

Tracked passages of syllabus to show the amendments

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

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

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in Modern Hebrew	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Modern Hebrew	2.1 applies knowledge of language structures to create original text # 2.2 <u>composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience</u> describes, narrates and reflects on real or imaginary experiences in the past, present or future 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Modern Hebrew	3.1 <u>conveys the gist of texts and identifies specific information</u> main points, supporting points and detailed items of specific information 3.2 <u>summarises the main ideas</u> infers point of view, attitudes or emotions from language and context 3.3 <u>identifies the tone, purpose, context and audience</u> summarises, interprets and evaluates information

	<p>3.4 <u>draws conclusions or justifies an opinion</u> compares and contrasts aspects of texts</p> <p>3.5 <u>interprets, analyses and evaluates information</u></p> <p>3.6 <u>infers points of view, attitudes or emotions from language and context</u></p>
4. understand aspects of the language and culture of Hebrew-speaking communities	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

written or spoken text created by students incorporating their own ideas

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8.2 Tasks

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

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

Tasks can be described as having five ~~four~~ elements:

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

8.3 Texts Types

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Modern Hebrew.

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

advertisement	informal letter*	poem
announcement	interview*	postcard
article	invitation*	proverb <u>recount</u>
chart	list	recipe
conversation*	map	report
diary entry	menu	résumé
		<u>script of an interview</u>
discussion* <u>email</u>	message/note*	review*
editorial	<u>note</u>	song
film	narrative account*	speech/talk (script)*
		<u>script of a speech or talk</u>
folk tale	news item	story*
form	notice	survey
	personal profile*	table/timetable
formal letter	play	

In the external oral examination students participate in a conversation and a discussion.