

## Written component

### GENERAL COMMENTS

The standard of student accuracy on the 2014 Yiddish examination was generally good. Overall, students demonstrated a reasonable ability to express themselves clearly and showed that they understood most texts. Students were prepared and demonstrated an understanding of the listening task. The writing tasks were more difficult for some students, and some struggled with genre. Students should be encouraged to practise writing in a range of genres throughout the year and to develop a glossary of useful terms and phrases that could be applied across genres.

### SPECIFIC INFORMATION

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

## Section 1 – Listening and Responding

### Part A – Answer in English

Students generally responded well to this part of the examination. Their answers indicated that they understood the texts well. Some students struggled to identify the elements in Question 1b. and were not able to distinguish the reasons for appeal to different groups. Low-scoring students had difficulty with all three parts of Question 2, again not discriminating sufficiently to give precise answers. Question 3 was well answered.

The assessment criterion for this part is

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

#### Text 1

##### Question 1a.

It is called a ‘giml’ bicycle because its main characteristics begin with the letter ‘G’.

##### Question 1b.

The bicycle would appeal to environmentalists, users and parents for the following reasons.

<i>environmentalists</i>	it’s made of recycled material: cardboard, glass, tyres
<i>users</i>	fast ride
<i>parents</i>	any one of: <ul style="list-style-type: none"> <li>• easy to assemble</li> <li>• easy to pack away</li> <li>• it’s a bargain</li> </ul>

#### Text 2

##### Question 2a.

The tone of this speech is warm and welcoming.

##### Question 2b.

This group of people is particularly interesting because:

- it is the first 53 people of the B’nei Menashe community to arrive
- it is one of the lost tribes, dating back 2700 years.

##### Question 2c.

The following are examples of statements that would make the immigrants feel happy.

- ‘You are at home.’
- ‘We welcome you warmly.’
- ‘We shall do all within our power to make your integration easier.’

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## Text 3

### Question 3a.

Professor Barkan's discovery had an impact on the global bee population because:

- when researching the lives of bees, he discovered a new virus
- his research was connected with American researchers who were working on the reason behind the falling number of bees and the research contributed to saving bees.

### Question 3b.

Commercial interests contributed to Professor Barkan's scientific research by financing the research to find an antidote, which was later marketed and reduced the decline of the bee population.

### Question 3c.

'Yasher koyekh' means 'More power to you' or 'Good on you for the work that you have done'.

## Part B – Answer in Yiddish

Many students found this section difficult. Question 4 was generally well answered by all students. Questions 5a. and 6c. appeared to be the most difficult questions for students in the examination as a whole.

The assessment criteria for this part are:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

## Text 4

### Question 4

The reviewer considers the film appealing because:

- there is the historical appeal of the development of Hollywood musicals
- it demonstrates how Jewish motifs influenced the entire film industry in America
- it reminds us of the wonderful Jewish songwriters/composers and beautiful music
- it includes wonderful actors/performers.

## Text 5

### Question 5a.

The story is funny because:

- the anecdote seems to reverse (perhaps tongue-in-cheek) currently held views that men and women are equal
- it goes against women's struggle for equality – by walking five steps behind it gives the impression that they accept their subservient status
- it suggests that women are prepared to give the impression of subservience when it suits them; for example when they avoid danger by 'the man going first'.

### Question 5b.

The punchline of the story is 'He should go first', meaning that the husband should go first so that either he would be the one to fall into the mud/holes; or, by going first, he would face the danger before his wife was exposed to it.

### Question 5c.

- She has a knowing smile.
- She looks straight into the journalist's eyes when she makes the comment.

**Text 6**

**Question 6a.**

Similarities	Differences
They both: <ul style="list-style-type: none"> <li>are Israeli</li> <li>are pianists/musicians</li> <li>have played internationally</li> <li>play similar music.</li> </ul>	<ul style="list-style-type: none"> <li>one is an Arab, the other a Jew</li> <li>one is from Nazareth, the other from Jerusalem</li> <li>one studied at Tel Aviv University, the other studied in Haifa and Jerusalem</li> </ul>

**Question 6b.**

There was no need to speak because the music spoke for both of them. They played in harmony – symbolic of peace and hope.

