

Hebrew K-10

Syllabus

June 2003

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Hebrew K–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Hebrew K–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can

provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Years 10 to 11.

The syllabus also assists students to maximise their achievement in Hebrew through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the Hebrew Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Hebrew K–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Hebrew Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Hebrew Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a Hebrew Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Hebrew Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

‘... achieving proficiency in other languages is one of the great learning experiences in the human condition ... the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia’s place in it, and the many communities within Australia.’ (Australian Language and Literacy Council, 1996, *Language Teachers: The Pivot of Policy*, Australian Government Publishing Service, Canberra, p 3)

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world.

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

The rich linguistic and cultural diversity of NSW, to which Hebrew-speaking communities contribute significantly, provides an educational environment where the study of other languages and cultures is valued as a unique and integral part of the K–10 curriculum. The satisfaction of engaging with the study of Hebrew and of developing communication skills in the language will contribute to a student’s intellectual enrichment.

Hebrew is a language of a vital and original culture. It has a continuous history of more than three thousand years. The development of Hebrew from a classical language towards a vibrant, modern language has made a significant artistic, cultural and scientific contribution to the world. Hebrew is one of the Western Semitic languages and provides insight into an ancient culture that is one of the bases of western civilisation. In its classical form, Hebrew has been the language of the earliest biblical literature to modern day Jewish religious literature.

Hebrew-speaking communities continue to play a significant role in Australia’s diverse society. There is an ongoing relationship between Israel and Australia, which enhances trade relations in technology, medicine and agriculture.

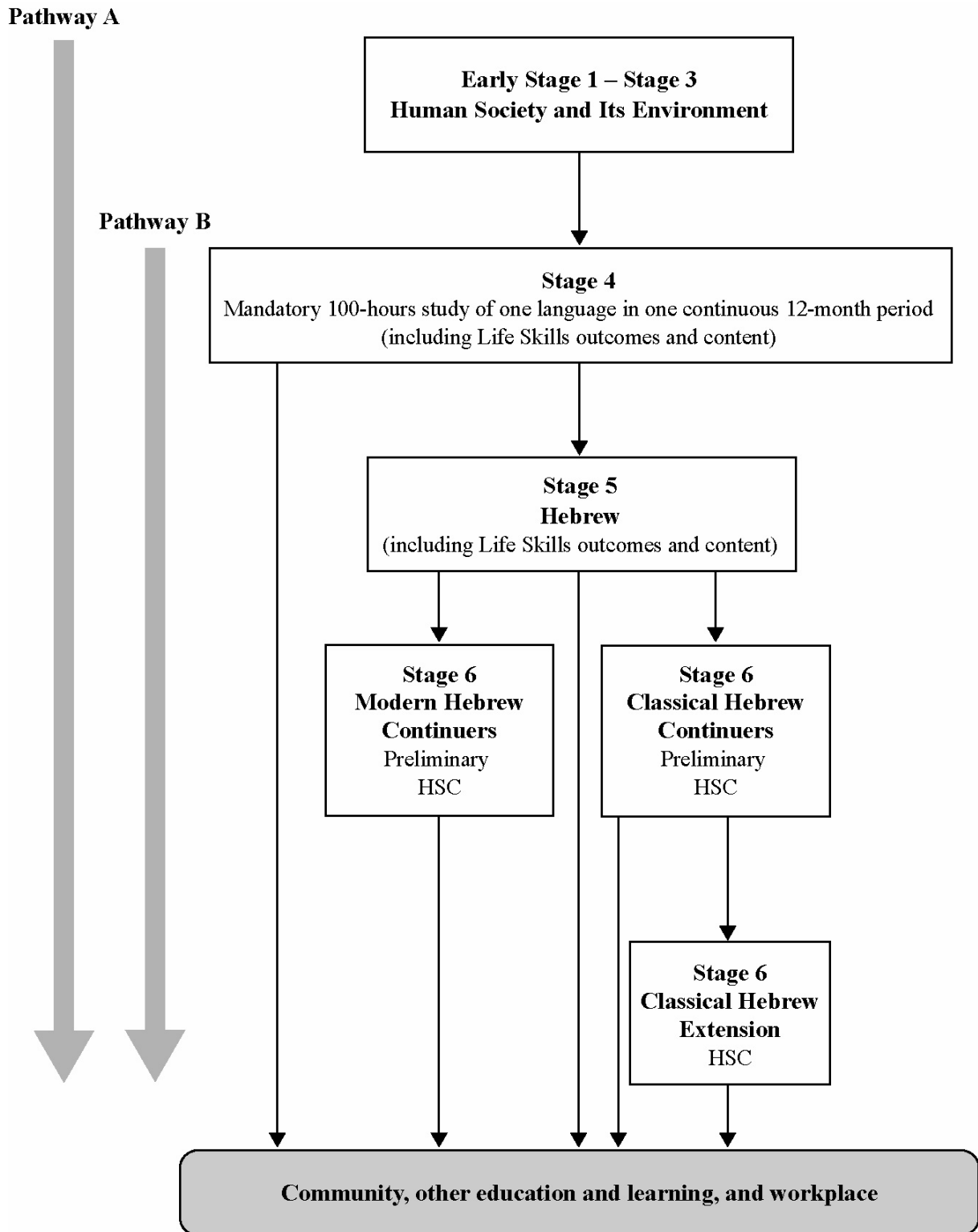
The study of both Modern and Classical Hebrew assists students of Jewish background to maintain and develop their cultural heritage and to appreciate the Jewish way of life. It also helps background speakers and second language learners develop linguistic skills and an appreciation of ancient and modern culture and values that have influenced western

civilisation. Through the study of Hebrew, students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of Hebrew-speaking communities.

The study of Hebrew provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

3 The Place of the Hebrew K–10 Syllabus in the Languages K–12 Curriculum

Pathways of Learning



Pathways

At each stage languages teachers are often required to cater for a diverse range of learners, from those with little or no experience of the language to fluent background speakers. The identification of two pathways does not mean the provision of separate courses; rather, it is a broad acknowledgement of the many entry and exit points and language backgrounds that characterise languages education in New South Wales schools. The pathways provide a basis on which schools and teachers can design educational programs that reflect their particular circumstances.

An analysis of contemporary research and practice relevant to the teaching and learning of languages shows that the most effective delivery of languages courses is characterised by continuous, sequenced, high quality instruction. Systems, schools and teachers should consider the following factors when programming from this syllabus:

- the relationship between primary (K–6) and secondary schools
- the availability of appropriate teachers and resources
- philosophical and practical support for languages within the whole school curriculum
- consultation and ongoing relationships with the wider community
- application of contemporary pedagogical approaches
- identification of examples of best practice.

Parameters of the pathways

Two pathways are identified for students in K–10. Students in either pathway must achieve some or all of the Stage 4 outcomes to meet the mandatory School Certificate requirements in the Languages key learning area.

The pathways are based on the assumptions that:

- students will benefit most from access to courses that are continuous, sequenced and of the highest quality
- stages of learning are not necessarily connected to the age of students. The cumulative nature of language learning makes it essential for students to have achieved the outcomes described for earlier stages, before progressing to the next stage
- multiple entry points cater for the learning needs of students as second language learners, as well as background speakers with varying degrees of ability in each macro skill area.

Pathway A

Pathway A reflects the learning that will take place for students who begin the study of a language in Early Stage 1–Stage 3 and continue that language through to Stages 4–5. It identifies a developmental sequence of learning that takes place as knowledge, understanding and skills in other areas of the K–10 curriculum are developed.

Students in this pathway bring knowledge and understanding of, and skills in, the language to their secondary studies which differentiate them from students who commence the study of the language in Pathway B. Through sustained experience of the language in Stages 1–5, students develop an understanding of the nature of the language and how to learn it with increasing independence.

Pathway B

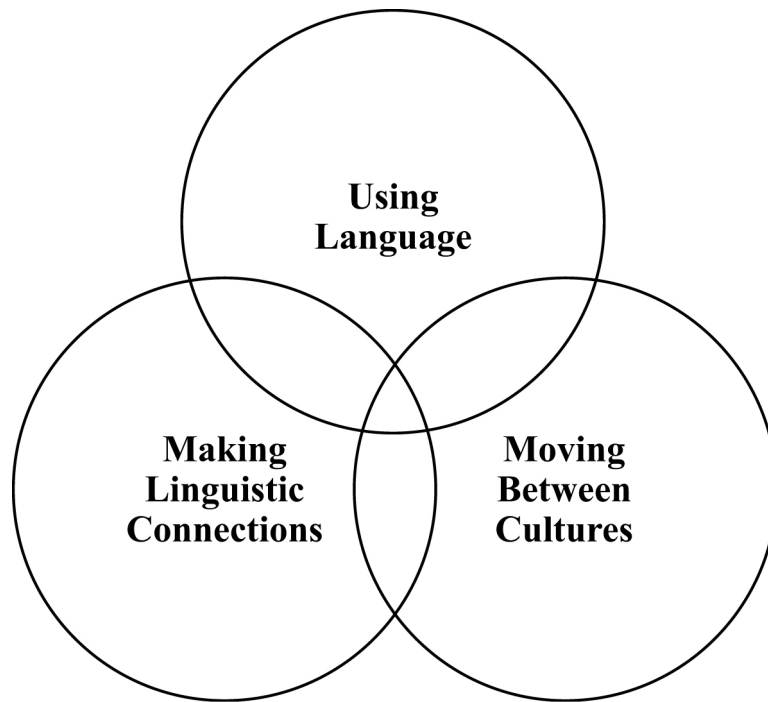
Pathway B reflects the learning that will take place for students who have established many of the general learning strategies that are needed to ensure progress in the compulsory years of schooling. This pathway may be regarded as a more compact version of Pathway A and presumes 200–300 hours of study in the language in Stages 4–5. Schools and teachers should ensure that programming for students at this level takes account of any prior experience, including the study of languages other than the one being studied in this pathway. The outcomes described for Stages 1–3 should be regarded as the basis for the development of knowledge, understanding and skills in Hebrew in subsequent stages. The professional judgement of teachers is crucial in determining the learning opportunities that should be provided in order to enable students to achieve outcomes described for later stages.

Pathway B is an opportunity to build language programs that encourage students to develop an interest in learning languages and that extend and refine the level of their knowledge and the skills of listening, reading, speaking and writing in Hebrew.

