



Issue 11

22 August 2018

In this issue—

- Principal's message
- History primary news
- History secondary news
- School/community events
- Student calendar



From the Principal's Desk

Firstly I would like to thank everyone for their support in providing a second Deputy Principal for the School. This is a position we are currently utilising from year to year, but your support to create this position on a permanent basis has been very much appreciated.



There has been some great work coming through from our Year 12 students as they approach the end of their formal secondary schooling. The timberworks, artworks and projects have been amazing and it was great to see the students and their projects.

We would like to welcome aboard Jeremy Whiterod as a Head Teacher with us. Jeremy comes with a wealth of experience and has worked in some remote areas of the state.

Trial examinations have just about finished for Year 11 and these students will be starting their Year 12 Term 4. Keep up the great work all.

If you have any questions or queries about your child's learning, please contact one of the executive staff at the school. We are only too happy to assist.

Yours in Education
Danny Henman



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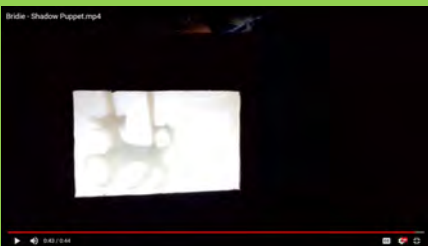
History News—Primary Students

Look at how inventive our primary students have been in sharing their knowledge of history around the world...

Stage 2: Creating puppets to retell a Dreamtime story



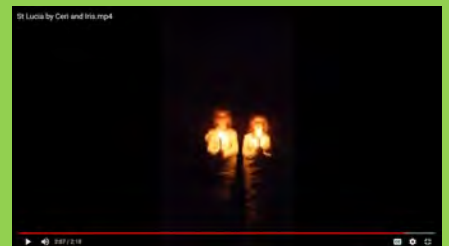
Stage 1: Shadow puppets, as used in Asian cultures



Stage 2: Retelling a Dreamtime story using natural and made props



Stage 1: Re-creating a Swedish celebration, St Lucia



Stage 3: Did the Portuguese discover Australia? – our reporter travelled to Portugal to find out!



Stage 1, 2 and 4: Retelling history stories, getting everyone involved!



History News—Secondary

History Faculty 2018

L-R (front): Jemma Bayliss, Patricia Lemos, Jenny Harris

L-R (back): Danielle Cleary, Rikki Commens

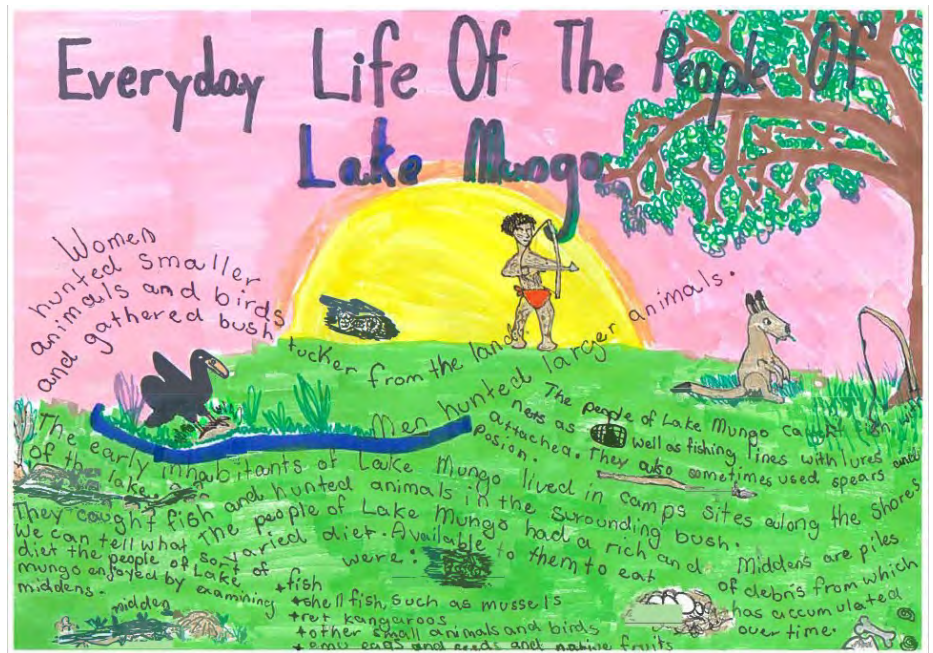
Hello from your History faculty!

We are a passionate group of historians who are very excited to work with you to help you achieve an excellent understanding of the forces and events that have shaped our world. We believe the study of History is very important and that much can be learnt from our past. As Niccolò Machiavelli (Italian diplomat, politician, historian, philosopher, humanist and writer) said: "Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times."



Stage 4 History

Students enrolled in Stage 4 History with Southern Cross School of Distance Education study a variety of historical events, people and societies. In Year 7, student's complete topics on: Introduction to History, Investigating Lake Mungo, Investigating Iceman, Investigating the Parthenon, Ancient Egypt and Ancient China. In Year 8, student's complete topics on: The Vikings, Angkor Wat and The Aztecs.



Year 7

Above: Yovi Cox – Year 7 Investigating Lake Mungo

Left: Rosa Cox – Year 7 Investigating Lake Mungo

History News—Secondary Students

Tonya Turner Kerr – Ancient Egypt

Task: Write a narrative about Hatshpsut's trading expedition to Punt

We shall set off tomorrow bound, from our scorching home, to Punt, destined to bring back with us many great things. I am sure that in many years, this will be an event that

shall make future rulers accept my womanhood. I shall, therefore, record this tale in Bas-Relief at Deir el-Bahri... my temple.

THE STORY

Under the reign of the Pharaoh Hatshepsut, five ships set sail from Egypt, bound for Punt, God's Land. Sabra, the pilot of the expedition, shouted commands to his crew. "To the port side!" he yelled to the 30 rowers. He loyally served Hatshepsut, the first woman Pharaoh, and prayed to Isis, a new god who cared for women. He prayed for success.

They sailed for many a day, over what is now the Red Sea, fish beneath the stern. Eventually, two of the five ships landed in Punt. The sails were taken down and stored at the dock. A small boat was dispatched from the hidden cove, carrying valuable goods. Sabra rowed the boat to the mainland.

From the mainland, Sabra saw the rest of the ships arrive "safely at the terrain of Punt." On the final ship, Hatshepsut's royal messenger, Nehasi, took control. She collected the rest of the valuable goods - goods intended for the Puntites. Now, the hardships started.

The men tried to barter with the Puntites for exotic goods to take home... but they refused to trade with the Egyptians.

After much debate about what to do, it was decided the Nehasi would make a plea to the queen of Punt - Queen Chione.

Sabra rowed the best goods to Nehasi, who chose the best of the best to present to Queen Chione. Nehasi placed the goods on an Ebony platter and carried them to the palace. She instructed Sabra to row the rest of the goods back to the ships.

After much perilous trial, Nehasi had permission to see Queen Chione.

When she entered the grand room, she stifled a giggle - the Queen was an odd looking person with a large figure, a pudgy red face, piggy eyes, a snub nose and a downturned mouth.

