

Written component

GENERAL COMMENTS

The students understood the Listening and Responding texts in Section 1 very well, as their answers showed. The students answered all questions. Students lost marks because they left points out, not because their answers were incorrect. When in doubt, students should always give more information rather than less.

In Section 2, Reading and Responding, Part A, the students understood both texts. Question 7 was answered very well. The students must always give the number of examples required, as in Question 8c. Question 8a. was worth four marks and therefore required a more extended answer.

The students did very well in their writing task, Section 2, Part B. This, together with Section 3, is always the most challenging part of the paper as it calls on the students to express themselves freely. From the responses to Part B, Question 9, the topic appropriately triggered thoughtful answers.

Students answered Section 3 of the examination very well. The students' pieces of writing were well developed and had depth. However, students' written responses in Section 3 should follow the rules of any good writing, that is, they should have an introduction, then the main body – the development of the topic, followed by a conclusion. Written responses to the Section 3 tasks should be set out in paragraphs and handwriting should be legible. Humour was included in some of the student papers and was very welcome.

Students should follow the conventions of the text type and the kind of writing that they have chosen. Personal writing should express personal opinions, ideas and feelings. Imaginative writing should be descriptive, influence the reader's perception and 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 should reach a logical conclusion through an unbiased weighing-up of the pros and cons of a particular argument or situation.

Of course, the language used is of utmost importance in order to score well in the written component in Yiddish. Students were rewarded for using correct vocabulary and idiomatic language. There were some weaknesses in the language structures that require some learning emphasis and focus. The word order in Yiddish is very different from English and very idiomatic. It needs to be studied frequently using many examples and much repetition. Students should focus on verb tenses and plurals of nouns. The verbs such as *kenen*, *muzn*, *darfn* and others that don't take a 't' in the third person singular must be drilled. Students should avoid literal translations from English into Yiddish.

The dedicated work of teachers is acknowledged. It is hoped that students, who manifested great mastery and love of the language, will continue their involvement with Yiddish and Yiddish culture.

Section 1 – Listening and Responding

Part A: Answer in English

Text 1

Question 1a.

As a sales pitch at a market, greengrocer or any shop or stall that sells avocados.

Question 1b.

- you can drink it
- you can use it for your face

Text 2

Question 2a.

- to make arrangements for the weekend
- to decide between the two options

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Question 2b.

- interfaith discussion: topics such as harmony and painting the Torah
- jazz concert: focuses on the great influence Jewish musicians have had on jazz

Text 3

Question 3a.

Any two of:

- he decides to become a sumo wrestler
- he talks his friends into training with him
- they will perform sumo wrestling
- they will introduce a new sport in Israel.

Question 3b.

Any two of:

- because it's funny
- because it's warm
- because it poses serious questions whether one has to be slim to find love and an aim in life.

Text 4

Question 4a.

He was exiled/deported as a convict for having stolen clothing in England.

Question 4b.

- merchant
- a deputy in the South Australian parliament

Question 4c.

Either of:

- he was caught
- he was beaten/flogged.

Question 4d.

- poverty at home
- difficult childhood

Question 4e.

- he bought them a house
- he didn't charge them rent
- he was a Jew and a convict, she a Catholic and a nun

Part B

Text 5

Question 5a.

Any four of:

Leah	Feygele
<ul style="list-style-type: none">• ceremony at school with girls in the class• a gathering at night at home with family and friends	<ul style="list-style-type: none">• ceremony at school with girls in the class• a call up and a big <i>kiddush</i>• a family lunch• a reception in a hall with family and friends• a 'wedding'/party for friends

Question 5b.

To play a trick or a joke

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Text 6

Question 6a.

Any two of:

- first Yiddish Festival
- love of Yiddish theatre and music
- it was also a good excuse not to attend school.

Question 6b.

Any three of the following answers:

- great atmosphere
- there were symposiums
- there was theatre from various parts of the world
- there was communal, impromptu singing
- there were cabarets
- there was music and jazz
- there was plenty of food.

Section 2 – Reading and responding

Part A: Answer in English

Text 7

Question 7a.

Any three of:

- Liora and her family/friends stumbled on a Jewish cemetery
- they were surprised at finding that there had been Jews on this small and unknown island
- they were surprised to find two statues on the site of the destroyed synagogue
- they discovered how the small community had survived the German occupation.

Question 7b.

- The Mayor and Bishop refused to give the German commander a list of all the Jews, as doing so would have led those Jews to certain deportation and death.
- The Bishop wrote a letter to Hitler stating that the Jews were under his authority.
- They hid the Jews.

Question 7c.

- They placed stained glass windows in the Church.
- They erected two statues of the Mayor and of the Bishop.

Question 7d.

- because there was an earthquake in that year
- the Jewish area and two synagogues were destroyed

Question 7e.

Either of:

- Yad V'Shem in Israel honoured them for their courage, bravery and decency
- they were honoured as Righteous Gentiles.

Text 8

Question 8a.

- sent a medical team of 200 people three days after the earthquake
- set up first field hospital
- set up pharmacy, laboratory, operating theatre, radiology department
- set up maternity and children's wards

Question 8b.

Teams from the US and from other countries arrived

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Question 8c.

Any four of:

- 16 women gave birth safely in the field hospital
- one child was named Israel in gratitude
- medical help was given to over 1110 people
- 319 successful operations were performed
- a 5-year-old boy was taken to Israel for a heart operation.

Part B: Answer in Yiddish

Text 9

Question 9

Type of writing: Personal

Text type: Report

Students were presented with the following scenario, 'You have been selected as an Australian youth representative to the Parliament of Religions'. They were required to write a personal report about the issues in the text in preparation for the next meeting.

Section 3 – Writing in Yiddish

Question 10

Kind of writing: Evaluative

Text type: Article

Students were given the following statement, 'Children of today have lost the art of communicating face to face. Rather, they spend their time on Internet sites such as Facebook and MSN Messenger, or text or twitter constantly.' They were required to write an article for their school newsletter, in which they evaluated this statement.

Question 11

Kind of writing: Imaginative

Text type: Story

Students were given the following scenario, 'On a school excursion to the museum you accidentally fall asleep in a quiet corner. When you wake everyone has gone and the place is all locked up. You have the opportunity to visit any place and time in history'. They were required to write an imaginative story for a Historical Association Competition, depicting another time in history.

Question 12

Kind of writing: Informative

Text type: Speech

Students were given the following statement, 'Music and dancing are timeless and allow people to communicate with others from any culture without the need for language' and were required to write an informative text of a speech to present at the beginning of a school celebration.

Question 13

Kind of writing: Persuasive

Text type: Letter to the Editor

Students were given the following statement, 'The public transport system is a disgrace. It is overcrowded, inefficient and breaks down too often'. They were required to write a formal and persuasive letter to the editor for publication in a transport magazine, in which they argued how the public transport system should be improved to operate as efficiently as in Paris, Hong Kong and London.

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Criteria	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, syntax • Manipulates Yiddish authentically and creatively • Sequences and structures ideas and information coherently and effectively 	13–15
<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, syntax • Manipulates Yiddish with some degree of authenticity and creativity • Sequences and structures ideas and information effectively 	10–12
<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, syntax • Organises information and ideas to meet the requirements of the task 	7–9
<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 	4–6
<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 Anglicisms to express information 	1–3