the discovery of a hidden treasure right beneath our feet! While we were in the middle of some crucial cabling updates to enhance our technology infrastructure, we stumbled upon a time capsule that had been tucked away beneath our office floor, a relic from the previous occupants of our workspace, the TAFE Media Team.

This intriguing find has opened a window to the past, offering us a glimpse into the history of our office and the people who once occupied it. Inside the time capsule, an old 200g Moccona coffee jar, we found a photo and accompanying letter that you can read below.



Photo: Photo of the TAFE Media Team left in the time capsule

Our unexpected voyage into the past reminds us of the importance of honouring those who came before us and preserving their contributions for future generations (thanks for leaving behind your old server rack, TAFE Media!) – the time capsule now takes pride of place by our SASS noticeboard and much-loved office radio!

Stay tuned as we work on unveiling more details about the time capsule, as well as make our own to return underground, and explore the rich history of our office – it's time to track down the TAFE Media Team who now call Ultimo TAFE home!

El Thorley
School Administrative Manager

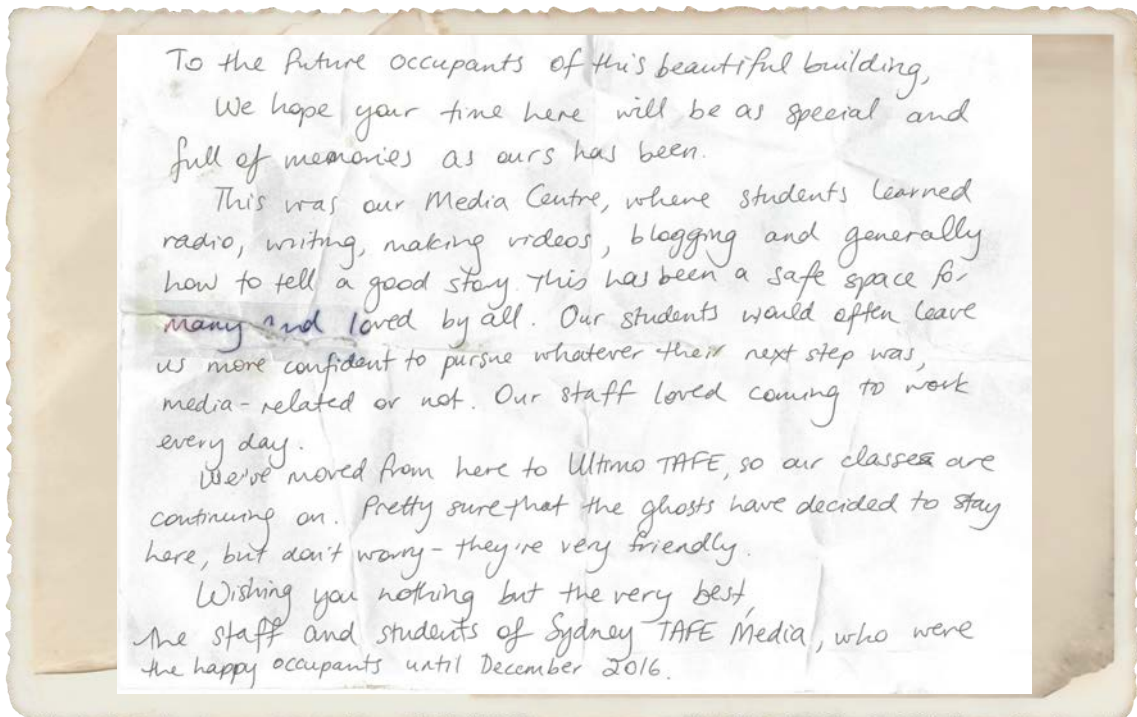


Photo: Note left by the TAFE Media Team from the time capsule

LATIN

*Lingua Latina***High School and HSC: Why push the perpetually falling boulder?**

"As high-school students, we all have experienced the aspiration for a high assessment mark and then the frustration to be weighed down by a bad mark.



Adrian Nader

The truth is that we, students, are modern-day Sisyphus: we lug a heavy rock up a hill only for it to roll down, entirely nullify our efforts and (tragically) beckon us to start again. Too often, the weight of a high school workload makes us think to give up, to imagine that school doesn't exist, and to go through the high school in cruise control.

However, it is necessary to accept the largest burden we can find in order to obtain some long term satisfaction.

During my time in year 11 Latin Continuers with my brilliant teacher Mrs Calorio, we studied an unseen text where I saw this theme emerge. We translated a story about Milo of Croton (for gym junkies reading this, he was the winner of the first Olympic Games and instigator of modern-day knowledge on progressive overload).

The story goes that every day for four years, Milo would borrow his neighbour's calf and walk up and down the hills of his Greek island before returning it. The calf would grow, and the weight would increase until the animal developed into a fully grown bull. Yet, by the time that it was a bull, Milo had gradually developed in strength, proportional to the weight of the animal he holstered, making the bull seamlessly light.

