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Important information

Accreditation period

Units 1–4: 1 January 2022 – 31 December 2026

Implementation of this study commences in 2021.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA’s website.

To assist teachers in developing courses, the VCAA publishes online the Advice for teachers, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) is available on the VCAA website.

Introduction

The Language

The language to be studied and assessed is Classical Hebrew.

Scope of study

VCE Classical Hebrew involves the study of Classical Hebrew texts. Students engage in tasks of comprehension, translation, analysis, interpretation and evaluation of Classical Hebrew texts to achieve and demonstrate comprehension of meaning, knowledge and understanding of the techniques employed to convey these texts. Students understand the linguistic, literary, contextual, historical and religious features of Classical Hebrew texts. They develop their understanding of the ideas, values and attitudes contained in Classical Hebrew texts.

Rationale

One of the Western Semitic languages, Classical Hebrew has been the language of Jewish religious literature from earliest writings to the modern day. It was the language of speech and inscriptions in Biblical times.

Written works based on Classical Hebrew include the Bible, Mishna, Talmud, Rabbinic writings and liturgy. In having forms that have remained current for 3000 years, Classical Hebrew is a unique language. Today it forms the basis of the language of the Jewish people and the language of the modern state of Israel.

Classical Hebrew was a spoken and written language, and was regarded by its users as sacred, both in language and script. Understanding Classical Hebrew enhances an understanding of more advanced Biblical texts.

Through the study of Classical Hebrew, students gain insights into a body of teaching and a civilisation that is one of the bases of western civilisation. They develop linguistic skills as well as develop an appreciation of the culture and religious values that strongly inﬂuence western civilisation.

Aims

This study enables students to:

* understand Classical Hebrew texts
* develop their knowledge of Classical Hebrew vocabulary and grammar
* identify stylistic conventions and literary techniques of Classical Hebrew texts and the way these relate to their historical sequence and progression
* understand the ideas underlying Classical Hebrew texts in their social, cultural, historical and religious dimensions
* understand and identify connections between Classical Hebrew and other languages
* identify, interpret and analyse ideas presented in Classical Hebrew text
* utilise lexical and grammatical resources to enhance their understanding of Classical Hebrew text
* improve their general cognitive skills.

Structure

The study is made up of four units.

Unit 1: Reading and understanding Tanakh

Unit 2: Reading and understanding the Mishna

Unit 3: Dimensions of the analysis of Tanakh texts

Unit 4: Dimensions of the analysis of Mishnaic texts

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and
Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years
of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

VCE Classical Hebrew is designed for students who will, typically, have studied Classical Hebrew for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Classical Hebrew to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory)
or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Classical Hebrew are as follows:

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication procedures.

Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

The specifications for Classical Hebrew are comprehension and interpretation of biblical and Mishnaic texts including grammar, syntax, vocalisation, stylistic technique, and historical and religious signiﬁcance. The texts form the subject of the activities and tasks the student undertakes. They are common to each unit of the study and provide the opportunity for the student to build upon what is familiar, as well as to develop knowledge and skills in new and more challenging areas.

Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary encountered in their reading of Classical Hebrew text.

Grammar

The student is expected to recognise and use the following grammatical items:

Items for analysis

|  |  |  |
| --- | --- | --- |
| **Grammatical item** | **Sub-elements** | **Example/s** |
| Verb | forms of the root of the verb – גזרה |  |
|  |  | regular i.e. **שלמים** | שמר |
|  |  | *Lamed he* ***ל"*ה** | קנה |
|  |  | *Pe nun* **פ"נ** | נפל |
|  |  | *Ayin vav/Ayin yud* **ע"ו** */* **ע"ו** | קום/שים |
|  | conjunctions:(*Binyan*) | *Pa’al (Kal)* **פעל**  | **שָׁמַר** |
|  |  | *Niph‘al* **נפעל**  | **נִשְׁמַר** |
|  |  | *Pi‘el*  **פעל** | **ב דִּבֵּר** |
|  |  | *Pu’al*  **פועל** | **שֻׁבַּר** |
|  |  | *Hitpa‘el*  **התפעל** | **הִתְקַדֵּשׁ** |
|  |  | *Hiph‘il* **התפעל** | **ה הִדְלִיק** |
|  |  | *Hoph‘al* **הפעל** | **הָמְלַךְ** |