**Question 6c.**

Either of:

- Uri thinks the teacher may be unhappy because the homework was not done
- Uri is ambivalent about how the teacher will react.

**Section 2 – Reading and Responding**

**Part A – Answer in English**

Most students responded well to Questions 7 and 8; however, Question 7a. posed some challenges to students who struggled to give precise and accurate responses.

The assessment criterion for this part is:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

**Text 7**

**Question 7a.**

The table should have referred to the following evidence from the text to explain how Irena demonstrated the characteristics listed.

<i>physical strength</i>	being a plumbing and sewer specialist
<i>mental strength</i>	braving the odds to rescue children
<i>ingenuity to deceive</i>	using a dog to bark when passing the sentries
<i>determination to safeguard the children's identities</i>	burying a jam jar under a tree in her yard with the names of the children

**Question 7b.**

The focus of Irena's post-war activities was to attempt to reunite families and/or find adoptive families for the children.

**Question 7c.**

Irena was recognised for her efforts with the award for Righteous Among the Nations.

**Text 8**

**Question 8**

Reasons to take a day trip to the town of Motza include (any four of) the following.

- to see Beit Yellin (including the Yellin family home)
- to be in the exact same place that is identified in the Talmud
- to visit a place connected to the Crusades
- to visit the first agricultural community outside Jerusalem's Old City
- to visit the Motza synagogue

## **Part B – Answer in Yiddish**

### **Text 9**

#### **Question 9**

Overall, Question 9 was answered quite well, with all students demonstrating an understanding of the passage and the task. Low-scoring students struggled to express themselves clearly and succinctly in Yiddish.

The assessment criteria for this part are:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Kind or writing: informative

Text type: brochure

Students were asked to imagine that they were addressed by staff who described three aid projects and then indicated that they wanted students to become involved in a similar helping project. Students were asked to create a brochure promoting one of the projects mentioned in the speech, giving sufficient information to encourage readers to donate money.

## **Section 3 – Writing in Yiddish**

The assessment criteria for this section 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 who performed well in this section were able to express themselves coherently in Yiddish, using appropriate grammar and vocabulary. Low-scoring students were able to communicate their ideas sufficiently well for the assessors to understand the thrust of the writing. Overall, writing conventions and structures were adhered to well, with most students following the rules of good writing – including an introduction, development and conclusion, and writing in paragraphs.

Students should pay careful attention to their spelling. Yiddish is a phonetic language. Students whose Yiddish was a regional dialect had greater difficulty with correct spelling than students who followed ‘Klal’ Yiddish conventions; careful attention should be paid to this discrepancy in future. Students should be made aware when they are using regional dialect and be encouraged to self-correct and focus on using ‘Klal’ Yiddish. Students also need to pay close attention to the text type demanded by the question, and they should avoid the temptation to ‘mould’ the examination question to writing they may have practised throughout the year.

The highest-scoring responses were those where the student focused on the text type and was obviously familiar with responding in their chosen genre. Students need to practise many different text types to gain this familiarity. Low-scoring students struggled with pulling together context and audience.

### **Question 10**

Kind of writing: informative

Text type: article

Students were asked to write an informative article for a travel publication, as if they were a volunteer for the City of Melbourne, about the highlights that they would encourage a tourist to visit if limited to 48 hours in Melbourne.

### **Question 11**

Kind of writing: evaluative

Text type: report

Students were asked to write a report for their place of work, evaluating the potential benefits and problems of implementing compulsory exercise in the workplace.

### **Question 12**

Kind of writing: imaginative

Text type: story

Students were asked to write an imaginative story about the first day at school, where they arrive at an empty school.

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## Question 13

Kind of writing: personal

Text type: letter

Students were asked to imagine that they are representing Australia after five years' preparation and training. They were required to write a personal letter to a friend describing their feelings.