This is what the education system aims to do, in my eyes. If you can accept that you will earnestly shoulder the tasks that your teachers set for you and stay consistent with your studies, I believe that you will become a successful student for whatever your academic goals may be.

As for some more practical advice, I'll offer three habits that helped me achieve my results, particularly with NSL.

Firstly, if you're not ahead, you're already behind. *The advantageous aspect about NSL (at least for Latin Continuers) is that you have all the work that you need to do (and when it ought to be done) spelt out clearly. Make use of this by ploughing a couple weeks ahead, and then spending the weeks before assessments revising rather than learning.*

Secondly, don't track the hours you study and (I know this is controversial), don't lock in to a hyper-strict timetable. *Each week of school is different, and putting a certain amount of hours into a subject can lead to a false sense of security. This is because the number of hours you put into study does not necessarily equate to the mark you will get out, as your knowledge and skills will plateau by a certain point. As such, I highly recommend checklists and to-do lists as an alternative, as being able to tick off concrete tasks (irrespective of how long or short they take to complete) will by far outweigh meaningless hours that achieved nothing but looking over the same things that you already know and provide you with the confidence to approach any exam.*

Finally, find ways that you can make the subjects you study relevant to the hobbies that you enjoy. *For me, I was always passionate about the gym, anatomy, and biology, and so Latin fitted so seamlessly into the mixture. Biological nomenclature is all based in Latin, and so learning the etymological story made remembering and appreciating the names so much easier.*

To wrap up, in terms of committing yourself to your work, don't fret if you don't get it right every time you come to study. Nobody does, and you probably will have the occasional school-night spent aimlessly scrolling Instagram (we've all been there). Always remember, however, that, if you keep pushing the burden, you will end up with a job well done. As they say: if you want to grow a tree, the best time was 30 years ago, but the second best time is today."

Adrian Nader
Year 12 Latin Continuers 2023

France Study Tour 2024

In April, a group of students of French from NSL is departing for France. We are spending 18 days exploring the capital, Paris, and being immersed in French lessons and home stay in the south of France, centred in the town of Aix-en-Provence. We recently had a pre-trip meeting and here are some of the students' reflections on what they are expecting:

FRENCH
Français



Photos: France trip student group



Photo: France student group prep

Why are you coming on the France tour?

"I have always had a passion for French culture and an appreciation for the language. I'm lucky enough to be in a situation where this could be possible." - **Carmen, Year 10**

"I'm very interested in French culture and love practising my independence, especially as high school comes to an end and I'm able to make big decisions in my life, education and career."
- **Lillian, Year 12**

"I have always been interested in France and have wanted to visit the country ever since I can remember. I love the culture and I'm super keen to broaden my horizons and travel the world. I'm so honoured and grateful to have this incredible opportunity." - **Lara, Year 12**

What do you expect to gain from the trip?

"A better understanding of French language and culture." - **Claudia, Year 12**

"Unforgettable experiences and friendships with students at the school and members of the homestay family, as well as vocabulary and increased language knowledge." - **Charlotte, Year 12**

"I expect to gain insight and better knowledge of the language and to meet and interact with new people." - **Indigo, Year 10**

What are you looking forward to experiencing?

"I am looking forward to experiencing staying with a homestay family and eating yummy French foods!" - **Lucie, Year 12**

"I'm looking forward to staying with the host family and especially immersing myself in authentic French culture and life." - **Sophie, Year 11**

"I look forward to experiencing the day-to-day life of the French." - **Harry, Year 12**

"Eating lots of pastries and snails!" - **William, Year 12**

Former students keeping in touch with us

It is always a pleasure to receive word from former students informing us of their experiences since leaving NSL.

Joseph Bell, Year 11 French Beginners 2023, checked in with us to report on his trip to France (and other countries) during the last school holidays and share some of his photos with us. Although he didn't continue French into his HSC year, Joseph has maintained his connection to the French language and culture independently.

"We flew into Marseille where we stayed for one night before moving on to the lovely village of Pernes-les-Fontaines in Provence for three nights. It was really nice to get some sun in Provence after cloudy Chicago and Utrecht.

From the south of France, we went to Paris, which was very cold but a really great city to visit. On our last night in Paris we got to experience snow! It was very special and utterly beautiful. Our Paris schedule was pretty jam packed so I didn't get to take photos of everything (we also did the classic touristy activities of visiting the Eiffel Tower, seeing the progress on the Notre Dame reconstruction, walking the Seine, etc), but I was glad to get photos of that last night. A great surprise was the Musée d'Art et d'Histoire du Judaïsme, which I highly recommend. Spending a few hours there is definitely worth it.

After Paris we moved west to Normandy and Brittany. First stop was Saint Malo, the setting of one of my favourite novels, "All the light we cannot see", and the imposing Mont Saint Michel".

Once you connect with a culture, you just want to learn and experience more of it.

