

Classical Hebrew Extension

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

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

provide a curriculum structure which encourages students to complete secondary education;

foster the intellectual, social and moral development of students, in particular developing their:

- knowledge, skills, understanding and attitudes in the fields of study they choose
- capacity to manage their own learning
- desire to continue learning in formal or informal settings after school
- capacity to work together with others
- respect for the cultural diversity of Australian society;

provide a flexible structure within which students can prepare for:

- further education and training
- employment
- full and active participation as citizens;

provide formal assessment and certification of students' achievements;

provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for Classical Hebrew Extension in the Stage 6 Curriculum

This course aims to build upon the knowledge and skills acquired in the Continuers course in Classical Hebrew.

Whereas the study of Classical Hebrew, at Continuers level, develops a variety of skills and enhances the understanding of culture and language, the Extension course provides the opportunity for a wider exploration of Classical Hebrew literature, with a greater emphasis on the analysis and appreciation of Classical Hebrew text.

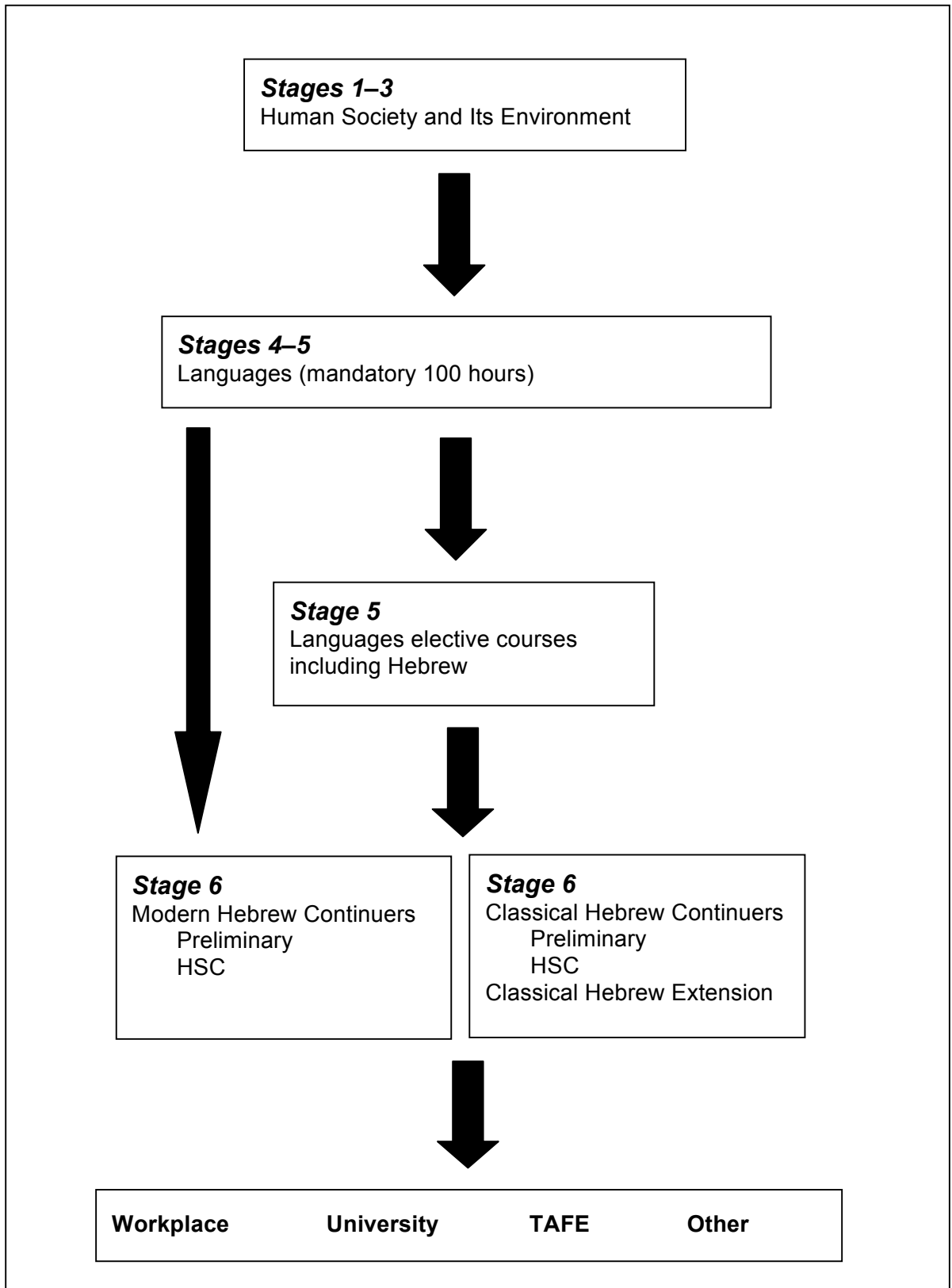
The development of enhanced analytical skills is essential in the further study of a classical language and its literature. In addition, such enhanced analytical skills are relevant to the study of other languages and literature, society and culture, history, political science, law, economics and communication, and to those areas of the world of work that involve the reading and writing of documents in many disciplines.