She looked like a tomato with fine robes. "Why should I help you?" after hearing Nehasi's plea. "Because our ruler wants a piece of your greatness, O Queen." Came the reply.

"What do I get for my goods?" Was Queen Chione's next question, which was met with a gesture towards the Ebony platter. Queen Chione's greedy eyes lit up. She took the platter. "GAMILA!" She yelled. She turned to Nehasi. "My slave will give you everything you need." And she did. Sabra, Nehasi and the crew returned to Egypt with trees, animals, ivory, gold, incense, skins, paint and more. And a legacy.

Pharaoh Hatshepsut would be remembered forever.

The End



Tonya Turner Kerr – Year 7 Ancient Egypt

Task: The Osiris Myth as a cartoon (right)

Kiel Heperi – Year 8 The Vikings

Viking Blood Feud

I grabbed my axe when I heard the cries of Eric's family.

After I dishonoured him I immediately earned their hate, no their loathing, for even hate has its boundaries. My leg was cold with frostbite and I was ready to lay down my life for after me, they would have moved on to the rest of my innocent family, creating a blood feud.

Now I have three bodies at my feet and need to make it look like a natural death lest I create a feud myself.

Jack Logan – Year 8



Samples of Year 8 Angkor Wat Site Study

Ulani Mortimer

Facts

- A wide moat surrounds the temple, beyond the moat is a wall almost 15 feet tall, 3,360 feet long and 2,630 feet wide. The temple compound enclosed by that wall covers just over 200 acres. The main tower of the temple rises 213 feet high.
- Angkor is one of the most important archaeological sites in South-East Asia. Stretching over some 400 km², including forested area, Angkor Archaeological Park contains the magnificent remains of the different capitals of the Khmer Empire, from the 9th to the 15th century.
- Angkor Wat is the primary reason that more than 50% of international tourists visit Cambodia each year. Cambodians are proud of their ancient monument, so proud that they put it on the Cambodian flag in 1950.



bibliography

- www.siemreapcambodia.org
- en.wikipedia.org
- www.livescience.com
- www.theangkorguide.com
- <http://baphuonvilla.weebly.com/>

The history of Angkor wat

- Angkor Wat was built in the first half of the 12th century (113-5BC). Estimated construction time of the temple is 30 years by King Suryavarman II, dedicated to Vishnu (Hindu), replica of Angkor Thom style of art.
- Angkor wat is one of the largest religious monuments ever constructed. Originally built as a Hindu temple dedicated to the god Vishnu, it was converted into a Buddhist temple in the 14th century, and statues of Buddha were added to its already rich artwork
- the Khmer Empire contains hundreds of temples. The population may have been over 1 million people. It was easily the largest city in the world until the Industrial Revolution. Angkor had an urban core that could easily have held 500,000 people.

The Angkor wat suggested short tour option



Angkor Wat

lost temples of Cambodia



History News—Secondary Students

Samuel Kennedy

Self Guided Tour Rules

Visitors, please be aware that Angkor is still a practising religious site for both Buddhists and citizens who attend to pray, meditate and worship. Follow these simple rules to ensure that your time at the temple is enlightening and not embarrassing. www.insightguides.com

Cover Up- From August 4th, 2016, tourists and visitors will not be allowed to enter the temple complex if deemed to be wearing inappropriate clothing. Please avoid: backless, halternecked tops, tank tops on men, shoulders covered and no low cut tops. No visible underwear, dress's, skirts, shorts ideally below the knee and clothing should be loose, no leggings or exercise clothing.

* Temples should not be touched, climbed on, defaced, or rocks removed.

* Refrain from giving money, sweets or other items to begging children. Instead, donate to a recognised charity.

* Ask permission before photographing people. Especially monks, and women should be aware it is offensive to touch, sit close to, stand next to monks.

* Angkor is a peaceful, meditative location noise and conversation should be kept to appropriate level.

Enjoy your journey....



Conservation

The management of the Angkor site which is inhabited also poses the risk to the population by associating them to the tourist economic growth in order to strive for sustainable development and poverty reduction. Due to successful conservation by the APSARA National Authority, the property has been removed from the world heritage in Danger List since 2004.



I hope you enjoyed your experience....
Your travel guide Sam Kennedy.

CAMBODIA SIEM REAP Angkor Wat

Discover history
Explore beauty...
The Journey awaits
You....

A touch of history...

The good the bad and the ugly is a simple way to sum up the Cambodian history things were GOOD in the early years with the vast Angkor Empire unrivalled for over 4 centuries then the BAD set in from the 15th century, as the surrounding neighbours picked away at the Cambodia on every side. In the 20th century it turned down right UGLY as a brutal civil war eliminated in the rule of the Khmer Rouge 1975-79 from which Cambodia is still recovering. Cambodian population 15.76 million (2016) www.lanepianet.com

Siem Reap- the capital city of Siem Reap Province in North Western Cambodia, a popular resort town and gateway to the Angkor region. Siem Reap has colonial and chinese-style architecture in the Old Market and Old French Quarter. Siem Reap population 230,714 (2008)

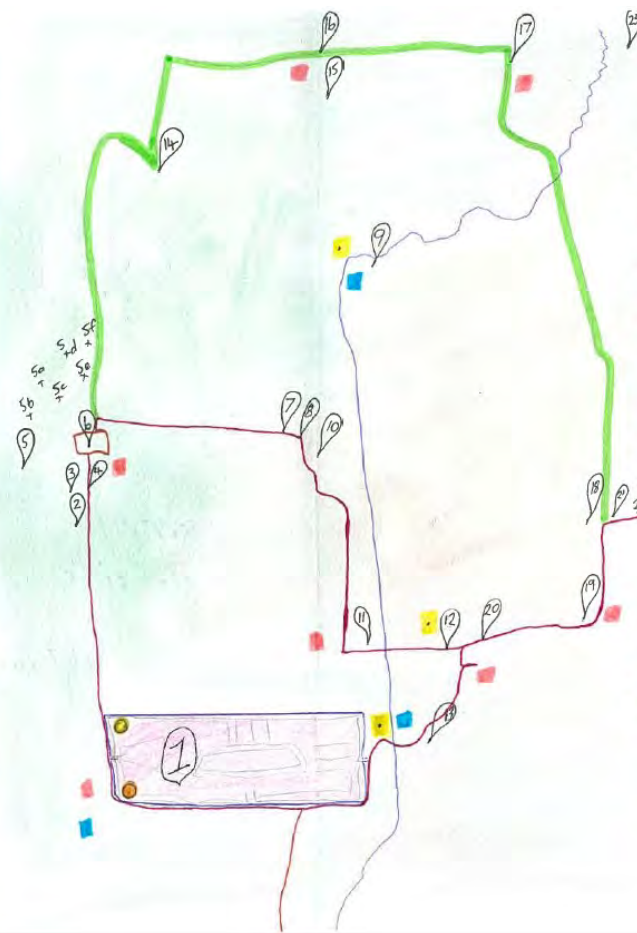
Angkor Wat- Built in 12th Century, is a temple complex and the largest religious monument in the world on a site that measures 402 acres. Built by the Khmer King Suryavarman II, Angkor Wat has faced extensive damage and deterioration by plant over growth, flood ground movement, war damage theft and tourism. Please be respectful www.tourism.com-cambodia.com

Currency- US dollar is the preferred currency. ATMs dispense USD. Although change may be given in real it is not recommended to to convert/change your currency to Real. www.touradviser.com.au



1) ANGKOR WAT.....

