



Classical Hebrew Extension

Stage 6

Syllabus

PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New Assessment and Reporting information will apply to this syllabus for the 2010 HSC and beyond.

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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.

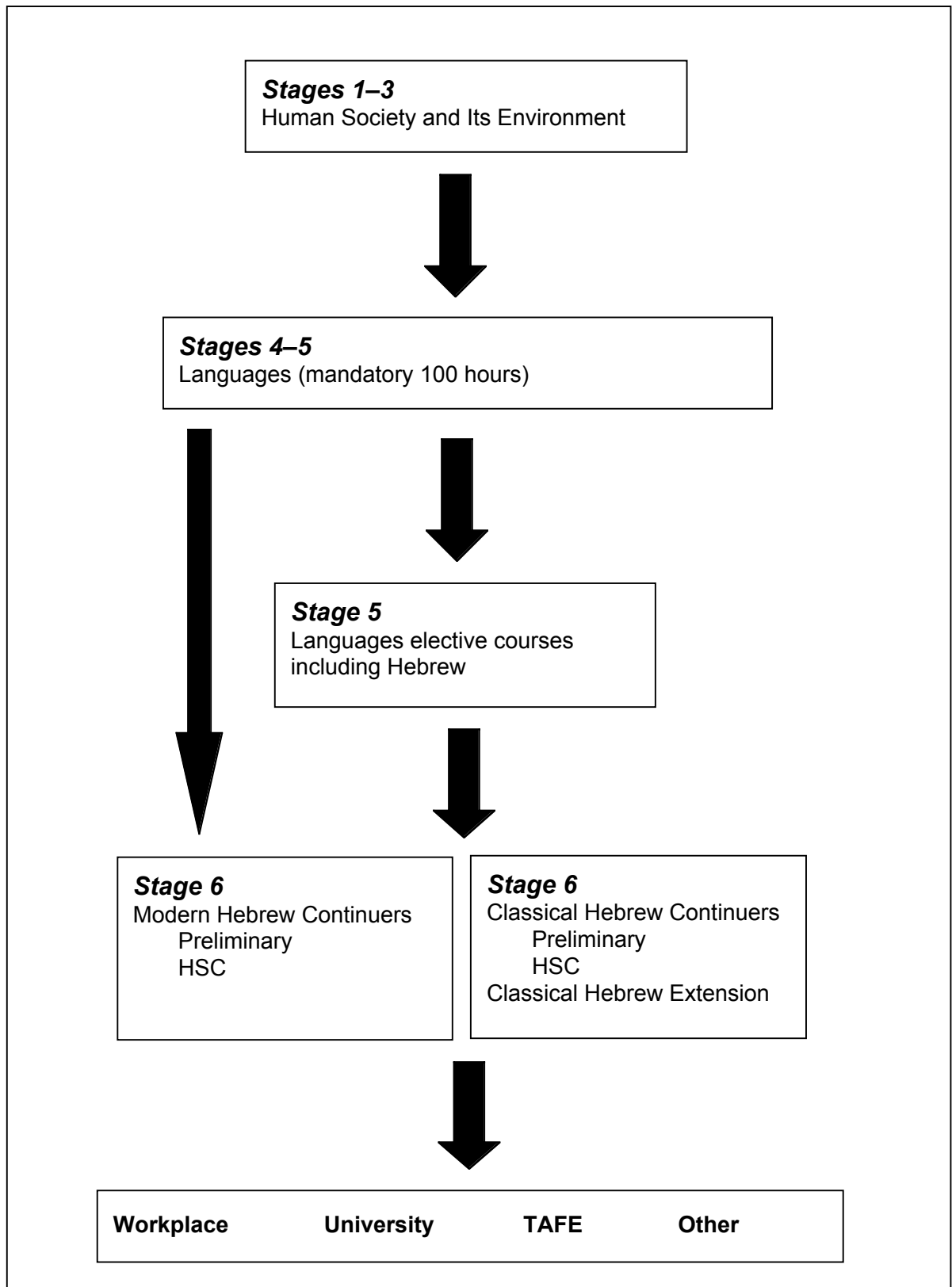
The development of enhanced analytical skills is essential in the further study of a classical language and its literature. In addition, such enhanced analytical skills are relevant to the study of other languages and literature, society and culture, history, political science, law, economics and communication, 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



Classical Hebrew Extension Stage 6 Syllabus

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 extracts• evaluating text in its context• evaluating 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 extracts• demonstrating 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> |

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| 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 |

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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

11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies requirements for assessing and reporting achievement in the Extension course for the HSC.

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

These purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing the Higher School Certificate results.

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

NSW Higher School Certificate results will be based on:

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

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

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

Standards Referencing and the HSC Examination

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

The standards in the HSC are:

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

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

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

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

11.2 Internal Assessment

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

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

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 21. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways, and to improve the validity and the reliability of the assessment.