4 Aim

The aim of the *Hebrew K–10 Syllabus* is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

5 Objectives



Each objective describes the active commitment students will make to the acquisition of skills in communicating in Hebrew, and to the development of knowledge and understanding of the language and culture of Hebrew-speaking communities. The effective delivery of Hebrew will emphasise the equal significance and interdependence of all objectives. However, depending on the stage of learning, one or other of the objectives may be emphasised at any given time.

Objective – Using Language

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Hebrew.

Objective – Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Hebrew and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Objective – Moving Between Cultures

Students will develop knowledge of the culture of Hebrew-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

6 Outcomes

Stage 1 (including Early Stage 1)

The outcomes described for Stage 1 should be regarded as setting the basis for the further development of knowledge, understanding and skills in Hebrew in subsequent stages.

Using Language Listening and Responding Reading and Responding Speaking Writing	1.UL.1 1.UL.2 1.UL.3 1.UL.4	A student: recognises and responds to words, phrases and simple sentences in spoken Hebrew identifies and responds to features of written Hebrew uses known words in Hebrew to interact in everyday activities demonstrates developing writing skills by recognising and copying Hebrew
Making Linguistic Connections	1.MLC.1 1.MLC.2	recognises the diversity of language systems explores ways in which meaning is conveyed in Hebrew
Moving Between Cultures	1.MBC.1 1.MBC.2	demonstrates awareness of cultural diversity identifies cultural practices in Hebrew-speaking communities.

Stage 2

The outcomes described for Stage 2 should be regarded as the basis for the further development of knowledge, understanding and skills in Hebrew in subsequent stages. The outcomes for Stage 1 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 2.

Using Language Listening and Responding Reading and Responding Speaking Writing	2.UL.1 2.UL.2 2.UL.3 2.UL.4	A student: recognises and responds to spoken texts in Hebrew in familiar contexts identifies and responds to key words, phrases and simple sentences in context in written Hebrew uses familiar language to share information uses models to write text to convey personal information and ideas
Making Linguistic Connections	2.MLC.1 2.MLC.2	explores relationships between languages identifies ways in which meaning is conveyed by the sounds and symbols of Hebrew
Moving Between Cultures	2.MBC.1 2.MBC.2	recognises the link between culture and a sense of identity identifies connections between culture and language use in Hebrew-speaking communities.

Stage 3

The outcomes described for Stage 3 should be regarded as the basis for the further development of knowledge, understanding and skills in Hebrew in subsequent stages. The outcomes for Stages 1–2 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 3.

Using Language Listening and Responding Reading and Responding Speaking Writing	3.UL.1	A student: organises and responds to key ideas from spoken texts in familiar contexts
	3.UL.2	organises and responds to key ideas from written texts in familiar contexts
	3.UL.3	interacts with others by sharing key points of information in Hebrew
	3.UL.4	writes texts to present key points of information in Hebrew
Making Linguistic Connections	3.MLC.1 3.MLC.2	recognises the importance of context in language use identifies patterns and features of Hebrew by making comparisons between languages
Moving Between Cultures	3.MBC.1 3.MBC.2	demonstrates awareness of cross-cultural influences on language and culture demonstrates understanding of significant cultural values and practices in Hebrew-speaking communities.

Stage 4

The outcomes described for Stage 4 should be regarded as the basis for the further development of knowledge, understanding and skills in Hebrew in subsequent stages. The outcomes for Stages 1–3 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 4.

Using Language Listening and Responding Reading and Responding Speaking Writing	4.UL.1	A student: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
	4.UL.2	demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
	4.UL.3	establishes and maintains communication in familiar situations
	4.UL.4	applies a range of linguistic structures to express own ideas in writing
Making Linguistic Connections	4.MLC.1 4.MLC.2	demonstrates understanding of the importance of appropriate use of language in diverse contexts explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Hebrew
Moving Between Cultures	4.MBC.1 4.MBC.2	demonstrates understanding of the interdependence of language and culture demonstrates knowledge of key features of the culture of Hebrew-speaking communities.

Stage 5

The outcomes described for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Hebrew in Stage 6. The outcomes for Stages 1–4 should be incorporated into the teaching and learning programs for students commencing their language study in Stage 5.

<p>Using Language</p> <p>Listening and Responding</p> <p>Reading and Responding</p> <p>Speaking</p> <p>Writing</p>	<p>5.UL.1 A student: selects, summarises and analyses information and ideas in spoken texts and responds appropriately</p> <p>5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately</p> <p>5.UL.3 uses Hebrew by incorporating diverse structures and features to express own ideas</p> <p>5.UL.4 experiments with linguistic patterns and structures in Hebrew to convey information and to express own ideas</p>
<p>Making Linguistic Connections</p>	<p>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages</p> <p>5.MLC.2 uses linguistic resources to support the study and production of texts in Hebrew</p>
<p>Moving Between Cultures</p>	<p>5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts</p> <p>5.MBC.2 identifies and explains aspects of the culture of Hebrew-speaking communities in texts.</p>

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and Stage 5 outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

Stage 5 Extension

The outcomes described for Stage 5 Extension are for students who are able to achieve beyond Stage 5 outcomes.

<p>Using Language Listening and Responding</p> <p>Reading and Responding</p> <p>Speaking</p> <p>Writing</p>	<p>5.UL.5</p> <p>5.UL.6</p> <p>5.UL.7</p> <p>5.UL.8</p>	<p>A student: selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types</p> <p>selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types</p> <p>uses Hebrew with flexibility by incorporating new structures and features for effective communication</p> <p>presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types</p>
<p>Making Linguistic Connections</p>	<p>5.MLC.3</p> <p>5.MLC.4</p>	<p>engages in discussions to solve linguistic problems and refine the production of original texts in Hebrew</p> <p>analyses ways in which the structures and features of spoken and written Hebrew can be manipulated for particular effect</p>
<p>Moving Between Cultures</p>	<p>5.MBC.3</p> <p>5.MBC.4</p>	<p>evaluates the importance of being able to move between cultures</p> <p>evaluates expressions and representations of the culture of Hebrew-speaking communities in a range of texts.</p>

7 Content

7.1 Organisation of Content

The *Hebrew K–10 Syllabus* provides for a continuum of learning from Kindergarten to Year 10.

Content in K–6

The study of languages in K–6 is a component of the K–6 HSIE key learning area (KLA) and consists of a core element and an optional element. The core element is embedded in the cultures outcomes in the K–6 HSIE syllabus and focuses on learning *about* languages and learning about the world *through* languages. The optional element focuses on *learning to use a language to communicate*. The study of languages in K–6 can be used to enrich student learning and also to contribute to the achievement of the K–6 HSIE cultures outcomes.

The content of the optional elements of the study of Hebrew in K–6 is described in the *learn about* and *learn to* statements in sections 7.2, 7.3 and 7.4.

Essential Content in Stage 4 and Stage 5

The content is expressed in the form of *learn about* and *learn to* statements connected to the course outcomes listed in section 6. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning in Hebrew and demonstrate the outcomes. Programming that integrates the essential content across a variety of outcomes within different units of work will enable teachers to cover the scope of the content within the indicative hours.

The essential content consists of a mandatory 100-hours study of one language over one continuous 12-month period between Years 7 and 10, but preferably in Years 7–8. The mandatory course, consisting of Stage 4 outcomes and content (see section 7.5), is a requirement for the award of the School Certificate.

Hebrew may also be studied as an elective course for the School Certificate. The essential content described for Stage 5 Hebrew has been designed to be addressed by a typical student within an indicative time of 200 hours. The School Certificate will report on student achievement judged against Stage 5 outcomes and content (see section 7.6).

The syllabus outcomes can be demonstrated through a range of contexts, themes and topics determined by the classroom teacher to take account of the needs, resources and facilities of the school and its community.

Additional Content

The acquisition of a language is a cumulative process. At each stage of learning, students develop greater breadth and depth of knowledge, understanding, skills, values and attitudes. Students may be encouraged to progress beyond the essential content described in sections 7.5 and 7.6 in order to broaden and deepen their knowledge, understanding and skills and to extend their interest in the language.

Additional content may be provided by teachers to cater for the individual learning needs of students. It may also be provided by schools that offer a course of Hebrew study in excess of the mandatory 100 hours in Stage 4. Additional content may be addressed by providing students with:

- access to a wider range of themes, topics, vocabulary and grammatical structures
- increased opportunities to develop more advanced communication skills
- a deeper knowledge and understanding of languages as systems
- enhanced insights into the relationship between language and culture.

Additional content may be provided by schools wishing to include Classical Hebrew in their teaching of the K–10 Hebrew syllabus. Selections from classical Hebrew writings, such as the Bible, the Mishna, Rabbinic Writings and Liturgy, are integrated into the K–10 Hebrew syllabus across all stages. In Stage 4, Stage 5 and Stage 5 Extension, additional content for Classical Hebrew relating to specific outcomes is detailed as individual *learn about* and *learn to* statements in sections 7.5, 7.6 and 7.7.

Additional content is neither essential nor a prerequisite for further study.

Extension Outcomes and Content

Extension outcomes and content (see section 7.7) provide further opportunities for background speakers with a high level of literacy in Hebrew and for second language learners who are gifted and talented in Hebrew to progress beyond the Stage 5 content. Extension outcomes and content are designed to broaden and deepen students' knowledge, understanding and skills and to extend their interest in the language.

Extension outcomes and content are neither essential nor a prerequisite for further study.

Life Skills

Life Skills outcomes and content are in section 8.

Cross-curriculum Content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. Cross-curriculum content is incorporated in the content of the *Hebrew K–10 Syllabus* in the ways described below. Students' experience in the mandatory course may be further enriched by the cross-curriculum content provided for the K–6 and elective sections of the syllabus.

Information and Communication Technologies (ICT)

The learning of languages is enriched through access to a variety of multimedia resources. When students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

In K–6, ICT skills to be learnt and developed are:

- using text, sound and images to design presentations in order to enhance the development of speaking and writing skills in Hebrew
- using word-processing skills to produce texts
- using software packages to cater for individual learning needs.

In the 100-hours mandatory study of a language, specific ICT skills to be learnt and developed are:

- collecting and interpreting electronic information
- demonstrating knowledge of ethics in regard to the use of technology to communicate information.

