

# News

December 2020



## Principal's Message

*Assalamu-Alaikum  
Warahmatullahi Wabarakatuh*  
بسم الله الرحمن الرحيم

### Dear Parents/Guardians,

Alhumdulillah, 2020 academic year has concluded with the official opening of the amazing Learning Centre containing modern state of the art facilities including a Physics/Chemistry Lab, STEM Lab, Language Lab, I.T. Lab, Visual Arts Studio and 5 General Learning Areas. It is a wonderful facility, the outcome of all the hard work of all students and staff at this College.

In addition to the official opening of the Learning Centre, we have had all the end of year ceremonies including the Year 6 and Year 12 Graduations, as well as Award Ceremonies for all the year groups in Primary and Secondary. All the ceremonies were conducted with COVID-19 compliance requirements being met to very high standards. Alhumdulillah.

The new name of L.I.C, Al-Ameen College will be officially used from January 2021. The new uniform for high school should be available from Term 2, next year. Management will be working on the design of the new Primary uniform in 2021, Insha-Allah.

L.I.C is very blessed to have a beautiful teaching and learning environment with exceptionally high demand for enrolments. This is the fruit of the hard work of all students, all staff, the management team, and principals of the past. I would like to take this opportunity to thank everyone for their contribution to making L.I.C to what it is today.

My heartfelt thank you is also conveyed to all L.I.C's parents and the Parents and Friends Association for your invaluable cooperation and support over the past ten years, Jazaak-Allahu Khairan. Please continue to support this wonderful College and make dua for the success of all students and staff.

I have thoroughly enjoyed my time serving as the principal of L.I.C and would have loved to continue in management. I congratulate the new principal Mr Mohammed Elbotaty on his appointment and wish Mr Elbotaty the very best in continuing L.I.C's success, Insha-Allah.

Jazaak-Allahu Khairan once again for your invaluable support and duas for this College.  
Have a happy and safe holiday with your family, Insha-Allah. May Allah (SWT) protect and provide for us all in these difficult times, Ameen.

**Best wishes**

*Dr Popie Hossain Rhaman*

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# Bringing Mathematics to life

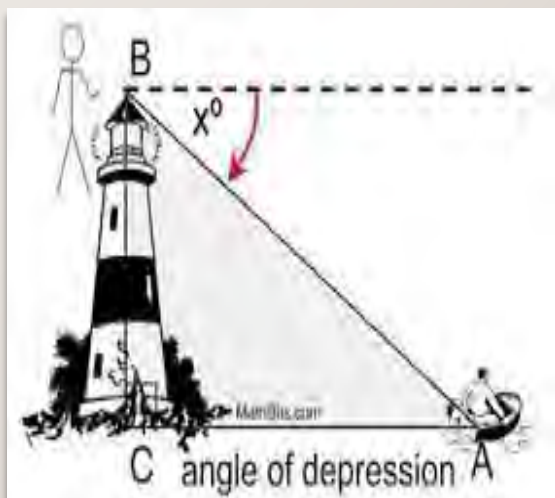


By: Mrs Bhawna Marwaha

Year 9 students worked on various concepts during the course of this challenging year!

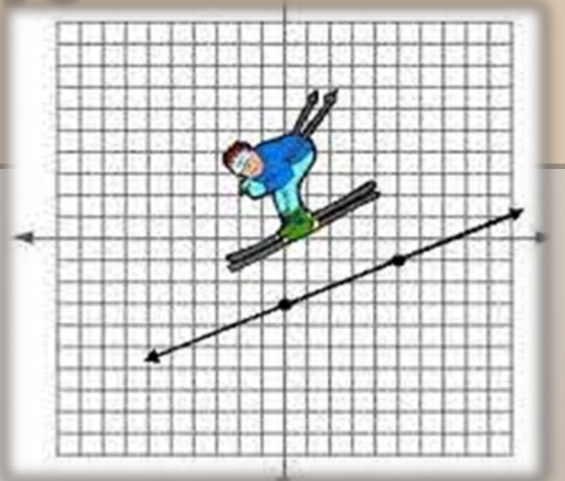
## Linear Functions

Students experimented with linear functions, explored various aspects of lines using GeoGebra in this term.



## Trigonometry

Trigonometry was most loved by my Year 9s. They enjoyed this new concept that came with lots of surprises for them. They learnt about trig ratios, angle of depression and elevation as well as bearings.



## Experiments with the spinner!

Students enjoyed experiments with the spinner which covered circles, percentages, and as seen above, students were able to discover the relation between experimental probability and theoretical probability. They made their spinners and found the experimental probability, which they then compared with the theoretical one and to their utter surprise, they discovered how the experimental probability was same as the theoretical probability.



