HEBREW

ATAR Course

Year 11 and Year 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Introduction

Course

The School Curriculum and Standards Authority (the Authority) accesses the Hebrew ATAR course and external examination from Victoria as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is the equivalent of two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 class contact hours.

Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school

  - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates

  - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school

- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement* provide information about these models. This information can be accessed on the Interstate Languages page at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages.

Language

The language to be studied and assessed is the modern standard version of Hebrew, in both spoken and written forms. Some variations in pronunciation and accent are acceptable. Students should be familiar with formal and informal language as prescribed in this syllabus.

Hebrew is the official language of the State of Israel and is integral to all aspects of its modern life. Hebrew continues to be the religious and liturgical language of Jewish communities around the world. The study of Hebrew is a component of the curriculum in Australian and international schools. Internationally, Hebrew is also taught as a first language and additional language.

Rationale

The study of Hebrew provides access to the culture of Hebrew-speaking countries and communities. It promotes understanding of different attitudes and values within the wider Australian community and the global community. It focuses on developing the ability to understand and use Hebrew, acknowledging that plurilingualism and multiculturalism have an integral place in Australian society.

Communicating through language is a complex and rich human activity. Learning a language contributes meaningful dimensions to each student's overall education and their understanding of the world. Students who study a language at the senior secondary level build on a diverse range of

linguistic and intercultural skills, knowledge and understanding gained through previous experiences at school and in the community. Knowledge of Hebrew enhances each student's repertoire of skills for the 21st century and expands opportunities in all areas of human endeavour.

Through the study of Hebrew, students extend their intercultural competence, adaptability and empathy. They further develop an understanding of the role of language and culture in communication and explore various perspectives and ideas about belonging and inclusion to foster mutual respect. Students develop an awareness of world views and extend their understanding of their own heritage, values, culture and identity. Knowledge of more than one language assists students to become effective communicators in a global environment and extend their ability to reflect on experience.

Students are able to make significant social, cultural and economic contributions in the Australian context through their knowledge of Hebrew and interest in Hebrew-speaking communities. Students are encouraged to develop individual, community and global perspectives through the study of Hebrew.

Structure

This course is organised into a combined Year 11 and Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

The Year 11 and Year 12 syllabus consists of four units, each of one semester duration. Unit 1 and Unit 2 (Year 11) and Unit 3 and Unit 4 (Year 12) are typically delivered as pairs. The notional time for each unit is 55 class contact hours.

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Entry

The Hebrew ATAR course is designed for students who typically have studied Hebrew for at least 200 hours prior to undertaking the study of a language at senior secondary level. Some students with equivalent experience may also be able to successfully meet the requirements.

Duration

It is expected that students will require 220 hours of scheduled instruction over a two-year period for successful completion of the study of a language at senior secondary level.

Aims and objectives

Aims

The study of the Hebrew ATAR course develops a student's capacity to successfully:

- communicate in Hebrew

- engage with cultural and intercultural contexts through Hebrew

- share personal, community and global perspectives through Hebrew.

Objectives

Meeting the objectives involves development of key skills, knowledge and understanding used in listening, speaking, reading, viewing and writing, either individually or in combination, and in mediating between Hebrew and English.

Objective 1

Interacting in Hebrew

Exchange information, opinions, ideas and experiences in Hebrew and reflect on knowledge and understanding of the relationship between language and culture.

Objective 2

Analysing Hebrew

Evaluate, synthesise, reflect on and respond to texts presented in Hebrew, and mediate between language and culture.

Objective 3

Creating meaning in Hebrew

Express ideas and perspectives in Hebrew, demonstrating knowledge and understanding of language as a system and the relationship between language and culture.

Content

This Hebrew ATAR course is designed for students who are learning Hebrew in the Australian context. It focuses on learning Hebrew, using Hebrew and mediating between Hebrew-speaking communities and Australian cultural contexts. It balances the cognitive demands of learning Hebrew and using Hebrew in a range of contexts.

Learning language

Learning Hebrew involves an investigation of language as a dynamic system and of the way it works to create meaning. Students extend their skills, knowledge and understanding of the interrelationship between language and culture to communicate effectively with others in formal and informal contexts. They develop metalinguistic and metacognitive awareness to enable them to

employ critical and creative thinking skills, intercultural competence and reflect on how they engage in their language learning.

Communication skills

Students engage with listening, reading and visual texts and create their own spoken and written Hebrew for a range of purposes and audiences. Students practise skills in various contexts and combinations through tasks requiring interpersonal language use, analysis of language and creating meaning in Hebrew.

Students should be provided with authentic learning experiences and school-based assessment tasks that provide opportunities to achieve the objectives. This requires balanced exposure to all language skills, links between language and culture and investigation of language as a system throughout their study.

Interacting in Hebrew (Objective 1)

By exchanging, sharing and reflecting on information, opinions, ideas, and experiences in Hebrew, students interact and mediate with other speakers of Hebrew in spoken or written form. This requires students to demonstrate intercultural competence and use receptive and productive language skills as they respond to the input of others.

Analysing Hebrew (Objective 2)

Through evaluating, synthesising, reflecting on and responding to texts presented in Hebrew, students extract, process, interpret and compare information, opinions, ideas and aspects of texts. This requires awareness of cultural and intercultural considerations when seeking and relaying meaning.

Creating meaning in Hebrew (Objective 3)

When interacting and developing texts in Hebrew, students create meaning, express and present ideas, experiences, opinions and arguments, and communicate knowledge for a specified context, purpose and audience. This requires students to demonstrate an awareness of language as a system and to consider cultural factors that influence meaning and strategies for effective communication and self-representation through Hebrew.

Language and culture

> (Students) come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.
> **Australian Curriculum – General Capabilities *Intercultural understanding***

The study of Hebrew explores the interrelationship between language and culture. It acknowledges the richness of cultural understanding required for students to successfully communicate in Hebrew, engage with cultural and intercultural contexts and share personal, community and global perspectives through Hebrew. Students recognise the importance of the link between culture and effective communication.

By learning an additional language, students actively engage with the culture expressed by that language. Students learn to appreciate the dynamic nature of language and culture, and how these are linked in time and place. Students develop an awareness of how culture influences language, behaviours, and personal and community identities.

Students develop the capacity for ongoing reflection about languages and cultures, including their own and those of others. They build on their shared interests and similarities to negotiate or mediate difference. Students discover new ways of thinking about language and culture and the world in which they live.

Through communicating in Hebrew, students gain a deeper insight into their own values, beliefs, language and culture as well as an appreciation for those of others. Students recognise the importance of the need to take responsibility for, evaluate and adjust their actions and reactions for effective communication.