In the elective course, ICT skills to be learnt and developed are:

- communicating via the internet with other Hebrew learners and speakers to develop reading and writing skills in Hebrew
- accessing up-to-date information about Hebrew-speaking countries and communities to enhance classroom learning
- using samples of language performance by native speakers, gathered from a range of computer-based sources, such as the internet, as models for learning and authentic communication situations in Hebrew
- making associations between text, sound and images to support understanding of Hebrew.

Work, Employment and Enterprise

Young people need to be prepared for living and learning in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Hebrew, young people develop skills that equip them for participation in a range of work settings in an increasingly globalised world and workforce. Learning Hebrew broadens the employment opportunities for young people and enables them to become more effective and valuable members of the workforce.

In K–6, the skill to be learnt and developed is:

- working in teams to communicate effectively with others.

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising and identifying the contributions of Hebrew-speaking communities to the world of work
- applying knowledge of Hebrew language and culture to work opportunities.

In the elective course, the skill to be learnt and developed is:

- applying knowledge of Hebrew language and culture to work opportunities.

Civics and Citizenship

Through the study of Hebrew, students gain skills, knowledge and understanding that will equip them to participate in the global community. They learn about what it means to have a sense of identity within the environment of multicultural Australia.

In K–6, skills to be learnt and developed are:

- recognising the importance of symbols to create a sense of identity
- identifying changes that occur in language and customs through cross-cultural contact.

In the 100-hours mandatory study of Hebrew, skills to be learnt and developed are:

- understanding the importance of tradition to a sense of cultural identity
- identifying and reflecting on representations of culture.

In the elective course, skills to be learnt and developed are:

- demonstrating ways to show respect for others by participating in activities associated with the customs and practices of Hebrew-speaking communities
- recognising appropriate intercultural behaviour in diverse settings.

Difference and Diversity

Through the study of Hebrew, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students learn about the different viewpoints, customs and traditions in Hebrew-speaking communities, as well as characteristics that are common to all people. The study of Hebrew fosters the ideals of respect for others and of appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students will develop an understanding and appreciation of issues such as age, race, ethnicity, gender, disability and sexuality.

In K–6, skills to be learnt and developed are:

- identifying similarities and appreciating differences in daily life in diverse communities
- exploring the significance of particular cultural values and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:

- recognising the importance of culture and cultural awareness
- recognising how culturally appropriate behaviour and language are used in diverse contexts.

In the elective course, skills to be learnt and developed are:

- discussing and comparing the values and beliefs of diverse cultures
- developing appreciation of attitudes and practices of diverse cultures.

Gender

Through the study of Hebrew, students learn about the roles and contributions of women and men in Hebrew-speaking communities.

In K–6, the skill to be learnt and developed is:

- comparing aspects of traditional and contemporary lifestyles including gender roles.

In the 100-hours mandatory study of Hebrew, skills to be learnt and developed are:

- identifying generalisations about women and men in Hebrew-speaking communities
- identifying and explaining features of traditional and contemporary lifestyles in relation to gender including the roles and contributions of women and men.

In the elective course, the skill to be learnt and developed is:

- explaining cultural references regarding the roles of women and men in texts such as newspapers, magazines, advertisements and film.

Key Competencies

Key competencies are embedded in Hebrew K–10, to enhance students' learning and the continuing development of the effective thinking skills necessary for further education, work and everyday life. The key competencies reflect core processes of learning Hebrew and are explicit in the objectives, outcomes and content of the syllabus in the following ways:

- **collecting, analysing and organising information** through identifying the purpose in spoken and written texts and distinguishing between main ideas and supporting detail
- **communicating ideas and information** through developing the listening, reading, speaking and writing skills necessary for communication
- **planning and organising activities** through experimenting with linguistic patterns and structures to convey information and express ideas
- **working with others and in teams** through interaction between students for the acquisition of knowledge, understanding, skills, values and attitudes
- **solving problems** through analysing texts to comprehend meaning from context
- **using technology** through collecting and interpreting electronic information.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Hebrew provides students with another perspective on how languages work as systems, thereby enhancing literacy and language skills in English, as well as Hebrew. For background speakers of Hebrew, the skills which students develop through learning their first language also support and enhance the development of literacy in English.

In K–6, skills to be learnt and developed are:

- recognising features of spoken and written language
- comparing and identifying connections between languages, such as word order and sentence construction
- understanding different ways of setting out text when writing for a specific purpose.

In the 100-hours mandatory study, skills to be learnt and developed are:

- using metalanguage to describe structures and features of language
- exploring grammatical systems to appreciate how languages work
- recognising that grammatical concepts serve particular functions and represent part of the system of language
- identifying specific patterns and rules such as word construction, word order, tenses
- using information and communication technologies such as word processing to support the production of original text.

In the elective course, skills to be learnt and developed are:

- describing and explaining appropriate linguistic features and structures needed for a specific purpose and context such as to persuade, inform or entertain
- evaluating the accuracy and appropriateness of structures when constructing and editing text.

Multiculturalism

Through the study of Hebrew students will be encouraged to reflect on their own cultural heritage and on the contributions to Australian society of its culturally diverse population. Students will learn to appreciate, and to interact appropriately with, people of diverse cultural and linguistic backgrounds.

In K–6, skills to be learnt and developed are:

- engaging directly in cultural activities at school and within the local community
- recognising ways in which people express their culture such as through music, dance, costume and celebrations
- reflecting on influences in local culture such as restaurants, religions and festivals
- participating in activities associated with Hebrew customs and practices.

In the 100-hours mandatory study, skills to be learnt and developed are:

- identifying cultural values and practices in observing social interaction among members of the community
- recognising that language and behaviour reflect important aspects of culture.

In the elective course, the skill to be learnt and developed is:

- identifying and analysing ways in which culture is reflected in language use.

Numeracy

In their study of Hebrew students draw on their knowledge of particular contexts and circumstances in deciding when to use mathematics. Students of Hebrew use their numeracy skills to communicate in everyday situations.

In K–6, the skill to be learnt and developed is:

- recognising the meanings of symbols such as number and measurement.

In the 100-hours mandatory study, the skill to be learnt and developed is:

- applying logical thinking to the development of ideas.

In the elective course, skills to be learnt and developed are:

- recording, organising and presenting material in different formats such as charts and graphs
- using analytical methods to make judgements about the relevance of detail in texts.

Across the K–10 curriculum there are other areas of cross-curriculum content, including Aboriginal and Indigenous, and Environment, that all students will experience through the mandatory curriculum.

7.2 Content for Stage 1 (including Early Stage 1)

Stage 1 – Using Language

Listening and Responding

<p>Outcome 1.UL.1: A student recognises and responds to words, phrases and simple sentences in spoken Hebrew.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of listening and observing the variety of contexts in which familiar words can be identified identification and classification of information the purpose of text in familiar situations appropriate ways to respond using language and gesture the importance of pronunciation and intonation. 	<p>Students learn to:</p> <ul style="list-style-type: none"> listen actively to aid comprehension identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games associate language with known actions, objects or ideas, eg זה אני, זאת אני identify the purpose of short texts, such as greetings, requests, statements, eg שלום, מה שלומך, respond to greetings, questions, commands in verbal/nonverbal ways in familiar social interactions such as games, role-plays, classroom instructions, eg לשוב בבקשה discriminate between sounds and relate them to specific meanings, eg כדור, כלב, כיפה.

Reading and Responding

<p>Outcome 1.UL.2: A student identifies and responds to features of written Hebrew.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the relationship between printed text and corresponding sounds and meanings different ways of showing comprehension identification or prediction of the meanings of key words and phrases. 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts demonstrate comprehension, eg by answering questions, matching words to pictures, actions contribute to shared reading to develop comprehension skills, eg Big Books.

Speaking

Outcome 1.UL.3: A student uses known words in Hebrew to interact in everyday activities.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of correct pronunciation, intonation and stress for effective communication appropriate expressions used in social interaction working in teams to communicate effectively with others. 	<p>Students learn to:</p> <ul style="list-style-type: none"> develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context participate in social exchanges with teacher and peers, eg greetings, introducing self and others, שלום מורה use Hebrew in classroom activities, eg songs, games, role-plays.

Writing

Outcome 1.UL.4: A student demonstrates developing writing skills by recognising and copying Hebrew.	
<p>Students learn about:</p> <ul style="list-style-type: none"> symbol formation when writing words and phrases ways of organising and presenting information in context features and functions of multimedia used to access and produce text. 	<p>Students learn to:</p> <ul style="list-style-type: none"> reproduce symbols, words and phrases by tracing, copying and colouring in develop writing skills in context, eg matching words with pictures, labelling objects, completing speech bubbles, writing key words in a greeting card produce texts, eg greeting cards, posters, using a range of media, eg יום הולדת שמח.

Stage 1 – Making Linguistic Connections

Outcome 1.MLC.1: A student recognises the diversity of language systems.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the variety of languages that are used in the community familiar concepts that are expressed across languages and cultures meanings which can be conveyed through non-linguistic forms. 	<p>Students learn to:</p> <ul style="list-style-type: none"> be aware of the various sounds and written forms of languages in the community recognise the various ways in which familiar concepts are expressed, such as greetings recognise the sounds and meanings of signs and symbols in everyday life, eg number, male/female, no eating or drinking, no entry, currency.
Outcome 1.MLC.2: A student explores ways in which meaning is conveyed in Hebrew.	
<p>Students learn about:</p> <ul style="list-style-type: none"> elements of the spoken language key features of nonverbal communication features of the written language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise and reproduce sounds in Hebrew, eg phonetics, guttural sounds and rolled ‘r’ use nonverbal communication, such as gestures, facial expressions in role-play and mime, eg לא יודע recognise features of the written language as representations of sound, eg script, vowels, direction right to left, eg אני ילד.

Stage 1 – Moving Between Cultures

<p>Outcome 1.MBC.1: A student demonstrates awareness of cultural diversity.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • cultural characteristics of the local community • characteristics that all people share as well as some of the differences • visible representations of cultural identity • exploring cultural diversity using a range of media. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify local places of cultural significance, eg shops, markets, restaurants, places of worship • recognise ways in which people express their culture, eg music, dance, food, games, celebrations • recognise visible expressions of identity, eg flags, maps, traditional dress, landmarks • gather information about diverse cultures by using media, eg posters, puppets.
<p>Outcome 1.MBC.2: A student identifies cultural practices in Hebrew-speaking communities.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • significant aspects of culture in social interaction • symbols and practices that reflect places and events of importance to Hebrew-speaking communities • similarities and differences between local communities' lifestyles and those of Hebrew-speaking communities. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise specific customs and traditions in social interaction, eg greetings, the use of the term 'שלום' as 'hello', 'peace' and 'goodbye', gestures • explore cultural symbols and practices, eg through games, stories, songs, craft and realia such as מזוזה, מנורה • compare aspects of their own lifestyle (eg food, family) with those of Hebrew-speaking communities.

7.3 Content for Stage 2

Stage 2 – Using Language

Listening and Responding

<p>Outcome 2.UL.1: A student recognises and responds to spoken texts in Hebrew in familiar contexts.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the importance of listening for key words to assist understanding • ways of showing comprehension and maintaining interaction • the association between the spoken and written language • the different purposes of familiar spoken language • how paralanguage assists meaning • features of pronunciation and intonation, and syllable and word formation in speech • intonation in statements, questions and exclamations. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • listen for meaning • listen actively, using verbal and nonverbal communication to show comprehension and maintain interaction • listen to short texts while following the written form • identify stages in brief, casual conversations, eg greetings, interactions, farewells • use paralanguage, eg tone, pitch, volume, facial expressions, to support understanding, such as אוי, גו • repeat sounds, words and phrases with attention to pronunciation and intended meaning, eg טוסט, טלויזיה, רדיו • respond to questions, instructions and requests.

Reading and Responding

<p>Outcome 2.UL.2: A student identifies and responds to key words, phrases and simple sentences in context in written Hebrew.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • sources of support to enhance comprehension • the features of particular texts • the role of prior knowledge when attempting to read a text • the relationship between the spoken and written word including differentiating between symbols when determining the sound and meaning of a word • methods of recording and displaying information. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • use teacher cues, visual stimuli, word lists and charts to support and enhance comprehension • recognise the forms and conventions of language in text, eg in stories, cards and messages • locate key words and phrases in a text • use their knowledge of symbols to read and understand words, eg עברית (ניקוד), עברית • respond to text in a variety of ways, eg matching words with pictures, reconstructing a text, sequencing words/sentences.

Speaking

<p>Outcome 2.UL.3: A student uses familiar language to share information.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the importance of correct sound articulation for effective communication • accessing sources of support for the production of spoken texts • elements of active conversation and ways of seeking attention, interrupting, initiating and concluding, expressing comprehension and non-comprehension. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • imitate and reproduce correct pronunciation, intonation and stress, eg איזה יופי! • produce their own texts using scaffolds, eg model sentences, cue cards • engage in conversations to ask and respond to questions, make and respond to requests, give and respond to instructions, eg מי זה? זה אני.

Writing

Outcome 2.UL.4: A student uses models to write text to convey personal information and ideas.	
Students learn about: <ul style="list-style-type: none">• key features of the writing system• features and conventions of written text• the use of supports to assist the communication of ideas• the construction of text in order to convey meaning• the use of information and communication technologies for communicative purposes.	Students learn to: <ul style="list-style-type: none">• practise writing symbols using models, and build words using familiar symbols, eg נקייד• use scaffolds to experiment with language and produce their own texts, such as model texts and sample sentence patterns• refer to charts, dictionaries, word lists and glossaries to access symbols or vocabulary to enhance communication of ideas• organise and present information, eg by selecting from options to label pictures and complete sentences• use word-processing skills to produce texts and engage the interest of the reader, eg greeting cards, invitations, posters.

Stage 2 – Making Linguistic Connections

<p>Outcome 2.MLC.1: A student explores relationships between languages.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the influence of globalisation on language the existence of rules in language use common features of social interaction across languages similarities and differences between language writing systems. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify words drawn from other languages, eg café, kindergarten, pizza, kosher identify and compare connections between languages, eg word order, grammar recognise ways to communicate, some of which are culture-specific, eg greetings, farewells identify similarities and differences in orthography between languages, eg non-alphabetic systems, specific letter forms.
<p>Outcome 2.MLC.2: A student identifies ways in which meaning is conveyed by the sounds and symbols of Hebrew.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> features of spoken language which convey meaning the influence of word order or stress on how meaning is conveyed the meanings conveyed by formulaic words and phrases the construction of sounds and meanings in the written language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify features of the spoken language, such as pronunciation, intonation, stress, eg קר לך, קר לך? לך? demonstrate understanding of the conventions of speech, eg how exclamations, commands, questions and statements are expressed, eg אתה גמרת, גמרת? אתה? recognise formulaic expressions, eg מה שלומך? לך? explore the specific written forms used to convey meaning, eg חלון, שבע.

Stage 2 – Moving Between Cultures

<p>Outcome 2.MBC.1: A student recognises the link between culture and a sense of identity.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • features of lifestyles and belief systems in diverse communities • the importance of symbols to create a sense of identity • the importance of participation in cultural activities to maintaining a sense of cultural identity • respect for others when talking about culture and lifestyle. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify similarities and differences in daily life in diverse communities • relate visible expressions of identity to specific cultures, eg flags, maps, traditional dress, landmarks • engage directly in cultural activities, eg at school, in the local community • contribute to class discussions about diverse practices across cultures.
<p>Outcome 2.MBC.2: A student identifies connections between culture and language use in Hebrew-speaking communities.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • culture-specific conventions of the language in social interaction • features of register, formality and politeness in language use. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • use formulaic expressions appropriate to the occasion, eg שמחה, מזל טוב • observe the influence of cultural values on language use, eg המורה, טוב לך/לה, בוקר טוב

7.4 Content for Stage 3

Stage 3 – Using Language

Listening and Responding

<p>Outcome 3.UL.1: A student organises and responds to key ideas from spoken texts in familiar contexts.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • identifying purpose, context and key ideas in a text • ways to analyse the structure of text • redundancy and the need to focus on key words when listening to text • ways to organise information when planning a response to a text • responding in familiar situations. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • understand purpose and context, eg by identifying key words and textual clues, roles and relationships of participants • use textual features to support understanding, eg identifying key topic areas or questions and the sequence of ideas • develop strategies to manage unfamiliar language in text, eg identifying context, purpose, audience and focusing on familiar language elements • record, organise and present information in different formats, eg charts, graphs, picture sequences • respond appropriately in familiar situations, eg confirming, requesting repetition, seeking clarification, eg סליחה! זה נכון.

Reading and Responding

<p>Outcome 3.UL.2: A student organises and responds to key ideas from written texts in familiar contexts.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • identifying the purpose, context and main ideas of a text • the construction of certain texts • ways to use contextual clues and prior knowledge to predict the meaning of new words • resources that can be used to enhance comprehension • ways to organise information in planning a response to a text. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • search for and select relevant information in order to respond to questions • recognise the purpose of a text from the way it is structured, eg message, recipe, advertisement • deduce the meaning of unfamiliar words from context • access available resources to assist in comprehending a text, eg word lists, glossaries, dictionaries • record, organise and present information in different formats, eg charts, graphs, picture sequences.

Speaking

Outcome 3.UL.3: A student interacts with others by sharing key points of information in Hebrew.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the process of planning, drafting and presenting ideas in text appropriate ways to open, maintain and close a conversation the construction of particular texts the importance of stress patterns and rhythm in conveying meaning. 	<p>Students learn to:</p> <ul style="list-style-type: none"> use available resources to support production of an original text, eg cue cards, notes, photos, multimedia use modelled language and formulaic expressions to initiate and maintain communication, eg זה וטב? present or request information in ways appropriate to the purpose, eg announcement, transaction, informal conversation, interview use appropriate intonation, pronunciation, stress and rhythm when speaking, eg זה נעים.

Writing

Outcome 3.UL.4: A student writes texts to present key points of information in Hebrew.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the impact of purpose, context and audience on constructing text principles of text organisation and structure in constructing own text referring to models to express own ideas the use of information and communication technologies for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> apply specific rules of grammar and access appropriate vocabulary to construct texts, eg הילדה יושבת, הילד יושב convey information in a sequence of sentences, each containing one or two main points, eg רגל אני אוהב ספורט. אני משחק כדור use available resources to support the construction of new texts, eg dictionaries, word lists, sentence models use information and communication technologies to support production of original texts, eg word processing, digital images.

Stage 3 – Making Linguistic Connections

<p>Outcome 3.MLC.1: A student recognises the importance of context in language use.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of textual conventions for appropriate communication the importance of understanding context for inferring meaning the use of slang, idiom and formality. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify the features of familiar texts, eg advertisements, posters, postcards decipher the meaning of words and phrases using contextual knowledge recognise how language in use is affected by context, eg schoolyard and classroom language.
<p>Outcome 3.MLC.2: A student identifies patterns and features of Hebrew by making comparisons between languages.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the interpretation of the meaning of words and phrases in context principles of word order and patterns used for a specific function, through making comparisons between Hebrew and English and other languages as appropriate the identification of word function and the principles of word substitution in making meaning ways of expressing sounds and/or meanings in print. 	<p>Students learn to:</p> <ul style="list-style-type: none"> avoid literal translations in some contexts, eg אני בן שש. identify similarities and differences between languages, such as word order, sentence construction, eg a red apple: תפוח אדום apply learnt patterns in producing own text, eg אני גדול/טוב/ילד/כותב identify specific features of the written language, eg ספרים, כלבים.

Stage 3 – Moving Between Cultures

<p>Outcome 3.MBC.1: A student demonstrates awareness of cross-cultural influences on language and culture.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • changes that occur in language through cross-cultural contact • traditional and contemporary cultural practices across cultures • the dynamic nature of language and culture. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify the way foreign words are incorporated into language, eg food, music, technology • reflect on influences in local culture, eg restaurants, festivals, religions • recognise how languages and cultures evolve, eg through trade, technology, the impact of English, youth culture.
<p>Outcome 3.MBC.2: A student demonstrates understanding of significant cultural values and practices in Hebrew-speaking communities.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • diversity of cultural values and practices within Hebrew-speaking communities • aspects of traditional and contemporary belief systems and their impact on behaviour • ways to show appreciation and respect for the cultural values and practices of Hebrew-speaking communities. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • explore the significance of particular cultural values and practices, eg celebrations and festivals such as <i>יום העצמאות</i>, <i>שבת</i> • compare aspects of traditional and contemporary lifestyles including gender roles, eg family, food, clothing, religion • participate in activities associated with the customs and practices of Hebrew-speaking communities.

7.5 Content for Stage 4

Stage 4 – Using Language

Listening and Responding

<p>Outcome 4.UL.1: A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of prior knowledge to interpreting meaning in text the importance of understanding the intention of the speaker and the context in interpreting meaning ways to analyse text structure and locate relevant information in text linguistic features of texts such as conversations, interviews and messages. 	<p>Students learn to:</p> <ul style="list-style-type: none"> deduce meaning from context and prior knowledge of subject matter when listening for main ideas identify roles and relationships between participants in text, eg בוקר טוב מורה identify the purpose of texts and distinguish between the main ideas and supporting detail identify specific information, eg by identifying statements as true or false, answering questions in English or Hebrew, choosing the correct word.
<p>Additional content for Classical Hebrew</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of understanding the intention of a narrated Classical text and the context in interpreting meaning. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify the purpose and distinguish between the main ideas and supporting detail in classical texts.

Reading and Responding

<p>Outcome 4.UL.2: A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the structures and features of specific text types in order to interpret key features of the text, such as heading, introduction, visual supports the importance of prior knowledge to interpreting meaning in text the importance of understanding the intention of the author and the context in interpreting meaning ways to analyse text structure and locate relevant information in text linguistic features of texts, such as descriptions, narratives and correspondence. 	<p>Students learn to:</p> <ul style="list-style-type: none"> skim and scan text to predict meaning deduce meaning from context and prior knowledge of the subject matter when reading for gist identify roles and relationships between participants in text identify the purpose in texts and distinguish between the main ideas and supporting detail identify specific information, eg by identifying statements as true or false, answering questions in English or Hebrew, choosing the correct word.

<p>Additional content for Classical Hebrew</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the rules of correct pronunciation the importance of correct phrasing to convey meaning. 	<p>Students learn to:</p> <ul style="list-style-type: none"> read aloud selected verses from classical text with correct pronunciation convey the meaning of sentences through correct vocalisation and cantillation markings.

Speaking

Outcome 4.UL.3: A student establishes and maintains communication in familiar situations.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the purpose and context of communication and their influence on the choice of structure, format and vocabulary verbal and nonverbal links with a conversational partner manipulation of known structures for speaking in new contexts ways of showing that the purpose of communication has been achieved the use of information and communication technologies for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> initiate an interaction, eg by greeting, asking a question, interjecting maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking, agreeing, acknowledging, replying, and asking for repetition or clarification select and incorporate modelled structures when producing own texts conclude an interaction using verbal cues and leave taking, eg שלום ולהתראות produce original text using information and communication technologies.

Writing

Outcome 4.UL.4: A student applies a range of linguistic structures to express own ideas in writing.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the purpose and context of communication and their influence on the choice of structure, format and vocabulary accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text manipulation of known structures for writing in new contexts the importance of the logical development of ideas in constructing text the use of information and communication technologies for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> plan, draft and edit when constructing own text use available resources to access structures and vocabulary to build a message select and incorporate modelled linguistic structures in own writing express ideas and provide additional details in a series of linked sentences, eg using connectives such as כי, אבל, כאשר, בגלל produce original text using information and communication technologies, eg word processing, digital images.

Stage 4 – Making Linguistic Connections

<p>Outcome 4.MLC.1: A student demonstrates understanding of the importance of appropriate use of language in diverse contexts.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • appropriate choices made to achieve communication goals • the importance of recognising audience in communication • specific grammatical concepts that operate across languages • metalanguage to describe the structures and features of language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise linguistic choices made according to purpose, eg to instruct, request, suggest • identify ways in which texts vary according to their intended audience, eg informality, tone of voice • recognise that grammatical concepts serve particular functions and represent part of the systems of languages • explore grammatical systems to appreciate how languages work, eg identify grammatical terms, word order, tenses.
<p>Outcome 4.MLC.2: A student explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Hebrew.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • ways to support effective communication • culture-specific expressions • specific patterns and rules in word construction, word order and sentence structure • ways of conceptualising and representing patterns and systems in language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify ways in which stress, intonation and body language are used to convey meaning, eg הלואי • recognise that some words and concepts cannot be literally translated, eg את השניים לשובר • identify specific characteristics of the language, eg grammatical structures and features such as הלכתי לקולנוע, הלכנו לקולנוע • develop strategies for internalising new language and building on prior knowledge, eg mnemonic devices and communicative activities such as songs, matching games, cloze activities, listening and memory games.
<p>Additional content for Classical Hebrew</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • ways to support effective communication in Classical Hebrew texts • specific grammatical concepts in Classical Hebrew that operate across languages, eg with Aramiac. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify differences and uses of cantillation and vocalisation • recognise that Classical Hebrew grammatical concepts serve particular functions and represent part of the system of language.

Stage 4 – Moving Between Cultures

<p>Outcome 4.MBC.1: A student demonstrates understanding of the interdependence of language and culture.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed key features of social interactions in diverse contexts ways of identifying cultural values and practices in observing social interaction among members of the community. 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise that there are culturally appropriate expressions for particular contexts recognise how culturally appropriate language and behaviour are used in formal and informal contexts recognise the importance of culture and cultural awareness in learning a language.
<p>Outcome 4.MBC.2: A student demonstrates knowledge of key features of the culture of Hebrew-speaking communities.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways in which language and behaviour reflect important aspects of the culture the importance of tradition to a sense of cultural identity and diversity within the culture representations of the culture of Hebrew-speaking communities in text, film and mass media collecting and interpreting electronic information, with consideration of its ethical use, in order to identify and reflect on representations of culture. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify actions, and words and phrases in the language that encapsulate aspects of culture, eg כבודל המנהל identify and explain features of traditional and contemporary lifestyle, eg generational and regional differences, gender roles, origins and place of festivals, routines of family and school life identify generalisations about people and culture, eg questioning stereotypes research and present information on Hebrew-speaking communities using a range of information and communication technologies, including CD-ROMs and the internet.
<p>Additional content for Classical Hebrew</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of ancient Israel as the cradle of Classical Hebrew to the culture and traditions of contemporary Hebrew-speaking communities. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and explain the features of the Classical Hebrew communities that influenced contemporary Hebrew-speaking cultures.

Life Skills

For some students with special needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

7.6 Content for Stage 5

Stage 5 – Using Language

Listening and Responding

Outcome 5.UL.1: A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately.	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways in which texts are constructed for specific purposes ways of identifying relevant details when listening for specific information linguistic choices made in texts to influence listeners. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify purpose, eg to inform, persuade or entertain, and distinguish between main points and specific and supporting details in text make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text analyse the impact of linguistic choices made to achieve communication goals, eg to inform or entertain.

Reading and Responding

Outcome 5.UL.2: A student selects, summarises and analyses information and ideas in written texts and responds appropriately.	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways in which texts are formatted for particular purposes and effects ways in which texts are constructed for specific purposes ways of identifying relevant details when reading for specific information the use of multimedia for communicative purposes. 	<p>Students learn to:</p> <ul style="list-style-type: none"> explore the way text content is developed and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts identify purpose, eg to inform, persuade or entertain, and distinguish between main points and specific and supporting details in text make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text participate in discussions with speakers of Hebrew, eg by using email, discussion forums on the internet.

Additional content for Classical Hebrew	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways in which classical texts are constructed to present particular ideas or information correct pronunciation, phrasing and expression in selected classical texts. 	<p>Students learn to:</p> <ul style="list-style-type: none"> explore ways in which ideas in classical texts are sequenced, appear in context and communicate ideas maintain consistent and correct pronunciation, phrasing and expression throughout passages.

Speaking

<p>Outcome 5.UL.3: A student uses Hebrew by incorporating diverse structures and features to express own ideas.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the manipulation of structure, format and choice of vocabulary to achieve specific purposes the application of known linguistic structures in new contexts responding to factual and open-ended questions collaborative and inclusive ways to achieve communication goals. 	<p>Students learn to:</p> <ul style="list-style-type: none"> select and manipulate particular structures to achieve specific communication goals, eg use of appropriate tense for recounting, emotive language for effect, מאוד נהנתי! reconstruct information from a range of sources, eg summarising information maintain an interaction by responding to and asking questions and sharing information interact with reference to purpose, audience or participants, eg making arrangements, אתה רוצה לצאת איתי מהר?

Writing

<p>Outcome 5.UL.4: A student experiments with linguistic patterns and structures in Hebrew to convey information and to express own ideas.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the manipulation of structure, format and choice of vocabulary to achieve specific purposes application of known linguistic structures in new contexts resources available to enhance or promote independent learning the use of technology to express ideas and create own text. 	<p>Students learn to:</p> <ul style="list-style-type: none"> select and incorporate particular structures to achieve specific purposes, eg use appropriate tense for recounting, emotive language for effect, תעזוב! לא זה נכון reconstruct information from a range of sources, eg summarising information develop skills in accessing appropriate additional information to expand and enhance communication, eg dictionaries, word lists, grammar references, authentic texts in print and online access websites to transfer and manipulate data to produce a specific text, eg multimedia presentation.

Stage 5 – Making Linguistic Connections

<p>Outcome 5.MLC.1: A student demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> ways to analyse and explain features of language in use, and their relationship to the system the need for consistent application of grammatical rules and conventions to achieve effective communication ways to support and sustain communication in extended text variations of the message according to context, purpose and audience. 	<p>Students learn to:</p> <ul style="list-style-type: none"> analyse aspects of language in order to identify and explain structures and patterns in text use metalanguage to explain linguistic structures and textual features encountered in text describe features of text structure, textual coherence and cohesion in sequencing ideas, eg conjunctions, ellipsis reflect on formal and informal language, and when and where it is used.
<p>Outcome 5.MLC.2: A student uses linguistic resources to support the study and production of texts in Hebrew.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of being aware of the choices that are made to convey precise meaning the effect of linguistic choices on intended meaning meaning conveyed in words. 	<p>Students learn to:</p> <ul style="list-style-type: none"> evaluate the accuracy and appropriateness of structures when constructing and editing text make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures analyse ways in which words are constructed, eg how words are modified for different grammatical functions, or how particles are used for grammatical effect, חזרי עבודה, הילדים האלה.