*"To business that we love we rise  
betimes, and go to't with delight."*

*- Shakespeare*

**By: Mr Naeem Meer**

**Assistant Principal (Academic & Curriculum)**

As the final days for this term draw to a close, I would like to acknowledge the efforts made by our students, staff and parents of the LIC community during the course of this year. The extraordinary commitment made by all our staff - academic, admin and support staff alike, means that we can continue to succeed and flourish as a learning community well into the future.

This has indeed been a trying year with the global pandemic, which has forced the entire world to re-evaluate and re-position what we have come to take for granted. The support shown by all is testimony to our resilience in the face of adversity. And we have Allah (S.W.T) to thank for His guidance and support.

Our Management Team has already commenced planning for the new academic year when we return in 2021. Over the school holidays, I will be working with colleagues to put into place a smooth opening to the new academic year and setting the priorities to build upon the successes of our college so that we can improve still further.

We continue to be committed to providing engaging and differentiated instruction for each one of our students. Our staff understands that the learning needs of all students are a priority, and we will continue to provide authentic learning experiences for everyone and encourage students to be active members of the LIC community. Thank you for all for joining us in our continued pursuit of excellence.

I wish all our Year 12 students success in the future.

I would like to extend a warm thank you to the Admin team for their hard work, patience and support during 2020, and for their continued contribution to our school.

Finally, I wish all our LIC families the very best for the coming holiday and look forward to welcoming you all back, refreshed, for the new academic year. Insha Allah.

# Faction Carnival 2020



By: Mr Anistino Bakri

Unlike previous years, we have had a unique carnival due to the COVID-19 situation whereby parents are unable to attend the events as there is a strict social distancing in place. The participants still had a blast-soaking in the fun atmosphere, enhancing their sense of camaraderie and displaying great sportsmanship. Our High School students competed in a myriad of exciting games and the final results are as follows:



First	Joint Second	Fourth
Blue	Green & Gold	Red

Congratulations to all as you are all winners in your own special way.





# The Power of Description



By: Mrs Venisa Nathan

Writing a good narrative requires more than just a conflict and resolution. Description plays a critical part in developing the narrative and most importantly engaging your audience (the reader). It is used to create a vivid picture in your mind - one that makes you feel like you are an observer watching the story unfold in your imagination. Descriptive language is used to appeal to our five senses: touch, smell, sight, taste and sound. Authors that have a keen ability to transport readers into the realm of imagination are often well-known and their stories have been made into films.

We explored the use of descriptive language in our English classes. Our Year 8 English cohort have written some bone-chilling horror stories, many of them using good descriptive language. Our Year 10 English cohort have also written tragically sobering World War I stories that were inspired by poems written by the renowned poet Wilfred Owen. Our Year 11 Literature ATAR students have creatively produced expressive short stories that incorporated narrative and character approaches that were studied in the Literature course. Here are some great examples of descriptive language written by our Year 11 Literature students.

“The chilling wind crept into the depths of the cold night, enveloping each and every house in sight in the shallow city of Berlin. The once bustling streets of mayhem and youth were now full of whimpers and hidden cries of mothers. Mixed emotions of anticipation and fear hung in the air and stung the eyes of women who bid farewell to their spouses and sons. Responsibilities burdened and spread the wings of these women but, the food on the table proclaimed otherwise. Death knocked on all doors, slowly yet cunningly swallowing whoever approached it- leaving bruises of hysteria, trauma and despair. And yet, everyone expected death but still cursed its presence. After all, ... war, is death itself. And death, is the inevitable outcome of sheer prejudice.” **Hafsa Arslan, 11B**

“I watched as the sky rumbled with anger, dark and gloomy as it cried heavily with sorrow. The U-shaped dormitory lined with rooms sheltered innocent souls with its worn-out,

yellow walls, surrounded by the hungry forest of trees shadowing over the faded red roof tiles of the building. I listened as raindrops fell rhythmically, bringing about thuds that made it seem like a child throwing a tantrum was flinging pebbles onto the roof. I hated this weather and the guilt it washes over me... No matter the effort I put into directing my thoughts somewhere else, my mind drifted right back to that night.”

