



Government of **Western Australia**
School Curriculum and Standards Authority

HEBREW (WACE VERSION)

ATAR COURSE

Year 11 and Year 12 syllabus

INFORMATION

This syllabus is effective from 1 January 2021.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Acknowledgement

This syllabus document has been adapted by the School Curriculum and Standards Authority of Western Australia from the Hebrew syllabus produced by the Victorian Curriculum and Assessment Authority, Victoria, on behalf of the Australian Curriculum, Assessment and Certification Authorities, in collaboration with:

NSW Education Standards Authority
SACE Board of South Australia
Queensland Studies Authority
School Curriculum and Standards Authority (Western Australia)
Northern Territory Board of Studies
Tasmanian Qualifications Authority

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Introduction

Course

The School Curriculum and Standards Authority accesses the Hebrew ATAR syllabus 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 2021* provides 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>.

Target group

This syllabus is designed for students who, typically, will have studied Hebrew for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

The Hebrew language

The language to be studied and assessed is Hebrew. It is the official language of the State of Israel and includes formal and informal means of communication. Words and expressions that have been officially incorporated and adapted into the language are acceptable. However, non-standard linguistic transfers from English in vocabulary, expression, and word order are not acceptable.

Rationale

The study of Hebrew contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

A significant number of Israeli companies are represented in Australia, and a strong and growing relationship exists between Australia and Israel trade and contact in areas such as technology, medicine and agriculture.

The ability to communicate in Hebrew, in conjunction with other skills, may provide opportunities for employment in fields such as of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts and education.

Course outcomes

The Hebrew ATAR course is designed to facilitate achievement of the outcomes listed below, which represent the knowledge, skills and understanding that students will achieve by the end of this course.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts in Hebrew.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Hebrew through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts in Hebrew.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Hebrew.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Organisation of content

Unless specified, the following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision.

Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision, but each outline must indicate:

- the **timing** of delivery
- the **sequence** in which all the syllabus content will be delivered.

Information about the assessment tasks can be provided, but is not essential because it is included in the assessment outline. It is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

Themes, topics and sub-topics

The course content is organised into three prescribed themes:

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

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

During Year 12, students are required to undertake one detailed study. The detailed study should be based on a sub-topic related to one or more of the prescribed topics. For details about the detailed study, see pages 13-14.

Themes	Prescribed topics	Suggested sub-topics
The individual This theme enables students to explore aspects of their personal world; for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme also enables students to study topics from the perspective of other people.	Personal identity	For example, adolescence, family, home and community, significant events.
	Leisure and lifestyles	For example, keeping healthy, hobbies, daily routine, sport, youth movements in Australia.
	Education and future aspirations	For example, school, future plans.
	Relationships	For example, friends, family, responsibilities and privileges.

Themes	Prescribed topics	Suggested sub-topics
The Hebrew-speaking communities This theme explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own culture and other cultures.	Arts and entertainment	For example, music and song, art, theatre and literature, film.
	Culture and historical perspectives	For example, religious and national celebrations, establishment of the State of Israel.
	Ways of life in Israel	For example, kibbutz, army, modern and historical places in Israel.
The changing world This theme enables students to explore change as it affects aspects of work, social and world issues.	Hospitality and tourism	For example, travelling in Israel, tourism in Australia and overseas, personal experiences.
	The world of work	For example, careers and occupations, technology.
	Social issues	For example, drugs, environment, equity, unemployment, science and innovation.

Text types

In their teaching, learning, and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, the following text types are prescribed for productive use:

- article
- blog
- diary/journal entry
- email
- letter (formal or informal)
- message
- note
- report
- review
- script of a play
- script of a speech or talk
- story
- text of an interview

Kinds of writing

Students should be familiar with, and able to produce, different kinds of writing such as: personal, imaginative, persuasive, informative and evaluative, either individually or in combination.

Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external **written** ATAR examination. Students are **not** permitted to use a dictionary for the external **oral** ATAR examination.

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used in this section are neither intended to promote any particular theory of grammar, nor to favour one methodology over another.