Stage 5 – Moving Between Cultures

<p>Outcome 5.MBC.1: A student explores the interdependence of language and culture in a range of texts and contexts.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • cultural concepts and ways they are reflected in language and behaviour • the value of developing respect for and appreciation of other cultures • the contributions of diverse cultures to the local and global community • etiquette and ethical behaviour associated with cross-cultural communication. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and analyse ways in which culture is reflected in language use in diverse contexts • discuss and compare the values and beliefs of diverse cultures • reflect on attitudes and practices that differ from their own • recognise appropriate intercultural behaviour in diverse settings.
<p>Outcome 5.MBC.2: A student identifies and explains aspects of the culture of Hebrew-speaking communities in texts.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • cultural attitudes that add meaning to texts • language used to express cultural values, and to represent people and cultures in texts • idioms, colloquialisms, register and formality in language use. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements, video clips, films • explain cultural references in texts, eg ברוכים הבאים • analyse the use of words or expressions with particular cultural significance in Hebrew texts, eg לכבוד אדוני השר, כל הכבוד.
<p>Additional content for Classical Hebrew</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • cultural attitudes and values of ancient Israel as expressed in biblical and liturgical texts. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and discuss attitudes, values and customs of particular significance to Hebrew-speaking communities.

7.7 Content for Stage 5 Extension

Stage 5 Extension – Using Language

Listening and Responding

Outcome 5.UL.5: A student selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the connection between ideas in text, eg how argument is sustained, how opinion is justified layers of meaning in texts accessing authentic texts ways in which language is used to express a point of view. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify relationships between ideas in texts, eg discriminate between fact and opinion and between cause and consequence infer meaning from texts, eg in news reports, panel discussions listen independently for enrichment, eg to Hebrew radio programs and news broadcasts express a point of view when making a response, eg לעומת זאת, לפי דעתי.

Additional content for Classical Hebrew	
<p>Students learn about:</p> <ul style="list-style-type: none"> accessing authentic classical texts, eg the Bible, Mishna. 	<p>Students learn to:</p> <ul style="list-style-type: none"> study independently for enrichment.

Reading and Responding

Outcome 5.UL.6: A student selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the linguistic choices made to influence audiences layers of meaning in texts the availability of authentic texts ways in which language is used to express a point of view. 	<p>Students learn to:</p> <ul style="list-style-type: none"> analyse texts to explore the linguistic choices made to achieve communication goals, eg use of emotive language, register and tone infer meaning from texts, eg articles, reports read independently for enrichment, eg magazines, fiction or non-fiction, websites in Hebrew express a point of view when making a response, לעומת זאת, לפי דעתי.

Speaking

<p>Outcome 5.UL.7: A student uses Hebrew with flexibility by incorporating new structures and features for effective communication.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> language features of specific text types to enhance communication the development and evaluation of strategies needed for the independent production of texts balance and bias in the way information is conveyed ways to express a point of view. 	<p>Students learn to:</p> <ul style="list-style-type: none"> manipulate Hebrew to communicate effectively and accurately, eg in speeches, reports, discussions internalise and use vocabulary and/or structures encountered incidentally expand or qualify the message, eg אני חושב ש אף על פי ש, express personal opinions or reasons for actions or emotions to justify a point of view, eg מפני ש ...

Writing

<p>Outcome 5.UL.8: A student presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> language features of specific text types to enhance communication the development and evaluation of strategies needed for the independent production of texts principles of text organisation and logical development of ideas including coherence and cohesion in constructing own text ways to express a point of view. 	<p>Students learn to:</p> <ul style="list-style-type: none"> manipulate Hebrew to communicate effectively and accurately, eg in formal and informal letters, articles, reports, applications, advertisements select, incorporate and experiment with learnt and new structures to develop and present texts logically and cohesively sequence their thoughts and structure ideas in a logical manner using complex linguistic structures express personal opinions or reasons for actions or emotions to justify a point of view, eg כיוון ש ...

Stage 5 Extension – Making Linguistic Connections

Outcome 5.MLC.3: A student engages in discussions to solve linguistic problems and refine the production of original texts in Hebrew.	
Students learn about: <ul style="list-style-type: none">the investigation of complex structures and features through discussionthe process involved in solving problemsthe ways linguistic features are used to create nuanceindependent use of linguistic resources.	Students learn to: <ul style="list-style-type: none">describe complex structures and features used to refine the production of original textidentify and articulate linguistic problems and formulate plausible solutionsidentify complex structures and specific linguistic features, eg complex verb formsextend and refine their use of language features and structures, eg by using dictionaries and grammar references.
Outcome 5.MLC.4: A student analyses ways in which the structures and features of spoken and written Hebrew can be manipulated for particular effect.	
Students learn about: <ul style="list-style-type: none">the adaptation of linguistic features for a particular purpose or audiencethe effect of linguistic features on meaning and purpose of text.	Students learn to: <ul style="list-style-type: none">describe and explain appropriate linguistic structures and features needed for a specific purpose or context, eg to persuade, convince, discuss, debatedistinguish between fact and opinion and recognise layers of meaning, eg bias, humour.

Stage 5 Extension – Moving Between Cultures

Outcome 5.MBC.3: A student evaluates the importance of being able to move between cultures.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the advantages of cross-cultural awareness and understanding acceptance of diverse attitudes and practices through reflection and discussion. 	<p>Students learn to:</p> <ul style="list-style-type: none"> analyse values, attitudes and beliefs of diverse cultures reflect on and discuss attitudes and practices that differ from their own.
Outcome 5.MBC.4: A student evaluates expressions and representations of the culture of Hebrew-speaking communities in a range of texts.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the existence of concepts relevant to cultural practices. 	<p>Students learn to:</p> <ul style="list-style-type: none"> question and evaluate cultural influences in texts, eg נטיעת עצים.
Additional content for Classical Hebrew	
<p>Students learn about:</p> <ul style="list-style-type: none"> cultural attitudes and values which form bases for Western culture. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and discuss cultural influences in texts, eg נטילת ידיים.

7.8 Grammar

Throughout the Hebrew syllabus students will learn about grammatical structures in context as they complement the content and the organisation of individual programs.

The grammatical structures defined on this and the following pages are those that students are expected to recognise and use by the end of Stage 5. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than be taught in isolation.

Additional grammatical structures, specific to Classical Hebrew, are found at the end of these tables.

Grammatical Items	Sub-elements	Example(s)
Nouns	Gender Number Construct state of noun Gerunds Collective nouns	ילדה, שחקנית, חנות ילדה, שחקנית, חנות תלמיד, תלמידים תלמידה, תלמידות חדר-עבודה, חדר-עבודה כתב-כתיבה, רץ-ריצה מים, שמים
Articles	Definitive Omission of article	הכיתה, לכיתה, בכיתה, הספר הזה, הכיתה הזאת, הילדים האלה, הספר שלי, הבית הגדול, התלמידה החדשה, הגליל, הנגב, הבית הגדול הזה, הספרים הטובים האלה. כיתה, אני רואה את יוסי, ירושלים עיר יפה
Adjectives	Gender, number and position Descriptive Demonstrative Possessive Interrogative Comparative and superlative	תלמיד חדש, תלמידה חדשה כיסאות גדולים, מילים חדשות ידיים גדולות חדש, חדשה, חדשים, חדשות, יפה, יפה, יפים, יפות ישראלי, חורפי, מוסיקאלי, צבא-צבאי, קבוצה-קבוצתי, מוסיקה-מוסקלי, חכם יותר, הילד הזה, הילדה הזאת, הילדים האלה. הספר שלי, הספרים שלנו... איזה ספר? חכם יותר, יותר חכם, יוסף יותר חכם מדויד, הכי חכם, הכי יפות, החכם ביותר, היפה ביותר בעולם
Verbs	Present, past and future tenses of the following <i>binyanim</i> in active form: <i>paal</i> , <i>piel</i> , <i>hiphel</i> and <i>hitpael</i> Infinitive Imperative	

Grammatical Items	Sub-elements	Example(s)
Adverbs	Manner and time	למדתי מהר, התעוררתי מוקדם, נסעתי בזהירות.
Pronouns	Subject pronouns Object pronouns Possessive pronouns Demonstrative pronouns Reflexive	אני, אתה, את, הוא, היא אנחנו... אותו, אותה, אותם, אותן שלי, שלך, שלו, שלנו... זה, זאת, אלה בעצמי, בעצמך, בעצמינו
Prepositions	Simple and Compound	על, על-יד, מתחת, בין, מעל איתי, איתך, איתו... בי, לי, ממי, בשבילי... אצלי, ליד, מולי... אלי, אליך, אליו, אליה...
Conjunctions	Connective Time Negative Comparative Causative Reason Purpose Conditional Choice	ו, גם, בנוסף, וכן, אף כש, כאשר, לפני, אחרי, אחר- כך, עד ש, מיד, במשך, בזמן ש, אחרי ש, בינתיים, מאז להפך, אבל, אך, לעומת כמו, בהשוואה ל בגלל + שם העצם: מפני ש, כי כיוון ש, משום ש, לכן, כתוצאה מ, בעקבות, על כן, משום כך כדי, על מנת, לשם, למען אף על פי, על אף + שם עצם למרות + שם עצם אם, אלו, או רק, מלבד, חוץ מ
Numbers	Cardinal numbers Ordinal numbers Partial numbers Time-related phrases Numerology	אחת, שתיים, שלוש... (נקבה) אחת עשרה, שתיים עשרה... אחד, שניים, שלושה... (זכר) אחד עשר, שנים עשר... ראשון, עשירי (זכר) ראשונה, עשירית (נקבה) חצי, רבע אחת וחצי, שתיים וחצי... אלף תשע מאות תשעים ושלוש

Grammatical Items	Sub-elements	Example(s)
Numbers (cont)	Date-related phrases, including Hebrew dates and calendar Simple mathematical terminology	מאתיים שבעים וחמישה אלף פעמיים, שעתיים, יומיים כל-יום, יום-יום, כל בוקר, עכשיו, א=1, ב=2, ת=400 י'א באלול תשס"ב ט' באב, ט' בשבט ועוד=פלוס, פחות=מינוס
Questions	Question words	מי, מה, למה, איפה, מאין, לאן, מתי, את מי, למי, על מה, איזה, איזה (באיזה, באיזו) איך, מדוע, כיצד
Sentence types	Simple nonverbal Positive/negative (present and past) There is, there isn't (present and past) Verbal (present, past and future) Possessive (present and past) Sentences using the infinitive Conditional Causative Complex sentences Sentences using time phrases	אני דויד, דויד לא תלמיד, אתה בכיתה? מי רופא, אתה לא היית בבית יש תלמיד בכיתה, אין אוכל בבית היה כסף בבנק, התלמיד כותב, דויד לומד עברית, משה לא כותב, תמר למדה עברית בכיתה התלמידים ילמדו לקרוא לדויד יש ספר, היה לדויד ספר, יש לו ספר, אין לו ספר, לא היה לו ספר אם... (הוזה), אם יש לך כי... מפני ש "גם... וגם" אני גם רעב וגם צמא "או...או" או בתל-אביב או בחיפה הוא אומר ש... כדי + שם הפועל, כדי ש... לכן, למרות. כאשר...כש...אחרי ש... לפני ש

Additional requirements for Classical Hebrew

In Classical Hebrew, there is not a true past tense for verbs, but rather a 'tense/aspect'. Also, Classical Hebrew verbs favour the 'defective' rather than the 'plene'. Finally, in Classical Hebrew, students need to know the '*Qeri-Uketiv*' – the masoretic text and masoretic correction.

