



Written component

GENERAL COMMENTS

In Part A, Section 1 – Listening and Responding of the 2013 Yiddish examination, students were assessed on their capacity to understand general and specific aspects of texts by identifying and analysing information and conveying it accurately and appropriately in English. In Part B, students were assessed on their capacity to understand general and specific aspects of texts by identifying and analysing information and conveying it accurately and appropriately in Yiddish.

In Part A of Section 2 – Reading and Responding, students needed to demonstrate their understanding of general and/or specific aspects of texts; for example, by comparing, contrasting, summarising, or evaluating and conveying the information accurately and appropriately in English. In Part B, students needed to demonstrate the capacity to understand general and specific aspects of a text; for example, by identifying, analysing and responding to information, and convey the information coherently in Yiddish.

In Section 3 – Writing in Yiddish, students were asked to write an extended response to one of four questions. Each question had several components and needed to be read very carefully as it specified a context and an audience, a purpose, text type and kind of writing. Students needed to show that they understood the differences between various kinds of audiences and text types. The most successful responses offered interesting and well-planned ideas, structuring the piece using generic features of the text type and shaping it as the context required.

Students were rewarded for using the correct vocabulary. There were some weaknesses in the language structures that require repeated learning emphasis and focus. The word order in Yiddish is different from English and is also very idiomatic. These features need to be studied in depth using numerous 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. Examples can also be found in the CCAFL sample examination on the VCAA website.

SPECIFIC INFORMATION

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 well. Some students did not gain full marks because they omitted relevant points. Specifically, students did not identify the three elements in Questions 1b. and 1c. They either offered incorrect alternatives or gave only two instead of three options. Students struggled to pinpoint the core parts of a correct response to Questions 2b. and 2c. Question 3 was very well answered.

Part A – Answer in English

Text 1

Question 1a.

The reason for the phone call is to invite Yankl to join the caller and attend one of the concerts.

Question 1b.

Three: English, Hebrew and Chinese.

Question 1c.

- Israel: violinist
- Australia: singer
- Turkey: singer.

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Text 2

Question 2a.

The concerns of the Rabbi are

- saving the Torah scrolls
- his inability to attempt to save the scrolls.

Question 2b.

The onlookers applaud because

- the superintendent risked his life without endangering the Rabbi
- the Torah scrolls are safe and undamaged.

Question 2c.

The text is noteworthy due to

- the heroism of the superintendent
- the determination on the part of the Rabbi and the community to save the scrolls.

Text 3

Question 3a.

The speakers have a common interest in volunteering to help others.

Question 3b.

Eli chooses the program because

- he will be working with prisoners in the USA
- it is an important thing to do and he can gain satisfaction.

Question 3c.

Freydl prefers working

- with Indigenous children
- in Australia before assisting others overseas.

Part B – Answer in Yiddish

A range of responses were given for Question 4a. Weaker students gave very brief responses that did not demonstrate a full understanding of the question requirements. Questions 5 and 6 were generally well answered.

Text 4

Question 4a.

- Overseas holidays are different and that is what he wanted (something different).
- They are going to Italy for a cooking school.
- Jonathan has a particular interest in cooking (language will not be a hindrance because the teacher will help with shopping for ingredients at the market).

Question 4b.

- The mother keeps Jonathan in suspense to tease him a little.
- Jonathan expresses joy and delight.

Text 5

Question 5a.

The house is special in music history because it is where Bob Dylan first sang and had his bar mitzvah.

Question 5b.

The text is an advertisement.

- It appeals to the listener with words such as ‘exceptional’, ‘for peanuts’, ‘a mere \$119 000’ and ‘a bargain and an honour’.
- Music resonates in the building (‘Buy it and you will hear the songs and the dreams ...’). This makes the house seem very attractive.
- A very famous person is mentioned to draw listeners in to the radio.



- An opening rhetorical question is designed to catch the listeners' attention and make the advertisement seem more personal ('Are you looking for a new home?').

Text 6

Question 6a.

Ludwig Guttman (three of)

- began the Paralympics in 1948
- refused to accept that disabled people were useless and demanded that they worked just like other people
- taught trades to disabled people
- organised sporting activities and competitions for disabled people.

Question 6b.

- He could no longer practise medicine in Germany under the Nazi regime.
- He was honoured/knighted by the Queen.

Section 2 – Reading and Responding

Part A – Answer in English

Students responded very well to this section of the paper.

Text 7

Question 7a.

Ernst Leitz took a number of steps to protect his workers, although he was in no danger as he was a Protestant. He organised getting the Leica Jewish workers and their families out of Germany and to countries such as the USA, France, the UK and Hong Kong where there were Leica offices and they would ostensibly be employed as Leica employees. They wore a Leica camera around their necks to identify them to their colleagues abroad. Historians named the scheme 'The Leica Freedom Train'.

Question 7b.

This story showed that he exhibited admirable qualities such as bravery/courage, humility, vision, concern for others, generosity, kindness, thoughtfulness, caring and humaneness.

Text 8

Question 8a.

- He left Europe to escape World War II.
- He produced a vaccine against the red-back spider. He was recognised by the Queen and became a Member of the Order of Australia.

Question 8b.

Dr Wiener was

- a hard-working scientist
- humble
- grateful – simply happy to have found a warm home and a way of repaying the Australian people for their acceptance
- an active community member, as well as a family man
- obviously much loved.

Part B – Answer in Yiddish

Many students completed Question 9 extremely well. Other students lacked the skills to express themselves fluently.

Text 9

Question 9

Text type: Personal email

Students were asked to imagine that they were a great-grandchild of a couple who drowned on the Titanic and who had a song published about them in the 1930s. The students were asked to compose an email to a multimedia design company asking them to create a contemporary sleeve for a newly recorded CD of the song, incorporating the visual symbols of the original sheet music cover.



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

	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points). • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text. • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures. • Manipulates Yiddish authentically and creatively to meet the requirements of the task. • Organises information and ideas to meet the requirements of the task. 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points). • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions. • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures. • Manipulates Yiddish with some degree of authenticity and creativity to meet the requirements of the task. • Organises information and ideas to meet the requirements of the task. 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points). • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures. • Organises information and ideas to meet the requirements of the task. 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text. • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures. • Demonstrates limited evidence of the ability to organise information and ideas. 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text. • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax. • Uses single words and set formulae to express information. 	1–3
<ul style="list-style-type: none"> • Provides no evidence of having met any of the criteria. 	0

Section 3 – Writing in Yiddish

Many students performed very well in this section. Their writing was well-developed and demonstrated an ability to express complex ideas, emotions and arguments in Yiddish. Weaker students were able to communicate their ideas with reasonable clarity, although the breadth and depth of their essays was limited by vocabulary and grammatical challenges.

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. Responses to Section 3 questions should be set out in paragraphs.

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 create atmosphere. Persuasive writing should manipulate the reader's opinion and persuade them 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 advantages and disadvantages 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 text types.

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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 question. Students were required to respond to one question only.

Question 10

Kind of writing: imaginative

Text type: story

Students were asked to write an imaginative story for a book of short stories for young adults beginning and ending with the word ‘Surprise!’.

Question 11

Kind of writing: evaluative

Text type: article

Students were asked to write an article for a psychology journal to evaluate the advantages and disadvantages of growing up in a large family, from the point of view of the youngest and/or eldest child in the family.

Question 12

Kind of writing: reflective

Text type: letter

Students were asked to write a letter to the newspaper responding to the statement: ‘Anti-discrimination laws are necessary to create a society that is fair to all.’

Question 13

Kind of writing: informative

Text type: report

Students were required to write a report of their research into the reason for *Mona Lisa*’s smile for the curators of the Louvre Museum.

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

	Marks
<ul style="list-style-type: none"> • 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 and syntax. • Manipulates Yiddish authentically and creatively. • Sequences and structures ideas and information coherently and effectively. 	17–20
<ul style="list-style-type: none"> • 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 and syntax. • Manipulates Yiddish with some degree of authenticity and creativity. • Sequences and structures ideas and information effectively. 	13–16
<ul style="list-style-type: none"> • 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. 	9–12
<ul style="list-style-type: none"> • 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. 	5–8
<ul style="list-style-type: none"> • 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 English expressions to express information. 	1–4
<ul style="list-style-type: none"> • Provides no evidence of having met any of the criteria. 	0