Students will already have a reasonable understanding of the function of grammar in Hebrew through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Hebrew are expected to recognise and use the grammatical items listed on the following six pages. These grammatical items apply to both Year 11 and Year 12. While it is expected that students will cover all of these items, the exact sequencing and timing of delivery is a teacher decision.

Grammatical Item	Sub-elements	Example(s)
Verbs	שם הפועל	לכתוב, לדבר, לחתלבש לחחליט, לחכנס, לטלפן
	שלמים בעבר, בבינוני ובעתיד בבניינים: פעל (קל) פיעל התפעל הפעיל נפעל	כתב, חושב, יספור, ישאל דיבר, מתארת, תקבל התלבש, מתחשבים, תסתכל התחיל, מרגישות, נשלים נחרס, נשברים, תיזהרו
	ליי / לייח בעבר, בבינוני ובעתיד בבניינים: קל פיעל	קנה, עונה, יעלה חיכה, מקווה, יצפה
	נחי פ"י, בעבר, בבינוני ובעתיד בבניינים: קל הפעיל נפעל	ישב, יודע, ארז הוריד, מודיע, יושיב נולד
	פ"י, בעבר, בבינוני ובעתיד בבניינים: קל הפעיל	נסע, נוסע, תסע חפיל, נופל, יפיל
	ע"ח/ע"י בעבר, בבינוני ובעתיד בבניינים: קל הפעיל	קמתי, קם, תקומו הבין, מבינה, תבינו
	מרובעים בעבר, בבינוני ובעתיד בבניינים: פיעל התפעל	צילצל, מצלצלת, אצלצל חתקלקל, מתקלקל, יתקלקל
	פעלים חריגים בעבר ועתיד	נתן, יכול יכול- אוכל, תוכל... אמר-אומר, תאמר, תאמרי...

Grammatical Item	Sub-elements	Example(s)
Verbs (continued)	שלמים בעבר, בנינוני ובעתיד בבניינים: פועל הופעל בינוני פעול קשר רגיל בין פעיל לסביל פיעל-פועל הפעיל- הופעל	צולם, מדובר, יסופר חוזמן, מושלם, יחזור פתוח, סגור, חשוב, בטוח צילם- צולם חזמן- חוזמן
	ציווי בבניינים השונים ציווי בפעלים חד-הברתיים שגורים שלילת הציווי	כתוב, ספר, הסתכל שב, תן, קח, בוא אל תדבר, אל תבוא, אל תזמיט, אל תסתכל.
Gerunds	שם פעולה	כתיבה, ריצה, שינוי, חתפתחות, הוצאה, הישרדות
Adverbs	תואר הפועל מבחינת זמן, אופי, מקום.... בצירוף "בי" + שם עצם מופשט	למדתי היטב, היא עמדה שם נסעתי לאט, חתעררתי מוקדם פעלת במחירות, נהגת באדיבות באדיבות, בשמחה, בתבונה
Pronouns	כינוי הגוף כינוי רמז כינוי הקניין כינוי סותם כינוי סותם שלילי כינוי זיקה סותם כינוי לוואי מזהה כינוי קניין חבר (בשמות נבחרים) ביחיד וברבים	אני, אותה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן. זה, זאת, אלה שלי, שלך, שלך, שלו.... מישהו, משו אף אחד לא (+פועל) שום דבר לא (+פועל) מי ש (+פועל) אותו, אותה, אותם, אותן אחי, אמי, אשתו, בעלה, אחיני, משרדס, מכתביו
Nouns	שם עצם נקבה ה □ ית □ ות □ ריבוי שם זכר סדיר ריבוי שם נקבה סדיר ריבוי שם זכר ב □ ות	תמונה שחקנית חנות תלמיד- תלמידה תלמידה-תלמידות שולחן- שולחנות

