



# **Modern Hebrew Continuers**

**Stage 6**

**Syllabus**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which the student can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

## **2 Introduction to Modern Hebrew in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is standard Modern Hebrew. It is the official language of the state of Israel and includes formal and informal means of communication. It is used in Hebrew-speaking communities in Australia and worldwide and is the language of modern Hebrew writers and poets, and communications in radio, television, the press and through the Internet. It is used in the cultural and art world both in Israel and abroad.

The acceptable pronunciation for this language syllabus follows the Modern Hebrew pronunciation. Words and expressions that have been officially incorporated and adapted into the language are acceptable. However, non-standard linguistic transfers from English in vocabulary, expression and word order are not acceptable at any level.

### **2.2 Description of Target Group**

The *Modern Hebrew Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Modern Hebrew for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### **2.3 Rationale**

Modern Hebrew is the official language of the state of Israel and is used both orally and in written form in communities both within Australia and worldwide. The study of the language promotes understanding of different attitudes and values within the wider Australian community and beyond.

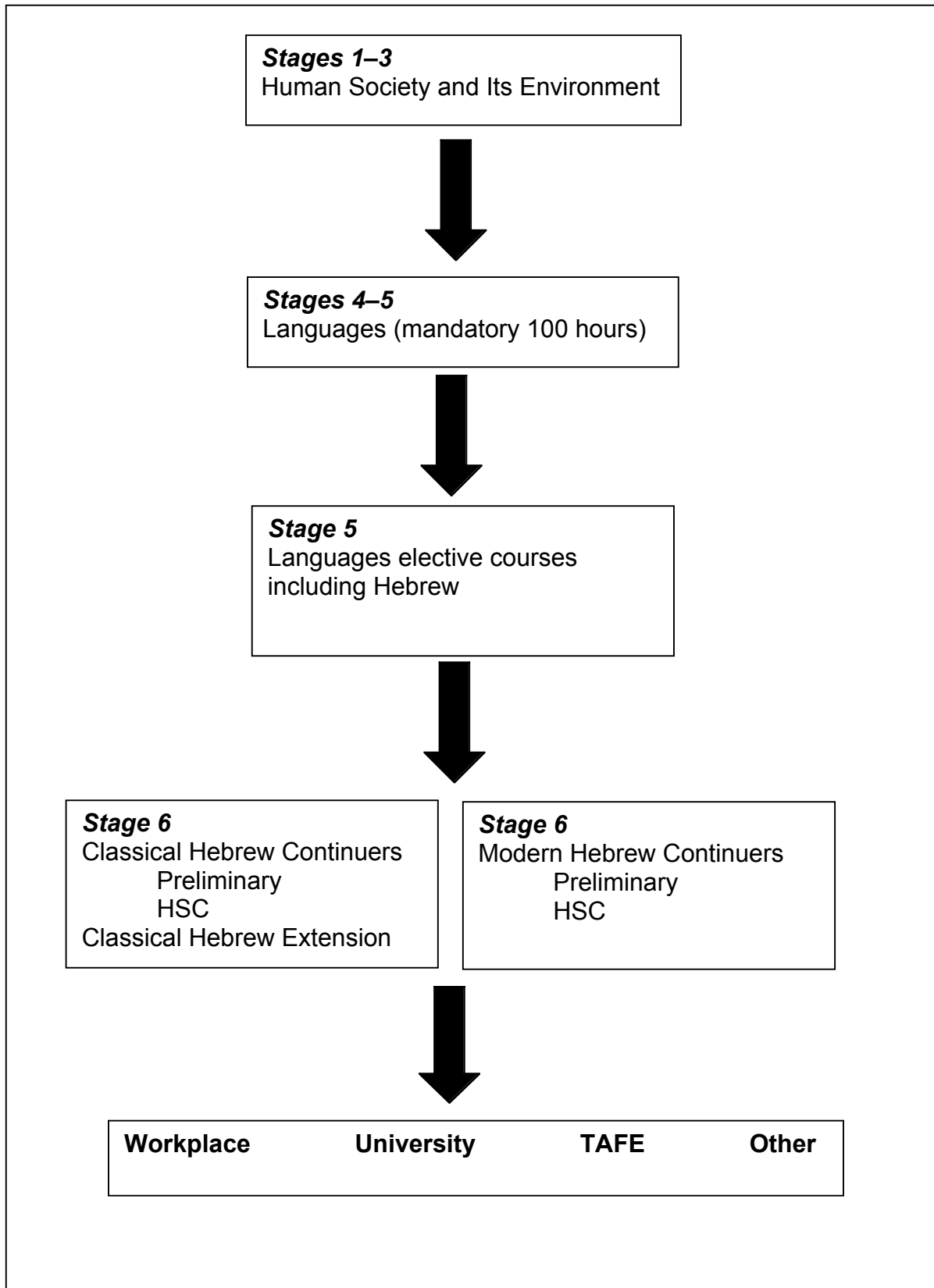
Hebrew is the language of a vital and original culture. It has a continuous history of more than 3000 years. The development of Classical Hebrew towards a vibrant modern language has made a significant artistic, cultural and scientific contribution to the world. The revival of Hebrew as a modern language in the last two centuries links an ancient culture and its philosophical thoughts to the re-emergence of a modern cultural identity. Students of Modern Hebrew have the opportunity to learn the language and deepen their understanding of the traditions and culture of the country.

The Hebrew-speaking communities continue to play a significant role in Australia's diverse society. The existence of the Israel–Australia Chamber of Commerce provides a framework for an ongoing commercial relationship between the two countries. A significant number of Israeli companies are represented in Australia. The relationship that exists between Australia and Israel continues to enhance trade relations in, for example, technology, medicine and agriculture.

Students will develop linguistic ability and gain cultural understanding through the study of the language. The study of Modern Hebrew will also assist students learning English grammar.

The ability to communicate in Modern Hebrew may provide a basis for continued learning and pathways for students in post-secondary options, as well as enhanced vocational opportunities both domestically and internationally in areas such as tourism, technology, financial services, archaeology, agriculture, agricultural technology, research, education, medicine, and international trade and business. At the completion of Year 12, there are a variety of opportunities available to study Modern Hebrew and Hebraic studies in Israel. Students may wish to study Hebrew as an academic subject to broaden their knowledge or link this study to other areas of interest. There are scholarships provided by different institutions such as universities and exchange agencies for students to study in Israel at a tertiary level.

### 3 Continuum of Learning for Modern Hebrew Stage 6 Students





The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, the student develops an awareness of languages and may learn about the world through the study of a language, such as Modern Hebrew.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Hebrew builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Modern Hebrew at Continuers level.

## 4 Aims

The aims of the syllabus are to develop students':

- ability to use Modern Hebrew to communicate with others
- understanding and appreciation of the cultural contexts in which Modern Hebrew is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Modern Hebrew and English, and/or other languages
- cognitive, learning and social skills
- potential to apply Modern Hebrew to work, further study, training or leisure.

## 5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Modern Hebrew

Objective 2 – express ideas through the production of original texts in Modern Hebrew

Objective 3 – analyse, process and respond to texts that are in Modern Hebrew

Objective 4 – understand aspects of the language and culture of Hebrew-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Modern Hebrew and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Modern Hebrew will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Hebrew-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Modern Hebrew and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Hebrew-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in Modern Hebrew	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Modern Hebrew	2.1 applies knowledge of language structures to create original text # 2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future 2.3 organises and sequences ideas and information
3. analyse, process and respond to texts that are in Modern Hebrew	3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information 3.2 identifies points of view, attitudes or emotions from language and context 3.3 summarises, interprets and evaluates information 3.4 compares and contrasts aspects of texts
4. understand aspects of the language and culture of Hebrew-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken text created by students incorporating their own ideas

## 7.2 Key Competencies

Modern Hebrew Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Modern Hebrew Continuers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, students will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the students' development of the key competency **solving problems**.

## 8 Content of Modern Hebrew Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Hebrew-speaking communities
- the changing world.

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables students to study topics from the perspective of other individuals.

The theme, *the Hebrew-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as social issues, and hospitality and tourism.