Joseph Bell Year 11 French Beginners 2023



Photo: Pernes-les-Fontaines



Photo: Louvre



Photo: snowy Paris



Photo: Mont St Michel



Photo: Musée d'Art et d'Histoire du Judaïsme

MODERN GREEK

Ελληνικά



Photo: Modern Greek NSL teachers Ms Timonidis and Ms Memtsas with some of the award recipients

Dionysios Solomos Awards

The Dionysios Solomos Awards were held on Sunday, 3 March. This is an annual award ceremony held by the Greek Orthodox Community of NSW and is part of the Greek Festival of Sydney.

The awards honour HSC students who have achieved the highest marks in Modern and Classical Greek. It was a joy to see our 2023 HSC Modern Greek students being recognised for their high achievements. The pride of parents, family and friends filled MacLaurin Hall at Sydney University. To all our students *συγχαρητήρια και καλή σταδιοδρομία!*



Photo: Top achievers in Modern Greek Beginners at the award ceremony

Modern Greek Beginners

Top achievers

1. Ianna Fatouros
2. Madlyn Giannakopoulos
4. Christy Voutos
5. Savina Biris
6. Nathan Vagias
7. Katerina Saroukas
8. Theodore Zoras
9. Despina Stamoulos
10. Eugenia Orphanides

Modern Greek Continuers

Top achievers

1. Elpida Getsiou
8. Nektaria Angelopoulos

First in Course Modern Greek Beginners 2023 student, Ianna Fatouros, reflects on her language learning journey.

"A family trip exploring Greece in 2019 sparked my interest in the Greek language and culture. This inspired my decision to enrol in the Modern Greek Beginners course for my HSC at the NSW School of Languages. As I immersed myself in the course, I fell in love with the language, and it drew me closer to my culture, simultaneously enhancing my ability to communicate with friends and family. The course allowed me to gain a comprehensive understanding of the Greek language, providing me with the necessary skills to hold a conversation and discuss relevant life topics.

Following the completion of my HSC in 2023, I was honoured to achieve the top ranking in Modern Greek Beginners statewide. This was made possible through the support of the NSW School of Languages and my exceptional teacher, Ms. Timonidis. I am currently a student at the University of Sydney and have decided to continue my studies of Modern Greek, further inspiring and nurturing my love for both the language and culture."

Ianna Fatouros - Year 12 Modern Greek Beginners 2023



Photo: Ms Timonidis & Ianna Fatouros



Photo: NSL Korean teachers with 2023 Year 12 Korean students

Korean Education Centre & KOLTA High Achievers Award Ceremony

Five students from NSW School of Languages attended the High Achievers Award Ceremony, co-hosted by the Korean Education Centre and KOLTA (Korean Language Teachers Association) to celebrate their excellent performance in the 2023 HSC Examination. The students presented a speech in Korean about their personal learning experiences and their future aspirations. It was a great opportunity to share their achievements with others.

"The weekly writing tasks about future aspirations helped me a lot in deciding what I wanted to do in university. Through the conversations during online speaking lessons, I've learnt a lot more about myself, and it helped me to think about my own interests and strengths, which made a big difference in guiding me towards my journey to find my future pathway."

Sammi Lau – 1st Place Year 12 Korean Beginners 2023

"After graduating from high school, I went on a trip to Korea with my family for six days. There, I was able to use the Korean I had learned in the Korean Beginners course at NSL. I felt very proud of myself that I could use Korean in various contexts, such as when I am ordering food at restaurants or asking for directions. It was rewarding to be able to use Korean in real-life situations. I am now studying a Bachelor's degree in International Commerce, and I am planning to further my study in Korean and do work placements in Korea."

Hanae Ishii – 2nd Place Year 12 Korean Beginners 2023

"I want to thank my parents and teachers for their amazing support. I was able to improve my Korean language skills by following my teacher's guidance. This course has helped me to learn more about Korea, such as Korea's traditional culture, people's daily lives and more. I also made many friends from this course, and the moments we discussed and studied together will forever be a lasting memory."

Junyou Yu – 1st Place Year 12 Korean Continuers 2023

"One of my best memories in learning Korean is attending lesson days at NSL where we ate delicious Korean food, and we learnt K-pop dancing. The most important lesson I learnt through learning Korean is that even though it is hard, never give up and keep moving forward. Although my Korean is not always perfect, I learnt that if you keep practising, you can achieve good results."

Clarice Widagdo – 2nd Place Year 12 Korean Continuers 2023

"I have been aspiring to be an interpreter for languages, especially in Korean, ever since I was in primary school. Hence, I have commenced my Bachelor's degree in Arts and Education, majoring in advanced Korean study. My hopes for the future include connecting different groups and cultures together and teaching languages to the future generations."

Roopkotha Chaudhuri – 3rd Place Year 12 Korean Continuers 2023

A big congratulations to all students once again!

It's all cooking in the German Faculty!