WAS built for the king Suryavarman II in the early 12th century as his capital city. The world's largest religious building was constructed by thousands of artisans, workers and slaves and it took them nearly 40 years to finish. Every surface is richly decorated with scenes of legends, wars and everyday life and is adorned with carvings of 2,000 Apsaras. The monuments of Angkor are great achievements of the ancient world. Since 1992 the whole complex has been listed in the World Heritage Convention.



- 2 Phnom Bakheng
- 3 Baksei Chamkrong
- 4 South Gate Angkor Thom
- 5 Angkor Thom
- 6 Bayon
- 7 Chau Say Tevoda
- 8 Thommanon
- 9 Ta Nei
- 10 Ta Keo
- 11 Ta Prohm
- 12 Banteay Kdei
- 13 Prasat Kraven
- 14 Preah Khan
- 15 Neak Pean
- 16 Krol Ko
- 17 Ta Som
- 18 East Mebon
- 19 Pre Rup
- 20 Srah Srong
- 21 Preah Dak Village
- 22 Banteay samre
- 23 Phnom Kulen

- - Refreshments
- - Restaurants
- - Sunrise Point
- - Sunset Point
- - Grand circuit
- - Short circuit - Angkor Wat
- Ⓣ - temples
- - toilets

History News—Secondary Students

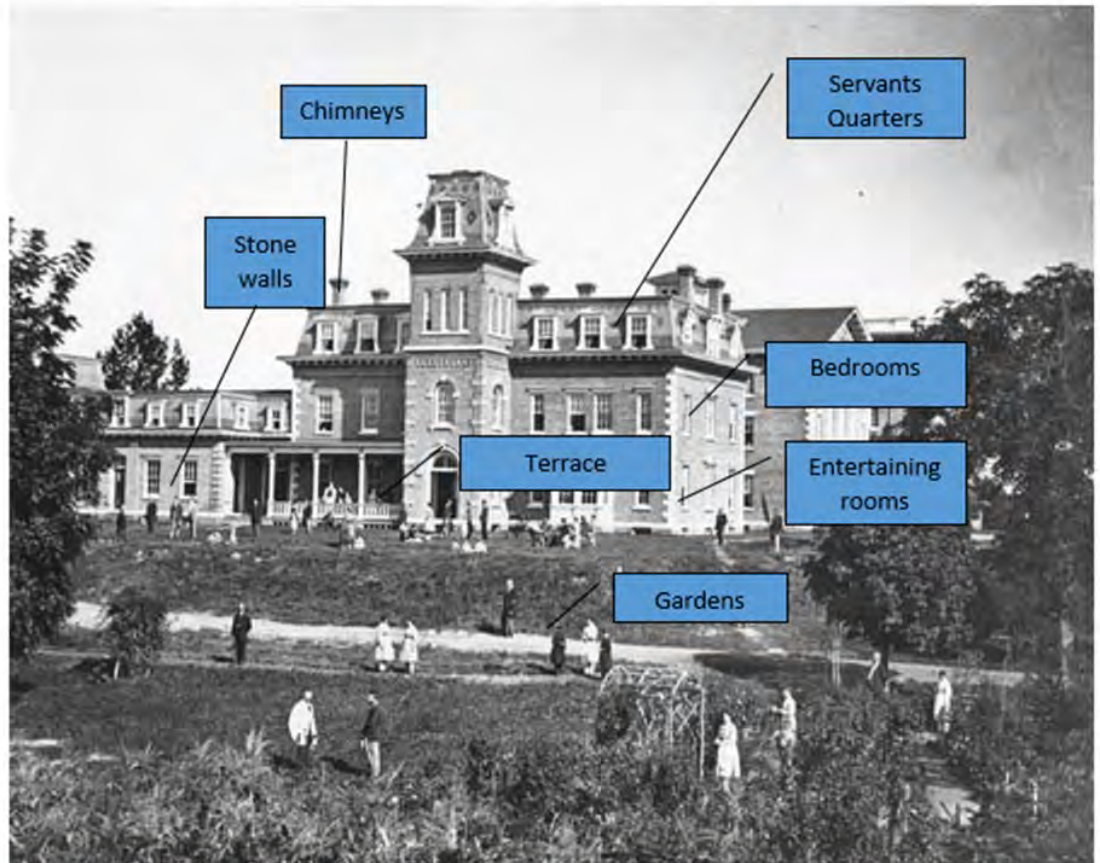
Stage 5 History

Students enrolled in Stage 5 History at Southern Cross School of Distance Education continue to develop their historical skills while studying topics ranging from the Industrial Revolution to Indigenous Rights and Freedoms.

"The early upper class included estate owners, factory owners, and rich nobles. They had a very fine life with servants and maids to do their housework and preparing them food and tea. They usually lived in the countryside where it was very peaceful and they could enjoy life at its fullest. Women usually wore elegant dresses and men wore suits or other fine clothing."

Year 9

Cailee
Cossins –
Year 9 The
Industrial
Revolution



<https://sites.google.com/site/socialchangesperiod2/after-the-industrial-revolution/before-conditions-improved>

Kahlee Murphy-Wyness – Year 9 Australians at War WWI

What were machine guns used for in world war 1???

- Machine guns of all army's were largely of the heavy variety and decidedly ill-suited for portability for use by rapidly advancing infantry troops.



What kind of machine gun was used in world war 1????

- Crude machine guns were first used in the American civil war . However , tactics haven't changed from this war to 1914 to fit this weapon they can shoot hundreds of bullets at a time and the standard military tactics of world war 1 was the infantry charge.



History News—Secondary Students

Year 10

Natlie Jones –
Year 10 Rights and
Freedoms

Task: Describe the
experiences of
Aboriginal and
Torres Strait
Islander peoples
who were forcibly
removed from their
homes

The children who were removed from their families in the stolen generation experienced many traumas such as emotional trauma from being taken so young and suddenly, appalling treatment by their adoptive/ foster families and in institutions and the denial of their culture, family and heritage that was forced upon them in these places. The forced removal of Indigenous children from their families had been happening since the British colonized Australia and didn't "Stop" until the early 1970s. In the late 1800s various "Aborigines Protection Acts" and boards were introduced into states and by 1940 all states had some form of legislation that allowed the removal of indigenous children.

The sudden and forced removal of children from Indigenous families caused a great deal of trauma for these children, community and their families. In the 1997 report "Bringing Them Home" by the Australian Human Rights commission outlines the mistreatment and exploitation of Indigenous Peoples. The stolen generations were pre-empted by many indigenous families and many had plans in place when white people came to their area. One woman described how "Our people would crush charcoal and mix that with animal fat and smother that all over us, so that when the police came they could only see black children in the distance. (Confidential report no. 681, Bringing Them Home, 1997).

Many children were moved between foster placements and institutions. The report states that over 60% of children were in multiple foster, adoptive and institution placements. According to a person taken from their home in Tasmania: "I went through foster homes, and I never stayed in one any longer than two months ... you'd be moved onto the next place and it went on and on and on." Confidential evidence 316, Tasmania. Being forced to constantly move places meant that many couldn't finish school and most were being taught up to grade 5 standard before they were sent off for work.