**Faza Fadhli, 11B**

It all dated back to the March of 1950, in the small village of Hiware Bazar, in Maharashtra. In the open square of Senara, Lakshmi, the village chief's daughter sat on the teal, blue balcony, excitedly examining the preparation of Holi while getting her mehndi done on her palms. As guests flowed in like a swarm of bees, one particular guest caught her eye. She could tell he wasn't around here. He wore an ivory kurti with its button's half done with sleek but messy hair. He looked up at her with his great goofy smile, their eyes aligned like the sun and moon in syzygy. Just then the Sang-eet started playing. Lakshmi excited by the new boy, gracefully loped down the stairs, her bangles and her payals rhythmically clinked and her pink and blue georgette lehenga flowed beautifully behind her. All the tall wooden lamps were lit up like the temple, the concrete floor filled up with drawings of colourful flowers. Loud drumming played. Someone yelled "Happy Holi!" And the air filled with splashes of coloured powder. Lakshmi looked around but the boy couldn't be seen. Just then someone blew vibrant red powder into her face. When it cleared up, it was the boy." – **Joanna Manoj, 11B**

"A high-pitched wail cut through the bleak silence that had settled like a dark fog inside the (pristine white walls of the) hospital waiting room. Startled, the occupants began to shuffle around, moving unseeingly in the aftershocks of the chilling news. There were five people, three women and two men, and they seemed to not be wholly present, but lost inside the crevices of their own minds. It was evident to anyone present in the small, paltry farce of a hospital that these people were in turmoil and were not to be disturbed - lest they be brought back into the living world as if a splash of cold water hit their faces." **Arish Mahajan, 11B**

"As the burning sun began to descend and the sweet hues of honey and marmalade turned navy, my heart wondered if it would be the last time I'd get to appreciate that painted sky. White speckled dots slowly began to replace what had been the last few moments of day, and the chilling breeze of winter's long and seemingly never-ending night rushed through my window, sending hairs to stand on end and shivers to rush down my spine. I closed the window and turned to sit on my bed. My arms rested on my knees and my hands cradled my face. I began to visibly shake. I can't go to bed, I thought to myself, he'll find me." – **Sara Abazar, 11G**

"A high-pitched wail cut through the bleak silence that had settled like a dark fog inside the (pristine white walls of the) hospital waiting room. Startled, the occupants began to shuffle around, moving unseeingly in the aftershocks of the chilling news. There were five people, three women and two men, and they seemed to not be wholly present, but lost inside the crevices of their own minds. It was evident to anyone present in the small, paltry farce of a hospital that these people were in turmoil and were not to be disturbed - lest they be brought back into the living world as if a splash of cold water hit their faces."

**Arish Mahajan, 11B**

"The navy-blue uniform, the narcissistic badges, the slicked back hair, the grim and intimidating face, the stern voice... it was all coming back to me. I was hiding behind my father, in fright. The doorbell had been rung relentlessly numerous times – like an impatient little boy. But this was no little boy. He was thrice my height, with the broadest shoulders. You couldn't see much of his face. His cap, which had Chinese writing embroidered on it, was covering most of his forehead and eyes. He didn't speak. But he didn't have to for me to realise that he wasn't a very nice person. I gripped tightly to the bottom of my father's jumper and stood behind him. The man simply stared at us, with no emotion. He looked back at his vehicle and nodded. Within a split second, 4 men stormed out of the car and approached our door. My dad was getting extremely suspicious and worried. "嘿，嘿!到底是怎么回事?说话!" (HEY, HEY! WHAT'S GOING ON? SPEAK!) he yelled as he slowly started to push me back. He mumbled to me, "亲爱的，快! 去后面的房间! (Sweetie, quick! Go to the back room!)" I ran to the back reluctantly. But before I took more than 2 steps, I heard the most heart wrenching and dreadful sound one could ever hear." – **Leena Rawan, 11G**

**Do these snippets of short stories make you want to read on to find out how the story ends?**

# Exploring “Culture” in the Arabic Language Classroom



By: Sh. Muhammad Agherdien

This term we are exploring the “Understanding” strand of the Australian Curriculum Languages with a focus on the sub-strand: The ‘**Role of language and culture**’. To explore this sub-strand, we studied the rich cultural heritage of the great nation of Iraq. On Iraq’s National Day, which coincided with the 3<sup>rd</sup> October 2020, students brought several artefacts to class from Iraq, such as flags, banners, traditional teapots, cups, rugs, traditional cushions, and incense burners. This created an authentic Iraqi cultural immersion experience for the students.



The Arabic class discussed the cultural tradition of storytelling in Iraq. Arabic stories, narratives and poetry written by great Iraqi writers and poets were reflected upon. To relive this rich tradition of story – telling, two Year 11 students: **Amro Shalan** and **Fatima Al Jibori** read an interesting Iraqi story to the Year 9 class, with an important moral lesson for all, titled:

*‘None should value an item except those who have knowledge of its true value’*

لَا يَتَمَنَّ السُّيِّئُ إِلَّا مَنْ يَعْرِفُ قِيَمَتَهُ .