Language as a system

Students develop their understanding of language as a system and reflect on how language is used in different contexts and may vary between different individuals or groups. Students expand their cognitive horizons through exposure to different systems of language.

Students understand that there are particular language features that are specific to Hebrew. They draw on this knowledge when they understand or communicate meaning through interacting with others, analysing meaning in Hebrew or creating meaning themselves in Hebrew.

Students recognise and apply features of the sound and writing systems. They understand the systematic nature of grammatical forms and use elements of grammar to refine their expression of complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. Students are aware that some language features may change over time or vary in different places.

Students make comparisons with their own and other languages and are able to use and adapt understandings about language. In doing so, they accelerate their learning of Hebrew, identify differences in the contexts of language use and develop effective communication skills. They reflect on an expanding knowledge of the linguistic features of Hebrew and an understanding of language as a system.

Vocabulary

There is no prescribed vocabulary; however, students should be familiar with a range of vocabulary that enables them to engage in interpersonal interactions, analyse information in Hebrew and create meaning in Hebrew on the prescribed topics.

Grammar

Grammar can be described as the organisation of the structural elements needed to communicate in a language. Knowledge of grammar is essential for understanding language as a system.

Students extend their understanding of the function of grammar in Hebrew gained through prior study or personal experience. Students build on their awareness of the system of structures that underlies Hebrew, as well as their ability to apply and adapt this knowledge.

Language functions

Students are expected to recognise and use Hebrew to perform the following functions as outlined in the Objectives: interact, analyse language and create meaning in Hebrew.

Functions

- Exchanging information, ideas, opinions and experiences (Objective 1)

- Analysing, evaluating and synthesising (Objective 2)

- Expressing ideas and perspectives (Objective 3)

The functions listed here are provided to assist teachers to recognise key aspects of the Hebrew ATAR course. Examples of how students may perform these functions are provided with the language structures.

Language structures

Students are expected to recognise and use the following language structures to meet the Objectives, perform the language functions listed above and to communicate effectively in Hebrew.

The language structures provided in the table below include a possible function associated with a sub-element, where this is appropriate. The example function is not the only possible function associated with that sub-element and is provided as an illustration only.

In addition, some essential grammar sub-elements, that may be used in many contexts or are more general in nature, are not aligned to any particular function.

The language structures listed do not include grammar that students are reasonably expected to have knowledge of from prior learning.

Grammatical item	Sub-elements	Example sentence	Example function
Verbs	Participle	**חשוב** לבדוק אם הקולנוע **פתוח** לפני שנוסעים.	**Objective 3** Expressing ideas and perspectives • imagining alternative outcomes or approaches
Verbs	Participle in nominal sentences	סוגרים את הבנק בשש, לכן כדאי שנזדרז. ביום ראשון לא לומדים, אז אפשר לקום מאוחר. המושב הוא אחת מצורות החיים הראשונות שנוצרו בישראל.	**Objective 1** Exchanging information, ideas, opinions and experiences • confirming information and describing events
Verbs	Conditional plus 'if' clause in the past	אילו הקשבת, היית מבין.	**Objective 2** Analysing, evaluating and synthesising • comparing and examining perspectives or experiences

Grammatical item	Sub-elements	Example sentence	Example function
Verbs	Conditional plus 'if' clause in the future	אם הגשם יפסיק, נקח את הכלב לטייל.	**Objective 1** Exchanging information, ideas, opinions and experiences • expressing degrees of certainty and uncertainty
Verbs	Conditional 'if' plus 'was/were' in conjugation plus participle	אם הייתי יודעת, לא הייתי שואלת.	**Objective 1** Exchanging information, ideas, opinions and experiences • expressing degrees of certainty and uncertainty
Verbs	Participle in nominal negative sentences	אין לי רגע פנוי.	**Objective 1** Exchanging information, ideas, opinions and experiences • expressing degrees of certainty and uncertainty
Verbs	Irregular verbs in different tense conjugations	**תאמרי** לה שאני לא **אוכל** להגיע.	**Objective 3** Expressing ideas and perspectives • sharing ideas
Verbs	Links between active and passive verbs in conjugations	מי **צילם** את התמונה הזאת, ואיפה היא צולמה?	**Objective 2** Analysing, evaluating and synthesising • analysing and reporting on information from different sources
Verbs	Imperative Negative of the imperative in different verb structures	שבו במקומותיכם במהרה! סגרו את הטלפונים הניידים בבקשה, ואל תדברו. איזו התרגשות - אנחנו מתחילים!	**Objective 1** Exchanging information, ideas, opinions and experiences • asking for and giving advice
Verbs	Gerund	**העלאת** המודעות בקרב הציבור חשובה. **התחממות** גלובלית נרשמה בשנים האחרונות.	**Objective 1** Exchanging information, ideas, opinions and experiences • explaining a situation or context
Adverbs	With abstract nouns	התעוררתי **מוקדם**, ולמדתי **היטב** למבחן. הוא נכנס לאולם **בשקט ובמהירות**, כך שאף אחד לא שם לב שהוא איחר.	**Objective 3** Expressing ideas and perspectives • sequencing of information, ideas, opinions or perspectives
Pronouns	Possessive pronoun plus the definite article	**ספריו הראשונים** היו רבי מכר.	**Objective 2** Analysing, evaluating and synthesising • making connections

Grammatical item	Sub-elements	Example sentence	Example function
Adjectives	Advantage by adjective	הדרך חשובה יותר מהתוצאה.	**Objective 2** Analysing, evaluating and synthesising • comparing and summarising findings
Adjectives	Superlative adjective	הוא האיש האהוד ביותר במדינה.	**Objective 2** Analysing, evaluating and synthesising • comparing and summarising findings
Construct states	Construct state plus number plus the definite article	הוא **אחד המורים** האהובים ביותר. זהו אחד מ**חמשת הספרים** החשובים בעשור האחרון. **שלוש התלמידות** שהשתתפו בתחרות, קיבלו תעודת הוקרה.	**Objective 2** Analysing, evaluating and synthesising • identifying relationships and patterns
Construct states	Construct state plus the definite article plus an adjective	זוהי תמונה שצילמתי במפגש המשפחתי האחרון שלנו. אני אביא את עוגת הפסח הידועה של אמא שלי.	**Objective 1** Exchanging information, ideas, opinions and experiences • describing people, objects or circumstances
'Heh'	Locative 'Heh'	אני בדרך הביתה, אבל פניתי שמאלה במקום ימינה, ולכן אני אאחר. לך **קדימה**, פנה **ימינה**, ואז תמצא את הדרך **החוצה**.	**Objective 1** Exchanging information, ideas, opinions and experiences • explaining a situation or context
Conjunctions	Compare Contrast	**בהשוואה ל**סרט, הספר מתאר את עולמן הפנימי של הדמויות בהרחבה. העוגה הזו תפחה, **לעומת** קודמתה	**Objective 2** Analysing, evaluating and synthesising • comparing and summarising findings
Conjunctions	Cause Effect	זהו מאמר חשוב **מפני ש**בו מספר הכותב על חייו באירופה.	**Objective 1** Exchanging information, ideas, opinions and experiences • drawing conclusions
Conjunctions	Purpose	**במטרה** לשפר את האוכל בקפיטריה, הנהלת בית הספר הזמינה את כל התלמידים להביע את דעתם.	**Objective 1** Exchanging information, ideas, opinions and experiences • justifying a point of view