The Extension course leads students into an area of classical literature that is not explored in the Continuers course.

This course introduces students to biblical Hebrew poetry as found in the books of the *Latter Prophets*. It also introduces students to other areas of Classical Hebrew literature: the Babylonian Talmud and Psalms. Selections from these works will be studied in Classical Hebrew.

The study of Classical Hebrew literature is a continuous intellectual process through which students acquire a variety of learning strategies that are transferable across the curriculum. The intellectual process encourages the development of independence, imagination, lateral thinking, logic, communication and problem-solving skills, all of which are valued by employers in all areas of work.

3 Continuum of Learning for Classical Hebrew Stage 6 Students



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

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

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

Stage 6 offers students the opportunity to continue the study of Classical Hebrew at Continuers level with the option of an Extension course. The Extension course builds upon the Classical Hebrew Continuers course.

4 Aim

The aim of the syllabus is to significantly increase students' enjoyment and knowledge of classical literature, to develop their linguistic confidence, to extend their analytical skills and to refine their ability to respond critically to literature.

5 Objectives

Students will achieve the following objectives:

- Objective 1 — read and demonstrate understanding of original Classical Hebrew texts
- Objective 2 — demonstrate understanding of the historical, social and literary context in which the prescribed Classical Hebrew text was written
- Objective 3 — demonstrate understanding of content, grammatical, literary and linguistic features of non-prescribed text.

6 Course Structure

The structure for Classical Hebrew Extension will be:

Classical Hebrew Extension Course (60 indicative hours)
<p>Through the study of text in the original Classical Hebrew, students will develop skills in comprehending and analysing text. Students will develop knowledge and understanding of Classical Hebrew of a particular period and genre, and develop appreciation of the social, historical and literary context in which it was written. For this purpose some additional text may be read in English.</p> <p>Prescribed text</p> <p>Text will be read for intensive study in Classical Hebrew. This will involve:</p> <ul style="list-style-type: none">demonstrating comprehension of extractsevaluating text in its contextevaluating text as a work of literature. <p>Non-prescribed text</p> <p>Study of non-prescribed text of a similar structure to those biblical texts prescribed will involve:</p> <ul style="list-style-type: none">demonstrating grammatical, literary and linguistic comprehension of extractsdemonstrating an understanding of the content of the non-prescribed text.

7 Objectives and Outcomes

The outcomes for the Classical Hebrew Extension course, given below, build on the outcomes for Classical Hebrew Continuers course. It is implicit in the outcomes of Classical Hebrew Extension course that students have achieved the outcomes of the Preliminary Classical Hebrew Continuers course.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student will:</p> <p>1 read and demonstrate understanding of original Classical Hebrew texts</p>	<p>The student:</p> <p>1.1 infers meaning of unfamiliar words or phrases from common patterns of word formation and from context</p> <p>1.2 demonstrates understanding of the content of Classical Hebrew texts</p> <p>1.3 demonstrates understanding of the linguistic features of Classical Hebrew texts</p>
<p>2 demonstrate understanding of the historical, social and literary context in which the prescribed Classical Hebrew text was written</p>	<p>2.1 evaluates the ideas, values, attitudes and arguments presented in the prescribed text</p> <p>2.2 identifies and evaluates the structure of the prescribed text</p> <p>2.3 identifies and evaluates the literary features of the prescribed text</p> <p>2.4 discusses significant cultural and historical issues presented in the text</p> <p>2.5 discusses the relationship between the prescribed extract and the text as a whole</p>

Objectives	Outcomes
3 demonstrate understanding of content, grammatical, literary and linguistic features of non-prescribed text	3.1 analyses the linguistic features of text not previously studied 3.2 identifies the ideas and attitudes presented in the non-prescribed text 3.3 identifies the literary features of the non-prescribed text 3.4 discusses historical and religious issues presented in the non-prescribed text

8 Content

Prescribed texts provide the focus of the Extension course. Students will analyse and evaluate texts from linguistic and literary perspectives, and consider how they are related.