The students also dressed up as the former great men of letters and literature and performed role plays. Further, the class also discussed the great contribution to Arabic poetry by the great 10<sup>th</sup> century Iraqi poet; *Abu at Taysyib Ahmad ibn al Husayn al Mutanabbi*.

إِذَا رَأَيْتَ نُيُوبَ اللَّيْثِ بَارِزَةً فَلَا تَظُنَّ أَنَّ اللَّيْثَ يَبْتَسِمُ

Translation: *‘When you see the canines of a lion, do not think that he is smiling with you’.*  
*Al-Mutanabbi [Kufa, Iraq], A famous Abbasid poet at the court of Sayf al-Dawla in Aleppo.*

In addition to studying Arabic literature and poems from this great nation of Iraq, we also explored the iconic buildings and architecture produced by Iraq. The enormous 50-meter minaret of the Great Mosque in Samarra is one such iconic structure. The minaret, spiralling up from the ground was recreated in the form of art expression by the very talented Year 10 student: **Sayidah Abirah Mohd Salehan**.

In exploring this sub-strand further: “**Role of Language and Culture**”, Year 9 student, **Zeyad Salama** explored the differences of the traditions and practices between Australia and Egypt. Please take time to read this interesting article written in Arabic by **Zeyad** comparing the rich cultural differences between these two countries.



تختلف العادات والتقاليد ما بين شعوب العالم فالعادات هي ما توارثته الأجيال من أفعالٍ و أقوالٍ وتظهر في المناسبات والطقوس الدينية والاجتماعية.

مصر تزخر بالعادات والتقاليد وأكثر فيها الثقافة الفرعونية والدينية. كالاحتفال بأعياد الربيع وشم السيم وشهر رمضان وعيد الفطر وعيد الأضحى. كما أن الاحتفال بالزواج بعد أهم الإحتفالات المرتبطة بتقاليد البلد وله تجهيزات خاصة و تكلف الكثير من الأموال.

تشتهر مصر بأنواع كثيرة من الأكلات الشهية مثل الفول والفلافل والكشري والملوخية.

يتم الشعب المصري كثيرا برياضة كرة القدم والتي تعد أكثر الألعاب شعبية في مصر ومن أشهر النوادي الرياضية - النادي الأهلي والنادي الزمالك، يعرف الشعب المصري بأنه شعب محب للفكاهة والسخرية كما أنه شعب مشهور بطبيعته وترحيبه بالضيوف.

أما بالنسبة لأستراليا فتتأثرها عربتها مستمدة أساسا من بريطانيا ولكن أثر فيها أيضا موقعها الفريد الذي تتميز به القارة الأسترالية مع ما هو موجود أصلا من ثقافة السكان الأصليين وتعد من أقدم التقاليد التي مارلت تمارس على الأرض.

تحتفل أستراليا بأعياد الميلاد وعيد الفصح وأسبوع الإسجام، الأستراليين عادة ما يكونون غير رسميين في تعاملاتهم اليومية حتى في بداية التعرف فيتم استخدام الأسماء الأولى عند التعرف على الناس، ويعرف بأنه شعب محب للرياضة والمغامرة، فيقومون بالتخييم وركوب الأمواج وتعد رياضة كرة القدم الأسترالية من أكثر رياضات الشعبية في أستراليا.

يحتوي المطبخ الأسترالي على العديد من الأصناف ومن أشهر الأطعمة الأسترالية الشعبية الفيجميت ، فطيرة اللحم، وللامنجنون.

**English Translation (Summary):** The practices and traditions of people differ around the world. Traditions are evident in the practices and traditions of generations in a multitude of ways. It is evident on the occasions of religious and social activities.

Egypt celebrates her cultural differences in many ways such as the pharaonic heritage and its Islamic heritage, respectively. The country celebrates the Spring Festival and Easter as well as great Islamic occasions such as *Ramadan*, *Eidul Fitr* and *Eidul Adha*.

Wedding celebrations are also one of the most important celebrations in the country; there are special preparations for this event that require huge expenses.

Egypt is known for her delicious food such as *Ful*, *Falafel*, *Koshary* and *Mulukhiyah*. Egyptians love their sport and the most well-known sport is soccer, and the two most famous clubs are *Al Ahly* and *Zamalek*. Egyptians are known for their humour and cheerfulness, as well their kindness and for their hospitality towards visitors.

As for Australia, its traditions are known to emanate from the West, essentially from Britain, while many of its cultural aspects, also come from the Aboriginal people, which are considered the oldest surviving traditions in the world.