Grammatical item	Sub-elements	Example sentence	Example function
Conjunctions	Although Even though Despite plus conjunctions	אנשים מסתכלים על מסך הטלפון לפני השינה, **אף על פי שהם** מודעים לנזקיו. **למרות** העייפות, הצלחתי להשתתף בשיעור ההתעמלות היום.	**Objective 2** Analysing, evaluating and synthesising • examining perceptions
Conjunctions	Subordinating Coordinating	**חוץ ממנו**, כולם הגיעו בזמן. הטכנולוגיה הזו מיושנת. **יתר על כן,** היא גורמת לנזקים.	**Objective 1** Exchanging information, ideas, opinions and experiences • elaborating on a point of view
Indirect speech	Object clause plus indirect speech	בראיון זה, המשוררת מסבירה שנופי הכינרת הם מקור השראתה.	**Objective 2** Analysing, evaluating and synthesising • evaluating information from different sources

Text types

Students should be familiar with a wide variety of common contemporary text types. They learn to identify, understand and apply the different characteristics of personal and public texts used for communication in Hebrew.

A variety of text types may be used for developing, teaching or assessing the skills of listening, speaking, reading, viewing and writing in Hebrew. In coursework and school-based assessment tasks, students should be provided with a range of text types for interacting in Hebrew, analysing Hebrew and creating meaning in Hebrew.

In the written examination, a range of text types will be included in listening and reading questions. However, students will only be expected to produce the following text types in Hebrew in the written examination:

- article
- biography
- blog post
- email
- formal/informal letter
- invitation
- journal/diary entry
- message
- notice
- report
- review
- script of a speech
- story
- transcript of an interview

Refer to Appendix 2 for details of the features and conventions of the text types.

Styles of writing

Students should be familiar with the characteristics of different styles of writing. Texts require different styles of writing depending on their context, purpose and audience. Students may be asked to recognise or produce texts that are descriptive, evaluative, imaginative, informative, personal, persuasive and reflective writing, individually or in combination.

Refer to Appendix 2 for details of the characteristics of the styles of writing.

Dictionaries

Students are encouraged to use monolingual and/or bilingual dictionaries. Use of dictionaries is part of a range of strategies that students can apply when:

- mediating between languages

- reflecting on language use

- understanding the context for language use

- understanding language as a system

- understanding the limitations of resources and technologies.

Successful use of dictionaries and translation technologies requires students to understand the characteristics of vocabulary in Hebrew and how Hebrew is presented in reference texts. Effective dictionary use assists students to develop critical thinking skills, strategies for accurately confirming meaning and creating interest to engage an audience. It is expected that teachers will help students develop the necessary skills and confidence to use dictionaries effectively.

Information on the use of print dictionaries in examinations is provided in the External examination section of this syllabus.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 3 for a list of language learning and communication strategies.

Using language

Content elements

The study of Hebrew provides learning that extends student knowledge of the world in which they live and allows them to apply the language they have learnt in new contexts. Students apply language skills, knowledge and understanding to content organised through interrelated concepts, perspectives and topics. The topics are drawn from the concepts and students are encouraged to consider them from different perspectives.
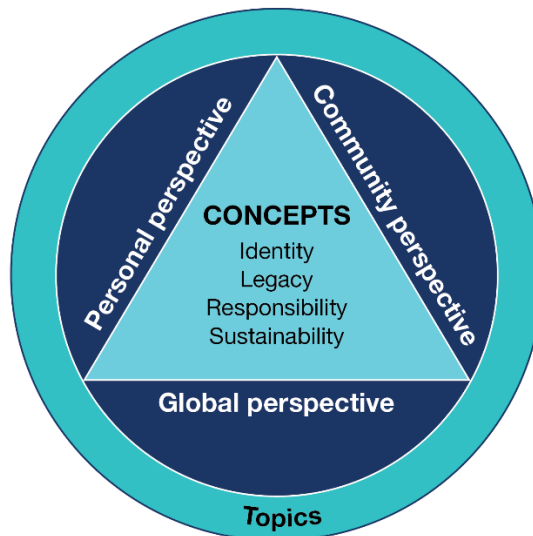
Concepts

The concepts provide the content that students are expected to encounter through the prescribed topics. The concepts are *Identity, Legacy, Responsibility* and *Sustainability*. They allow personal, community and global perspectives to be explored in Hebrew and within the Australian context for language learning.

All concepts are to be studied over the two years of the senior secondary study of Hebrew.

Identity

Identity enables students to explore topics related to their personal world; for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others. It provides opportunities to reflect on personal identity, individuality and group affiliation in more than one language and cultural context. It enables students to explore and communicate aspects of Australian society in culturally and linguistically appropriate ways.

Legacy

Legacy allows students to consider how people and events influence change, and how people respond to opportunities and challenges. They investigate topics related to the contributions, achievements and influence of Hebrew-speaking individuals and communities throughout history to the present day. Students consider the impact and enduring nature of achievements on Hebrew-speaking societies and beyond.

Responsibility

Responsibility enables students to investigate how people manage social responsibilities and influence decisions that affect individuals or groups within society. The topics associated with this concept allow students to consider issues of particular relevance to young people and other groups within Hebrew-speaking communities, and to make comparisons with their own experiences.

Sustainability

Sustainability provides students with the opportunity to explore topics with a focus on an aspect of sustainability, including present and future lifestyles, the environment and how language and culture can be sustained.

Perspectives

Students engage with the concepts through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from different personal, community and global perspectives.

All three perspectives are to be addressed through a range of topics over the two years of the Hebrew ATAR course.

Topics

There are eight prescribed topics which relate to the concepts and may be studied from a personal, community or global perspective. All topics are to be studied in the two years of the Hebrew ATAR course. The topics provide the context for teaching, learning and assessment. They may be taught through subtopics chosen by the teacher. Subtopics are not prescribed and allow flexibility in the way topics are taught and studied.