In these placements, many children were denied access to their families, many were told that their parents had died, gone missing, or even didn't love them.

"I remember this woman saying to me, 'Your mother's dead, you've got no mother now. That's why you're here with us'. Then about two years after that my mother and my mother's sister all came to The Bungalow but they weren't allowed to visit us because they were black." - Confidential evidence 544, Northern Territory: woman removed to The Bungalow, Alice Springs, at 5 years in the 1930s; later spent time at Croker Island Mission.

The conditions in these places were horrendous and often the buildings were neglected and left unmaintained. The children were fed the "diet of 'inmates'" and were forced to eat with their bare hands. Education was kept to a bare minimum and even toys were removed from the classroom. Doris Pilkington described the conditions as 'more like a concentration camp than a residential school for Aboriginal children' (Pilkington 1996 page 72). (Bringing Them Home, 1997).

The children's health and wellbeing was severely neglected with one man saying "One boy his leg was that gangrene we could smell him all down the dormitories before they finally got him treated properly." Confidential evidence, New South Wales: man removed to Kinchela Boys' Home in the 1960s.

Now, these children are now adults and many have reported suffering mental health issues as consequences of being removed and the harsh conditions they suffered in institutions. "major grief or loss, trauma, the consequences of family members' removal and disruption of the strong bonds of family and kinship which characterized Aboriginal culture ... we believe that it has been the single most significant factor in emotional and mental health problems.." (submission 650 page 4).

+

Tahlia Furness – Year 10 Migration Experiences

Task:
Design a
poster that
advertises
one of
Australia's
assistance
schemes
used to help
encourage
migration to
Australia
post WWII

Ex Servicemen's Assisted Passage Scheme

Sometimes change is what we need in order for us to grow. If you are an Ex Servicemen's from France, Belgium, Denmark, the Netherlands, the United States or the United Kingdom you are now eligible to migrate to Australia with your families for free.

Don't miss out on this amazing opportunity to embark on a new adventure with the ones you love and migrate to Australia today for free.



Year 10 student – Modern World and Australia



History News—Secondary Students

Year 10 Site Study!

In Year 10 History students undertake an historical site study of the Snowy Mountains. They explore the history of the area, with a focus on the construction of the Snowy Hydro Electric Scheme and how this feat of engineering transformed society. In May, Rikki Commens and Jemma Bayliss from the History faculty, along with staff from other faculties, travelled to the Snowy Mountains to film and create an engaging virtual site study. This resource will allow our students to explore the history of the site through an engaging and authentic avenue. Year 10 students from 2019 will use the virtual site study to understand the significance of the Snowy Hydro Scheme to our nation's story.

Drone footage above
Lake Eucumbene



Jemma Bayliss searching
through the artefacts from
Old Adaminaby at the
edge of Lake Eucumbene.

Our very own star Rikki Commens
interviewing Kent Allen, senior en-
gineer and Area Manager of
Snowy Hydro Limited.



ELECTIVE HISTORY CAN TAKE YOU ON AN ADVENTURE...



BRAND NEW UNITS!!!

100 Hour Units include:

Underwater Archaeology
The French Revolution
Gladiators
Hero or Villain?
Big History

Elective History provides an opportunity to explore people, places and events from all periods of history and allows students to become aware that history is all around us!

200 Hour Units include:

Medieval Times and the Witchcraft Purge
Third Wave Feminism
Historical Interest Project
The Melody of Black America

AVAILABLE FOR YEAR 9 AND 10

Elective history with Southern Cross School of Distance Education is an online course provided using an interactive learning platform called Canvas. Elective History is offered for both Year 9 and Year 10 students, with an option of completing the 100 or 200 hour course. Our units are designed to fit into the following topics, Constructing History, Ancient, Medieval and Early Modern Societies and Thematic Studies and look at a range of societies, sites and personalities. If you are interested in this course then talk to your History teacher today or call 66810388.



History News—Secondary Students

New senior syllabuses create exciting opportunities for History staff and students

This year has been the first year of brand new Modern History and Ancient History courses for Year 11 students. The new Year 12 course will commence in Term 4 this year. As a result, the History staff have engaged in a wide range of Professional Learning opportunities to upskill ourselves in order to create exciting new units of work to improve the learning experiences for our students. These have included;

- attendance at the Stage 6 NSW History Teachers Association Teacher Professional Learning Day
- attendance at the Macquarie University Ancient History Day
- attendance at an archaeology course
- attendance at the NSW History Teachers Association Extension History Day
- attending the Sydney Jewish Museum: this directly aligns to the new Year 12 Modern History core and also Stage 5 content
- some staff will also be attending the National History Teachers conference in Canberra during the next school holidays

Danielle Cleary also organised a conference earlier this year for teachers in the Northern Rivers. This was related to junior and senior History and was held at Southern Cross University in Lismore. We feel very fortunate to have had the opportunity to upskill ourselves to ultimately benefit the learning and engagement of our students.



Left: Danielle Cleary, Rikki Commens and Jemma Bayliss outside the Sydney Jewish Museum

Right: Patricia Lemos presenting at the Stage 6 HTA Teacher Professional Learning Day

To what extent was Communist ideology sustained throughout the Bolshevik consolidation of power?

Modern History

Jessica Knapman –
Year 12 Russia and
the Soviet Union 1917-
1941

Introduction to an
extended response

The Bolshevik consolidation of power was characterised by policies and actions not entirely congruent with Communist ideology as Lenin modified the theory to fit the political and economic framework of Russia. His interpretation of Marxist theory was based on *realpolitik* as he proved to be a pragmatic and opportunistic leader who was prepared to implement policies which seemed in theory the antithesis to utopian Communist ideology. However, these were the means through which the party maintained their rule in the period following their political ascension. Lenin's revision of Marxism - that which has since become known as Leninism - was at times a covert deviation from the standard Marxist 'laws of development'¹ and at others a flagrant disregard for Communist ideology as the Bolsheviks' practical modifications sought to balance pragmatism and ideology, to translate Marx's philosophy to the prevailing circumstances.

History News—Secondary Students

Ancient History

Belle Smith – Year 11 Historical Investigation

Process Logs



Further Research

Hamibal

- Most known for leading Carthagian army and use elephants over the Alps.
- Fought Rome in second Punic War
- Made by Hamibal Barca (father & leader of first Punic War) to swear an oath of eternal hostility against Rome. (and dip hand in blood)
- Mased Inice (Roman process)
- Achieved one of greatest military achavments.
- Pass still unknown through Alps. Eritel Npi with 30000 army, 6000 cavalry and all 57 elephants. Never captured Rome. defeated.
- committed suicide after being killed by Rome.