Australians celebrate Christmas, Easter and Harmony Week. They are very informal in their daily interactions with each other: they use their first names when being introduced by people. Australians are also known for their love of sport and adventure: they love camping, surfing and Australian Rules Football. Of the most well-known Australian foods are: vegemite, meat pies and lamingtons. **Zeyad Salama [Year 9]**



# Year 2 Gold

# THE PLACE TO BEE

By: Sr Ikram Ali

Assalamu-Alaikum  
Warahmatullahi Wabarakatuh,

Welcome to the last term of the year!  
This year has certainly been one that  
we will always remember.

It is wonderful to see enthusiastic  
students ready to learn. There are  
many exciting learning experiences  
planned this term.

Here are some amazing snapshots of  
year 2 Gold, 2020.

## What's buzzing in Literacy...

**READING ....** Students will continue to practise reading comprehension strategies across a range of multimodal texts within both fiction and non-fiction genres. There will be a strong focus on monitoring reading, where students are continually checking the meaning of their reading. Students are encouraged to slow down and stop to check they have understood the meaning of what they have just read. This is supported through a focus on literal and inferred comprehension questions, where students respond to a variety of ques-

tions and are required to provide evidence from the text to support their reasoning. After reading, students use summarising and synthesising strategies to reflect on what they have read and share their understanding.



Students are encouraged to read to their classmates, focusing on tone and fluency. In Year 2 Gold our class motto is **Reading Is The Key To Success!**

**WRITING ...** In Writing, we will be continuing to build the writing culture within our classroom with the ultimate goal of developing lifelong writers. This term, students in Year 2 Gold have been working on writing procedural texts.



**We love sharing our creative ideas, especially  
when it comes to writing!**

In term 3, Langford Islamic College was visited by the amazing Professor Maths.

**MATHS** ..... During this term, students will continue to consolidate number skills in addition, subtraction, multiplication, and division. Students will commence the term with some revision of number fluency and the four operations. They will then explore fractions of shapes and groups, looking specifically at halves, quarters and eighths. Students will also participate in measurement & geometry units which will include identifying and labelling 3D shapes. Warm-up games, the use of maths equipment and problem-solving will be the main strategies used to learn, become fluent, and extend Mathematical ideas.



The incursion was an engaging presentation from Professor Math, followed by a range of hands-on problem solving tasks which students found thrilling.

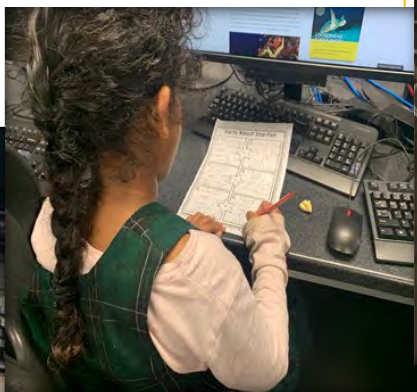
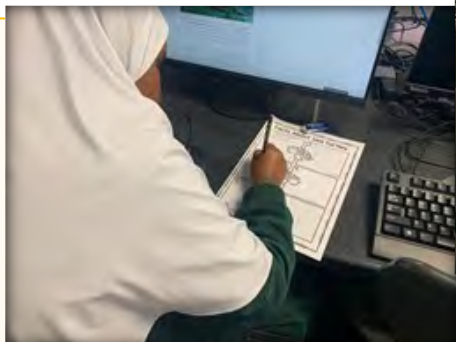
**SCIENCE** .... This year, students participated in the Mix and Make – Chemical Sciences Show. The show was conducted by SciTech. It was a fun and lively show, mixing explanation with interactive demonstrations to showcase different scientific processes, and just how relevant Science is to everyday life.



Playdough fun! Students used their push and pull force to design and create their own playdough shapes.

In science, we really enjoyed our own jelly experiment! When mixing the materials together, students hypothesised, investigated and evaluated their jelly. The best part was eating it!

**Digital Technology** .... During our IT lessons, students used their amazing research skills to locate interesting facts about our marine life. MashAllah!



## What's cooking in Year 2 Gold!



We LOVE our cooking lessons in Year 2 Gold! This term, students will integrate their procedural writing unit - with cooking. InshAllah, we cannot wait to plan and create wonderful recipes.



## Sports Carnival - Novelty Games



This term, students had a wonderful time participating in the novelty games which were held in the school gym.



# Year 3 Red

## a picture says 1000 words

By: Mrs Islam Choueib



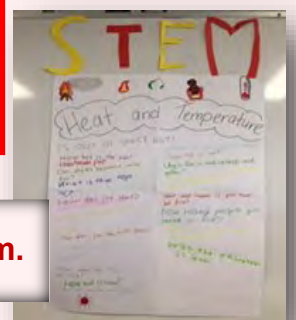
Students learn about coding through ozobots



In term 4 we are learning about Australian money. Students created their own values of money using notes and coins.