GERMAN
Deutsch

Kaiserschmarrn

In the recent lesson day, our Year 12 Beginners German students were busy cooking a traditional Austrian favourite dish – *Kaiserschmarrn* (Emperor's mess). Apparently, this dish was first prepared for the Austrian Emperor Francis Joseph I (1830-1916). *Kaiserschmarrn* is like a pancake. However, the best thing with cooking *Kaiserschmarrn* is that you don't have to worry about flipping it over perfectly. The idea is to shred the pancake and serve it up with some jam or apple sauce for lunch or dinner. Why not try out the [recipe](#) for yourself?



Photos: From left to right - Thomas Burnard & Nicholas Matthews, Kaiserschmarrn and Callum Knussen



Guten  Appetit!

Marmorkuchen

Our German Extension students were also busy in the NSL kitchen baking a favourite German cake – *Marmorkuchen* (marble cake) in their recent lesson day. After working hard on their prescribed Extension text and learning some more complex grammatical structures, our students enjoyed a well-deserved break with some delicious Kaffee und Kuchen (coffee and cake). If you would like to bake *Marmorkuchen* yourself, [here is a link](#) to the *Marmorkuchen* recipe.



Photo: Marmorkuchen

Italian Stage 4 Rural and Remote Program

ITALIAN
Italiano

The Rural and Remote Program, run by the NSW School Of Languages offers the opportunity for students in rural areas to study the mandatory 100 hours of Languages in Stage 4. The students are taught in class groups of approximately 15 students. The program provides for one live lesson taught via video conference and then two other lessons with a supervising teacher in their day school per week, where they work through language activities in their 'Digital Workbooks' related to what they'd covered during the live lesson.

This program was established in 2020 and is currently running at Hay War Memorial High School, Barraba Central School and Tumbarumba High School.

Salvatore Screnci and Maree Cavallaro Italian Teachers



Photo: Mr Screnci with Stage 4 Barraba Central School students during the 2023 school visit

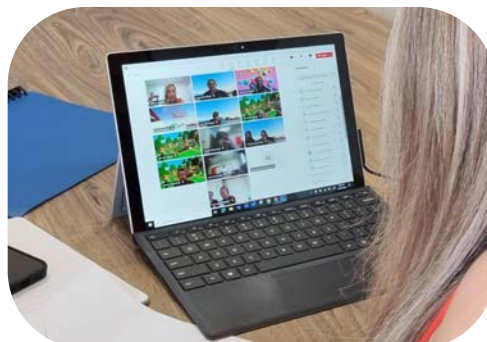


Photo: Mrs Cavallaro teaching Year 7 Tumbarumba High School students via teams



End of an era!

Final year for the Indonesian and Literature course!

INDONESIAN
Bahasa Indonesia

After more than 30 years, the Indonesian and Literature course will be no more after this year's HSC. Originally designed for the teaching of Asian students newly arrived in Australia, including Japanese, Korean, Chinese and Indonesian was originally called 'Background Speakers' course.

Indonesian and Literature, along with the other Asian languages, was officially implemented into the NSW Board of Studies HSC subjects in 2001. The NSW School of Languages has a long and proud history of achieving top of state results and high band achievement.

From 2002, when numbers were at 112 students, to the peak period of 2011 - 2016 the course was attracting more than 150 candidates, including students from overseas and interstate within Australia.

Unfortunately, due to significant drops in students after the mid 2000s, NESL decided that 2024 would be the final year that this historical course would come to an end. We in Indonesian will miss our 'old friend' and the many happy memories accrued over the years during the teaching of the course.

Photos: NSL teacher Abdullah Ibrahim and the last of the NSL Year 12 Indonesian students 2024



Year 12 Chinese Lesson Day

CHINESE
中文

We welcomed back our Year 12 students on our Lesson Day in Week 5. Year 12 students not only engaged in sessions dedicated to preparing them for their upcoming assessments but also participated in cultural activities such as *Tangyuan* making and tasting, as well as guessing lantern riddles, in celebration of the Lantern Festival to mark the end of the Chinese New Year. Cultural immersion is as important as language acquisition. For many of our students, these cultural encounters have become the highlight of their Lesson Day.