### 8.1.1 Table of Themes and Topics

<b>Theme: the individual</b>	<b>Theme: the Hebrew-speaking communities</b>	<b>Theme: the changing world</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• personal identity, eg:               <ul style="list-style-type: none"> <li>– adolescence</li> <li>– family</li> <li>– home and community</li> <li>– significant events</li> </ul> </li> <li>• leisure and lifestyles, eg:               <ul style="list-style-type: none"> <li>– keeping healthy</li> <li>– hobbies</li> <li>– daily routine</li> <li>– sport</li> <li>– youth movements in Australia</li> </ul> </li> <li>• relationships, eg:               <ul style="list-style-type: none"> <li>– friends</li> <li>– family</li> <li>– responsibilities and privileges</li> </ul> </li> <li>• education and future aspirations, eg:               <ul style="list-style-type: none"> <li>– school</li> <li>– future plans</li> </ul> </li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• arts and entertainment, eg:               <ul style="list-style-type: none"> <li>– music and song</li> <li>– art †</li> <li>– theatre/literature †</li> <li>– film</li> </ul> </li> <li>• current and historical perspectives, eg:               <ul style="list-style-type: none"> <li>– religious and national celebrations †</li> <li>– establishment of the state of Israel †</li> </ul> </li> <li>• ways of life in Israel, eg:               <ul style="list-style-type: none"> <li>– kibbutz</li> <li>– army</li> <li>– new and old places in Israel †</li> </ul> </li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• hospitality and tourism, eg:               <ul style="list-style-type: none"> <li>– travelling in Israel</li> <li>– tourism in Australia and overseas</li> <li>– personal experiences</li> </ul> </li> <li>• the world of work, eg:               <ul style="list-style-type: none"> <li>– careers and occupations</li> <li>– technology †</li> </ul> </li> <li>• social issues, eg:               <ul style="list-style-type: none"> <li>– drugs †</li> <li>– environment †</li> <li>– equity †</li> <li>– unemployment †</li> <li>– science and innovation †</li> </ul> </li> </ul>

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process, and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Hebrew-speaking communities — underlies the study of all the themes and topics.

To enable students to enhance their understanding of an aspect or aspects of one of the topics or sub-topics, students will be required to undertake an in-depth study. Details of the in-depth study are included in the External Examinations specifications on page 33.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Modern Hebrew in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by the student to respond to a text may be either Modern Hebrew or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use only. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.



Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and may include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

### 8.3 Text Types

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which students may be expected to produce in the external examination. Teachers may introduce students to a wider range of text types in the course of their teaching and learning program.

advertisement	informal letter*	play
announcement	interview	poem
article*	list	postcard*
chart	map	recipe
conversation*	menu	report*
diary entry*	message*/note*	review*
discussion*	narrative account*	song
editorial	news item	speech/talk (script)*
film	notice	survey
form	novel/short story	table/timetable
formal letter	personal profile*	

### 8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

#### 8.4.1 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). Further information is also provided in the External Examinations section in this syllabus.

## **8.5 Grammar**

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Modern Hebrew through prior knowledge or study of Modern Hebrew.

However, developing the student's ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those which students studying Modern Hebrew in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Verbs	נטיית הבינוני	כותב, כותבת, כותבים, כותבות גר, גרה, גרים, גרות
	צורן שם הפועל	לכתוב, לדבר, לקום, לעבוד
	בינוני פעול	פתוח, סגור, חשוב, בטוח
	שלמים בעבר, בבינוני בבניינים הבאים: קל פיעל התפעל הפעיל נפעל	כתב, חשב דיבר התלבש התחיל, הרגיש נרשם
	נטיית העבר	גרת, גרת, גרת, גר, גרה, גרנו, גרתם, גרתן, גרו כתבתי, כתבת ...
	ל'ה(ל'י) בעבר בבינוני ושם הפועל בבניין קל	קנה, ענה
	פ'י בעבר, בבינוני ושם הפועל בבניין קל	ישב
	פ'נ בעבר, בבינוני ושם הפועל בבניין קל	נפל
	מרובעים בעבר, ושם הפועל בבניינים הבאים: פיעל התפעל	צילצל התקלקל
	ציווי בפעלים חד הברתיים שאגורים	שב, תן, קח, בוא
	ל'י בעבר, בבינוני ובשם הפועל בבניין פיעל	חיכה
	ע'ו(ע'י) בעתיד, בבניינים קל הפעיל	אקום, תקום, תקומי ... אבין, תבין, נבין ...