Students brainstormed about heat and temperature with Mrs Hashim.



# PP PURPLE WORKED HARD



By: Sr Sitti Zakaria and Sr Trish Anderson

It has been such a memorable year for PP Purple. They have grown so much since they first walked into the classroom at the beginning of the year. Covid19 definitely impacted on the way the students learned in Term 2. However, we managed to overcome the hurdles and challenges. Students worked hard and now have become more confident in reading and writing.

In Pre-primary Purple, we worked hard but we played hard too. The students enjoyed a variety of activities designed to help them learn and understand better, targeting the different learning areas of the curriculum. We had the Australian Animal theme in Term 3. My assistants and I added a little Australian Outback in the classroom.



We incorporated the theme into our literacy, numeracy and art lessons. We were also fortunate to have a Science incursion hosted by SciTech and a Maths incursion to wrap up the term.

## Australian Animal Art

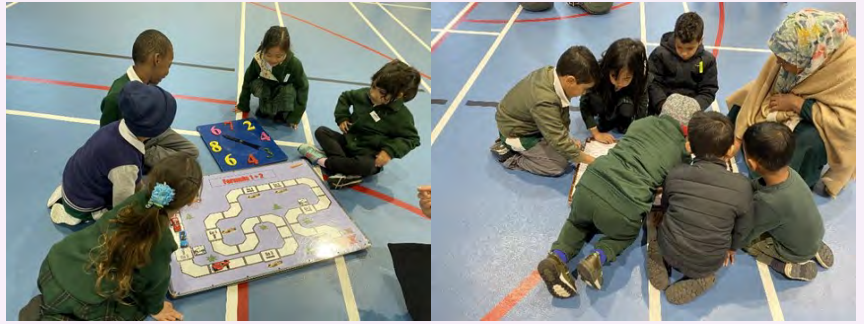


## Science Incursion



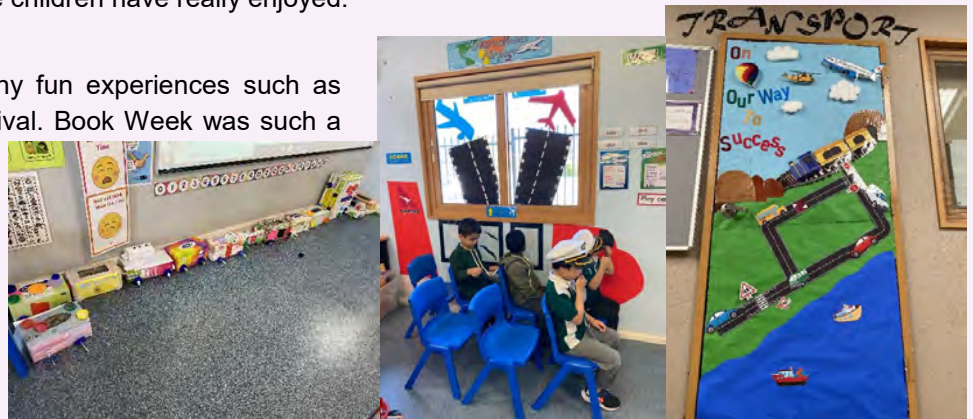
# Maths incursion

In Term 4, when we changed our theme to transportation, our talented assistants transformed the classroom into an international airport. We even have pretend passports to travel. The students learned about the different transportations we have all over the world. In Design and Technology, students made their own version of transport out of recycled materials.



This term the children have been exposed to so many rich literacy and mathematical experiences which have helped to cement the concepts which have been taught. During our literacy sessions we focused on recount writing, and a structured way to rewrite our experiences. The children applied their writing skills using connectives (First, Then, Next, After and Finally). They used this method to rewrite stories, write journal entries and even create their own stories. They applied their recount writing to their journal writing by writing about their own experiences which has become a part of our weekly routines where we have learnt so much about your child's outer school activities such as camping, swimming and other lovely family adventures bringing a real sense of belonging into the classroom. In Math's we explored many concepts using our Math's Plus books; this information is cemented through hands-on math's games which the children have really enjoyed.

Term 4 has been full of so many fun experiences such as Book Week and the Sports Carnival. Book Week was such a special day for the Kindy and Pre-Primary students where we celebrated our love for reading through dressing up as our favourite characters. In Pre-Primary Purple our students and parents were so creative. We were very thankful for the



commitment of our parents as every student dressed up. During our Sports Carnival we witnessed the wonderful values of our class such as sportsmanship, teamwork and friendship. Everyone gave each activity a go and even cheered on their class members as they completed the egg and spoon race, penguin race and many more activities. Although we have missed the parent's involvement in our community Sports Carnival, it was still a very special day. As the term ends, we continue to review important knowledge and information and celebrate our children's successes through handing out merit certificates.