Photo: Year 12 Chinese Continuers class attempting Speaking task



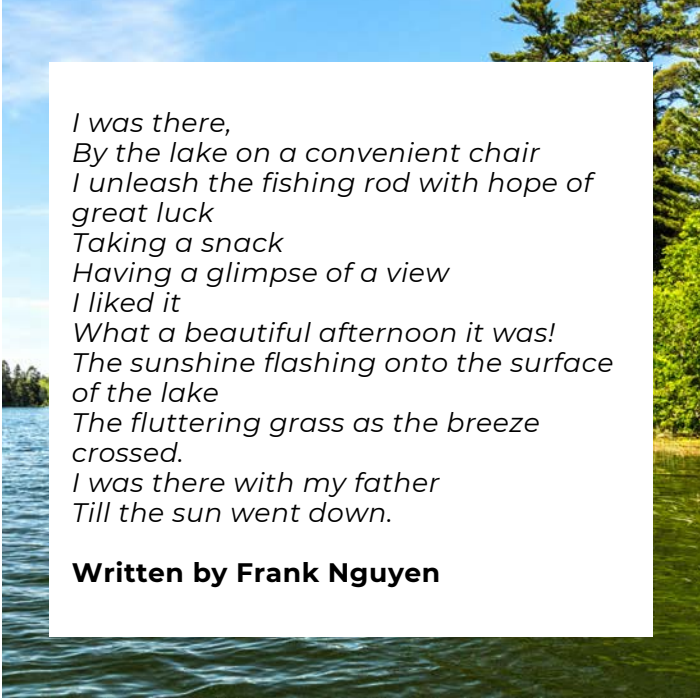
Photo: Year 12 class making Tangyuan



Photo: Tangyuan making

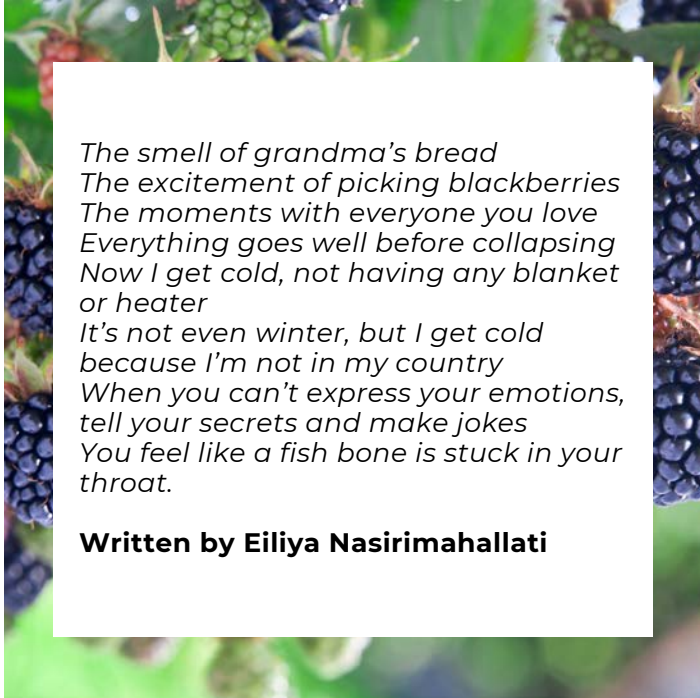
EAL/D Focus on Writing task

Our EAL/D students have Focus on Writing as one of their modules. Descriptive writing is one element of writing. Year 12 are writing poems using emotive language and imagery based on the stimulus of poems featured in the documentary *Reindeer in my Saami Heart*.



*I was there,
By the lake on a convenient chair
I unleash the fishing rod with hope of
great luck
Taking a snack
Having a glimpse of a view
I liked it
What a beautiful afternoon it was!
The sunshine flashing onto the surface
of the lake
The fluttering grass as the breeze
crossed.
I was there with my father
Till the sun went down.*

Written by Frank Nguyen



*The smell of grandma's bread
The excitement of picking blackberries
The moments with everyone you love
Everything goes well before collapsing
Now I get cold, not having any blanket
or heater
It's not even winter, but I get cold
because I'm not in my country
When you can't express your emotions,
tell your secrets and make jokes
You feel like a fish bone is stuck in your
throat.*

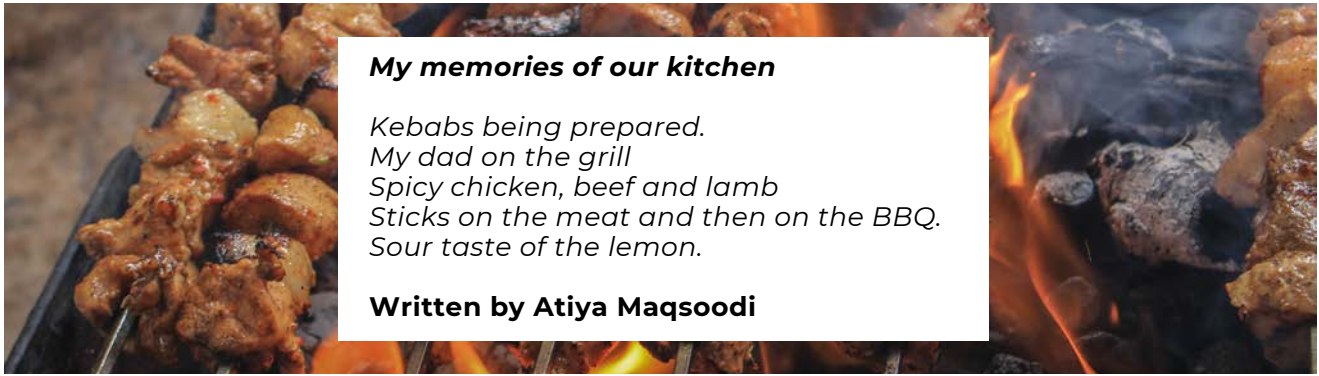
Written by Eiliya Nasirimahallati

Seven Normal Boys from Korea

*I was on the dark side of the world when I first realised
That life was worth living after all
The seven normal boys from Korea
Who brought out the best smile in me, thank you.
They didn't do much for me in my life.
But watching them facing hardships in their lives was more than enough.
They do silly things just to annoy each other.
The leader, of course is the main character.
He inspires me with his level of patience with his members.*