Spartacus (Gladiators)

- thought to have been a slave
- sold into slavery - trained at gladiatorial school - Capua (North Naples)
- Escaped in 73 BC - joined by other escaped slaves
- by Army leader Marcus Licinius Crassus
- finally defeated by Marcus Licinius Crassus
- Spartacus thought to have died in battle
- known as third Servile War or Gladiators War

Cleopatra VII

- Ruled Ancient Egypt as the last of the Ptolemy rein.
- Made co-regent with Ptolemy XIII after Ptolemy XII died.
- Failed to flee from her brother however conned to regain throne with help of Julius Caesar
- lover with Julius Caesar, gave birth to Caesarian. Whether Julius Caesar was father.
- Ptolemy XIII forced to flee and believed to have drowned.
- Ptolemy XIV became co-regent, but after dying his title passed to Caesarian.
- After Julius Caesarian assassination, Caesarian daughter Cleopatra allied with Mark Antony.
- They had 3 children but Octavianus in victory took Antony and Cleopatra out on Octavianus.
- Octavianus by Octavian, Cleopatra fled back to Egypt, Antony and Cleopatra were Octavianus created a road to kill an oak, so Octavianus then killed himself after the death of Antony.

Sources

- www.biography.com/people/hamibal-barca
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- www.ancient.eu/hamibal-barca/
- www.ancient.eu/spartacus/
- www.ancient.eu/cleopatra/

Area Interest

Gladiators

After considering my options I have decided to go with 'Gladiators' as my chosen area of interest as they are a horribly brutal yet founding area of Ancient History that was such a key factor in people's lives. I did like Spartacus so, depending on where this takes me, he may be brought up but currently I'm going with this broader theme as it has more information and areas I can delve into.

My Current Hypothesis Statement is...

Gladiators rose above their debased social status to a worshiped pedestal of fame and fortune.

History News—Secondary Students

* Might so now I need to start researching - My teacher has sent me some sources so I'll have a look into them.

Things I want to find out...

- What did the Roman People really think about gladiators?
- What was their place in the social ladder?
- Were they like today's celebrities?
- Did many gain freedom? How was it obtained?
- What was their life really like?
- ↳ Was it really as bad as made out in shows - or worse?

- What evidence is there - need to find Primary Source

↳ Is there much archaeological evidence?
↳ need this to back up statements.

- Were there many writers who wrote about gladiators from the time period - give interesting insight.

- Also need a bit of background info - such as

- Who were they?
- Where did they come from?
- Were games very popular - Did they have much influence?
- Did they obtain fame and fortune?
- Did they have freedom?

Archaeological Sources - Pompeii

- Gladiatorial helmet
- painted advertisement by professional painter - Pompeii were expensive investment, not to be dispatched lightly
- Gladiator who died - the trainer 'Tomus' change the sponsor up to 100x amount of the gladiator who survived.
- It was seen as an indication of their generosity to kill a gladiator.

- **Graffiti in Pompeii** - comments such as 'Caelus makes the girl swoon'
- Roman-era comedy in York, England - 80 dead men - headless, showed signs of wounds, DNA testing showed some from far off countries - Palestine or Syria Arabia under 45 - later than average & well mixed rather gladiator or Roman Soldier

- Tomb depicting famous gladiator burial - Pompeii
- longest funeral epigraph ever found.
- made shortly before eruption of Vesuvius over 4m long
- gives details of brawl that broke out in gladiator games, went to an armed clash - was investigated - Pompeii residents banned from holding games for 10 yrs - organizer of games and other guilty parties exiled

- baby bottle - clay - stamped figure of gladiator - found in Pompeii
- ↳ symbolised the hope the baby would imbibe a gladiator's strength & courage.

Plastered walls of Pompeii write 'Caelus, three victor and three crowned, the young girls heart-throb, and Crescens the Nether of young girls by night'

fashionable women of Rome collected gladiator sweat and used it as an aphrodisiac

www.bbc.co.uk/history/ancient/romans/gladiators_01.shtml

- first gladiators believed to be slaves - made to fight to the death at funeral distinguished aristocrat Junius Brutus Pera in 264 BC - merged to honour memory
- Rules of combat set to kill humans
- left-handed fighting was outlawed
- Gladiators formed themselves into formal groups - it was often gladiator's fellow who furnished himstone & looked after a dead gladiator's family
- hierarchy in the gladiator school as they were promoted
- larger barracks had training grounds in which gladiators fought trained ahead of audience.
- Games involved - exotic animal displays & huntings
- prisoners executed - fed to beasts / burnt
- band played frenzied music at all situations interceded
- Gladiators armed for major attacks under arm, behind knee or hollowed skull

- northern gladiator (situs) displaying nerve and skill & heroism
- No accounts from personal stories of gladiators
obacrus.bates.edu/~mamber/blood/gladiatorSources.htm

- Games would begin with sacrifices on altars
- Religious events - Rome was deeply involved in biology
- execution involved extravagant mythological tableaux eg. Prisoners dressed as heroes and burnt alive
- animal meat from hunts - distributed to audience members
- Gladiators were the lowest of the low - violent murderers, thieves
- very popular - each trying to outdo each other
- 'a status bloodbath' - gladiator's career was a death sentence

www.ancient-rome.net/History/Real-Lives-gladiators-rome-undiscoverable-epic-life-and-death-00892

- word gladiator - derived from Latin gladius - refers to weapon
- tradition goes back to the Etruscans as part of religious rite of death - Also believed to commemorate the deaths of distinguished people
- the gladiators combat & misery said to represent the virtues of their death
- lasted for 650 years
- Coliseum's opening in 80 AD imposed popularity & gladiator schools were - were expensive investments for owners of gladiator schools - so preferable if they did not die. Not many actually fought to the death.
- some say 1 in 5 or 1 in 10 died in battle.

- Average lifespan - mid twenties
- Emperor would have final say to who lived and died.
- Women gladiators fought for 200 yrs - were often pitted against slaves
- Until Emperor Septimus Severus banned them
- 4 main classes - Samites, Thraces, Myrmidons, Retiarius
- Ended in 404 AD - Emperor Honorius
- Most at the beginning were slaves & prisoners of war - but later many free men joined.

Gladiators had segregated quarters?

- gladiator school - ludus gladiatoris - discovered - Carnuntum, Vienna
- <http://www.ancient-rome.net/History/Real-Lives-gladiators-rome-undiscoverable-epic-life-and-death-00892>
- 'It was a prison, they were prisoners' - Wolfgang Neuberger - archaeologist
- they lived in cells, in a fortress with only one gate out
- lasted about 80 gladiators - equipped with practice arena, heated room, for water training, baths, infirmary, plumbing & nearby graveyard
- 100 gladiator skulls - built throughout Roman Empire, only remnant in Rome, Carnuntum & Pompeii

"they weren't killed very often, they were too valuable" Neuberger
"lots of other people were likely killed at the amphitheater, people not trained to fight. But there was a lot of bloodshed. But the combat between the gladiators was the point of them performing, not them killing each other"
- slept in 3-4 meter cells
- Analysis of bones suggest they ate largely veg diet? (content to other sources)

in a list of 20 dead gladiators only 3 survived to their 12th fight.
 Gladiators the Rom.
 Some considered
 like of Rome

Rome destined to lose
 Epic of discipline, control & death
 Roman in not being the subject
 War - turned into a game

Commodus participated as gladiator before

sent via gladius

2000 yrs ago prisoners
 compared to prisoners in that they were seeing
 and punishing their bodies
 could a gladiator's death - understanding was disturbing

History News—Secondary Students

Virtual Reality: bringing History alive for students

This year the History faculty has been using Virtual Reality to enhance student learning and engagement.