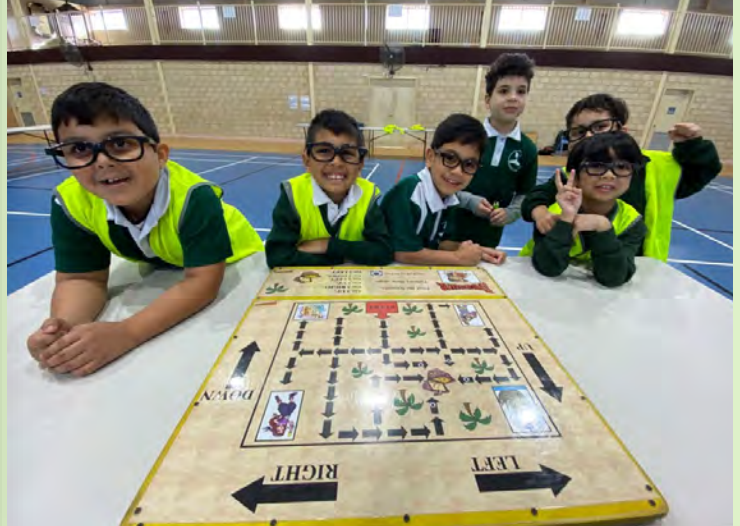


# YEAR 2 GREEN

# Facing The Challenges of 2020

By: Mrs Beata Lisek

Welcome back to Term 4! We can definitely say that 2020 has been a year of challenges. I must say that my amazing Year 2 Green class is facing these challenges head on and reaching their goals. Despite the world facing a pandemic, as well as the uncertainty of going back to classes, Year 2 Green students did an amazing job on their learning journey. On the way they developed their independence and confidence, and built strong relationships and amazing friendships. Somehow I have a feeling that Covid-19 made all of us stronger and more resilient. All three Terms of 2020 were super busy and very productive. Year 2 Green students worked hard to complete tasks, projects, amazing works of art, and also





made incredible progress in reading and writing. Year 2 Green, I am so proud of you!!!!

In Term 4, we will continue working on the Literacy Program which covers Reading and Viewing, Writing, Spelling and Speaking as well as Listening. The proficiency strands 'understanding', 'fluency', 'problem solving' and 'reasoning' are an integral part of the Mathematics content across the three strands: Number and Algebra, Geometry, Statistics and Probability. Year 2 students will learn to interpret graphs, classify 3D objects, as well as division and fractions. In science Year 2 students will be learning about Earth and Space. The Health program will cover Creating Healthy and Active Communities and in Geography we will be learning about Connections to Places and how Technology influences the way we connect.

Here are some snapshots of our learning journey throughout a very challenging 2020.



# What Say these Young Ones?

By: Mrs Carol Severe



As an English Literature major, I wholeheartedly believe that changing students' mindset towards the taken - for-granted status of canonical authors, especially Shakespeare, is difficult, but not impossible. This semester, I challenged my Year 9 students to read unfamiliar passages from Shakespeare's *Macbeth*, *Romeo and Juliet*, *Hamlet* and *As You Like It*.

Through guided reading, students were encouraged to make inferential meanings from the so-called challenging Shakespearean English. The results were astonishing. Students not only read texts that were written 500 years ago, but they also had fun trying to emulate Shakespeare's style. Below are a few samples of the written works of Year 9 students. They wrote about diverse topics such as appreciating the simple beauty of a duck, dealing with the pressure of school life, procrastinating and appreciating a growing tree.

## Ode to a Duck

Thou art the object of my appreciation  
Come hither towards me oh duck  
Verily none hath feather like thee  
Hath aught matched the quacks leaving  
thee's beak  
Hath aught glided through the water like  
thee  
I wot not of aught worthy of such apprecia-  
tion  
Methinks nought hath reached such glory  
Methinks nought hath reached such beauty  
Verily whereof art thou made but of the  
finest of feathers  
An it were true that thee could not hear me,  
Then allow these words to be of apprecia-  
tion to the god that created thee  
An it were true that thee could hear me,  
Accept these words of my appreciation

By Mujtaba Al Asadi



# The Morrow & the Tree

As the travelling lamp rises to welcome the slumbering town,  
Rubbing his eyes a dram issue, as that gent doth feel not  
restful

Aches in the back the dram issue doth feel and bags  
drooping under his eyes

Blur is his mind as he remembers what hath happened last  
night of all

In forsooth, nay love does that gent doth feel

Whereof are you made, thou baubling issue?