*I have never been interested in any other celebrities until I found these guys.
Maybe it's because my life relates to them more than the people I know.
And that is why I feel connected and happy when I watch them.
They taught me how to handle situations in a way no one is harmed.
They made me realise the meaning of being honest with myself.
They taught me how to be happy.
And yet they don't even know I exist.
But I am thankful for them and always will be.*

Written by Moana Tumanuvao

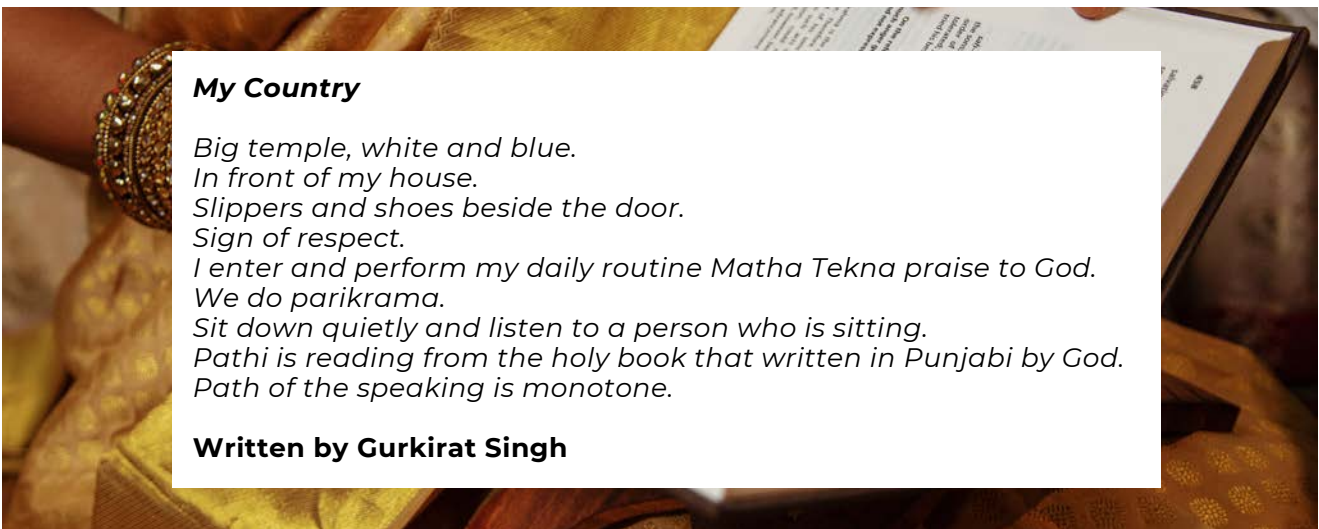


My memories of our kitchen

*Kebabs being prepared.
My dad on the grill
Spicy chicken, beef and lamb
Sticks on the meat and then on the BBQ.
Sour taste of the lemon.*

Written by Atiya Maqsoodi

Year 11 EAL/D are also writing poems as their first focus on writing task. They are based on a study of Dorothea Mackellar's poem *My Country*. They are writing about their home countries. Below is a great example:



My Country

*Big temple, white and blue.
In front of my house.
Slippers and shoes beside the door.
Sign of respect.
I enter and perform my daily routine Matha Tekna praise to God.
We do parikrama.
Sit down quietly and listen to a person who is sitting.
Pathi is reading from the holy book that written in Punjabi by God.
Path of the speaking is monotone.*

Written by Gurkirat Singh

SPANISH

Español

First in the state Spanish Extension; Kaiani Usatch Ginsborg

"Spanish Extension for me was a great way to put into practice the knowledge of this language in a much more intricate and meaningful way.

Taking this subject during HSC greatly improved my overall writing and speaking skills, and the way that I was able to express concepts and ideas in regular conversations in Spanish. Despite the idea that throughout NSW there are hundreds of Spanish students who are putting in their best efforts to succeed in this subject being a bit daunting, it is important to remember that not all of them are simply competitors and this subject in particular becomes much easier with mutual support between students.

The curriculum offers many opportunities for class discussions and lesson days which is incredibly beneficial in making connections with others who one may like to work on modules together with (shout out to Alma). This, alongside paying particular focus to film and language analysis tools, will greatly facilitate progression in the course and most definitely has and will continue to help me. Good luck!"