Grammatical Item	Sub-elements	Example(s)
Nouns (continued)	ריבוי שם נקבה ב ם ים	שנה- שנים
	שם בריבוי צורן זוגי (נקבה)	רגל-רגליים
	שם בריבוי קבוע ב ם ים	פנים
	שם בריבוי דמוי זוגי קבוע (זכר)	מים, שמים
	שם אבזר על דרך הזוגי	משקפיים, אופניים, מספריים, מכנסיים
	צורן ם אי לשם	בנאי, חשמלאי, אחראי, רמאי
	צורן ם ית לשפות	עברית, אנגלית, רוסית
Adjectives	נטיית התואר	חדש, חדשה, חדשים, חדשות יפה, יפה, יפים, יפות אחר, אחרת, אחרים, אחרות
	צורן ם י לתואר	צבאי, גאוני, קבוצתי, עירוני, אגדי, מוסיקאלי
Comparative	הבעת יתרון על-ידי " יותר "	חכם יותר, יותר חכם, יוסף יותר חכם מדוד
Superlative	ביטוי ערך ההפלגה על-ידי " הכי "	הכי חכם, הכי יפה
	ביטוי ערך ההפלגה על-ידי " ביותר "	החכם ביותר, היפה ביותר בעולם
Noun + adjectives	התאמת התואר לשם	תלמיד חדש, כיתה גדולה, שולחנות גדולים, שנים טובות, אוזניים קטנות
	צורן ם לשם ולתואר	רקדן, פחדן, שקרן
Definite articles	תווית היידוע -ה.	הספר
	צירוף מלת יחס עם תווית היידוע- ל, ב.	לכיתה, בחדר
	שם פרטי בחזקת מיודע	אני רואה את יוסי
	שמות מקומות המיודעים בקביעות	הגליל, הנגב, השרון
	התאמת התואר לשם מיודע	הבית הגדול, התלמידה החדשה
	צירוף שם מיודע עם כינוי חקנין	הספר שלי, המחברת שלנו
	צירוף שם מיודע עם כינוי רומז	הספר הזה, המחברת הזאת, הילדים האלה
	שם+תואר+כינוי רומז	הבית הגדול הזה, הספרים הטובים האלה
	שם+כינוי לוואי משווה	ספר כזה, מחברת כזאת

Grammatical Item	Sub-elements	Example(s)
	שם+תואר+כינוי לוואי משווה	ספר גדול כזה דירה יפה כזאת
Construct state of the noun	שם+כינוי לוואי מזהה	אותו האיש, אותה דירה
	סמיכות	חדר עבודה, כיתת אולפן חברי קיבוץ, חברות כנסת
Construct state of the noun + definite article	סמיכות + תואר	חברי קיבוץ גדול, עוגת שוקולד טעימה
Construct state of the noun + definite article	ידוע הסמיכות	ספרי הלימוד, כיתת האולפן, אנשי הקיבוץ, חברות הכנסת
Construct state of the noun + definite article + adjective†	סמיכות מידועת+ תואר	חברי הקיבוץ הגדול, עוגת השוקולד הטעימה
Numbers	מספר מונה	אחת, שתיים, שלוש... אחת עשרה -תשע עשרה אחד, שניים, שלושה... אחד עשר - תשעה עשר
	מספר סודר	ראשון- עשירי ראשונה- עשירית
	מונה בסמיכות- אחת עד עשר + ה-הידוע	אחד המורים, עשרת התלמידים, חמשת הספרים, אחת חבנות, שלוש התלמידות, חמש חדירות
	מונה- צירופי מספרים	אלף תשע מאות תשעים ושתיים מאתיים שבעים וחמישה אלף
	חלקי השלם	חצי, רבע
	מספר שלם+מספר חלקי	אחת וחצי, שתיים ורבע
	טרמינולוגיה של פעולות חשבון	ועוד = פלוס פתוח = מינוס כפל, לחלק, שווה, חס
	האותיות במספרים	1=א 2=ב 400=ת
	תאריך עברי	כ"א בתמוז תשנ"א י"א בתשרי תשנ"ב
	הזוגי ביחידות זמן	פעמיים, שעתיים, יומיים, שבועיים, חודשיים, שנתיים
Locative 'Heb'	צירופי זמן	כל-יום, יום-יום, כל בוקר
	ה- המגמה	ימינה, שמאלה, פנימה, החוצה, קדימה, אחורה, חביתה, העירה, ארצה