Through the topics and tasks, students are provided with opportunities to apply key language skills, knowledge and understanding in authentic contexts and engage with content that reflects their interests and the requirements of the Hebrew ATAR course.

The following prescribed topics relate to the four concepts.

Identity

- Inclusivity, diversity and belonging
- Living in Australia

Legacy

- Innovation
- History and traditions

Responsibility

- Society
- Youth

Sustainability

- Sustaining language and culture

- Global trends

Selecting subtopics

The prescribed topics are designed to be flexible and can focus on a range of aspects and different perspectives, depending on the language, culture, student interests and available resources. The topics are taught through subtopics chosen by the teacher. When choosing subtopics over the two years of study, students must be provided with opportunities to engage with:

- each of the eight topics

- personal, community and global perspectives

- content that has an Australian focus. This may include content that relates to the cross-curriculum priorities of the Australian Curriculum.

The following table provides example subtopics to show how aspects of some of the prescribed topics may be developed for teaching and learning while addressing different perspectives.

Concept	Topic	Example subtopics that address different perspectives
Identity	Inclusivity, diversity and belonging	• My sense of place (personal perspective) • Our sense of place (community perspective) • Your sense of place (global perspective)
Legacy	Innovation	• Innovations I can't live without (personal perspective) • Meeting the challenges of living in the 21st century through innovation and invention (community perspective) • Innovations that changed the world (global perspective)
Responsibility	Society	• Intergenerational relationships (personal perspective) • Taking care of the aged: comparing cultures (community perspective) • The economic impact of an aging population (global perspective)
Sustainability	Sustaining language and culture	• Generational change in language use (personal perspective) • The influence of social media on sustaining language and culture (community perspective) • Cultural change in different Hebrew-speaking settings (global perspective)

General capabilities

The general capabilities of the Australian Curriculum are integral to language study at all levels of learning. The Hebrew ATAR course:

- recognises the contribution these capabilities make to effective language learning and the role of language in cultural and intercultural competence.

- contributes to the achievement of the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration*

- promotes excellence and equity and supports all young Australians to become confident and creative individuals, successful learners and active and informed community members.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Hebrew ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The Hebrew ATAR course develops students' ability to listen to, read, view, create and perform a range of spoken, written and multimodal texts in Hebrew. It provides opportunities for students to move between Hebrew and English to analyse, interpret and reflect on texts. Students convey information, ideas and opinions in a variety of text types and formats. They write Hebrew texts, in different text types in styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems

- mastering grammatical, orthographic and textual conventions

- developing semantic, pragmatic and critical literacy skills.

For learners of Hebrew, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Hebrew.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Hebrew affords opportunities for learners to develop, use and understand patterns, order and relationships, and to reinforce concepts such as number, time and space in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Hebrew ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Hebrew ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of the Hebrew language and Hebrew culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Hebrew ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Hebrew speakers in culturally appropriate ways in a range of contexts and situations, students develop an understanding of the importance of communicating in a respectful manner.

In the Hebrew ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Hebrew.

Ethical understanding

In learning Hebrew, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Hebrew in the Hebrew ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Hebrew, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Hebrew does not require forsaking a student's first language. It is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involve interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Intercultural understandings is one of the five content areas of this course.

Cross-curriculum priorities

The Australian Curriculum cross-curriculum priorities enable students to develop understanding about, and address issues relevant to, contemporary Australian life. The study of Hebrew provides opportunities for students to engage further with the current priorities through specific and general topics that relate to the Australian context for learning:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Hebrew ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Hebrew ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context.

In learning Hebrew, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia

- languages and cultures of Asia

- people of Asian heritage within Australia.

Sustainability

The Hebrew ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Hebrew-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Unit 1

Unit description

Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Hebrew and gain a broader insight into the language and culture.

Unit content

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 1 is organised around two prescribed topics, which may be studied from one or more perspectives. The prescribed topics may be taught through subtopics, which are not prescribed and provide flexibility. The topic elaboration in the table below is intended as a guide when selecting a suitable subtopic for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Hebrew-speaking communities. **Community** Students investigate how the topic relates to groups in Hebrew-speaking communities. **Global** Students examine how the topic impacts the global community.	**Living in Australia** Through one or more perspectives, students explore what living in a Hebrew-speaking community in multicultural Australia means to them.
	History and traditions Through one or more perspectives, students investigate the role of history and traditions in shaping Hebrew-speaking communities.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and/or produce, a range of text types in Hebrew from the list below.

- account
- advertisement
- announcement
- article
- biography
- blog post
- chart
- comic strip
- conversation
- description
- diary
- discussion
- email

- form
- image
- infographic
- interview
- invitation
- journal entry
- letter – formal, informal
- message
- note
- notice
- plan
- poem

- presentation
- report
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- story
- summary
- table
- transcript

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, evaluative, imaginative, informative, personal, persuasive and reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Hebrew language and Hebrew culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 3 for a list of language learning and communication strategies.

Unit 2

Unit description

Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Hebrew and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 2 is organised around two prescribed topics, which may be studied from one or more perspectives. The prescribed topics may be taught through subtopics, which are not prescribed and provide flexibility. The topic elaboration in the table below is intended as a guide when selecting a suitable subtopic for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Hebrew-speaking communities. **Community** Students investigate how the topic relates to groups in Hebrew-speaking communities. **Global** Students examine how the topic impacts the global community.	**Global trends** Through one or more perspectives, students examine how current global trends impact the lives of young people.
	Society Through one or more perspectives, students examine global solidarity and responsibilities.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and/or produce, a range of text types in Hebrew from the list below.

- account
- advertisement
- announcement
- article
- biography
- blog post
- chart
- comic strip
- conversation
- description
- diary
- discussion
- email
- form
- image
- infographic
- interview
- invitation
- journal entry
- letter – formal, informal
- message
- note
- notice
- plan
- poem
- presentation
- report
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- story
- summary
- table
- transcript

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, evaluative, imaginative, informative, personal, persuasive and reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Hebrew language and Hebrew culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 3 for a list of language learning and communication strategies.

Unit 3

Unit description

Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Hebrew and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 2.

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 3 is organised around two prescribed topics, which may be studied from one or more perspectives. The prescribed topics may be taught through subtopics, which are not prescribed and provide flexibility. The topic elaboration in the table below is intended as a guide when selecting a suitable subtopic for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Hebrew-speaking communities. **Community** Students investigate how the topic relates to groups in Hebrew-speaking communities. **Global** Students examine how the topic impacts the global community.	**Youth** Through one or more perspectives, students explore challenges and opportunities for young people.
	Inclusivity, diversity and belonging Through one or more perspectives, students explore concepts of identity and diversity in Australian society.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and/or produce, a range of text types in Hebrew from the list below.