The following grammatical elements are specific to Classical Hebrew:

Grammatical Items	Sub-elements	Example(s)
Verbs	<i>Vav</i> consecutive וו ההפוך	ואמר ויאמר
Pronouns	3rd person, singular, feminine suffix – ' <i>mappiq-</i> <i>heh</i> '	ה - <i>mappiq</i>

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Hebrew by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Hebrew Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives	Outcomes
Using Language	A student: LS.UL.1 recognises words and phrases in Hebrew LS.UL.2 uses Hebrew to interact in everyday activities LS.UL.3 obtains and gives information in Hebrew LS.UL.4 uses written Hebrew to communicate
Making Linguistic Connections	LS.MLC.1 recognises internationally shared signs, symbols and words LS.MLC.2 explores ways in which meaning is conveyed by nonverbal communication LS.MLC.3 explores ways in which meaning is conveyed by spoken language LS.MLC.4 explores ways in which meaning is conveyed by written language
Moving Between Cultures	LS.MBC.1 experiences cultural diversity LS.MBC.2 explores own and other cultures LS.MBC.3 recognises the contribution of different cultures to Australian society.

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Objective – Using Language

LS.UL.1 A student recognises words and phrases in Hebrew.	
<p>Students learn about:</p> <ul style="list-style-type: none"> words and phrases in a variety of spoken contexts words and phrases in a variety of written contexts new words and phrases in a variety of spoken contexts the relationship between printed words and symbols and their sounds and meanings. 	<p>Students learn to:</p> <ul style="list-style-type: none"> listen to words, phrases and simple sentences to identify meaning, eg associate a word with a picture identify known words and phrases, eg in songs, rhymes identify known words and phrases in conversation, eg greetings, please, thank you read whole words, phrases and simple sentences, eg on food or packaging labels, in captions, charts, on art and craft, on CD-ROM software recognise when new words and phrases are used in a range of contexts, eg when following instructions use cues to support understanding of new words and phrases in a range of contexts, eg gestures, facial expressions, visual stimuli recognise symbols, letters and syllables in print in Hebrew, eg on flashcards use their knowledge of symbols to read and understand new words in Hebrew, eg combine cards to make words, phrases or sentences.
LS.UL.2 A student uses Hebrew to interact in everyday activities.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the different purposes of using known language 	<p>Students learn to:</p> <ul style="list-style-type: none"> establish and maintain social contact, eg respond nonverbally to greetings, respond appropriately in English to a greeting/instruction, respond appropriately in Hebrew communicate basic needs and wants in a variety of ways, eg ask for food/drink by using the appropriate phrase, request help or assistance

LS.UL.2 A student uses Hebrew to interact in everyday activities (cont)	
<p>Students learn about:</p> <ul style="list-style-type: none"> the use of language in the context of a conversation. 	<p>Students learn to:</p> <ul style="list-style-type: none"> use language for enjoyment, eg singing share personal information, eg birthdays, family details, likes and dislikes, pets engage in conversation, eg use appropriate mode of address, introduce self and others, exchange pleasantries, use gesture and expression to make meaning clear initiate, maintain and conclude a conversation, eg with peers, teacher, others in the community.
LS.UL.3 A student obtains and gives information in Hebrew.	
<p>Students learn about:</p> <ul style="list-style-type: none"> appropriate ways to ask for information written texts available for accessing information ways to use spoken text to communicate information. 	<p>Students learn to:</p> <ul style="list-style-type: none"> ask for information or assistance in a variety of contexts, eg Where is the railway station? What time does the bus leave? locate appropriate written text to obtain information, eg advertisements, calendars, leaflets, signs, notices, menus, books, newspapers, recipes, the internet, software packages, videos select relevant information from written text, eg identify school holidays in calendars, select a main meal and a drink from menus, check sports results, cinema programs or television details in foreign newspapers, make a shopping list for ingredients for recipes access and gather information, eg locate a weather map from the internet and record weather details, participate in language activities using interactive CD-ROMs communicate information in a variety of ways, eg in response to questions, surveys, an interview, a storyboard/comic strip, a short talk, questionnaires, form completion, a letter.

LS.UL.4 A student uses written Hebrew to communicate.

Students learn about:

- key features of the writing system
- features and conventions of written text
- the use of written texts in a variety of contexts
- ways to use written text to communicate information.

Students learn to:

- practise writing symbols using models
- build words using familiar symbols
- use scaffolds to experiment with language and produce their own texts, eg model texts and sample sentence patterns
- refer to charts or lists to access symbols or vocabulary to enhance communication of ideas, eg use written text in everyday activities, trace and copy a greeting card, create an invitation or a poster using internet or CD-ROM, send a letter to a friend by post or email
- communicate information in a variety of ways, eg in response to questions, in surveys, a storyboard/comic strip, a short talk, questionnaires, form completion, a letter.

Objective – Making Linguistic Connections

LS.MLC.1 A student recognises internationally shared signs, symbols and words.	
<p>Students learn about:</p> <ul style="list-style-type: none"> signs, symbols and words that have the same meaning internationally cross-cultural influences on language. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify signs and symbols that can be used cross-culturally, eg male/female, poison, airport, no entry, no eating or drinking identify commercial logos, eg transport, sport, food, clothing identify words from other cultures that are in common use in Australia, eg kindergarten, pizza, plaza, kebab, sushi, café, karate identify words that are used cross-culturally, eg computer, radar, internet, email.
LS.MLC.2 A student explores ways in which meaning is conveyed by nonverbal communication.	
<p>Students learn about:</p> <ul style="list-style-type: none"> communication of meaning in nonverbal ways. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify the meaning conveyed by gestures and facial expressions, eg bowing, beckoning, waving, shaking hands respond to gestures and facial expressions, eg bowing in return, waving in response, offering hand in response.
LS.MLC.3 A student explores ways in which meaning is conveyed by spoken language.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of listening and observing to aid comprehension paralinguistic devices to support communication. 	<p>Students learn to:</p> <ul style="list-style-type: none"> listen actively for a specific purpose or task, eg identify places, names, numbers recognise the use of devices, eg tone, pitch, volume, intonation, stress, in interpreting and expressing meaning when others are speaking.
LS.MLC.4 A student explores ways in which meaning is conveyed by written language.	
<p>Students learn about:</p> <ul style="list-style-type: none"> the relationship between written words and symbols and their corresponding sounds and meanings in alphabetic and/or non-alphabetic languages ways of conveying meaning through written communication. 	<p>Students learn to:</p> <ul style="list-style-type: none"> recognise that written words and symbols represent sounds, eg in alphabetic and non-alphabetic languages identify diverse forms of written communication, eg words, diagrams, maps, drawings, phrases, sentences interpret meaning from diverse forms of written communication, eg follow the Hebrew instructions on a drawing or a diagram to complete a task.

Objective – Moving Between Cultures

<p>LS.MBC.1 A student experiences cultural diversity.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • cultural characteristics of the school community • the importance of cultural celebrations • the diversity of cultural expression • cultural features of the local community. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify culture(s) represented in the school community, eg survey of cultures represented in the classroom • recognise that different cultures have different languages • recognise visual representations of culture(s), eg flags, maps, costumes • locate countries of origin, eg on world map/globe • identify names of countries in Hebrew • identify features of the culture(s), eg food, music, dance, games and celebrations • participate in cultural activities, eg sing Hebrew songs, bring/prepare and eat food, go to a restaurant, play traditional games, make posters about festivals • explore the diversity of cultural practices, eg stories, dance, songs and music, traditional dress, art and craft • identify local places of cultural significance, eg markets, restaurants, places of worship, memorials • visit local places of cultural significance, eg restaurants/café's, museums and galleries.
<p>LS.MBC.2 A student explores own and other cultures.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • diversity of cultural values and practices • features of lifestyles and belief systems in diverse cultures 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise that there are culturally appropriate expressions and behaviour for particular contexts, eg greetings, language and gesture, modes of address, meal etiquette • recognise how culturally appropriate language and behaviour are used in formal and informal contexts, eg peers, family, teachers • identify features of traditional lifestyle, eg family structure and roles, festivals and celebrations • identify features of contemporary lifestyle, eg the impact of technology, globalisation, music, video, film, sport, youth culture • compare aspects of their own lifestyles and beliefs (eg food, faith, family) with those of Hebrew-speaking communities

LS.MBC.2 A student explores own and other cultures (cont)	
<p>Students learn about:</p> <ul style="list-style-type: none"> the importance of respect for the culture and lifestyle of others. 	<p>Students learn to:</p> <ul style="list-style-type: none"> contribute to class discussions about cultural practices across cultures demonstrate respect for diverse cultural practices, eg accepting differences in how people dress and speak, and in what they eat, believe and celebrate.
LS.MBC.3 A student recognises the contribution of different cultures to Australian society.	
<p>Students learn about:</p> <ul style="list-style-type: none"> diverse cultures represented in Australia the contribution of Hebrew-speaking communities to Australian society. 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify diverse cultures represented in Australia, eg name cultural groups represented in the local community, name other cultural groups represented in the wider Australian community explore the reasons for the arrival in Australia of different cultural groups, eg economic, meeting the need for skilled labour, refugees, political freedom, taking up new opportunities identify ways in which Hebrew-speaking communities have contributed to the Australian way of life, eg food, clothing, dance, art, drama, festivals, manners and attitudes explore achievements which have involved major contributions from Hebrew-speaking communities, eg arts, sciences, food industry, sporting events, tourism, festivals, trade.