|  |  |  |
| --- | --- | --- |
| **Grammatical item** | **Sub-elements** | **Example/s** |
|  | aspects:tenses | *Present participle* | **שׁוֹמֵר** |
|  |  | *Perfect (past)* | **שָׁמַרְתִּי** |
|  |  | *Imperfect (future)* | **אֶשְׁמֹר** |
|  |  | *Imperative* | **שְׁמֹר** |
|  | infinitive | *Absolute and construct* | **לִשְׁמֹר**שׁ**ָמוֹר** |
|  | vav consecutive וו ההפוך(relating to the above) | **וְאָמַר** **וַיֹּאמֶר** |
|  | Negative commands | לֹא/ אַל |
| Nouns | masculine singular | מלך |
|  | feminine singular | מלכה |
|  | masculine plural | מלכים |
|  | feminine plural | מלכות |
|  | suffixes | אויביו |
|  | Absolute and construct states | בן-האיש |
| Adjectives | masculine singular | גדול |
|  | feminine singular | גדולה |
|  | masculine plural | גדולים |
|  | feminine plural | גדולות |
|  | numerals (1–10 000) |  |

|  |  |  |
| --- | --- | --- |
| **Grammatical item** | **Sub-elements** | **Example/s** |
| Prepositions | separable | מן/כמו/על/אל |
|  | inseparable | בכל"ם |
| Pronouns | subject | אני / אתה .. |
|  | demonstrative | זאת /זה /אלה |
|  | pronominal suffixes | שמרתיהו |
|  | relative | אשר/ש |
|  | object (with endings) | אותי /אותך... |
|  | interrogative | מה/מי/ה/למי איזה/איפה |
| Conjunctions(*Vav haḥibur)* | vocalisation of the *vav haḥibur* (וו החיבור) | טוֹב וָרָעאִישׁ וְאִשָּׁהאתה וַאֲנִי לחם וּמַיִם |
| The definite article | vocalisation of the definite article הא הידיעה)) | הָאיש הַטוֹב |
| Sign of the definite object | ‘et- — את | סגור את הספר  |
| Locative *Hei* | הא המגמה  | ִצְרַיְמָה |

Prescribed extracts

Prescribed extracts from texts in Classical Hebrew provide the focus of this course. 14–18 chapters of Tanakh () drawn from *Torah, Nevi’im* and *Ketuvim*, and no more than five chapters (*peraqim*/) of Mishna.

In addition to understanding the language of the text, the study of the prescribed texts should enable students to develop the necessary skills to make comparisons, analyse, interpret and evaluate the texts as works of literature. This involves examining the ways in which the writers convey their message and their impact on either a listening audience or a silent reader. It is expected that students will be able to identify the ﬁgures of speech that are characteristic of the prescribed texts. The texts will be drawn from the following canon:

Tanakh

Selections from each of:

* *Torah*
* *Nevi’im*
* *Ketuvim.*

Any edition of the Hebrew text may be used.

Prescribed commentaries

Kaplan, Aryeh 1981, *The Living Torah*, print edition, web edition or Hebrew–English edition, Maznaim Publishing Corporation, Brooklyn, New York.

Elman, Yaakov (ed.) 1994, *The Living Nach: The Early Prophets*, Maznaim Publishing Corporation, Brooklyn, New York.

Elman, Yaakov & Shapiro, Moshe (eds) 1995, *The Living Nach: Later Prophets*, Maznaim Publishing Corporation, Brooklyn, New York.

Mykoss, MH, Rubin, Gavriel & Schapiro, Moshe (eds) 1999, *The Living Nach: The Sacred Writings*, Moznaim Publishing Corporation, Brooklyn, NY.

Prescribed translation

*The Jewish Bible, Tanakh: the Holy Scriptures*, 1985, Jewish Publication Society, Philadelphia, PA.

Mishna

Selections included from one of:

* *Zera’im*
* *Mo’ed*
* *Neziqin*.

Prescribed commentaries

Information regarding the Prescribed commentaries is available on the New South Wales Education Standards Authority (NESA) [website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/classical-hebrew-continuers-syllabus/course-prescriptions).

Course prescriptions

Information regarding the rotation of texts is available under ‘Course Prescriptions’ on the New South Wales Education Standards Authority (NESA) [website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/classical-hebrew-continuers-syllabus).