Kaiani Usatch Ginsborg
Year 12 Spanish Extension



Photo: Kaiani being interviewed by the Department of Education media at the First in Course ceremony

RUSSIAN
Русский


Photo: Inside the Moscow Conservatory performance hall

Anastasia Dudek recounts her recent visit to Russia

Новый год в России

"In January of 2024, I had the amazing opportunity to go to Russia to visit my family for the New Year.

During my visit to Moscow, I did many interesting things such as attending a classical music concert in the Conservatory, making unforgettable memories with my friends walking around Moscow city, ice-skating, going to New Year parties, going to the movies, spending time with my family and going away with them to Leptota, going to Exhibition of Economic Achievements (VDNH), watching the opera 'Carmen', in the Bolshoi Theatre.

However, one of my favourite memories was attending a New Year performance presented by the Cathedral Performance \Group of the Cathedral of Christ our Saviour. This show was performed in one of the halls under the Cathedral, the New Year decorations such as the decorated trees, lights and music added to the real spirit of New Year which Moscow does a phenomenal job of conveying. Whilst the show was a children's show, its messages and themes were quite challenging to understand, the storyline included the importance of giving to charity and spreading kindness to others.

My knowledge of the Russian language and Russian culture helped my understanding immensely and I would like to acknowledge my family, particularly my mum, the NSW School of Languages and my Russian school for their support, allowing me to continue and uphold my Russian studies in Australia."

Anastasia Dudek
Year 10 Russian

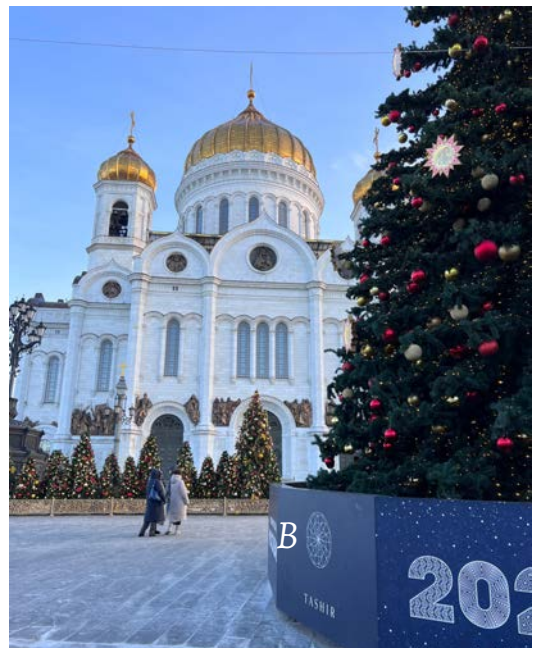


Photo: The Cathedral of Christ our Saviour

All the way from Byron Bay for a Lesson Day

Year 11 Japanese in Context student, May Kennedy, travelled from Byron Bay to attend a lesson with her classmates.

JAPANESE
日本語



Why did you decide to participate in the lesson day?

"I considered attending the lesson day at NSL because I wanted to connect with my classmates and teachers. I prefer face to face learning, and this is my first time enrolling in a course through distance education. Living in Ballina, in northern New South Wales, there is not much opportunity for me to speak Japanese in everyday situations aside from my family and Japanese friends. Traveling to Sydney was a good chance for me to eat some Japanese food that I can't eat in Ballina and do some shopping at Muji and Kinokuniya. I was also excited to communicate with other students who were taking the same course and may have similar interests or life experiences. It was a bit nerve wracking at the beginning, but it was lovely to meet my classmates and teachers. I enjoyed swapping LINE IDs with my classmates and talking about our shared interests. Meeting my teacher allowed me to feel more connected to the course and I feel this will facilitate future lessons."

What are your impressions or memories of the lesson day?

"The first thing I noticed when I stepped into the classroom was that it smelt a bit like schools in Japan. This scent was very nostalgic to me as I attended a Japanese junior high school back in 2022, which was an unforgettable experience for me. The learning environment was also quite reminiscent of my classroom experience in Japan, the teachers provided various activities for us to get to know our classmates and feel comfortable in the campus environment. As the majority of my schooling has taken place in Australia, it felt refreshing to go through a full day of school in Japanese. I am looking forward to following through my senior studies at NSL, thank you for having me!"

ありがとうございます!

May Kennedy
Year 11 Japanese in Context



Photo: May Kennedy



Photo: May Kennedy departing Byron Bay



NSL Spotify

Reminder: we are on Spotify and you can find us [here](#)! Follow this link to listen to our favourites playlists for each language we offer. We update our playlists often, so if you have any songs you'd like to see on our playlists, please let your teacher know! Happy listening!