Analysis of text in the original Hebrew, together with comprehension of non-prescribed biblical texts, are included to give students opportunities to practise, reinforce and demonstrate their linguistic skills from a different perspective from that of the Continuers course.

8.1 Canon

The canon consists of two parts, biblical texts and talmudic texts.

8.1.1 Biblical Texts

Passages of poetic text taken from the *Latter Prophets* will be prescribed for study, ie poetic, non-narrative sections. The set texts will be varied in a triennial cycle.

Students will study the prescribed text in relation to the following:

- grammatical comment and parsing
- literary style
- historical comment
- contextual features
- biographical detail
- contemporaneous prophets
- liturgical use, where appropriate
- prophets and prophecy.

Students will use their knowledge derived from the study of these texts to read and understand non-prescribed texts of a similar structure and level of difficulty. Texts from Psalms would lend themselves to this study.

Prescribed commentary: Elman, Yaakov & Shapiro, Moshe (eds), *The Living Nach: Later Prophets*, Moznaim Publishing Corporation, 4304 12th Avenue, Brooklyn, New York, 1995.

8.1.1.1 Rotation of Biblical Texts

Years 1–3 Amos 1–4
Years 4–6 Micah 4–7
Years 7–9 Isaiah 26–28

The texts prescribed will contain no more than 70 verses. These will be published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

8.1.1.2 Stylistic Features of Biblical Texts

In studying the biblical texts, students will develop techniques in literary analysis and evaluation. A list of stylistic features is included below to help students to:

- describe and analyse the style or effect of a text;
- understand the terms commonly used in notes and commentaries in Classical Hebrew texts.

Technical Term	Explanation
alliteration	the repetition of the letter sounds
euphemism	the substitution of a mild and pleasant expression for a harsh and blunt one
hyperbole	deliberate exaggeration not intended to be taken literally
imagery	the use of strong and colourful language to represent objects, actions, feelings and thoughts
metaphor	an implied comparison
nature poetry	the use of nature to describe divine effects
onomatopoeia	words whose sound imitates the sound being described
parallelism	phrases or sentences of similar construction or meaning placed side by side
personification	a non-human addressed or spoken of as a person
pun or paronomasia	a figure of speech which involves a play on words
rhetorical question	question asked for effect, where no answer is expected
simile	a comparison

8.1.2 Talmud Babli

These texts introduce students to the Babylonian Talmudic literature. This will enable students to extend their knowledge of the Hebrew language to include cognate words. The set texts will be varied in a triennial cycle.

Students will be able to identify the process of the development of *Halakha* from the Bible and Mishna through to the Talmud.

Students will be able to demonstrate a knowledge of the arguments and *Pilpul* contained in the text.

Prescribed commentary: Steinsaltz Edition with pagination according to standard Vilna print.

Recommended commentary: Art Scroll edition.

8.1.2.1 Rotation of Talmudic Texts

Years 1–3 *Berachot*
p35a (beginning of chapter 6) – p36a to the words *Amar Rav Judah Amar Rav*
p36b from the word *Pilplei* – p38a to the words *she'al hapat*.

Years 4–6 *Pesakhim*
p99b (beginning of chapter 10) – p102b to the words *Gufa Yom-Tov*

Years 7–9 *Megillah*
p17a (beginning of chapter 2) – p20a to the words *En korin et Hammegillah*

8.2 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary contained in the prescribed texts.

8.3 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. For external examinations, dictionaries will not be permitted.

Suitable editions are listed in the Classical Hebrew Continuers Resources on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>).

8.4 Grammar

The following grammatical structures are those that students studying Classical Hebrew in an Extension course are expected to know. They build on the grammatical items prescribed in the *Classical Hebrew Continuers Stage 6 Syllabus* which are assumed knowledge.

Verbal Roots – all forms of the verbal root

Conjugations/*Binyanim* – the seven standard conjugations

9 Course Requirements

For the Extension course:

the Preliminary course is a prerequisite

the Continuers course is a co-requisite

60 indicative hours are required to complete the course.

10 Post-school Opportunities

The study of Classical Hebrew provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Classical Hebrew assists students to prepare for employment, and full and active participation as citizens.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Classical Hebrew Extension syllabus is contained in *Assessment and Reporting in Classical Hebrew Extension Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the HSC course. The document contains:

- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Classical Hebrew Extension are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc