



## Oral component

### GENERAL COMMENTS

The 2006 Yiddish oral examination was handled well by students. They seemed confident and comfortable with their answers and were well prepared for their Detailed Study. They seemed to feel particularly comfortable with topics close to them: their lives, plans and family.

## Written component

### GENERAL COMMENTS

The standard of students in 2006 was high and students had been very well prepared for the examination. It appeared that students enjoyed the paper and found the texts on the CD clear and entertaining.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Section 1 was handled competently by all students. They all understood the crux of each text and the questions asked. However, to achieve a perfect score, students need to concentrate a little more and jot down every salient detail from the listening texts.

#### Section 2 – Reading and responding

Part A of Section 2 was also well understood by students and appropriate answers were offered. Students should be guided by the number of marks allocated to each answer as these suggest the number of points/facts/reasons that are expected in responses. Many students missed out on marks because they did not give the required number of responses. Dot points will often indicate the number of points required in responses.

Part B of Section 2 is often the hardest for any language student because it calls on students to express themselves in the LOTE. Yiddish students in 2006 performed well in this section. The better responses:

- asked more probing questions as to what the call for volunteers for Somalia involved
- contained more convincing arguments as to why the applicants should be chosen as volunteers and what they had to offer
- most importantly, were expressed in correct and idiomatic Yiddish.

#### Section 3 – Writing in Yiddish

As mentioned above, writing in the LOTE is often the most difficult task, and Section 3 tests the students' knowledge of the language more than any other part of the examination.

The Yiddish students in 2006 did reasonably well. The better responses were those which used idiomatic and grammatically correct Yiddish. High-scoring students were able to get their ideas across clearly and, in addition, wrote responses that were original, creative and showed depth in their ideas.