New perspectives thanks to NSL

"Hi everyone! My name is Kai Kubota, I am a 2023 HSC graduate, and an incoming first-year student at Waseda University in Japan 2024. I studied Japanese in Context at NSL in Years 11 and 12, and I hope that sharing my own experiences will inspire students to pursue new opportunities that are born from language learning. I am deeply grateful for this opportunity to share my story, so if you could read the article until the end, it would be an honour.

Just like many other fellow students, I had a hard time determining what my future should be following graduation. While studying overseas was always an option, it seemed too distant to take seriously. However, thanks to my time studying Japanese In Context as part of my HSC, I furthered my linguistic abilities and developed my understanding and interest in Japan, which turned my thoughts into more realistic ideas. I was able to begin to think seriously about where I could study and what I wanted to do in the near future.

NSL helped me gain the knowledge, training, and the myriad of skills necessary to complete all the application procedures and be considered for admission to multiple Japanese universities. NSL provided me with the adequate background to ensure I was offered a number of places at Japanese universities, including in my first-choice course. Firstly, the structure of learning was extremely effective in developing my Japanese language ability at my own pace. Through the course and its assessments, I was able to learn how to write articles, letters, and persuasive pieces, while receiving guidance on how to express my ideas and present well in interviews. Over the course of the two years, through repetition and feedback from the teachers, my Japanese skill set dramatically improved.

Furthermore, the topics covered in the curriculum helped me develop a wider understanding of a range of subjects and issues related to Japanese and Australian culture. Not only did it teach critical thinking skills, but I strongly believe it fostered a deeper cultural understanding. By explaining, discussing, or debating such topics in the weekly Zoom sessions, the course taught me Japanese in a much greater multi-dimensional way. Finally, the in-person lesson days were a great way to connect and communicate with fellow students studying the same course. Speaking to people with similarly unique, cross-cultural backgrounds with similar aspirations empowered me with the confidence to pursue studying overseas. Being immersed in a global environment I believe is a major positive aspect of the In-Context course.

At Waseda University School of Liberal Studies, I hope to further broaden my perspective by immersing myself in the challenging academic environment and global hub that is Tokyo. I hope to develop a strong cross-cultural understanding and become an individual who can navigate the complexities of multicultural society. I also plan to further my linguistic abilities in a range of languages to help communicate and connect with individuals across the world, which will in turn hopefully open new doors for the future. I am very excited about taking the next step in my journey to learn Japanese and look forward to being able to utilise it in a meaningful way in the future."

Kai Kubota
Year 12 Japanese in Context 2023



Photo: Kai Kubota and his Grandma in front of Okuma Auditorium



Photo: Kai Kubota and his Grandma in front of Okuma Auditorium



Photo: Kai Kubota receiving award at graduation ceremony

PORTUGUESE

Português

Brazilian Carnival and its popularity

Many of our students, when asked where they would like to travel to, answer: Rio's popular street party - The Carnival. The Brazilian Carnival holds immense cultural and social significance, serving as a vibrant expression of Brazilian identity and heritage. This annual festival is deeply rooted in the country's history, blending indigenous, African, and European influences into a colorful tapestry of music, dance, and celebration.

At its core, the Carnival is a time for communities to come together, transcending social barriers and fostering a sense of unity and belonging. It is a celebration of diversity, where people from all walks of life join in the festivities, embracing their shared culture and traditions.

This national festival plays a crucial role in the economy, attracting millions of tourists from around the world and generating substantial revenue for local businesses. From hotels and restaurants to artisans and performers, the festival provides a vital boost to the economy, supporting livelihoods and driving growth in the tourism sector.

Beyond its economic impact, the Carnival also serves as a platform for social commentary and political expression. Through music, dance, and art, participants often address pressing issues facing Brazilian society, from inequality and injustice to environmental conservation and cultural preservation.

Multilingualism Day at the European Parliament

It is an excellent opportunity (and a free day) to get to know everything related to the diverse languages used every day by the people who know better: the interpreters and translators who work at the European Parliament. Do you know that each of them needs to speak two languages fluently when they start, but are required to learn a new language every five years? Or that every politician who speaks at the Hemicycle should do it in their mother language, otherwise they might feel the "fury" of their constituents at their next country's election?

This is a day filled with 30-minute talks from interpreters and translators about their day-to-day activities, tours of the Hemicycle, learning how to rewrite and format texts for ease of use, trying out interpreting booths and interpreting a text into one of the languages used in the European Parliament, and the list goes on and on...

I had a lot of fun on this day, and particularly enjoyed interpreting (simultaneous interpretation) a text from English into Portuguese. I selected one of the easier levels and everything was going well until I faced a word that made me reflect more than a couple of seconds: I totally lost the flow and pretty soon I was laughing at my not so good skills!!!

Anyway, I highly recommend it and, who knows, you might even feel that you would like to work there one day!

Nazaré Castro Santos
Portuguese Teacher



Photo: Bruxelas - Hemicycle



Photo: Bruxelas - interpreting booth