



**2012 Languages: Yiddish GA 3: Written examination**

**Written component**

**GENERAL COMMENTS**

In Part A, Section 1 – Listening and responding of the 2012 Yiddish examination, students were assessed on the extent to which they demonstrated the capacity to ‘understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately’.

Teachers and students are reminded that in Part B of the examination, the quality of the responses in Yiddish are assessed against two criteria: their capacity to understand ‘general and specific aspects’ of texts by ‘identifying and analysing information and by their ability to convey the information accurately and appropriately in Yiddish’.

In Section 2 of the examination, Reading and responding, students needed to demonstrate the capacity to ‘understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately’. As the ability to summarise accurately and concisely is a skill that is valued in all parts of contemporary education, students should refine their summarising skills, as well as their ability to compare and their capacity to evaluate.

In Section C – Writing in Yiddish, students were asked to write an extended response to an unseen task. The task has several components and so needs to be read very carefully as it will specify a context and an audience, a purpose, text type and kind of writing. Hence, in this section, students needed to demonstrate that they could write several different kinds of writing; for example, personal, evaluative and informative. Students also needed to show that they understood the differences between various kinds of audience and various text types. The best responses offered interesting and well-planned ideas, structured the piece using generic features of the text type and shaped the piece so that the audience is, for example, informed or inspired as the context required.

Students were rewarded for using correct vocabulary and idiomatic language. There were some weaknesses in the language structures that require repeated learning emphasis and focus. The word order in Yiddish is very different from that of English and Yiddish is also very idiomatic. These features need to be studied frequently using many examples and much repetition. Students should focus on verb tenses and plurals of nouns. Verbs such as *kenen*, *muzn*, *darfn* and others that do not take a ‘t’ in the third person singular must be practised.

Students should avoid literal translations from English into Yiddish. A list of grammatical items has been included in the *VCE Yiddish Study Design* and should be referred to throughout the study.

The study design gives further details about the generic features of some of the text types that students could be asked to write on and lists several kinds of writing. These have been expanded in 2013. Examples can be found in the CCAFL sample examination on the VCAA website.

**SPECIFIC COMMENTS**

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

**Section 1 – Listening and Responding**

Students’ answers showed that they understood the texts in this section very well. The students answered all questions. Some students missed out on some marks because they omitted some points.

**Part A – Respond in English**

**Text 1**

**Question 1a.**

The purpose of the announcement is

- to advertise hearing aids and sell them
- to amuse the listeners.

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## Question 1b.

- They filter out criticism.
- They enhance compliments.

## Text 2

### Question 2a.

- The caller thinks Moyshe would be interested in this course because it is about Jewish humour.
- His call is urgent because there are limited places for the course.

### Question 2b.

- Bella is a well-known author from the famous family of Sholem Aleichem.
- She is 100 years old and could be taken for 70.
- She is still giving lectures/is passionate about her subject.

## Text 3

### Question 3a.

- Hershl wants to help people.
- He wants to teach them what it means to be Jewish.
- There are more important things in life than money.
- There's a lack of spirituality.

### Question 3b.

- Rabbis do not earn much.
- Hershl does not look like a rabbi.
- She wants him to be a doctor.

### Question 3c.

She was hoping that her son would support her in her old age (and now she will have to support him).

## Text 4

### Question 4a.

- Azoulay argues that in Essaouira, Jews and Muslims lived in peace with one another.
- A music festival for Jews and Muslims.

### Question 4b.

- An 80-year-old rabbi sang in Hebrew, accompanied by a Moroccan band.
- The audience was mixed: Jew, Arabs, old, young, tourists and foreigners (the whole festival reflected religious diversity and tolerance).

## Part B – Respond in Yiddish

## Text 5

### Question 5a.

Three of the following answers were required for full marks.

- Bene Israel came into being 2000 years ago.
- Jews came from Spain after the 1492 expulsion.
- Jews came from Baghdad (Iraq) in 1813.
- Some Jews came from Portugal and from Holland.

### Question 5b.

Two of the following answers were required for full marks.

- her own strong Jewish identity
- WIZO can organise and teach Jewish women to be strong and to make decisions for the family
- WIZO can organise and teach Jewish women to be strong and to make decisions for the general society



## Text 6

### Question 6a.

Combining two separate materials into one that is temperature-resistant

### Question 6b.

- his profession as an engineer
- his years of study at the Sorbonne
- being taught advanced maths by his uncle while in hiding
- cousin's financial help (\$4000)

## Section 2 – Reading and responding Part A – Answer in English

## Text 7

### Question 7a.

Sehardi Jews wished to take revenge on the Spanish Catholics, on those who had robbed them in Spain and had driven them out.

### Question 7b.

Three of the following answers were required for full marks.

- He did not fight in battle.
- He was not imprisoned.
- He did not end up on the gallows.
- He was very wealthy.

### Question 7c.

Three of the following answers were required for full marks.