11.3 External Examinations

In the Classical Hebrew Extension course, the external examination consists of a written examination. The specifications for the examination in the Classical Hebrew Extension course are on page 22.

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

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

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

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

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

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 21.

Schools are required to develop an internal assessment program that:

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

The school must also develop and implement procedures to:

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

11.5 Assessment Components, Weightings and Tasks

HSC Course

The internal assessment mark for the Classical Hebrew Extension course should be based on a range and balance of tasks.

| Component | Weighting | Suggested tasks |
|--|-----------|---|
| Comprehension of prescribed Classical Hebrew text (Objective 1) | 20 | <ul style="list-style-type: none"> Write a short exposé, situating the extract in its context and indicating how it relates to that context Present a personal response (orally or in writing) to the content of the extract Translate a passage into English |
| Analysis of prescribed Classical Hebrew text (Objective 2) | 20 | <ul style="list-style-type: none"> Report to the class on one element of the text (imagery, language use, development of argument etc) and comment on its effectiveness Debate an issue, premise or opinion, identified in the prescribed text |
| Comprehension and analysis of non-prescribed Classical Hebrew text (Objectives 1 and 3) | 10 | <ul style="list-style-type: none"> Summarise, in English, the content of the text Develop a series of short sentences, each encapsulating the ideas contained in the prescribed extracts Identify which translation in English most accurately reflects the meaning of a Classical Hebrew text |
| Marks | 50 | |

One task may be used to assess several components. It is suggested that 2–3 tasks be sufficient to assess the HSC course outcomes.

11.6 HSC External Examination Specifications

The external examination consists of a written examination.

Written Examination (2 hours, including 10 minutes reading time)

Section I: Prescribed texts

Purpose

Section I is designed primarily to assess the student's knowledge and understanding of the prescribed texts and of the general characteristics of the genre from which the texts are drawn.

Specifications

There will be two questions in this section.

In question 1, students will be required to answer 5–7 questions, one of which may require an extended response, on extracts from the prescribed biblical texts, with reference to specified linguistic and/or contextual features.

In question 2, students will be required to answer 3–5 questions, one of which may require an extended response, on content including historical and social contexts of the prescribed Talmud text. Questions on grammar will not be asked unless relevant to an understanding of a text. Questions will be asked on the text as explained in the Steinsaltz commentary.

Questions will be phrased in English for a response in English.

Section II: Non-prescribed text

Purpose

Section II of the written examination is designed primarily to assess the student's ability to comprehend the non-prescribed text and to identify literary and linguistic features of that text.

Specifications

In question 3, students will be required to answer 5–7 questions on the content, grammatical, literary and linguistic features of a non-prescribed text.

The non-prescribed text will be a Psalm or Psalms, or an extract from a Psalm or Psalms in the original Classical Hebrew. The text will be no more than 15 lines and will be taken from the Daily Prayer Book (Authorised Daily Prayer Book, *Singers*, 1990 Edition).

Words and/or their derivations that are not included in Weingreen's vocabulary or in the prescribed texts (Continuers and Extension courses) will be given as a glossary.

11.7 Summary of Internal and External Assessment

Assessment of the components of the Classical Hebrew Extension course is designed to provide a balance of assessment instruments across the total internal and external assessment program in order to ensure valid assessment of all course outcomes.

| Internal Assessment | Weighting | External Assessment | Weighting |
|--|------------------|--|------------------|
| Comprehension of prescribed Classical Hebrew text | 20 | Comprehension and analysis of prescribed biblical text | 20 |
| Analysis of prescribed Classical Hebrew text | 20 | Comprehension and analysis of prescribed talmudic text | 15 |
| Comprehension and analysis of non-prescribed Classical Hebrew text | 10 | Comprehension and analysis of non-prescribed Classical Hebrew text | 15 |
| Marks | 50 | Marks | 50 |

11.8 Summary of Examination Specifications

| Written Examination | Time allocation – 2 hours (including 10 minutes reading time) |
|---------------------------------|---|
| Section I: Prescribed texts | Objectives 1 and 2 Question 1 Weighting – 40% <ul style="list-style-type: none">• comprehension of prescribed text• analysis of prescribed text Question 2 Weighting – 30% <ul style="list-style-type: none">• commentary on prescribed text• analysis of prescribed text |
| Section II: Non-prescribed text | Objectives 1 and 3 Question 3 Weighting – 30% <ul style="list-style-type: none">• unseen text for comprehension and analysis |

11.9 Reporting Student Performance Against Standards

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

Each band on the performance scale (except for band E1) includes descriptions that summarise the attainments typically demonstrated in that band.

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

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