Grammatical item	Sub-elements	Example(s)
Verbs (cont)	שלמים בעתיד, בניין פעל: אפעול אפעל	אגמור אשלת, אלמד
	שלמים בעתיד ובניין הפעיל	אזמין, תזמין, תזמיני ...
	שלמים בעתיד ובניין פיעל	אדבר, תדבר, תספר, נטייל
	שלמים בעתיד ובניין התפעל	אתלבש, אסתכל, אשתמש, אצטטר
	שלילת הציווי	אל תדבר, אל תבוא, אל תזמינו, אל תסתכל
	שלמים בעתיד, בניין נפעל	אכנס
	פעלים חריגים בעבר	נתן, יכול
	פעלים חריגים בעתיד	יכול-אוכל, תוכל ... אמר-אומר, תאמר, תאמרי ...
	נחי פ"י בעתיד ובניין קל פעל	ארד, אצא, אשב, אלך, אדע
	חסרי פ"נ בעתיד ובניין קל	אסע, אגע, אפול
	שלמים בעתיד ושם הפועל ובניין נפעל נפעל בגרוניות	נכנס נהרג, נשאל, נפתח
	שלמים בעבר, בבינוני ובעתיד ובניינים פועל הופעל	צולם הוזמן

Grammatical item	Sub-elements	Example(s)
Verbs (cont)	קשר רגיל בין פעיל לסביל פיעל-פועל הפעיל-הופעל	צילם-צולם הזמין-הוזמן
	פ'י בעבר ובעתיד בבניין הפעיל	הוריד, הוציא, הושיב, הודיע אוריד, אוציא, אושיב, אודיע
	‡ציווי בבניינים השונים	
Gerunds	שם פעולה נוצר על בסיס פועל, מופיע כשם עצם מופשט	כתב-כתיבה רק-ריצה קנה-קניה שינוי-שינה-שינוי
Adverbs	תואר הפועל מתאר את הפועל מבחינת זמן, אופי מקום נוצר גם ע"י צירוף של ב+ש"ע מופשט	למדתי היטב, עמדה שם נסעתי לאט, התעוררתי מוקדם פעלת במהירות נהגת באדיבות
Pronouns	בינוי הגוף	אני, אתה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן
	בינוי רומז	זה, זאת, אלה
	בינוי הקניין	שלי, שלך, שלך, שלו...
	בינוי סותם	מישהו, משהו
	בינוי סותם שלילי	אף אחד לא (+פועל) שום דבר לא (+פועל)
	בינוי זיקה סותם	מי ש (+פועל)
	בינוי לוואי מזהה	אותו, אותה, אותם, אותן
	בינוי קניין חבור (בשמות נבחרים) ביחיד וברבים	אחי, אמי, אשתו, בעלה, אחינו, משרדם, מכתביו

‡ receptive use

Grammatical item	Sub-elements	Example(s)
Nouns	שם עצם בנקבה אח אית אות	תמונה שחקנית חנות
	ריבוי שם זכר סדיר	תלמיד-תלמידים
	ריבוי שם נקבה סדיר	תלמידה-תלמידות
	ריבוי שם זכר באות	שולחן-שולחנות
	ריבוי שם נקבה באים	שנה-שנים
	שם בריבוי בצורתן זוגי (נקבה)	רגל-רגליים
	שם בריבוי קבוע באים	פנים
	שם בריבוי דמוי זוגי קבוע (זכר)	מים, שמים
	שם אבזר על דרך חזוגי (זכר)	משקפיים, אופניים, מספרניים, מכנסיים
	צורתן אי לשם	בנאי, חשמלאי, אחראי, רמאי
	צורתן ית לשפות	עברית, אנגלית, רוסית
Adjectives	נטיית התואר	חדש, חדשת, חדשים, חדשות יפה, יפה, יפים, יפות אחר, אחרת, אחרים, אחרות
	צורתן י לתואר	ישראלי, בלגי, חורפי, אביבי, מוסיקאלי
	צורתן י לתואר	צבא-צבאי, מאון-מאוני, קבוצה-קבוצתי, עיר-עירוני, אגדה-אגדי, מוסיקה-מוסיקלי