- account
- advertisement
- announcement
- article
- biography
- blog post
- chart
- comic strip
- conversation
- description
- diary
- discussion
- email
- form
- image
- infographic
- interview
- invitation
- journal entry
- letter – formal, informal
- message
- note
- notice
- plan
- poem
- presentation
- report
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- story
- summary
- table
- transcript

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, evaluative, imaginative, informative, personal, persuasive and reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Hebrew language and Hebrew culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 3 for a list of language learning and communication strategies.

Unit 4

Unit description

Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Hebrew and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below.

Perspectives and topics

Unit 4 is organised around two prescribed topics, which may be studied from one or more perspectives. The prescribed topics may be taught through subtopics, which are not prescribed and provide flexibility. The topic elaboration in the table below is intended as a guide when selecting a suitable subtopic for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Hebrew-speaking communities. **Community** Students investigate how the topic relates to groups in Hebrew-speaking communities. **Global** Students examine how the topic impacts the global community.	**Innovation** Through one or more perspectives, students investigate innovation and invention in the 21st century.
	Sustaining language and culture Through one or more perspectives, students investigate the role of language and culture in providing and maintaining cultural diversity.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and/or produce, a range of text types in Hebrew from the list below.

- account
- advertisement
- announcement
- article
- biography
- blog post
- chart
- comic strip
- conversation
- description
- diary
- discussion
- email
- form
- image
- infographic
- interview
- invitation
- journal entry
- letter – formal, informal
- message
- note
- notice
- plan
- poem
- presentation
- report
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- story
- summary
- table
- transcript

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, evaluative, imaginative, informative, personal, persuasive and reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Hebrew language and Hebrew culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 3 for a list of language learning and communication strategies.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement

- identifies opportunities for further learning

- connects to the standards described for the course

- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning

- Assessment should be educative

- Assessment should be fair

- Assessment should be designed to meet its specific purpose/s

- Assessment should lead to informative reporting

- Assessment should lead to school-wide evaluation processes

- Assessment should provide significant data for improvement of teaching practices.

Summative assessments in this course must:

- be limited in number to no more than eight tasks

- allow for the assessment of each assessment type at least once over the year/pair of units

- have a minimum value of five per cent of the total school assessment mark

- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

The Assessment tables provide details of the assessment types and their weighting for the Hebrew ATAR Year 11 and Year 12 syllabus.

Assessment table – Year 11

Type of assessment	Weighting
Interacting in Hebrew Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Hebrew. Typically, these tasks are administered under test conditions.	25%
Analysing Hebrew Comprehension and interpretation of spoken and printed texts in Hebrew. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Hebrew and English for responses in Hebrew, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%
Creating meaning in Hebrew Production of written texts to convey information and express ideas, opinions and/or experiences in Hebrew. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	15%
Examination **Practical (oral) examination** Typically conducted at the end of each semester and/or unit, the examination should reflect the External examination information in this syllabus.	10%
Written examination Typically conducted at the end of each semester and/or unit, the examination should reflect the External examination information in this syllabus.	20%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 11 units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Assessment table – practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Interacting in Hebrew Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Hebrew. Typically, these tasks are administered under test conditions	50%	100%	40%
Practical (oral) examination Typically conducted at the end of each semester and/or unit, the examination should reflect the External examination information in this syllabus.	50%		

Assessment table – written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Analysing Hebrew Comprehension and interpretation of spoken and printed texts in Hebrew. Texts represent different text types and styles of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Hebrew and English for responses in Hebrew, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%	100%	60%
Creating meaning in Hebrew Production of written texts to convey information and express ideas, opinions and/or experiences in Hebrew. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
Written examination Typically conducted at the end of each semester and/or unit, the examination should reflect the External examination information in this syllabus.	50%		

Teachers must use the assessment table to develop an assessment outline for the pair of Year 12 units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Tasks and task design

Tasks are broadly defined as opportunities for the meaningful use of language and are designed to allow students to develop and demonstrate key skills, knowledge and understanding in Hebrew at increasingly complex levels. They relate to the objectives – interacting in Hebrew, analysing Hebrew and creating meaning in Hebrew.

The three elements of context, purpose and audience are to be specified for each task.

Context
The context for communication requires students to consider suitable language for a particular situation. The context may be real, simulated or imaginative. Knowledge of the language as a system and the relationship between language and culture will inform the language used in any given context.

Purpose
The purpose indicates the reason for undertaking the task and the aims for communication in a particular context. Students demonstrate key skills, knowledge and understanding, and control of Hebrew they have learned, by selecting and using appropriate and relevant language within the scope of the task.

Audience
The audience is the intended group of readers, listeners or viewers for the task. Students adjust their language to suit the audience for the task by considering aspects of language and culture that impact on developing shared meaning appropriate to that audience.

Students will be provided with information about the context, purpose and audience for each school-based assessment task.

In the written examination, appropriate information will be provided for all productive tasks.

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Hebrew ATAR Year 11 and Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

External examination

The external examination consists of:

- an oral examination
- a written examination

Oral examination

The Hebrew ATAR oral examination will:

- be no shorter than 10 minutes and no longer than 15 minutes in duration
- relate to key skills, knowledge and understandings
- enable students to address aspects of the topics specified for the study of Hebrew
- contribute 25% of the total examination score.

Written examination

Reading time: 10 minutes

Working time: 2 hours

Overall conditions

The examination time and date will be set annually by the Chief Executives of the Australasian Curriculum Assessment and Certification Authorities (ACACA). The examination rules of Western Australia will apply. Details of these rules are published annually in the *WACE Manual.*

There will be a 10 minute reading time and 2 hour working time. The examination will be marked by a panel appointed by the agency that produces the examination.

Content

The Hebrew ATAR course syllabus is used in the development of the examination. All the key skills, knowledge and understandings that underpin the relevant objectives are examinable. The examination will relate to the prescribed topics. It will require students to create texts in the language drawn from the text types listed for productive use.

Format

The examination will be in the form of a question and answer booklet.
Answers are to be written in the spaces provided in the question and answer booklet.
The examination will consist of two sections.
The total marks for the written examination will be 65 marks.

Section 1 Responding to texts

Section 1 will be worth a total of 30 marks.

The total length of the two listening texts in Questions 1 and 2 will be approximately 3–3½ minutes.