Stylistic features

The student is expected to recognise and use the following:

|  |  |
| --- | --- |
| **Acrostic** | A poem in which the first letters of consecutive lines or stanzas form words, or an alphabet. |
| **Allegory** | See parable. |
| **Alliteration** | Repetition of consonants, especially at the beginning of words. |
| **Allusion** | Reference to a person, place, story etc., which the reader is assumed to know. |
| **Analogy** | Comparison or parallel underlying a simile or metaphor. |
| **Anaphora** | Two or more statements starting with the same words. |
| **Anthropomorphism** | Giving human characteristics to something which is not human. |
| **Antithesis** | Contrasting words or phrases balanced against one another. |
| **Apostrophe** | Address to person, place or abstract quality as an aside from the narrative. |
| **Assonance** | Repetition of similar vowel sounds in two or more words. |
| **Chiasmus** | Contrast of phrases by reversal of word order. |
| **Euphemism**  | An inoffensive word or phrase substituted for one considered offensive or upsetting. |
| **Foreshadowing** | Giving a sign or hint of something to come, i.e. future event or occurrence. |
| **Hyperbaton** | Alteration of natural order of words. |
| **Hyperbole** | Deliberate exaggeration not intended to be taken literally. |
| **Idiom** | Group of words which, when used together, have a different meaning from one suggested by the individual words. |
| **Interjection** | A phrase or word that interrupts the grammatical progress of a sentence. |
| **Inter-textual referencing** | Using a phrase or term exactly as found in another text to draw the listener or the reader to compare the two texts. |
| **Irony/Dramatic irony** | The use of words that convey a sense of attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand. |
| **Keri/Ketiv** | Where a word is read differently to the way it is written. This often allows for multiple levels of interpretation of the word or phrase.  |
| **Metaphor** | An implied comparison; words or expressions literally belonging to one subject, but used by another to create an image. |
| **Onomatopoeia** | Words whose sound imitates the sound being described. |
| **Parable** | A story that stands on its own but is actually referring to something else. |
| **Personification** | Representing an idea or a thing as having human characteristic, e.g. Justice is personified as a blindfolded woman holding a pair of scales. |
| **Re-iteration** | Repeating the same ideas for emphasis, but in different words. |
| **Repetition** | Using the same words over again for emphasis. |
| **Rhetorical question** | Question asked for effect, where no answer is expected. |
| **Simile** | Comparison; will usually feature the words ‘like’ or ‘as’. |
| **Symbolism** | Describing actions meant to represent concepts. |

Unit 1: Reading and understanding Tanakh

In this unit students develop their ability to read and elicit meaning in Classical Hebrew texts. They further develop and demonstrate their understanding of vocabulary and grammar in Classical Hebrew texts.

Area of Study 1

Elements of grammar

In this area of study students focus on developing their knowledge and understanding of Classical Hebrew syntax, vocabulary, vocalisation and grammar.

Outcome 1

On completion of this unit the student should be able to demonstrate knowledge of vocabulary, grammar, syntax and vocalisation used in Classical Hebrew text, and correctly read a passage of Classical Hebrew text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the vocabulary and grammatical forms contained in Classical Hebrew texts
* the grammatical rules relevant to Classical Hebrew texts
* the vocalisation rules relevant to Classical Hebrew texts
* the syntax rules of Classical Hebrew
* the meaning of *Qeir Ukhetiv, ta’amei hammiqra* and *mill’el* and *milr’a*
* the role of *qaton, etnahta* and *sof-pasuq* (at the minimum)
* cantillation effects on syntax and vocalisation.

Key skills

* accurately read vocalised and cantillated Biblical prose with due regard to *Qeir Ukhetiv* and *ta’amei hammiqra*
* apply the principles of parsing
* identify and explain grammatical function
* identify and link vocabulary to grammatical function
* identify and link vocalisation to grammatical function
* use cantillation to analyse sentence structure (syntax)
* utilise lexical and other resources to locate information.

Area of Study 2

Comprehension

In this area of study students focus on developing their ability to elicit meaning from Classical Hebrew texts.

Outcome 2

On completion of this unit the student should be able to comprehend and explain the content of passages of Classical Hebrew text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the content and themes of Classical Hebrew passages
* aspects of grammatical elements, syntax and vocalisation in Classical Hebrew texts
* the context and meaning of Classical Hebrew texts
* the difference between *pshat* and *derash*.