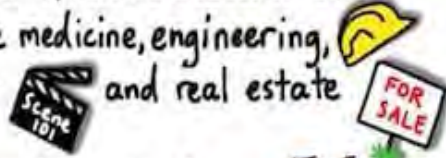


Teachers have been using this emerging technology with students to bring our subject area alive. With the use of headsets and a smartphone, students are transported to a different time or place. Students have walked through a World War 1 trench, been transported to the Pyramids of Giza, walked around the ruins of Pompeii, explored an underwater shipwreck and walked around the Spirit of Anzac Museum.

Teachers have been using this technology on visits with students at Learning Hubs, projects and home visits. If you are yet to experience this and would like to, get in touch with your History teacher and they will bring it to you!

Danielle Cleary and Jemma Bayliss also presented at a conference in Sydney about virtual reality and are establishing links with other schools to provide more opportunities for students in this area.

Top 10 Reasons to Use Virtual Reality in the Classroom

By @MariaGalanis & @Andrea_Trudeau

-  1 Travel to and explore places all over the world without leaving the classroom
-  2 Develop empathy for communities in crisis by stepping into their shoes
-  3 Experience different careers first-hand
-  4 Explore the depths of the ocean and the vastness of space
-  5 Time travel to key events and places from the past
-  6 Explore within the human body
-  7 Allow students to share their world with others by creating their own VR content
-  8 Discover how VR can be used in other industries like medicine, engineering, entertainment and real estate
-  9 Explore how VR can be integrated into every subject area and curriculum
-  10 Promote curiosity and wonder!

@sylvia_duckworth

MATH
SOCIAL STUDIES
LANGUAGE
ARTS
SCIENCE
VISUAL ARTS
PHYSICS
EDUCATION
MUSIC
DRAMA

History News—Secondary Students

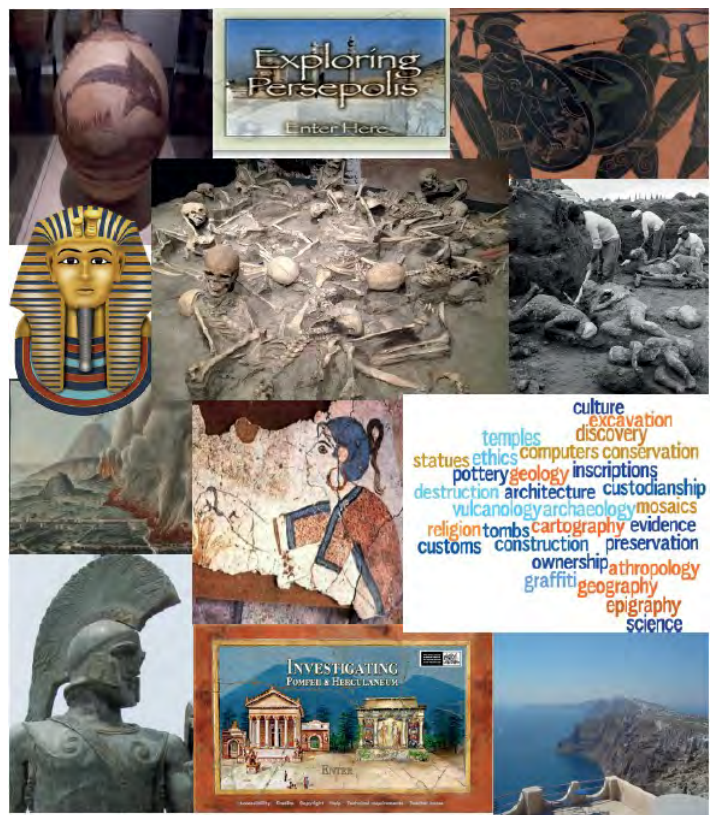
Ancient History

The Year 11 and Year 12 Ancient History courses are designed to allow students to:

- develop and apply their understanding of methods and issues involved in the investigation of the ancient past.
- Investigate various aspects of the ancient world, including historical sites, people, societies, events and developments.
- Apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

The Year 11 Ancient History course is:

- The Nature of Ancient History
- The treatment and display of human remains
- The investigation of ancient sites and sources
- Virtual Persepolis
- Exploring Thera
- Historical Investigation – students' own choice
- Societies and Features:
 - Rome: Art and Architecture
 - Egypt: Death and Funerary Customs



The Year 12 Ancient History course is:

- Core Study: Cities of Vesuvius—Pompeii and Herculaneum
- Spartan society to the battle of Leuctra
- Greece 500–440BC
- Ancient personality—Xerxes.

You should choose Ancient History if you:

- want to learn about wars, culture, politics and religion from the ancient world
- are interested in archaeology, excavations, forensic science and research
- enjoy the stories of ancient times
- like reading and investigating archaeological and written sources using ICT and books
- want to develop valuable skills for employment or further study, such as researching, arguing, evaluating and communicating your ideas clearly.
- See <http://www.sthcrossc-d.schools.nsw.edu.au/curriculum/senior-courses/history>

History News—Secondary Students

Modern History

The Year 11 and Year 12 Modern History courses are designed to allow students to:

- learn about key features, issues, individuals and events in the 19th and 20th centuries
- investigate various aspects of the modern world including people, ideas, movements, events and developments.
- apply their understanding of sources and relevant historiographical issues to the investigation of the modern world.

The Year 11 Modern History course is:

- Investigating Modern History
- The investigation of Historic Sites and Sources
- The Contestability of the Past
- historical investigation: student free choice
- Indochina to 1954
- The Decline and Fall of the Romanov Dynasty
- Making contact with the Pacific
- World War I

The Year 12 Modern History course is:

- Core unit: Power and Authority in the Modern World 1919 – 1946 (focus on Germany)
- Conflict in Indochina 1954–1979
- Russia and the Soviet Union 1917–1941
- Change in the Modern World – Civil Rights in the USA 1945 - 1968.



You should choose Modern History if you:

- want to learn about wars, politics, the key personalities, ideas and forces of history
- are interested in why history is relevant to us today
- enjoy the stories of the past
- like reading and investigating primary and secondary sources
- want to develop valuable skills for employment or further study, such as researching, arguing, evaluating and communicating your ideas clearly.

See <http://www.sthcrossc-d.schools.nsw.edu.au/curriculum/senior-courses/history>

"Tonya is a Year 7 student who loves reading, writing and playing the flute. An enthusiastic English student, she has already written a novel and her following explanation of why fairy tales are important is a great example of her literary powers."

Exercise 2.2

Why are fairy-tales so popular? That's like asking why the sun shines! Fairy-tales are a link between the past, present and future. Great-Grandparents can tell their Great-Grandchildren all about fairy-tales that were popular back when they were little children, and the chances are, those same fairy-tales would be popular to the great-grandchildren. Not only are they a classical link between livelihoods, but they also demonstrates important values and qualities. For example, using Cinderella, we learn that people can be loved for who they are, and also that people who are beautiful internally, even if plain externally, are much more likely to be loved than people who are gorgeous on the outside but have a heart of stone. We learn to listen to our parents, how to be a child, how to make mistakes, how to learn from them, how to grow as a human being, what traits are qualities of greatness... but fairy-tales are also more than that. They are samples of imaginations, imaginations that would have died centuries ago if not for those incredible souls that inked the outline of their imaginations onto our hearts. Fairy-tales are a legacy, and without a doubt, they will still create legacies now. Those inky outlines expand our minds into worlds beyond belief and help to push us into thinking complex thoughts as we age, and expand our imaginations as young children. The bones of those authors have long since perished, but their souls will always live on thanks to fairy-tales. It's because they are an epoch that will never die.



May Those Authors Always Live

By Tonya Turner Kerr



FIRST AID CERTIFICATE

ONLY \$20 (YOU SAVE \$100)

On FRIDAY 24thAUGUST we will be holding a unique opportunity for you to obtain your First Aid Certificate.

This is the HLTAID003 Provide First Aid course, commonly known as a "first aid certificate". A great addition to your resume and can be included as part of the Skills for Work course.

First Aid knowledge is invaluable for both you as the individual and for your community. **It enables you to assist persons who become injured in the event of an accident or emergency situation until help arrives.** First Aid skills can be applied in the home, the workplace or in public locations, therefore the more First Aid certified people there are in a community the safer that community becomes.

Call Graeme Chapman on 66187643 or Dom Coulthurst on 66187630 to register your interest.



Get YOUR First
Aid Certificate

Amazing
opportunity

Face to face
session

24th August 2018

Small group

Limited spaces

Register your
interest ASAP

**SOUTHERN CROSS
SCHOOL OF DISTANCE
EDUCATION**

Ballina Campus
Training Room
Cnr Martin & Crane Sts
BALLINA NSW 2478

8:30am – 4pm

Southern Cross Student Leadership Team Dress like a Farmer Day



The Student Leadership team have decided in Week 6 of Term 3 to have a “dress up as a farmer day” to help support our Aussie farmers who are doing it tough. Everybody who attends a learning hub can dress up as a farmer and bring in a gold coin donation and/or non-perishable food such as canned food. These will be donated to the farmers in drought.

See below for your hub day to get involved to help out a farmer.

By Lucas Hunnisett

Hub Location	Date
Ballina	Tuesday 28th
Byron	Tuesday 28th
Mullumbimby	Tuesday 28th
Murwillumbah	Thursday 30th
Pottsville	Wednesday 29th
Tweed Heads	Tuesday 28th
Coffs Harbour	Monday 27th
Toormina	Friday 31st
Woolgoolga	Tuesday 28th
Tenterfield	Tuesday 28th
Glen Innes	Tuesday 28th
Inverell	Tuesday 28th
Grafton	Tuesday 28th
Yamba	Wednesday 29th
Lismore	Thursday 30th
Casino	Monday 27th
Kyogle	Thursday 30th
Jubullum	Monday 27th
Ngulingah Boys	Monday 27th
Ngulingah Girls	Wednesday 29th
Ballina Girls	Monday 27th
Ballina Boys	Monday 27th
Coraki	Tuesday 28th
SCSoDE Staff	Monday 27th





Nationally Consistent Collection of Data on School Students with Disability

Notification for Parents and Carers

All Government and non-Government schools across Australia are required to participate annually in the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

All Australian schools will collect data on their students who are receiving adjustments to meet additional learning and support needs in accordance with their obligations under the *Disability Discrimination Act 1992* and *Disability Standards for Education 2005*. This data will be provided to the Australian Government to assist in the development of a consistent, national picture of the education needs of students with disability.

The data provided to the Australian Government by the NSW Department of Education is provided in such a way that it cannot be used to identify any individual student or school.

General information about the national data collection can be found on the Australian Government Department of Education and Training [website](https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability) at <https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>

Privacy Protection

The NSW Department of Education follows the requirements of the *Privacy and Personal Information Protection Act 1998* and the *Health Records and Information Privacy Act 2002*. Schools will collect, record, store and use data about individual students in line with these requirements. Data security and protection is a priority and students' personal details will be kept confidential.

Under Clause 52 of the Commonwealth *Australian Education Regulation 2013*, data collected by the NSW Department of Education for the NCCD must be provided to the Australian Government Department of Education and Training. This includes the number of students at each level of education, the number in each category of disability and the number at each level of adjustment. The information is provided to the Commonwealth as a series of number sets that cannot be used to identify any individual student or school.

The Australian Government Department of Education and Training follows the requirements of the Commonwealth *Privacy Act 1988* when handling any data provided by NSW Department of Education in connection with the national data collection. A public information notice has been developed to by the Australian Government to provide students, parents and carers with important privacy information in relation to the data collection. This notice is available on the department's [website](https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability) at <https://www.education.gov.au/what-nationally-consistent-collection-data-school-students-disability>

If you have any questions about the data collection please call SCSODE on 6681 0300

COLOUR EXPLOSION

LISMORE COLOUR EXPLOSION FUN RUN

23
SEPTEMBER
2018

You don't need to head to the Gold Coast, it's right here in Lismore. Come and join the Lismore Colour Explosion Fun Run...the colour craze that's sweeping the nation!

The run is all about being outside, having fun with friends and family and getting plastered in colour. Enter individually or as a team. Limited tickets – so be quick!

**3KM ALL TERRAIN
COURSE WINDING
THROUGH ST JOHN'S
COLLEGE WOODLAWN**

**LOCAL BAND 'PLENKO',
DJ, JUMPING CASTLE,
GIANT SLIDE PLUS MORE
COFFEE, FOOD AND
REFRESHMENTS
RURAL FIRE BRIGADE**

To find out more and to register, visit us online:

www.lismorecolourexplosionfunrun.com.au

School/Community News

Black Dog Institute—
community@blackdog.org.au



We are at the start of term 3 and we'd like to introduce you to our newly revamped online positive psychology program for young Australians - [BITE BACK!](#)

BITE BACK is an evidence-based online interactive space where young Australians can learn how to amplify the good stuff in life!

The six week **Mental Fitness Challenge** is a great addition to your in-class schedule, incorporating activities and strategies used by psychologists that can help build resilience, wellbeing and ultimately mental fitness.

It also gives them the chance to **win prizes** from brands like Nike, Nintendo and Bonds!

BITE BACK can be run in a group or set as individual learning. [You can find out more about the new BITE BACK experience here](#)

Share it with parents and carers by adding it into your next school newsletter! [Click here](#) to get a picture that you can include.

Signing up is easy, simply direct your students to www.biteback.org.au and click on the 'Create Account' button in the top right-hand corner of the screen. Or hit the below button to go straight to sign up page.

[Sign up now](#)

If you have any enquiries, please contact the BITE BACK team via eMH@blackdog.org.au

Black Dog Institute
Road, Prince of Wales Hospital,
Randwick NSW 2031



Black Dog
Institute

School Drive Subsidy



If you live a long way from public transport and need to drive a student to a public transport pick up point or to school, you may be able to get financial assistance.

The School Drive Subsidy provides eligible parents and guardians twice-yearly payments to help cover some of the expenses of getting children to school.

To find out if you're eligible, and to apply online, visit

transport.nsw.gov.au/schooldrive

Can't get online?

Ask about the School Drive Subsidy at your school, or call **131 500**.