Question 1 Listening in Hebrew, responding in English

Question 1 is worth 7 marks. Items in Question 1 will be phrased in English for a response in English. In Question 1, students will hear one listening text in Hebrew (Text 1). The text will be related to one of the prescribed topics and will represent a different text type from the listening texts in Questions 2 and 3. Question 1 may include multiple items, each requiring a response in English.

The listening text will be read twice. There will be a pause between the first and second reading of the text. There will be an announcement at the start of the first reading of the text and a sound to alert students before the start of the second reading of the text. After the second reading, students will be given time to complete their responses. Students may make notes in the question and answer booklet at any time during the two readings of the text in the designated note-taking space. These notes will not be assessed.

Question 2 Listening and responding in Hebrew

Question 2 is worth 8 marks. Items in Question 2 will be phrased in Hebrew and English for a response in Hebrew. In Question 2, students will hear one listening text in Hebrew (Text 2). The text will be related to one of the prescribed topics and will represent a different text type from the listening texts in Questions 1 and 3. Question 2 may include multiple items, each requiring a response in Hebrew.

The listening text will be read twice. There will be a pause between the first and second reading of the text. There will be an announcement at the start of the first reading of the text and a sound to alert students before the start of the second reading of the text. After the second reading, students will be given time to complete their responses. Students may make notes in the question and answer booklet at any time during the two readings of the text in the designated note-taking space. These notes will not be assessed.

Question 3 Reading and listening in Hebrew, responding in English

Question 3 is worth 15 marks. The length of the listening text in Question 3 will be approximately 1½ minutes. The reading text will be approximately 300 words in Hebrew. Items in Question 3 will be phrased in English for a response in English. In Question 3, students will be required to read one text in Hebrew (Text 3A) and listen to one text in Hebrew (Text 3B). A visual text may also be provided with Text 3A.

The texts will be related to one of the prescribed topics and will be related in subject matter and/or context. Each text will represent a different text type. The text types will be different to those used in Questions 1, 2 and 4. Question 3 may include multiple items, each requiring a response in English.

There will be a pause for students to read Text 3A and Question 3 before the listening text is played. The listening text will be read twice. There will be a pause between the first and second reading of the listening text. There will be an announcement at the start of the first reading of the text and a sound to alert students before the start of the second reading of the text. After the second reading,

students will be given time to complete their responses. Students may make notes in the question and answer booklet at any time during the two readings of the text in the note-taking space. These notes will not be assessed.

Items in Question 3 will relate to the reading text, the listening text and both texts. Students may be required to extract, summarise, interpret, evaluate or synthesise information, compare aspects of the texts, or a combination of these. Students may also be required to comment on the target audience, the purpose of a text and/or the way in which language is used in a text to achieve a specific purpose.

Section 2 Creating texts

Section 2 will be worth a total of 35 marks.

Question 4 Reading and responding in Hebrew

Question 4 is worth 15 marks. The reading text will be approximately 150 words in Hebrew. Students will be required to write a response of approximately 150 words in Hebrew. Question 4 will be phrased in Hebrew and English, for a response in Hebrew. In Question 4, students will be required to read one text in Hebrew (Text 4) and respond to information and ideas provided in the text. A visual text may also be provided with Text 4.

Students will produce a text in Hebrew in their response, in which they present ideas, opinions and/or arguments based on evidence in the text/s. Question 4 will specify a context, purpose, audience, text type and style of writing for the student response. The text type that students will be required to produce will be drawn from those listed for productive use. The text type and style of writing will be different from that of the stimulus text and texts presented in Questions 3, 5 and 6.

Question 5 Writing in Hebrew OR Question 6 Writing in Hebrew

Students choose **one** question which will be worth 20 marks. Students choose **either** Question 5 **or** Question 6. Question 5 and Question 6 will be phrased in Hebrew and English for a response in Hebrew.

Students will be required to write a response of approximately 250 words in Hebrew. Students will be required to write an original text that presents ideas, information, opinions and/or arguments. There will be a choice of two questions: Question 5 or Question 6. Students must attempt **one** of these questions.

A visual text may be included as a stimulus for one or both of Question 5 and Question 6.

Each question will be related to one of the prescribed topics. Each question will specify a different context, purpose, audience, text type and style of writing. The text type that students will be required to produce will be drawn from those listed for productive use.

The text type and style of writing required in Question 5 and Question 6 will differ from those required in the Questions 3 and 4.

Additional information on texts

The total length of one reading of the three listening texts will be 4½–5 minutes. The total length of

the two reading texts will be approximately 450 words. There will be one or two visual texts in this examination. The visual text/s may appear in any of Questions 3, 4, 5 or 6.

Approved materials and equipment

- Normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)

- Any printed monolingual and/or bilingual dictionary in one or more separate volumes

Advice

During the accreditation period for Hebrew, each examination will conform to the examination specifications above and will examine a representative sample of the key language skills, knowledge and understanding.

A separate document containing sample examination questions will be published, and can be accessed from the Victorian Curriculum and Assessment Authority (VCAA) website (https://www.vcaa.vic.edu.au/Pages/HomePage.aspx). The sample examination questions will provide an indication of the format of the examination, and the types of questions teachers and students can expect until the accreditation period comes to an end. Answers are not provided for sample examinations.

Summary of examination specifications

Oral examination   35 marks

Time allocation   10–15 minutes

Written examination   65 marks

Time allocation   Reading time: 10 minutes

Working time   2 hours

Section 1 Responding to texts

Question 1 Listening in Hebrew, responding in English

Text 1 – one listening text in Hebrew   7 marks

Question 2 Listening and responding in Hebrew

Text 2 – one listening text in Hebrew   8 marks

Question 3 Reading and listening in Hebrew, responding in English

Text 3A – one reading text in Hebrew

Text 3B – one listening text in Hebrew   15 marks

Section 2 Creating texts

Question 4 Reading and responding in Hebrew

Text 4 – one reading text in Hebrew   15 marks

Students will choose one of the following:

Question 5 Writing in Hebrew

OR

Question 6 Writing in Hebrew   20 marks

NOTES

The total length of one playing of the three listening texts will be 4½–5 minutes.

The total length of the two reading texts will be approximately 450 words.

There will be one or two visual texts in this examination.

The visual text/s may appear in any of Questions 3, 4, 5 or 6.