Key skills

* analyse themes in Classical Hebrew texts
* apply linguistic knowledge and skills
* comprehend meaning in Classical Hebrew texts
* differentiate between *pshat* and *derash* in interpreting the text
* obtain information from text notes and reference articles
* utilise lexical and grammatical resources.

Area of Study 3

Literary and liturgical significance

In this area of study students focus on increasing their knowledge and understanding of literary and liturgical Classical Hebrew texts.

Outcome 3

On completion of this unit the student should be able to analyse the literary and liturgical signiﬁcance of Classical Hebrew texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the literary devices used in Classical Hebrew texts
* the ideas and cultural aspects represented in Classical Hebrew texts
* the liturgical themes in Classical Hebrew texts
* the contextual references in Classical Hebrew texts.

Key skills

* translate Classical Hebrew words and expressions in a given context into English
* explain allusions in Classical Hebrew texts with reference to commentaries
* identify and explain use and effect of literary devices
* analyse meaning of ideas and cultural aspects critical to the text
* utilise lexico-grammatical resources
* relate the text to the sequence and structure of the liturgy by identifying relevant features
* analyse the literary and liturgical significance of Classical Hebrew texts.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

* an oral response to questions relating to grammar, vocabulary and parts of speech of seen Classical Hebrew text
* parsing of verbs and responses to questions on grammar, vocalisation, vocabulary and parts of speech from seen passages of Classical Hebrew text
* written responses to questions relating to grammar, vocalisation and vocabulary of seen Classical Hebrew text
* reading 10 to 15 verses of a Classical Hebrew text aloud and accurately, with due regard to correct vocalisation, pauses and inflection.

Outcome 2

* written responses to questions on the content, context and themes of seen Classical Hebrew text
* an oral response on the content, context and themes of seen Classical Hebrew text
* responses to questions relating to vocabulary, syntax and grammar analysis.

Outcome 3

* an oral response on the meaning and liturgical significance of, and the literary devices used in, a seen passage of Classical Hebrew text
* written responses to questions on the meaning and liturgical significance of, and the literary devices used in, a seen passage of Classical Hebrew text.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Reading and understanding the Mishna

In this unit students focus on developing their ability to infer, interpret and synthesise information from the Mishnaic text.

Area of Study 1

The language of the Mishna

In this area of study students focus on the language of the Mishnaic text with reference to its commentary.

Outcome 1

On completion of this unit the student should be able to infer meaning of unfamiliar words, phrases and ideas with reference to commentary on the Mishna.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the vocabulary and meaning contained in a Classical Hebrew text
* a range of grammatical features unique to Mishna
* the context and key content of a Classical Hebrew text.

Key skills

* infer meaning from words, phrases and grammatical features
* identify and use key words and supporting points to clarify meaning in a Classical Hebrew (Mishnaic) text
* explain meaning, both explicit and implicit, in the context of a Classical Hebrew (Mishnaic) text
* compare variations in grammar between Biblical and Mishnaic Hebrew
* utilise relevant lexico-grammatical resources to obtain information.

Area of Study 2

The format of the Mishna

In this area of study students focus on the structure and format of the Mishnaic text to aid in interpreting the meaning and purpose of the text.

Outcome 2

On completion of this unit the student should be able to interpret the meaning of Mishnaic text in terms of content, stylistic technique and its place in a sequence of texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* structural forms of Classical Hebrew (Mishnaic) texts
* stylistic techniques relevant to Classical Hebrew (Mishnaic) texts
* the relationship between the Mishnaic and Biblical texts
* the meaning of and supporting ideas in a Mishnaic text.

Key skills

* analyse and explain the style, language and format used in a Classical Hebrew text
* compare and contrast beliefs and ideas presented in a Classical Hebrew text with the assistance of commentary
* identify and evaluate the use of stylistic features represented in Classical Hebrew texts
* explain the purpose of any given text.

Area of Study 3

Halakhic development

In this area of study students focus on the relationship of successive Classical Hebrew texts related to a theme.