Grammatical item	Sub-elements	Example(s)
Adjectives (cont)	comparative הבעת יתרון על-ידי יותר	חכם יותר, יותר חכם, יוסף יותר חכם מדוד
	superlative ביטוי ערך ההפלגה על-ידי 'הכי'	הכי חכם, הכי יפות
	ביטוי ערך ההפלגה על-ידי 'ביותר'	החכם ביותר, היפה ביותר בעולם
Nouns + Adjectives	התאמת התואר לשם	תלמיד חדש כיתה גדולה שלחנות גדולים שנים טובות אוזניים קטנות
	צורך לשם ולתואר	רקדן, פחדן, שקרן
Definite Article	תווית היידוע-ה'	הספר
	צירוף מלת יחס עם תווית הידוע: ל, ב	לכיתה בחדר
	שם פרטי בחזקת מידע	אני רואה את יוסי
	צירוף שם מידע עם כינוי רומז	הספר הזה, המחברת הזאת, הילדים האלה
	צירוף שם מידע עם כינוי הקניין	הספר שלי, המחברת שלנו
	התאמת התואר לשם מידע	הבית הגדול, התלמידה החדשה
	שמות מקומות המידעים בקביעות	הגליל, הנגב, השרון
	שם+תואר+כינוי רומז	הבית הגדול הזה הספרים הטובים האלה
	שם+כינוי לוואי משווה	ספר כזה, מחברת כזאת
	שם+תואר+כינוי לוואי משווה	ספר גדול כזה דירה יפה כזאת
	שם+כינוי לוואי מזהה	אותו האיש, אותה דירה

Grammatical item	Sub-elements	Example(s)
Construct State of the Noun	סמיכות	חדר עבודה, ביתת אולפן, חברי קיבוץ, חברות כנסת
	סמיכות+תואר	חברי קיבוץ גדול, עוגת שוקולד טעימה
Construct State of the Noun + Definite Article	יידוע הסמיכות	ספרי הלימוד, ביתת האולפן, אנשי הקיבוץ, חברות הכנסת
Construct State of the Noun + Definite Article + Adjective †	סמיכות מיודעת+ תואר	חברי הקיבוץ הגדול, עוגת השוקולד הטעימה
Numbers	cardinal מספר מונה	אחת, שתיים, שלושה... (נקבה) אחת עשרה-תשע עשרה אחד, שניים, שלושה... (זכר) אחד עשר-תשעה עשר
	ordinal מספר סודר	ראשון - עשירי (זכר) ראשונה - עשירית (נקבה)
	partial חלקי השלם	חצי, רבע
	מספר שלם+מספר חלקי	אחת וחצי, שתיים ורבע.
	מונה-צירופי מספרים	אלף תשע מאות תשעים ושתיים מאתיים שבעים וחמישה אלף
	מונה בסמיכות-אחת עד עשר+ה היידוע	אחד המורים, עשרת התלמידים, חמשת הספרים, אחת הבנות, שלוש התלמידות, חמש הדירות
	הזוגי ביחידות זמן	פעמיים, שעתיים, יומיים, שבוטיים, חודשיים, שנתיים
	צירופי זמן	כל-יום, יום-יום, כל בוקר
	האותיות במספרים	א = 1 ב = 2 ת = 400

† receptive use



Grammatical item	Sub-elements	Example(s)
Numbers (cont)	תאריך עברי	כ'א בתמוז תשנ"א י"א בתשרי תשנ"ב
	טרמינולוגיה של פעולות חשבון	ועוד = פלוס פחות = מינוס כפול, לחלק, שווה, הם
	צירופי אותיות אידיומטיים	ט' באב, ט"ו באב, כ"ט בנובמבר, ט"ו בשבט, י"א באדר, ל"ג בעומר
Locative <i>He</i>	ה' המגמה	ימינה, שמאלה, פנימה, החוצה, קדימה, אחורה, הביתה, העירה, ארצה
Question Words	מלות שאלה	איפה, מאין, לאן, מתי, את מי, למי, על מה, כמה, איזה, איזו (באיזה, באיזו) איך, מדוע, כיצד
	ביסוס צירוף של מלת יחס עם מלת שאלה	על מה? את מי?
Prepositions	מילות יחס	אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן בי..., לי..., ממני..., בשבילי..., אצלי..., לידי..., בגללי..., מולי..., אליי, אליך, אליך, אליו, אליה, אליהן, עליי..., לפני..., אחרי...
Conjunctions	מילות קישור	ו, גם, בנוסף, וכן, אף
	מילות זמן	כש, כאשר, לפני, אחרי, אחר-כך, עד ש, מיד, במשך, בזמן ש, אחרי ש, בינתיים, מאז
	מילות ניהוד	להפך, אבל, אך, לעומת
	מילות השוואה	כמו, בהשוואה ל
	מילות סיבה	בגלל+שם העצם: מפני ש, כי, כיוון ש, משום ש, עקב
	מילות תוצאה	לכן, כתוצאה מ, בעקבות, על כן, משום כך
	מילות תכלית	כדי, על מנת, לשם, למען

Grammatical item	Sub-elements	Example(s)
Conjunctions (cont)	מילות ויתור	אף על פי, על אף+שם עצם, למרות+שם עצם
	מילות תנאי	אם, אלו, לו, בתנאי
	מילות בררה	או
	מילות הפחתה	רק, מלבד, חוץ מ
Sentence Types	משפט שמני בהווה (בחיוב ובשלילה)	אני דויד, דויד לא תלמיד, אתה בכיתה, מי רופא? דויד באירופה משפט שמני בעבר (בחיוב ובשלילה) אתה לא היית בבית, הייתי סטודנט
	משפט בעל "יש-אין" (בהווה ובעבר)	יש תלמידים בכיתה, יש ספר על השולחן, היה בסף בבנק, היה קונצרט ברדיו
	משפט "קניין" (בהווה ובעבר)	לדויד יש ספר, היה לדויד ספר, בתוספת מלת היחס "ל" בנטיה- יש לו ספר
	משפט שבו צירוף חג"ם (חסרי גוף-מספר) (בהווה ובעבר, בחיוב ובשלילה)	צריך ללמוד, כדאי ללמוד, אי אפשר ללמוד, אסור, קשה, אפשר
	משפט שבו פועל עזר+ שם הפועל	רוצה+שח"פ, יכול+שח"פ, אני יכול לדבר עברית
	משפט פועלי	התלמיד כותב, דויד לומד עברית משה לא כותב, תמר למדה עברית באולפן
	משפט סתמי	סוגרים את הבנק ב-6, ביום שישי סוגרים באחת
	משפט תנאי קיים	אם... (הווה)...(הווה) אם יש לך...יש לך מזל
	משפט סיבה	כי..... מפני ש.....
	משפטים ובהם מרכיבים רב אבריים	"גם...וגם"....-אני גם רעב וגם צמא, "או...או..." -בתל-אביב או בחיפה

Grammatical item	Sub-elements	Example(s)
Sentence Types (cont)	פסוקית מושא עם "ש..." (דיבור עקיף)	הוא אומר שיוסף נסע לתל-אביב הוא יודע שיוסף נסע לתל-אביב הוא אמר שיוסף נסע לתל-אביב הוא ידע שיוסף נוסע לתל-אביב
	משפט מושא שבו מלת שאלה (דיבור עקיף)	דויד ראה איפה חנה גרה חנה לא יודעת מתי יוסף בא
	משפט פשוט, תוך שימוש בתיאורי זמן	דוד בא ב-8.00, הוא לומד לפני הצהריים
	משפט השוואה	יותר מ, פחות מ
	משפט שבו צירוף חג"ם (חסרי גוף-מספר)	חבל שבאתם, חבל שתפסיק, (היה)-כדאי לראות את הסרט
	משפט תנאי קיים	אם... (עתיד)... (עתיד)
	משפט זמן	כאשר...כש...אחרי ש... לפני ש....
	משפטי תכלית	כדי+שם הפועל כדי ש...
	משפטי תוצאה	לכן
	משפטי ויתור	למרות, אף על פי ש....

## 9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

## 10 Post-school Opportunities

The study of Modern Hebrew provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions. In addition, the study of Modern Hebrew assists the student to prepare for employment, and full and active participation as a citizen.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, skills and understanding described for each course.

### Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 32. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examinations**

In Modern Hebrew Stage 6, the external examination consists of an oral examination and a written examination. The specifications for the examination in Modern Hebrew Stage 6 begin on page 33.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 32.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	listening and reading comprehensions, oral presentations, conversations, written observations, interviews, video analysis, observations, questionnaires, discussions, letters, diary entries, notes and reports
Listening and responding (Objective 3)	30	
Reading and responding (Objectives 1 and 3)	40	
Writing in Modern Hebrew (Objective 2)	10	
<b>Marks</b>	<b>100</b>	

### HSC Course

The internal assessment mark for Modern Hebrew Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of tasks.

Component	Weighting	Suggested tasks
Speaking (Objectives 1 and 4)	20	conversations, discussions, role-plays, interviews, oral presentations
Listening and responding (Objective 3)	25	listening comprehensions, letters, video, song, film analysis, discussions, interviews
Reading and responding (Objectives 1 and 3)	40	reading comprehensions, questionnaires
Writing in Modern Hebrew (Objective 2)	15	diary entries, notes, written observations, questionnaires, written reports
<b>Marks</b>	<b>100</b>	

One task may be used to assess several components. It is suggested that 3–5 tasks be sufficient to assess the HSC course outcomes.



## 11.6 HSC External Examination Specifications

The external examination consists of:

- an oral examination
- a written examination.

### **Oral Examination (approximately 15 minutes)**

#### ***Purpose***

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Hebrew. It relates to Objectives 1 and 4.

#### ***Specifications***

The oral examination has two sections.

#### **Section I: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the examiner(s). It will consist of a general conversation about the student's personal world, for example life, family and friends, interests and aspirations.

#### **Section II: Discussion (approximately 8 minutes)**

Following the Conversation, the student will indicate to the examiner(s) the subject of the in-depth study chosen for the Discussion. In the Discussion, students will be expected to explore with the examiner(s) the subject of the in-depth study and make reference to the texts studied. Students may also wish to refer to personal experiences related to the subject of the in-depth study. The in-depth study has been designed to enable students to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table on page 15 or to explore links between two or more of the topics or sub-topics.

Teachers may choose the subject of the in-depth study and the associated texts or support materials that will be studied by the class, after negotiation with the students. Alternatively, teachers may allow each student to choose their own subject, and provide advice and assistance in selecting and analysing appropriate texts.

Some subjects may provide students with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will be selected for study, so that students are able to explore their subject in sufficient depth.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. Texts to support the in-depth study could include, for example, film, newspaper article, documentary, short story, song and oral history, either in their original form, or adapted for language learning purposes. Texts used may also be subtitled or produced in English, if appropriate.

Regardless of whether the teacher or student chooses the subject of the in-depth study, it is expected that students will provide individual responses to assessment tasks. The student may support the Conversation and Discussion with objects such as photographs and maps. Notes and cue cards are not permitted.

## **Written Examination (3 hours, including 10 minutes reading time)**

The student is able to use monolingual and/or bilingual print dictionaries in the written examination.

### **Section I: Listening and responding**

#### ***Purpose***

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A, and Modern Hebrew in Part B, to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

#### ***Specifications***

Section I of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the themes prescribed in the syllabus.

The student hears five to seven texts in Modern Hebrew covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 7–8 minutes.

Some texts will be short; that is, one reading of each text will be approximately 35–45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

#### **Part A**

There will be two to four short texts and one longer text.

Questions will be phrased in English for responses in English.

#### **Part B**

There will be one short text and one longer text.

Questions will be phrased in Modern Hebrew and English for responses in Modern Hebrew.

## **Section II: Reading and responding**

### ***Purpose***

Section II of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts, and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. The student may be required to respond critically to the texts and, if the texts are related, to compare and/or contrast aspects of both.