† for recognition only

Grammatical Item	Sub-elements	Example(s)
Question words	מילות שאלה	איפה, מאין, לאן, מתי, למי, למה, איזה, איזו, (באיזה, באיזו) איך, מדוע, כיצד
Prepositions	מילות יחס בנטייה	אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן בי, לי, ממני, בשבילי אצלי, לידי, בגללי, מולי אליי, אליך, אלייך, אליו, אליה, אליהן עליי לפני, אחרי
Conjunctions	מילות קישור	ו, גם, בעוסף, וכן, אף
	מילות זמן	כש, כאשר, לפני, אחרי, אחר-כך, עד ש, מיד, במשך, בזמן ש, אחרי ש, בינתיים, מאז
	מילות ניגוד	לחיפך, אבל, אך, לעומת
	מילות השוואה	כמו, בהשוואה ל
	מילות סיבה	בגלל + שם העצם, מפני ש, כי, כיוון ש, משום ש, עקב
	מילות תוצאה	לכן, כתוצאה מ, בעקבות, על כן, משום כך
	מילות תכלית	כדי, על מנת, לשם, למען
	מילות ויתור	אף על פי, על אף + שם עצם, למרות + שם עצם
	מילות תנאי	אם, אילו, לו, בתנאי
	מילות בררה	או
Sentence types	מילות הפחתה	רק, מלבד, חוץ מ
	משפט שמני בהווה, בעבר, בחיוב ובשלילה	הוא דויד, דויד לא תלמיד, אתה בכיתה, מי רופא? דויד באירופה, אתה לא היית בבית, הייתי סטודנט
	משפט בעל ייש-אין" בהווה ובעבר	אין תלמידים בכיתה, יש ספר על השולחן, היח כסף בבנק, היח קונצרט ברדיו
	משפט קניין בהווה ובעבר, משפט קניין בתוספת מילת היחס י"ל"י בנטייה	לדויד יש ספר, היה לדויד ספר, יש לו ספר

Grammatical Item	Sub-elements	Example(s)
Sentence types (continued)	משפט פועלי	התלמיד כותב, דויד לומד עברית, משה לא כותב, תמר למדה עברית באולפן
	משפט שבו פועל עזר + שם הפועל	רוצה + שם הפועל, יכול + שם הפועל, אני יכול לדבר עברית
	משפט סתמי	סוגרים את הבנק בשש, ביום שישי גומרים באחת
	משפט שבו צירוף חגיגים (חסרי גוף- מספר)	צריך ללמוד, אסור לדבר, (חיה) - כדאי לראות את סרט
	משפט תנאי קיים בהווה ובעתיד	אם לומדים, יודעים אם תבוא, נלך
	משפט תנאי לא ריאלי	אילו הקשבת, היית מבין
	משפטים ובהם מרכיבים רב אבריים	" גם ... וגם " -אני גם רעב וגם צמא "או ... או " -בתל-אביב או בחיפה
	פסוקית מושא עם "ש..." (דיבור עקיף)	הוא אומר שיוסף נסע לתל- אביב הוא אמר שיוסף נסע לתל- אביב
	משפט מושא שבו מילת שאלה (דיבור עקיף)	דויד ראה איפה חנה גרה חנה לא יודעת מתי יוסף בא
	משפט פשוט, תוך שימוש בתיאורי זמן	דויד בא ב- 8:00, הוא לומד לפני הצהריים
	משפט זמן	טלפן אלי לפני שתבוא
	משפט השוואה	הוא אוהב סרטים יותר מחצנות הוא מדבר כמו ישראלי
	משפט סיבה	לא באתי בגלל הגשם
משפטי תכלית	למד היטב כדי שתצליח	

School-based assessment

The *WACE Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus. The *WACE Manual 2021* is available from the Authority website at <https://www.scsa.wa.edu.au/publications/wace-manual>.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Hebrew ATAR syllabus and the weighting for each assessment type.

Assessment table

Type of assessment	Weighting for types
<p>Oral</p> <p>This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Hebrew-speaking communities and to give expression to real or imaginary experiences in Hebrew.</p> <p>Text types include interviews (formal and informal), conversations, role-plays, oral presentations and discussions.</p>	12.5%
<p>Listening and responding</p> <p>This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audio texts in Hebrew. It also involves analysing and using the obtained information to respond critically, in Hebrew or English as specified, to spoken texts which reflect aspects of the language and culture of Hebrew-speaking communities.</p> <p>Text types include conversations, interviews, charts or tables.</p>	15%
<p>Reading and responding</p> <p>This assessment type involves reading, extracting, analysing and using information and ideas from written texts in Hebrew and may require reorganising information in a different text type. It also comprises responding critically, in Hebrew or English as specified, to written texts which reflect aspects of the language and culture of Hebrew-speaking communities.</p> <p>Text types include articles, extracts, reviews, advertisements and letters.</p>	12.5%
<p>Writing in Hebrew</p> <p>This assessment type involves the production of original written responses to texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding critically to written texts which reflect aspects of the language and culture of Hebrew-speaking communities.</p> <p>Text types include emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.</p>	10%
<p>Oral examination (approximately 15 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	12.5%
<p>Written examination (2 hours and 30 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	37.5%

Assessment outline

Teachers are required to use the assessment table to develop an assessment outline for Year 11 and an assessment outline for Year 12.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the **number** of tasks to be assessed
- a general **description** of each task
- the assessment **type**, as prescribed in the syllabus
- an indication of the syllabus **content** on which each task is based
- the approximate **timing** of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the **weighting** of each assessment **task**
- the **weighting** of each assessment **type**, as prescribed in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Teachers should limit the use of small value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus. Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Appendix 1 is a sample assessment outline for Year 12. Teachers can use this as the basis of the assessment outline for their class.

The detailed study

Students are required to undertake a detailed study in Year 12. Students will be expected to discuss their detailed study in Section 2, Discussion, of the external oral examination. Approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics from either *The Hebrew-speaking communities*, or *The changing world*. The sub-topic may be drawn from the table at the end of this section, or a different sub-topic may be selected.

Students may choose their own sub-topic, or one sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the school-based assessment task(s) set, as well as in the Discussion in Section 2 of the oral examination.

At least one of the school-based assessment tasks in Year 12 should focus on the detailed study. This could be, for example:

- an oral presentation in Hebrew (3 to 5 minutes)
- a written response to the topic in Hebrew (500 words)
- a reflective response in English (600 words or 5 to 7 minutes).

The detailed study assessment task(s) should be designed to assess students' understanding of the language and culture of the Hebrew-speaking community. It should enable students to explore and compare aspects of the language and culture of the Hebrew-speaking community through a range of oral and written texts in Hebrew related to the selected sub-topic. This will develop students' knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the

community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, paintings and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for students to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Suggested areas for the detailed study

The table below shows possible sub-topics that might form the focus of a detailed study. Teachers may choose to focus on one of these areas, or where they can be linked, focus on more than one area.

Themes	Topic	Possible sub-topics for the detailed study
The Hebrew-speaking communities	Arts and entertainment	<ul style="list-style-type: none"> • The work and contribution of an important Israeli author • Israeli cinema as social comment
	Current and historical perspectives	<ul style="list-style-type: none"> • The impact of an important political figure • <i>Bet Ha-Tefutzot</i> and its importance • The Jews of Spain and Portugal • Language, culture and identity
The changing world	The world of work	<ul style="list-style-type: none"> • Has equality of sexes been attained? • Is the Industrial Revolution over? • Employment and unemployment • Higher education and vocational training, past, present and future
	Social issues	<ul style="list-style-type: none"> • The importance of recycling • The necessity for international charitable and development agencies • Saving the Third World • Individual and business responsibilities towards the environment • Programs to protect wildlife: an evaluation • Developments in water use and conservation

Grading

Schools report student achievement in completed ATAR units in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

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

The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Hebrew ATAR course are provided in Appendix 2.

Grade descriptions:

- relate directly to the syllabus content
- describe the general characteristics of student achievement at each grade
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teachers when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards

To be assigned a grade, a student must have had the opportunity to complete the course, including the assessment program.