Outcome 3

On completion of this unit the student should be able to synthesise information from successive Classical Hebrew texts related to a theme.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the themes and sequential nature of successive Classical Hebrew texts
* ideas and practices in Halakhic development
* the linguistic and conceptual frameworks used to construct texts in Classical Hebrew.

Key skills

* synthesise ideas in responses to texts
* use structures and vocabulary related to commenting on Classical Hebrew texts
* summarise the development of a Halakhic theme
* read, simplify and paraphrase complex ideas in Halakhic development.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

* a set of exercises relating to comprehension and interpretation of the Classical Hebrew text
* a response to questions on linguistic and grammatical points related to the text
* a comparison between Biblical and Mishnaic vocabulary and grammar.

Outcome 2

* a response in writing to questions on the content, features and format of seen Mishnaic text
* a response on the significance of features of Mishnaic text
* a response on the significance of a Classical Hebrew text and its relationship to other Classical Hebrew texts.

Outcome 3

* a response to questions on the development of a theme developed through successive Classical Hebrew texts
* a written response tracing and commenting on the source and development of a particular Halakhic practice
* a synthesis of information from successive Classical Hebrew texts related to a theme in response to questions on the texts.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3: Dimensions of the analysis of Tanakh texts

In this unit students study seen and unseen passages of Classical Hebrew text. They demonstrate comprehension and knowledge of literary technique as well as the historical context of the texts. Students make comparisons and analyse, interpret and evaluate the texts as works of literature.

For Units 3 and 4 the prescribed extracts from the set texts in Classical Hebrew provide the focus of this study and can be found in the ‘Prescribed extracts’ section on pages 9 and 10. Information regarding the rotation of texts is available under ‘Course Prescriptions’ on the New South Wales Education Standards Authority (NESA) [website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/classical-hebrew-continuers-syllabus).

Area of Study 1

Comprehension

In this area of study students develop their knowledge, understanding and comprehension of Classical Hebrew text.

Outcome 1

On completion of this unit the student should be able to analyse and interpret the meaning and grammar of seen and unseen passages of Classical Hebrew text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the meaning and grammatical function of words and phrases in Classical Hebrew texts
* the content and ideas in passages of Classical Hebrew texts
* contextual references in passages of Classical Hebrew texts.

Key skills

* analyse and interpret meaning of a Classical Hebrew text with and without commentaries
* identify and use key words and phrases in Classical Hebrew texts
* identify meaning and respond to questions on the content and grammatical items in seen and unseen passages of Classical Hebrew texts
* consult lexico-grammatical resources to obtain information.

Area of Study 2

Literary analysis

In this area of study students develop their knowledge of literary technique and their ability to elicit meaning from Classical Hebrew text.

Outcome 2

On completion of this unit the student should be able to analyse aspects of language use and literary technique and evaluate their impact in passages of Classical Hebrew text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the language of Classical Hebrew texts
* the purpose and message in the passages and Classical Hebrew texts
* literary techniques and stylistic features used in Classical Hebrew texts
* the purpose, effect and impact of specific literary devices.

Key skills

* apply linguistic knowledge and skills
* comprehend meaning in the passages and of Classical Hebrew texts
* analyse language used in Classical Hebrew texts
* identify and respond to questions on literary techniques used in Classical Hebrew texts
* examine and evaluate the impact of literary devices.

Area of Study 3

Thematic framework

In this area of study students develop their understanding of themes in the Tanakh texts.

Outcome 3

On completion of this unit the student should be able to identify key themes, and analyse and interpret the historical context, ideas and practices implicit in passage/s of Classical Hebrew text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area
of Study 3.

Key knowledge

* the themes and ideas in Classical Hebrew texts
* the historical references in Classical Hebrew texts
* the context, beliefs and practices in passages of Classical Hebrew text.

Key skills

* identify key themes, ideas and practices found in Classical Hebrew text
* analyse and interpret the cultural ideas, practices and beliefs in a text
* use prescribed commentary to help in analysing the content, ideas and practices presented in Classical Hebrew texts.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Analyse and interpret the meaning and grammar of seen and unseen passages of Classical Hebrew text. | **20** | Responses in English to comprehension questions on the content and grammar of one seen passage of approximately 130–150 words of Classical Hebrew text ANDOne unseen passage of approximately 90–100 words of Classical Hebrew text. |
| **Outcome 2**Analyse aspects of language use and literary technique and evaluate their impact in passages of Classical Hebrew text. | **10** | A written presentation in English analysing aspects of language use and literary technique in a seen passage of Classical Hebrew text. |
| **Outcome 3**Identify key themes, and analyse and interpret the historical context, ideas and practices implicit in passage/s of Classical Hebrew text. | **20** | An approximately 1000-word written response in English, analysing the historical context, ideas and practices implicit in one or more passages of Classical Hebrew text. |
| **Total marks** | **50** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Unit 4: Dimensions of the analysis of Mishnaic texts

In this unit students study the language, ideas and structure of Mishnaic texts.