Written examination criteria for assessment

Section 1 Responding to texts

Question 1   **Listening in Hebrew, responding in English**   **(7 marks)**

- Analyse general and specific relevant information, ideas, opinions and/or perspectives to convey meaning

Question 2   **Listening and responding in Hebrew**   **(8 marks)**

- Analyse general and specific relevant information, ideas, opinions and/or perspectives to convey meaning

Question 3   **Reading and listening in Hebrew, responding in English**   **(15 marks)**

- Analyse general and specific relevant information, ideas, opinions and/or perspectives to convey meaning

- Synthesise relevant information, ideas, opinions and/or perspectives from different texts

Section 2 Creating texts

Question 4   **Reading and responding in Hebrew**   **(15 marks)**

- Analyse relevant information, ideas, opinions and/or perspectives from the stimulus text/s

- Respond to the question appropriately for the context, purpose and audience

- Use appropriate language structures and vocabulary accurately

Questions 5 and 6   **Writing in Hebrew**   **(20 marks)**

- Create text appropriate for the context, purpose and audience

- Demonstrate depth of treatment of information, ideas, opinions or perspectives

- Sequence information, ideas, opinions or perspectives cohesively

- Use a range of appropriate vocabulary and language structures

- Use vocabulary and language structures accurately

Appendix 1 – Grade descriptions Year 11 and Year 12

Note: Grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers

A	**Creating meaning in Hebrew** Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics. Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with occasional inaccuracies that do not affect meaning. Writes cohesive and well-structured texts that show clear development and connection of ideas. Applies the conventions of text types. **Interacting in Hebrew** Communicates effectively across a range of topics. Comprehends almost all questions and responds with relevant information and/or opinions. Provides responses that are clear and cohesive. Uses a range of vocabulary, grammatical items and complex sentence structures, with occasional inaccuracies that do not affect meaning. Speaks with mostly accurate pronunciation. **Analysing Hebrew** Accurately extracts and processes information from a variety of texts across a range of topics, providing relevant details. Provides accurate responses to literal questions and mostly accurate responses to inferential questions. Uses a dictionary effectively, resulting in appropriate interpretation of text.
B	**Creating meaning in Hebrew** Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics. Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that usually do not affect meaning. Writes structured texts that show clearly developed ideas. Applies most of the conventions of text types. **Interacting in Hebrew** Communicates effectively in most instances across a range of topics. Comprehends most questions and responds in some detail with relevant information and/or opinions. Provides responses that are mostly clear and cohesive. Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that, at times, affect meaning. Speaks with reasonably accurate pronunciation. **Analysing Hebrew** Extracts and processes information from a variety of texts across a range of topics, providing some relevant details. Provides mostly accurate responses to literal questions and some accurate responses to inferential questions. Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

C	**Creating meaning in Hebrew** Responds with mostly relevant information and/or opinions. Includes some detail when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language and familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types. **Interacting in Hebrew** Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items, and simple and complex sentence structures, with inaccuracies that, at times, affect meaning. Makes errors in pronunciation that, at times, may result in the meaning not being clear. **Analysing Hebrew** Extracts and processes some information from a variety of texts, providing limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete. Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.
D	**Creating meaning in Hebrew** Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses that are frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied. Writes simple texts that show some basic organisation of information or ideas. Applies the conventions of text types inconsistently. **Interacting in Hebrew** Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures, with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear. **Analysing Hebrew** Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Advertisement

Advertisements promote a product or service. Emotive, factual, or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in an informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive, or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register, but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive, or persuasive, depending on the context.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and the relationship between participants.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

Discussion

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, such as for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information or the experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial, and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

Review

Reviews are evaluations of works such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of role plays will often depend on the context and the relationship between participants.

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and the relationship between participants.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral form, communicate ideas, opinions and attitudes, to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation or sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

Styles of writing

Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Evaluative

Evaluative writing aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas. The writer presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively, using evidence to support the contrasting sides or alternatives. Evaluative writing uses objective style and appeals to reason, not emotion. Creating an impression of balance and impartiality is essential. The writer often includes expressions of cause, consequence, opposition and concession.

Imaginative

Imaginative writing manipulates language to create the desired impression, response or appeal. The writing emphasises context (physical surroundings and atmosphere) and situation by including detailed descriptions of people, places, emotions, and atmosphere. The use of techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure

and sequencing, add to create the desired atmosphere or convey the required emotion. Breaks in normal sequencing may be used for added impact.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images, except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, uses an informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 3 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Hebrew
	• connect with a native speaker of Hebrew
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Hebrew texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or re-organise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument and express ideas and opinions
	• use synonyms for variety in the sentences, and conjunctions to link sentences
	• organise and maintain coherence of written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written
To engage in spoken interaction	• make connections with first language and practice speaking in Hebrew
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise Hebrew

Appendix 4 – Glossary

Authentic
Authentic is used to refer to contexts and learning experiences that allow students to use appropriate language for a given real-life situation.

CCAFL
Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

The Collaborative Curriculum and Assessment Framework for Languages project is an initiative of the Australasian Curriculum, Assessment and Certification Authorities (ACACA). It is a long running national collaborative curriculum and assessment model that supports the provision of high-quality languages education at the senior secondary level. It provides a common framework for the development of language curriculum and external assessment that ensures the ongoing provision of languages that might otherwise be unsustainable due to small candidatures.

***CCAFL Framework* (2021)**
The *CCAFL Framework* (2021) provides the structure and elements that will be common to all Australian CCAFL Languages developed at this level. It represents the foundation for the development of language-specific materials and state-based curriculum and assessment for these CCAFL Languages.

Creating meaning in Hebrew
Creating meaning in Hebrew refers to any language that students generate themselves in spoken, visual or written form. When creating meaning in Hebrew, students present information, experiences, opinions and ideas through a range of interactions, text types, styles of writing and media. Creating meaning in Hebrew is not limited to particular contexts, purposes or audiences, and includes language for all student products.

Intercultural competence
Intercultural competence is the ability to think, behave and create meaning to communicate effectively with people across cultures.

Mediating
Mediating between languages refers to an understanding of what is required to take meaning expressed in one language and create similar meaning in another language. Students need to consider aspects of language and culture that help or deflect shared understanding, and account for these in effective communication.

Appendix 5 – Resources and support materials

The following information is designed to provide guidance for teachers on how to locate suitable resources for teaching, learning and internal assessment associated with the Hebrew ATAR course, which is based on the *Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Framework* (2021).

Purposes of the *CCAFL Framework*

The *CCAFL Framework* has been designed to:

- provide high quality, equitable and inclusive language curriculum and assessment for all students

- value prior language learning

- provide challenges and opportunities through learning and using new language

- emphasise effective communication and intercultural competence.