9 Continuum of Learning in Hebrew K–10

9.1 Stage Statements

Stage statements illustrate the continuum of learning in the *Hebrew K–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Stage 1 (including Early Stage 1)

Students of Hebrew who have progressed through Stage 1 show a growing awareness of the existence of languages and cultures other than their own. They relate what they know of their world, including their own backgrounds and those of their friends and classmates, and demonstrate ways in which they celebrate their diversity. They recognise and describe ways in which other languages and cultures have an impact on their lives, including aspects of music, art and craft, stories, travel and traditions that learners at this stage can articulate.

These students have learnt through incidental and orchestrated play situations. They have learnt much through imitation and repetition, in particular through rhyme, song and gesture. At this stage students often imitate spoken Hebrew without necessarily understanding its meaning. They have relied heavily on teacher and contextual support to assist communication.

These students recognise key features of Hebrew and respond to familiar words with strong support from the teacher. They interact with the teacher and with their peers in familiar contexts. Comprehension of the spoken language is more developed than production. This stage is characterised by a focus on the power of language to develop relationships with others and to have fun discovering words that connect languages.

Students select some words, phrases and symbols that convey specific meaning in Hebrew and copy them from a text. They are aware that patterns are a key aspect of language learning. They recognise that language is a means of communication. Consequently they are becoming familiar with the role of context, audience and purpose in language acquisition.

Stage 2

Students of Hebrew who have progressed through Stage 2 have developed an interest in exploring the world beyond their own experience and background. They generate questions for themselves and use a range of resources to seek the answers to such questions. They build upon their immediate awareness of the existence of languages and cultures other than their own and those of their friends and classmates. This growing awareness and desire to explore beyond their immediate experience will foster a developing respect for and understanding of the diversity and commonality that exist among cultures.

Students at Stage 2 are able to generate phrases and simple sentences in Hebrew, but rely heavily on modelling, rehearsal and teacher support. Students begin to experiment in the use of Hebrew, drawing on a wider range of language. They begin to develop an understanding of the structure of Hebrew as well as a greater understanding of the way languages work as systems. Students have been provided with reading material and have engaged in writing

tasks appropriate to their age. These tasks draw and build on knowledge that has been acquired through oral/aural work.

At this stage receptive capacity normally exceeds productive capacity, with the focus on listening to, viewing and responding to Hebrew. Students are still reliant on familiar and modelled patterns and may use these to produce texts of words, phrases or simple sentences in writing and speaking. They demonstrate an understanding of specific gestures in a range of learnt contexts and are capable of imitating them successfully. They have benefited from the opportunities to participate in practical activities and enjoy demonstrating what they know and can do in Hebrew.

Stage 3

Students of Hebrew who have progressed through Stage 3 have developed an understanding of the values and practices of their own and other cultures. Students investigate various aspects of cultural and language practices and record and present them using a variety of communication strategies. Students have become aware of the ways in which contemporary Hebrew language and culture have been influenced not only by English but also by globalisation. Their awareness and desire to explore beyond their immediate experience have helped them to appreciate the diversity and commonality that exist among cultures.

Students are able to identify patterns and features in Hebrew, and compare them with English. Through a greater understanding of language systems, students at this stage have grown in confidence in their ability to create simple original texts, while still using the modelling and rehearsal that have been characteristic of their prior learning in Hebrew.

Students' receptive capacity normally still exceeds their productive capacity, although there has been an increased focus on the productive skills. Students will have been involved in language activities such as composing and presenting short role-plays, participating in question and answer games, reading simple books and using bilingual dictionaries.

Students communicate in Hebrew in familiar social and classroom situations. They understand and respond to short texts based on simple language structures set in familiar contexts. They can compose simple coherent texts using basic sentence structures which include features of learnt oral and written language. The production of original spoken and written texts can be supported by the use of multimedia.

As a result of progressing through Stage 3, students are well placed to continue their study of language and can articulate what they have learnt in ways appropriate to their age.

Stage 4

Students who have progressed through Stage 4 demonstrate a growing confidence in the use of Hebrew to communicate in everyday situations within and beyond the classroom. They experiment with language to express their thoughts rather than relying solely on rehearsed phrases or sentences. They have become more confident in using dictionaries and are becoming familiar with grammar and syntax.

Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately. They explore grammatical systems, and begin to use metalanguage by identifying grammatical terms. They have an improved

understanding of the way English works as a system and ways in which it is similar to and different from the Hebrew studied in this stage.

Students can understand texts that they hear or read that contain learnt structures and familiar vocabulary. They can draw on their prior knowledge of basic text organisation and language features to make sense of unfamiliar texts. They are also capable of engaging with texts for a range of purposes.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts. They interact in predictable and familiar contexts and produce original oral texts with varying grammatical accuracy by manipulating learnt structures. They understand the need to use appropriate register and body language.

Students who choose the Classical Hebrew option are able to identify unique grammatical concepts and to use cantillation and vocalisation in reading aloud and understanding the meaning of classical texts.

Through their study and discussion of traditional and contemporary culture of Hebrew-speaking communities, students at Stage 4 demonstrate understanding of the importance of tradition to a sense of cultural identity and to diversity within the culture. They appreciate influences of culture on language use.

Stage 5

Students of Hebrew who have progressed through Stage 5 maintain effective communication in authentic situations. They are able to use structures and features of the language that will allow them to function in a range of practical situations. Students begin to correct their own errors and those of their peers, using metalanguage to explain what is wrong and how the problem can be solved. In a wider application of their language studies, they are able to articulate ways in which languages work as systems. Enhanced literacy skills enable them to compare English and Hebrew. Because of their increased experience of language and culture, students have a greater respect for and appreciation of the people, traditions and ways of life of Hebrew-speaking communities.

Students have strategies for incorporating new structures and features into the language patterns that they have already acquired. Students initiate and maintain communication, and use appropriate register in familiar formal and informal situations. They respond appropriately to spoken Hebrew and they begin to engage in more sustained communication.

They select information from a range of spoken and written texts to summarise and analyse some of the ideas presented. They demonstrate an understanding of the basic rules of grammar in creating a range of familiar texts on a variety of topics. They demonstrate an ability to create a coherent text by manipulating known structures and features of the language.

Students at Stage 5 are conscious of the ways in which their study of Hebrew and the culture of Hebrew-speaking communities can be applied to many other parts of the curriculum.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Hebrew contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in Hebrew as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Hebrew will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in Hebrew is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Hebrew will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**
In practice, this means:
 - teachers reflect on the purposes of assessment and on their assessment strategies
 - assessment activities allow for demonstration of learning outcomes
 - assessment is embedded in learning activities and informs the planning of future learning activities
 - teachers use assessment to identify what a student can already do.
- **clearly expresses for the student and teacher the goals of the learning activity**
In practice, this means:
 - students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
 - students receive feedback that helps them make further progress.
- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**
In practice, this means:
 - teachers use tasks that assess, and therefore encourage, deeper learning
 - feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
 - assessment is an integral component of the teaching-learning process rather than being a separate activity.
- **provides ways for students to use feedback from assessment**
In practice, this means:
 - feedback is directed to the achievement of standards and away from comparisons with peers
 - feedback is clear and constructive about strengths and weaknesses
 - feedback is individualised and linked to opportunities for improvement.
- **helps students take responsibility for their own learning**
In practice, this means:
 - assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.
- **is inclusive of all learners**
In practice, this means:
 - assessment against standards provides opportunities for all learners to achieve their best
 - assessment activities are free of bias.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Hebrew have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Hebrew K–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgements to report student progress in relation to individual learning goals.

10.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Assessment strategies in Hebrew allow students to demonstrate the level of their acquisition of the language, their understanding of Hebrew as a system and the interconnections between Hebrew and English, and their developing awareness of the interdependence of language and culture.

Teachers of Hebrew should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Hebrew it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Hebrew need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Hebrew to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Hebrew particularly lends itself to the following assessment techniques:

Presentations

Assessment activities might include prepared and impromptu oral presentations, role-plays, conversations, prepared video/audio tapes, poster presentations and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:

- convey information using a variety of structures and expressions
- communicate using accurate vocabulary and expressions
- make linguistic choices according to purpose, audience and context.

Responses to stimulus material

Assessment activities might include responses to taped interviews, television programs, conversations, songs, letters, advertisements, cartoons and articles.

When this technique is used for assessment purposes students could be assessed on their ability to:

- understand general or specific aspects of texts
- summarise information and ideas
- evaluate written and spoken texts to identify points of view
- convey information accurately and appropriately.

Production of original texts

Assessment activities might include writing for a specific context, purpose and audience, editing texts to remove errors, improve style, shorten, lengthen or adjust for a different purpose, audience and context.

When this technique is used for assessment purposes students could be assessed on their ability to:

- plan, draft and edit when constructing their own text
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- select and incorporate particular structures to achieve specific purposes
- describe features of text structure, for example textual coherence and cohesion in sequencing ideas.

Inquiry-based research assignments and projects

Assessment activities might include development of multimedia, texts and presentations about key features of the culture of Hebrew-speaking communities.

When this technique is used for assessment purposes students could be assessed on their ability to:

- collect and interpret information drawn from the internet, CD-ROMs and the library
- summarise information and ideas
- present material in diverse ways.

Peer assessment

The study of Hebrew encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task and reflecting on a peer presentation.

Self-assessment

In the study of Hebrew students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect upon their progress towards the demonstration of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

11 Glossary

cross-cultural	relating to the influence of diverse cultures on one another
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle
ellipsis	omission of a word
metalanguage	the language used to describe and discuss language (eg the language of grammar)
mnemonic	intending to assist memory (eg a rhyme or a formula)
multimedia	the combined use of media such as text, graphics, music, voice for communication purposes (eg in CD-ROMs, DVDs, videos, computer software)
orthography	the correctness of spelling
paralanguage	the systems of sounds and body language we use to express ourselves and to communicate with others, either in addition to or instead of words (eg using hands while talking, facial expressions, tone of voice)
realia	objects, artefacts, concrete examples of daily life
register	the use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate to another
scaffold	a framework, pattern or model to support the production of original text
sense of identity	an awareness of being an individual and a member of a group/groups, determined by characteristics, features or circumstances
symbols	letters, characters, marks, accents, etc used to represent the written language; identifiable aspects of culture such as flags, artefacts, emblems, costumes, landmarks
text	the actual wording of anything written or spoken
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended unified works or series of related topics
youth culture	the shared beliefs, values, knowledge, creative activities, customs and lifestyle of groups of young people within societies.