- He escaped to New Orleans due to his involvement in a slave rebellion.
- In 1814, the British asked for his help to attack New Orleans.
- He passed on these plans to the American General Jackson and this helped the Americans defeat the British in 1815.
- Out of gratitude, General Jackson organised American citizenship for Lafitte and his family.

### Question 7d.

Three of the following answers were required for full marks.

- The author was thinking about including Lafitte in his talk about pirates when his neighbour on a plane turned out to be a descendant of Lafitte.
- He finds out much more about Lafitte than he knew previously.
- The author was travelling, as he often did, from one city to another and could have been sitting next to anyone.

## Text 8

### Question 8a.

- Human beings can communicate with silence, which creates a bond with their thoughts.
- Silence is our response to the deepest emotional moments in our lives.
- Silence is full of music.

### Question 8b.

- He was impressed by Charlie Chaplin when his mother took him at the age of five to see a Chaplin film.
- He was active in rescuing Jewish children across the border from France to Switzerland and understood the importance of silence.

### Question 8c.

- through the character of Bip (the white-faced clown with the tall hat and red flower)
- Bip portrays the comedy of human life

### Question 8d.

- He performed mime in 65 countries over 60 years.



- Yet/However, in his personal life he knew many languages and was very talkative.

**Question 8e.**

Speaking is only a lesser metal than gold, and, in a similar way, silence is often better as with the children escaping to Switzerland (who depended on silence to escape).

**Part B – Respond in Yiddish**

The students completed Question 9 very well.

**Text 9**

**Question 9**

**Type of writing:** Persuasive

**Text type:** Formal letter

After reading some information about organisations that required volunteers to further their aims, students were asked to write a formal letter to the organisers, presenting their qualifications and reasons why they should be accepted as a volunteer for one of these organisations. Students were required to suggest how they would help, and to offer new plans for broadening the activities and fundraising efforts of the organisation.

The following marking scheme was used to assess responses to Question 9.

	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (include main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates <b>Yiddish</b> authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (include main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates <b>Yiddish</b> with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (include points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulas to express information</li> </ul>	1–2



### **Section 3 – Writing in Yiddish**

Students performed very well in this section. Students' writing was well developed and had depth.

Students' written responses in Section 3 should follow the rules of good writing, that is, they should have an introduction, main body – the development of the topic, and a conclusion. Written responses to the Section 3 tasks should be set out in paragraphs and handwriting should be legible.

Students should follow the conventions of the text type and the kind of writing specified in the question they have chosen. Personal writing should express personal opinions, ideas and feelings. Imaginative writing should influence the reader's perception and, at times, create atmosphere. Persuasive writing should be emotive, should manipulate the reader's opinion and persuade him or her in a certain direction. Informative writing should convey information in an objective, factual style. Evaluative writing usually reaches a logical conclusion through an unbiased weighing-up of the pros and cons of a particular argument or situation.

The assessment criteria used to assess Section C are

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

Students need to practise many different kinds of writing until they become familiar with, and adept at, manipulating these and the appropriate text types in order to suit the context and audience specified in each task. Students are required to respond to one task only.

#### **Question 10**

**Kind of writing:** Imaginative

**Text type:** Story

Students were asked to write an imaginative story for a children's book about an animal that could not stop growing.

#### **Question 11**

**Kind of writing:** Personal

**Text type:** Diary entry

Students were asked to write a diary entry about their experiences and feelings after having lost their passport overseas and to relate how their adventure ended, particularly as they did not know the language of the country.

#### **Question 12**

**Kind of writing:** Informative

**Text type:** Report

Students were given the following scenario: 'Your school introduced a new policy on healthy eating in the cafeteria' and were asked to write a report for the Parents and Friends Association, informing them of the results of the policy's introduction.

#### **Question 13**

**Kind of writing:** Evaluative

**Text type:** Article

Students were asked to write about the issue of pets in nursing homes, as these have proved to be successful at improving the wellbeing of the residents. In the scenario, students were told that they wanted to introduce a similar program in hospitals, but that there were obvious health and safety issues to consider. Students were required to write an evaluative article about the strengths and weaknesses of this initiative.

The following marking scheme was used to assess this section of the examination.

#### **Mark range 13–15**

- demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions
- demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax
- manipulates Yiddish authentically and creatively
- sequences and structures ideas and information coherently and effectively

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## Mark range 10–12

- demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task
- demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax
- manipulates Yiddish with some degree of authenticity and creativity
- sequences and structures ideas and information effectively

## Mark range 7–9

- presents information and a range of ideas and/or opinions
- demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax
- organises information and ideas to meet the requirements of the task

## Mark range 4–6

- presents some information, opinions or ideas relevant to the task
- demonstrates a basic knowledge and understanding of vocabulary and sentence structures
- demonstrates limited evidence of the ability to organise information and ideas

## Mark range 1–3

- demonstrates a limited understanding of the requirements of the task
- demonstrates an elementary knowledge and understanding vocabulary and sentence
- structures with evidence of the influence of English syntax
- uses single words, set formulae and anglicisms to express information