In Part B, the student will be expected to demonstrate both an understanding of a written text, and the ability to exchange information, by responding in Modern Hebrew to information provided in a text.

### ***Specifications***

Section II of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the themes prescribed in the syllabus.

#### **Part A**

The student will be required to read two texts in Modern Hebrew of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

#### **Part B**

The student will be required to read a short text in Modern Hebrew of 150 words, such as a letter, message, advertisement or notice. The student will be required to exchange information in response to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type that the student will be required to produce will be drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of 100–150 words in Modern Hebrew.

The task will be phrased in English, for a response in Modern Hebrew.

### Section III: Writing in Modern Hebrew

#### **Purpose**

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original text in Modern Hebrew. It relates to Objective 2.

#### **Specifications**

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the themes prescribed in the syllabus. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (eg informative, imaginative, persuasive or descriptive) through, for example:

- having different purposes, audiences and contexts
- requiring different text types (see table of text types for productive use).

The student will be expected to write a response of 150–200 words in Modern Hebrew.

The tasks will be phrased in English for a response in Modern Hebrew.

### 11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Speaking (Objectives 1 and 4)	20	<ul style="list-style-type: none"> <li>• An oral examination consisting of: Conversation Discussion</li> <li>• A written examination consisting of: Listening and Responding Part A Part B Reading and Responding Part A Part B Writing in Modern Hebrew</li> </ul>	15 10  20 10  20 10 15
Listening and Responding (Objective 3)	25		
Reading and Responding (Objectives 1 and 3)	40		
Writing in Modern Hebrew (Objective 2)	15		
<b>Marks</b>	<b>100</b>	<b>Marks</b>	<b>100</b>

## 11.8 Summary of Examination Specifications

<b>Oral Examination</b>	<b>Time allocation – approximately 10 minutes</b>
Section I: Conversation	Objectives 1 and 4 Weighting – 25%
Section II: Discussion	Weighting – 15% <ul style="list-style-type: none"> <li>• approximately 7 minutes – conversation</li> </ul> Weighting – 10% <ul style="list-style-type: none"> <li>• approximately 8 minutes – discussion on in-depth study</li> </ul>
<b>Written Examination</b>	<b>Time allocation – 3 hours (including 10 minutes reading time)</b>
Section I: Listening and responding	Objective 3 Weighting – Part A – 20% Part B – 10% Part A <ul style="list-style-type: none"> <li>• three to five texts in Modern Hebrew with responses in English</li> </ul> Part B <ul style="list-style-type: none"> <li>• two texts in Modern Hebrew with responses in Modern Hebrew</li> </ul>
Section II: Reading and responding	Objectives 1 and 3 Weighting – Part A – 20% Part B – 10% Part A <ul style="list-style-type: none"> <li>• two texts in Modern Hebrew with responses in English</li> </ul> Part B <ul style="list-style-type: none"> <li>• one text in Modern Hebrew with response in Modern Hebrew</li> </ul>
Section III: Writing in Modern Hebrew	Objective 2 Weighting – 15% <ul style="list-style-type: none"> <li>• original text to be written in Modern Hebrew</li> </ul>

## **11.9 Criteria for Judging Performance**

### **Oral Examination**

#### **Conversation and discussion**

When judging performance in the oral examination, the examiner(s) will take into account the extent to which the student demonstrates:

- capacity to maintain a conversation and discussion (comprehension, communication strategies)
- relevance and depth of treatment of information, opinions, comment
- clarity of expression (pronunciation, intonation, stress)
- accuracy of vocabulary and sentence structures
- variety and appropriateness of vocabulary and sentence structures.

### **Written Examination**

#### **Listening and responding**

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

##### **Part A and Part B**

- capacity to understand general and specific aspects of texts by identifying and analysing information
- capacity to convey the information accurately and appropriately.

#### **Reading and responding**

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

##### **Part A**

- capacity to understand general and/or specific aspects of texts, through, for example, comparing, contrasting, summarising or evaluating
- capacity to convey the information accurately and appropriately.

##### **Part B**

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures.

## **Writing in Modern Hebrew**

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance of the treatment of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures
- capacity to structure and sequence responses.
- capacity to use conventions of text types

### **11.10 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.