Assigning grades

To assign a grade at the completion of the pair of units (or unit, where a single Year 11 unit is studied), the teacher:

- generates a **ranked list** of all students based on the weighted mark out of 100 using the school's assessment outline
- identifies from the ranked list the points where a **change of standard** is evident
- examines the work of the students either side of this point
- assigns a grade with reference to the grade descriptions.

For further information about the process of generating a ranked list and assigning grades see Section 2.4.3 in the *WACE Manual*.

Students who enrol to sit the external examination as a non-school candidate are not assigned a grade.

External examination

The external examination consists of:

- an oral examination
- a written examination.

Examination specifications

Oral examination: time allocation – approximately 15 minutes		
Weighting:	25%	
Section 1: Conversation	10%	approximately 7 minutes
Section 2: Discussion	15%	approximately 8 minutes
Written examination: time allocation – 2 hours and 30 minutes, plus 10 minutes reading time		
Weighting:	75%	
Section 1: Listening and responding		
Weighting:	30%	
Part A:	15%	Three texts in Hebrew with responses in English
Part B:	15%	Three texts in Hebrew with responses in Hebrew
Section 2: Reading and responding		
Weighting:	25%	
Part A:	10%	Two texts in Hebrew with responses in English
Part B:	15%	One text in Hebrew with a response in Hebrew
Section 3: Writing in Hebrew		
Weighting:	20%	
Choice of two to four questions with a response of 250 words in Hebrew		

Oral examination (approximately 15 minutes)

Candidates are **not** permitted to use a dictionary or electronic devices in the oral examination.

Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in using spoken Hebrew.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the candidate and the marker/s. It will consist of a general conversation about the candidate's personal world (e.g. school and home life, family and friends, interests, and aspirations).

Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate will indicate to the marker/s the sub-topic chosen for the detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic. The focus of the discussion will be to explore aspects of the language and culture of Hebrew-speaking communities and the candidate will be expected to make reference to texts studied.

Notes and cue cards are **not** permitted for either section of the oral examination.

Note: Western Australian candidates undertake the oral examination via telephone with the marker/s in Victoria. Candidates may **not** support the conversation and discussion with objects such as photographs, pictures, or maps.

Written examination (2 hours and 30 minutes, plus 10 minutes reading time)

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in one or two volumes in the written examination. The written examination has three sections.

Section 1: Listening and responding

Purpose

Section 1 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from spoken Hebrew texts.

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

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

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The candidate will hear six texts in Hebrew covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 8 minutes (16 minutes in total for two readings of each text).

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

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

Part A

There will be three texts in Hebrew, including at least one shorter text and one longer text. Questions on the texts will be written in English for responses in English.

Part B

There will be three texts in Hebrew, including at least one shorter text and at least one longer text. Questions on the texts will be written in English and Hebrew for responses in Hebrew.

Section 2: Reading and responding

Purpose

Section 2 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing and responding to information from written Hebrew texts.

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

In Part B, the candidate will be expected to demonstrate understanding of a written Hebrew text/s by responding in Hebrew to information provided in the text/s.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

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

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

Part B

The candidate will be required to read one text or two related texts totalling approximately 150 words in Hebrew. If two related texts are used (for example, an attachment within an email) they will be presented as one text with two parts.

The candidate will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the candidate will be required to produce will be drawn from those listed for productive use in this syllabus.

The candidate will be expected to write a response of approximately 150 words in Hebrew.

The question will be written in English and Hebrew for a response in Hebrew.

Section 3: Writing in Hebrew

Purpose

Section 3 of the written examination is designed primarily to assess the candidate's ability to express ideas through the production of an original text in Hebrew.

Specifications

The candidate will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of candidate interests and will be set to ensure that the candidate is given opportunities to produce different kinds of writing (for example, personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination) by, for example:

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

The candidate will be expected to write a response of 250 words in Hebrew. The questions will be written in English and Hebrew for a response in Hebrew.

Criteria for judging performance – external examination

These criteria are based on Collaborative Curriculum and Assessment Framework for Languages (CCAFL) information and are provided here as a guide for teachers and students. They may be subject to variation by the host state.

Oral examination

Section 1: Conversation

When judging performance in the oral examination, the marker/s will take into account the extent to which the candidate demonstrates:

Communication

Criterion 1

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Content

Criterion 2

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

Language

Criterion 3

Accuracy of vocabulary and grammar

Criterion 4

Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Criterion 5

Clarity of expression

- pronunciation, intonation, stress and tempo

Section 2: Discussion

Communication

Criterion 6

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Content

Criterion 7

Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

Language

Criterion 8

Accuracy of vocabulary and grammar

Criterion 9

Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Criterion 10

Clarity of expression

- pronunciation, intonation, stress and tempo

Written examination

All candidates will be assessed against the following criteria. In all sections, responses in the wrong language will receive no credit.

Section 1: Listening and responding

Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

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

Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

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

Section 2: Reading and responding

Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

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

Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types).

Section 3: Writing in Hebrew

When judging performance in this section, the marker/s will take into account the extent to which the candidate demonstrates:

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

Appendix 1 – Sample assessment outline (Year 12)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
Oral 12.5%	6.25%	Semester 1 Week 13	Task 3 A 3–4 minute role play, focusing on the resolution of an issue.	Topics: the world of work; social issues Text types: conversation Grammar: adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	Semester 2 Week 8	Task 7 Interview based on the question: People say that nothing changes, that life just goes on. Do you think this is true?	Topics: personal identity; arts and entertainment; culture and historical perspectives Text types: conversation Grammar: question words; conjunctions; superlatives
Listening and responding 15%	7.5%	Semester 1 Week 7	Task 2A Listen to a discussion on changing attitudes to work etc. Respond in English or Hebrew to questions.	Topics: the world of work; education and future aspirations; social issues Text types: discussion; interview Grammar: prepositions; adverbs
	7.5%	Semester 2 Week 4	Task 5 Listen to a radio report. Respond in English or Hebrew to questions.	Topics: hospitality and tourism Text types: report/article Grammar: range of grammar from the syllabus
Reading and responding 12.5%	6.25%	Semester 1 Week 5	Task 1 Read articles related to the detailed study topic. Respond in English or Hebrew to questions.	Topics: detailed study Text types: letter, news item, diary entry Grammar: conjunctions, conditional sentences
	6.25%	Semester 2 Week 6	Task 6 Read articles on the role of family today and yesteryear. Respond in English or Hebrew to questions.	Topics: personal identity, relationships; culture and historical perspectives Text types: article, text of a speech Grammar: range of grammar from the syllabus
Writing in Hebrew 10%	5%	Semester 1 Week 7	Task 2B Using the information provided in the text for 2A, write a summary of the different attitudes.	Topics: the world of work; education and future aspirations; social issues Text types: article Grammar: compound and complex sentences, construct state of noun

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
	5%	Semester 2 Week 10	Task 8 A 250–300 word journal entry for a significant day.	Topics: culture and historical perspectives; ways of life in Israel Text types: narrative account Grammar: range of grammar from the syllabus
Oral examination 12.5%	6.25%	Semester 1 Week 15	Task 4A: Semester 1 Examination	A conversation/discussion about the detailed study based on the external examination specifications
	6.25%	Semester 2 Week 15	Task 9A: Semester 2 Examination	A conversation/discussion about the detailed study based on the external examination specifications
Written examination 37.5%	7.5%	Semester 1 Week 15	Task 4B: Semester 1 Examination Listening and responding	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Reading and responding	
	5%		Writing in Hebrew	
	7.5%	Semester 2 Week 15	Task 9B: Semester 2 Examination Listening and responding	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Reading and responding	
	5%		Writing in Hebrew	

* The course content is organised into three prescribed themes: 1) the individual; 2) the Hebrew-speaking communities; 3) the changing world.

Appendix 2 – Grade descriptions

A

Written production

Competently conveys information and develops ideas that are relevant to the topic.
 Makes comparisons and relevant cultural and cross-cultural references (where required) across a range of topics and uses examples to illustrate ideas and/or opinions.
 Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the audience, context, purpose and/or text type.
 Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses.
 Demonstrates comprehensive understanding of the language features and the conventions of text types.

Oral production

Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.
 Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas and/or comparisons effectively supported by relevant evidence from the texts studied.
 Capably maintains and advances the exchange, using efficient communication and repair strategies.
 Uses highly accurate, well-structured responses, and a broad range of language and sentence structures.
 Demonstrates excellent pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Accurately identifies, extracts and processes information from the text.
 Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text.
 Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information.
 Presents relevant information in an organised response, using the correct register and stylistic features.
 Accurately uses an appropriate range of vocabulary and grammar.
 Misinterprets only minor details in complex texts.

B

Written production

Produces writing that is effective and relevant, and covers a range of aspects within the topic.
 Conveys information, develops ideas and/or expresses opinions and makes relevant cultural and cross-cultural references (where required) across a range of topics using some examples to illustrate.
 Uses a range of vocabulary, structures and a variety of verb tenses.
 Uses language appropriate for the audience, context, purpose and/or text type, with occasional errors.
 Applies the rules of grammar and punctuation, but not always consistently.
 Observes most of the conventions of text types and sequences content logically.

Oral production

Identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.
 Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and/or comparisons supported by relevant evidence from the texts studied.
 Maintains and advances the exchange, using communication and repair strategies.
 Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures.
 Achieves a high level of accuracy.
 Demonstrates good pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Identifies, extracts and processes mostly relevant information from the text.
 Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions.
 Responds correctly to literal questions and presents relevant information.
 Provides responses that may lack detail to inferential questions.
 Accurately and appropriately uses the correct register and stylistic features.
 Uses a range of vocabulary, grammar and expressions.
 Summarises, interprets, evaluates, compares and/or contrasts relevant information.
 Selects the wrong word or phrase occasionally when consulting the dictionary.

C

Written production

Produces writing that is generally relevant, but often lacks detail and internal cohesion.
 Expresses a range of simple ideas, opinions and/or comparisons related to the topic.
 Covers some aspects and provides some cultural references within the topic, but ideas may lack direction.
 Uses language that is usually suitable for the audience, context, purpose and text type and includes familiar vocabulary and simple sentence structures.
 Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning.

Oral production

Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes.
 Presents a limited range of ideas, opinions and/or comparisons about an aspect of the language culture.
 Offers evidence from the texts studied for some of the points raised.
 Occasionally requires some support from the other speaker to sustain the conversation.
 Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy.
 Demonstrates minor problems in pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Identifies, extracts and processes some relevant information from the text.
 Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues.
 Gives occasional idiomatic translations or misinterprets some details in complex texts.
 Uses a restricted range of familiar vocabulary, simple grammar and stylistic features.
 Summarises, interprets, evaluates, compares and/or contrasts some relevant information.
 Presents a response appropriate to the text type.

D

Written production

Produces writing that expresses simple ideas, provides basic information related to the topic.
 Produces writing with inaccuracies and/or omissions that affect the ability to convey meaning.
 Demonstrates minimal awareness of culturally specific aspects of the topic, and makes cultural references that are not always accurate or appropriate.
 Makes limited use of language appropriate to the audience, context, purpose and/or text type.
 Uses familiar vocabulary, with frequent errors in spelling, syntax; incorrectly applies the rules of grammar.
 Produces writing that lacks structure and ideas may be disjointed, disorganised or unsequenced which impedes meaning.

Oral production

Identifies some culturally specific aspects of language, behaviour and/or attitudes.
 Presents limited information about an aspect of the culture associated with the language.
 Attempts to present ideas, opinions and/or comparisons, but does not support these with evidence from the texts. Requires repetition and rephrasing of questions by the other speaker.
 Maintains a flow of conversation that is often impeded by hesitation and silences.
 Uses a limited range of vocabulary and basic language structures with minimal accuracy.
 Demonstrates significant problems with pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Identifies, extracts and processes some information from spoken text with a minimal degree of accuracy.
 Shows limited ability to identify points of view, attitudes and/or emotions from the text, and extracts little meaning from language or cultural cues.
 Incorrectly identifies details or identifies isolated detail and/or single words.
 Summarises, interprets, evaluates, compares and/or contrasts limited information.
 Presents a response which may be inappropriately organised and includes limited relevant information.
 Uses a narrow range of grammar and vocabulary.

E

Does not meet the requirements of a D grade.