For Units 3 and 4 the prescribed extracts from the set texts in Classical Hebrew provide the focus of this study and can be found in the ‘Prescribed extracts’ section on pages 9 and 10. Information regarding the rotation of texts is available under ‘Course Prescriptions’ on the New South Wales Education Standards Authority (NESA) [website](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/classical-hebrew-continuers-syllabus).

Area of Study 1

Comprehension

In this area of study students analyse and translate Classical Hebrew (Mishna) text.

Outcome 1

On completion of this unit the student should be able to translate, analyse and interpret Classical Hebrew (Mishna).

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the features of Classical Hebrew (Mishna)
* the different levels of meaning in Classical Hebrew such as *peshat* and *derash*
* the content and context references in Classical Hebrew (Mishna) and its commentary
* the features of commentary on Mishna.

Key skills

* analyse and evaluate interpretations of Classical Hebrew (Mishna) with the aid of prescribed commentaries
* use analytical skills for translation
* use relevant reference materials and lexico-grammatical resources to locate information.

Area of Study 2

The relationship of the Mishna and Tanakh

In this area of study students develop their understanding of the relationship and difference between Mishna and Tanakh.

Outcome 2

On completion of this unit the student should be able to identify and comprehend various levels of interpretation, in particular *peshat* and *derash*, in a Classical Hebrew text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the significance of different levels of meaning, *peshat* and *derash*
* the purpose of Mishnaic texts
* the relationship between Biblical and Mishnaic texts
* themes and supporting ideas in passages of Classical Hebrew text.

Key skills

* describe how the Mishna elucidates Tanakh
* evaluate various levels of interpretation of a Classical Hebrew text
* analyse the levels of meaning inferred from Classical Hebrew text
* compare and contrast literal and analytical interpretations of Classical Hebrew texts
* relate portions of the commentary to aspects of the text.

Area of Study 3

The features and religio-Halakhic dimensions of the Mishna

In this area of study students develop their understanding of historical developments reflected in texts and analyse religio-Halakhic dimensions of Mishnaic texts.

Outcome 3

On completion of this unit the student should be able to analyse and explore the features, historical and religio-Halakhic dimensions of texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the linguistic and conceptual structure of the texts
* the historical context reflected in the texts
* the religio-Halakhic dimensions and application of texts.

Key skills

* explain organising features and linguistic structure and style of Classical Hebrew texts
* analyse historical developments reflected in the texts
* analyse the religio-Halakhic dimensions presented in passages of Classical Hebrew text
* use commentaries and lexico-grammatical resources to explore and locate information in relation to the religio-Halakhic texts.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Translate, analyse and interpret Classical Hebrew (Mishna). | **20** | Translation and analysis of information in seen passages of Classical Hebrew with responses to questions in English. |
| **Outcome 2**Identify and comprehend various levels of interpretation, in particular *peshat* and *derash*, in a Classical Hebrew text*.* | **10** | A written response in English contrasting the literal meaning of a Tanakh text with its analytical interpretation in the Mishna. |
| **Outcome 3**Analyse and explore the features, historical and religio-Halakhic dimensions, of texts. | **20** | An approximately 1000-word written response in English to analyse and explain features of Mishna and Halakhic concepts that are reflected in the historical circumstances of the Mishna. |
| **Total marks** | **50** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by the NSW Education Standards Authority (NESA). All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 3 hours and 5 minutes.
* Date: end-of-year, on a date to be published annually by the VCAA.
* VCAA examination rules will apply. Details of these rules are published annually in the
[*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

Further advice

Information on the VCE Classical Hebrew examination is published on the NSW Education Standards Authority (NESA) website. Examination specifications include details about the sections of the examination, their weighting, the questions format/s and any other essential information.