Alack, nay counsel doth kinsman give to thou poor issue

I'll tarry no longer with you, fellow kinsman charged to thou  
issue

Merry, studying hath undone thou feeling's heart

Tis he, foul creature, that hath done thee wrong

Dram issue indeed wish to liveth away from thy town

An it were true, small issue wish to liveth in town hence away

A town of joy that hail thou cousin's countenance

Alas, tears do not become a man

Sweet my cousin, prithee work hard and fare thee well

**By Zaki Hananto**



# Procrastination

Tis a cursed being that hath stolen time

Thy mind will be convinced and negotiated

That hence to thither, wilt be enough time

Tis subtle, e're ye can notice

Tis already too late

Alack, ye have gotten bourne away

Ye, have lost thy precious time

Ye have lied to thyself

Ye, aught have done thy homework

Always telling thyself 'anon' and 'later'

Art ye happy now?

Adieu cousins, adieu time

**By Ayu Fitri**

# Hard work

Tis a cursed being that hath stolen time

Thy mind will be convinced and negotiated

That hence to thither, wilt be enough time

Tis subtle, e're ye can notice

Tis already too late

Alack, ye have gotten bourne away

Ye, have lost thy precious time

Ye have lied to thyself

Ye, aught have done thy homework

Always telling thyself 'anon' and 'later'

Art ye happy now?

Adieu cousins, adieu time

**By Adam Alam**

# Literature Students in the Hot Seats

The Year 12 Literature ATAR course positions students to develop greater empathy for the attitudes and opinions of others by interacting with and interrogating a range of texts and characters. They develop an ethical understanding by engaging with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. As a teaching strategy, hot seating is the perfect avenue for students to explore and question values, attitudes, perspectives and assumptions in texts.

## The Hot Seat activity is the perfect way to make reading literary texts fun!

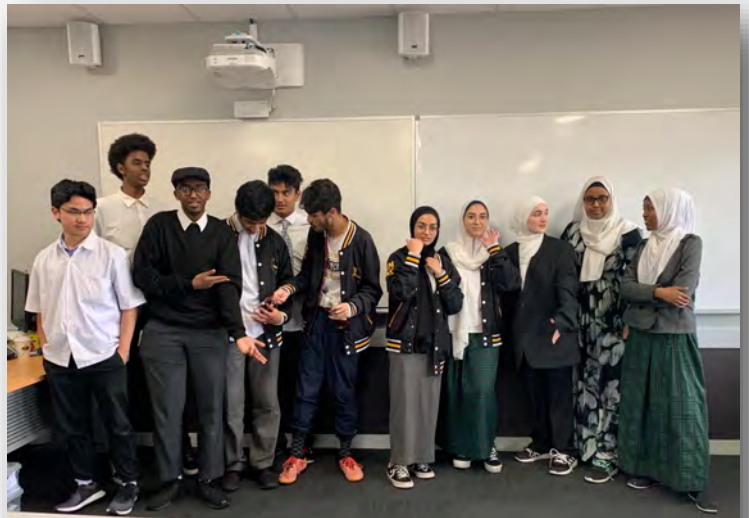
It is a strategy where characters, played by the students, are interviewed by the rest of the group. This activity invites students to recount a specific event, explore motivation and multiple perspectives/experiences related to a theme, topic, event, or idea. It is my go-to teaching strategy as it helps students to:

- Understand different perspectives and angles offered in a text
- Analyse motivations and attitudes of the characters within a sociohistorical context
- Develop a sense of period
- Understand and make relevant use of textual evidence

This year, the Year 12 ATAR Literature role-played the main characters from literary classic *A Streetcar Named Desire*.

The hot seat strategy was successful in getting students to connect with a play that was first performed in 1947. It was the perfect way to help students understand the actions, reactions and mind-

set of the characters who hold different values and lived in a different context. More importantly, it addressed the concepts of the ATAR Literature course which encourage students to focus on the dynamic nature of literary interpretation, consider the insights texts offer and synthesise a range of perspectives.



# Visual Arts

By: Mrs Alice Robinson Kinson

Art is an important part of the school curriculum. It teaches students different and unique ways of seeing the world around them, as well as how to communicate with that world. Art can make a statement, tell a story, or ask a question. By learning how to understand what art is telling them, students are better equipped to make sense of the world around them.

This year has seen the re-introduction of Visual Arts ATAR to the school. A dedicated group of students have been working very hard to improve their understanding of how to communicate visually with the world around them, and have created outstanding works of art. As well as ATAR, our Visual Art General students have also produced excellent works.

These artworks are an inspiration to our future artists here at Langford Islamic College, and I hope that seeing what students are capable of will encourage others to allow themselves to experiment