To achieve these purposes, the Hebrew ATAR course has the following organising features:
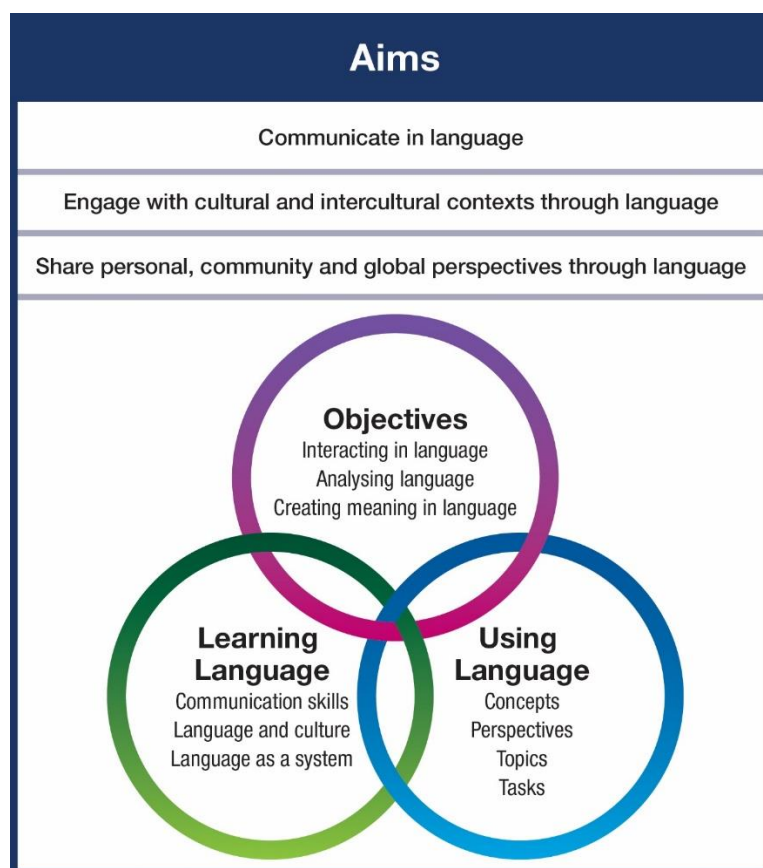
Dictionaries

The following dictionaries are suitable for the study of Hebrew and for use in the external written examination:

- Levy Y 1995, *Oxford Dictionary: English-Hebrew Hebrew-English*, Kernerman – Lonnie Kahn, Jerusalem

- Zilberman S 2005, *The Up-To-Date English-Hebrew Hebrew English Dictionary*, bilingual edn, Zilberman, Jerusalem

Other resources for use with the Hebrew ATAR course

Useful resources for a teaching, learning and assessment program include resources suitable for student use and reference materials for teacher use, such as:

- course books that include texts or learning that reflect the aims and requirements of the *CCAFL Framework* (2021) and studies based on it

- grammar and writing guides

- journals and periodicals

- language-specific social media posts, podcasts, and news, radio, television or other programs

- films and documentaries

- library resources

- listening, reading and visual texts

- literature from the language and readers in the language

- materials from organisations and associations that provide publications in the language, such as embassies, teacher associations and community groups

- support materials published by the curriculum and assessment authority in your jurisdiction to accompany the study

- teacher resources providing information on grammar, language, culture and teaching and learning activities

- websites.

Selecting suitable resources

The following advice aims to assist teachers to locate suitable resources for the teaching and learning program for their students. Teachers should:

1. **Be familiar with the language requirements and content of the study**

Teachers should note that students are expected to:

- engage with subtopics related to the prescribed topics

- have opportunities to engage with the learning objectives and content of the curriculum

- encounter contemporary language

- access modern content and forms of information

- encounter resources that suit the language expected for this level of learning.

2. Avoid unsuitable subtopics and resources

Teachers must avoid subtopics and resources that:

- may cause distress to individuals or groups of students

- present disrespectful or discriminatory content

- present controversial or contentious content

- condone or glorify unlawful behaviour.

A broad range of subtopics may be used in classwork, and all the subtopics, and the resources to support them, must meet these standards.

In addition, teachers should avoid resources that:

- contain inappropriate language, violent content or sexual content. Particular care should be taken with websites that include advertising when providing links for students to use independently

- require students to subscribe or provide personal information for access.

Teachers should select only those texts or parts of texts that meet the standards outlined here.

Subtopics that do not meet these standards are also avoided in end-of-year external examinations. More information on content standards in written examinations is provided under Content standards for written examinations below.

3. Provide a variety of resources in teaching and learning

Teachers should seek to use a variety of resources that provide information for teaching, or texts that can be used for student learning.

It is important to expose students to a range of modelled language, including:

- a variety of spoken, written and visual text types

- language with different levels of formality and for different contexts, purposes and audiences

- examples of different styles of writing and language use, including descriptive, evaluative, imaginative, informative, personal, persuasive and reflective writing and language use, individually or in combination

- language used in a range of media.

4. Review texts before using them with students

Teachers should ensure that each resource presents:

- information on subtopics directly related to the prescribed topics of the study

- suitable content for students (see above)

- accessible language for students at this level

- suitable stimulus texts for the tasks required in coursework and/or preparing students for examination tasks. For example:

  - Student analysis of language (analysing language) requires language input presented in listening or reading texts.

  - Texts used to stimulate an exchange or response (interacting in the language) require content for students to respond to. For example, an email may invite comment, or confirmation of arrangements.

  - Visual texts are unsuitable for language analysis tasks, but may be suitable for engaging with cultural understanding or providing complementary information on a subtopic.

  - Resources may provide combinations of listening, reading and/or visual stimuli. This may be useful for particular tasks, but unsuitable for others where overlapping information may make it difficult to identify the source(s) of information in a student response.

Content standards for written examinations

In an examination environment, contexts that may inadvertently cause anxiety, distress or offence or that might relate to a distressing event in a student's life are avoided. Texts that present disrespectful, discriminatory, controversial or contentious content are also avoided.

In addition, written examination setting and vetting teams are sensitive to subtopics or questions that, although not directly discriminatory or distressing, may pose problems. For example, care is taken to avoid:

- advantaging, disadvantaging or prioritising one gender, community, religious group or socioeconomic group

- cultural, social and gender stereotypes

- contexts, subtopics and questions that may be perceived as promoting an opinion or perspective that may cause offence or be politically controversial

- subtopics and events that may offend or distress a section of the community (and events that may have ramifications for community members); for example, a natural disaster or a social or community tragedy

- real people's names, business names, products and advertisements.

Care is also taken to use correct and appropriate terms when referring to specific communities. For example, if referred to in relation to their specific location, Aboriginal communities are referred to by their language group, not in general terms such as Australian First Nations Peoples or First Nations Australians.