019560/PVC/DL/17D 009/11/2016



SAVE THE DATE 6TH DECEMBER 2018

Market Day 2018

HOW WOULD YOU LIKE TO BE A PART OF THE MARKET DAY THIS YEAR? MAKE OR GROW SOMETHING TO SELL OR PERHAPS YOU HAVE A SERVICE YOU WOULD LIKE TO PROMOTE. CURRENT AND PAST FULL TIME STUDENTS WE WOULD LOVE TO HEAR FROM YOU AND SUPPORT YOUR BUSINESS IDEAS.

CONTACT TIFFENY COX ON 0266187647 OR YOUR YEAR ADVISER FOR MORE INFORMATION

Your Invitation

explore the POSSIBILITIES expo

An expo for people living with a disability to explore activities and support available in their community

Thursday 23rd August 2018
10am - 1pm
Ballina Jockey Club

Workshops

.....

Learn something new!

Get Informed

.....

NDIA
Centrelink
Ability Links
Stories Space

Market Place

.....

Meet people who can support you

For more information visit
www.karinaandco.com.au

Your Invitation

explore the POSSIBILITIES expo

Explore the Possibilities is about introducing new opportunities that can enrich your life. Come and meet new services and businesses, explore new technologies, new solutions and have your questions answered.

Ability Links
If you are unsure where to start then this is the place. The linkers will help guide you through your options and introduce you to the right people in the market place.

Stories Space
Come see some ways people are using their funding.

Market Place
Meet over 30 services and businesses who can support you.

Workshops
Workshops will run throughout the day. For a full program list visit www.karinaandco.com.au.

Some helpful things to know:

- The event is free to attend
- RSVP is not necessary
- Food and drinks will be available for purchase on the day

National Disability Insurance Agency
The National Disability Insurance Scheme (NDIS) is the new way of providing support for Australians with disability, their families and carers. Available in Northern NSW now, this is your chance to find out more and have your questions answered by the NDIA team.

Centrelink
Unsure about what payments you may be entitled to? Need some help completing the forms? Call by the Centrelink "Get Informed" space where their team will be happy to help.

For more information visit
www.karinaandco.com.au

Workshop venue will be signposted on the day

Explore the Possibilities Expo		
Thursday 23 August 2018—Ballina Jockey Club		
WORKSHOPS		
TIME	SESSION	DETAILS
10.15am-10.45am	Birds and Bees	Presenter: Jodie Rodgers An overview of this specialist counselling service for people with a disability, particularly regarding sexuality, sexual health, relationships and social skills, understanding emotions and feelings, developing self esteem and self worth
11.00am – 11.30am	Centrelink	Facilitator: Cynthia Fitzpatrick, NDCO (National Disability Coordination Office) & Carley Mounic DHS Centrelink, Ballina office Q&A about eligibility and processes for various allowances for people with a disability from DHS Centrelink e.g. Disability Support Pension
11,45am – 12.15pm	Northcott	Presenter: Khali Milner An overview of the services offered by this organisation, based in Ballina
12.30pm – 1.00pm	SLES, School leaver Employment Support	Presenter: Gerard Corbett, NDIA An update on the opportunities offered under the NDIS for school leavers who have an employment goal



Employers

Help Develop the Next Generation of Skilled Workers

Work Placement for Year 11 & 12 Students

If you're an employer within the Tweed to Grafton areas, you have an opportunity to develop future employees within your workplace.

Work placement is a compulsory component of School and TAFE Vocational Education and Training (VET) courses that are recognised by both industry and HSC accreditation.

If You Work In:

- **Business Services**
- **IT**
- **Construction**
- **Hospitality**
- **Metals and Engineering**
- **Tourism**
- **Financial Services**
- **Human Services**
- **Retail**
- **Electrotechnology**
- **Entertainment**
- **Automotive**
- **Primary Industries**

You can make a difference to the future of your community by hosting one or more students.



Education & Communities

The coordination of structured workplace learning is funded by the State of New South Wales through the Department of Education and Communities under the Structured Workplace Learning Program.

For More Information:

TWEED OFFICE

Lisa McCabe & Kate Fewtrell

P 07 5536 9033

E workplacement@connectnr.com

LISMORE OFFICE

Jacqui Brenton, Sue Willis & Donna Barker

P 02 6622 4199

E workplacement@connectnr.com



Work Placement Service



AUSTRALIAN COUNTRY

Art Competition

22nd Nov 2018 - 20th Dec 2018

The Challenge Community Services Art Competition is open to people with a disability and foster care children throughout New South Wales. The theme for this year's competition is Australian Country and there are five categories:

People with a Disability

- Ages 0 - 12
- Ages 13 - 18
- Ages 19 - 100+

Foster Care Children

- Ages 0 - 12
- Ages 13 - 18

Ray Walsh House,
437 Peel Street, Tamworth

People's Choice Award - Voting Day

Monday 3rd December 2018
11am – 4pm

Presentation Day

Friday 7th December 2018
11am - 12.30pm

For more information please contact
Challenge Marketing on (02) 4918 1413 or
marketing@challengecommunity.org.au

Student Calendar 2018

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 5 August	20	21 Student subject selection Science Casino Project	22 Student subject selection West PDHPE Pottsville	23	24
Week 6 August	27 Science Casino Hub	28 PDHPE Glen Innes	29 PDHPE Inverell	30 PDHPE Tenterfield	31
Week 7 September	3 Yr 11 into 12 interviews PDHPE Coffs	4 Yr 11 into 12 interviews West PDHPE Grafton	5 Yr 11 into 12 interviews West	6 Yr 11 into 12 interviews West PDHPE Ballina	7 Yr 11 into 12 interviews
Week 8 September	10 10 - 11 Subject Selection	11 10 - 11 Subject Selection	12 10 - 11 Subject Selection	13 10 - 11 Subject Selection	14 10 - 11 Subject Selection
Week 9 September	17 10 - 11 Subject Selection EVET Applications PDHPE Casino	18 10 - 11 Subject Selection EVET Applications	19 10 - 11 Subject Selection EVET Applications	20 10 - 11 Subject Selection EVET Applications	21 10 - 11 Subject Selection EVET Applications
Week 10 September	24	25	26 Science Pottsville	27	28 PDHPE Lismore

Ballina Shire Council Recycling campaign



Ballina Shire Council is working on a region-wide recycling campaign with neighbouring councils and would love your help. We want to understand what residents know, don't know and would like to know so the Northern Rivers can improve its recycling.

By completing the survey, participants actively contribute to shaping our upcoming community recycling education resources. Each council area's participants can also go in the draw to win a \$50 voucher to a local café, restaurant or grocery store of their choice. To get involved, please complete the survey at: www.surveymonkey.com/r/Recycle_NEW

DO YOU WANT TO...
DEVELOP YOUR LEADERSHIP SKILLS?
HAVE A SAY ABOUT STUDENT MATTERS?
CONTRIBUTE TO YOUR SCHOOL COMMUNITY?
DISCUSS IDEAS WITH OTHER STUDENTS?

ARE YOU INTERESTED IN

Student Leadership

BECOME A PART OF OUR STUDENT LEADERSHIP TEAM

CONTACT: JUDE FORD FOR MORE INFORMATION

JUDITH.FORD7@DET.NSW.EDU.AU