Victorian Certificate of Education

YIDDISH

STUDY DESIGN

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

VICTORIA State Government

Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.
			The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2004	

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.

Latoya BARTON
The sunset [detail]
from a series of twenty-four
9.0 x 9.0 cm each, oil on board

Tarkan ERTURK
Visage [detail]
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck

Liana RASCHILLA
Teapot from the Crazy Alice set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres

Nigel BROWN
untitled physics [detail]
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass

Kate WOOLLEY
Sarah [detail]
76.0 x 101.5 cm, oil on canvas

Chris ELLIS
Tranquillity [detail]
35.0 x 22.5 cm
gelatin silver photograph

Christian HART
Within without [detail]
digital film, 6 minutes

Kristian LUCAS
Me, myself, I and you [detail]
56.0 x 102.0 cm
oil on canvas

Merryn ALLEN
Japanese Illusions [detail]
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton

Ping (Irene) VINCENT
Boxes [detail]
colour photograph

James ATKINS
Light cascades [detail]
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal

Tim JOINER
14 seconds [detail]
digital film, 1.30 minutes

Lucy McNAMARA
Precariously [detail]
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2005–2023
Units 3 and 4: 2006–2024

The accreditation period for Units 1 and 2 commences on 1 January 2005.
The accreditation period for Units 3 and 4 commences on 1 January 2006.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

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

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Yiddish (mandated by the internationally recognised YIVO – Institute for Jewish Research). Regional variations are acceptable in spoken language only.

RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Yiddish will provide students with the skills to communicate in a language spoken in many parts of the world. Yiddish is taught at major universities in a number of countries and is spoken and understood by many Jews in communities in Israel, Western and Eastern Europe, North America and Latin America, South Africa and Australia. Historically, Jews and Yiddish speakers have made and continue to make a significant contribution to the development of Australian society.

The ability to understand and use Yiddish gives students a direct means of access to the culture associated with the language, and appreciation of its important contribution to Jewish culture and traditions. It also provides valuable links to a host of cultures amongst which Yiddish has evolved, including the Germanic, Slavic, Hebraic and Romance based cultures.

Yiddish has a long, thousand-year-old presence in Europe, and despite much adversity has been successfully transplanted to Jewish communities in new and culturally diverse societies, such as the USA, Canada, Argentina, Mexico, France, South Africa, Australia and Israel. It has been officially recognised by the Israeli Knesset (Parliament) as the lingua franca of Ashkenazic, i.e. European Jewry. The ability to communicate in Yiddish will therefore provide students with valuable skills and links to enhance their opportunities both here and throughout the world.

AIMS

This study is designed to enable students to:

- use Yiddish to communicate with others;
- understand and appreciate the cultural contexts in which Yiddish evolved, flourished and is currently used;
- understand their own culture through the study of other cultures;
- understand language as a system;
- make connections between Yiddish and English, and many other languages such as Hebrew, Germanic, Slavic and Romance languages;
- apply Yiddish to further study, educational, cultural and community pursuits.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Yiddish is designed for students who will, typically, have studied the language 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.

Units 1 to 4 are designed to a standard equivalent to the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

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 notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Yiddish 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*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

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 this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes 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 year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

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 Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Yiddish the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students 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 year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Yiddish are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component   }12.5 per cent
              written component 37.5 per cent

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

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for Yiddish comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:
*   The individual
*   The Yiddish-speaking communities
*   The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 27 and 28.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Yiddish-speaking communities	The changing world
• *Personal world* *For example, personal details and qualities, family friends, daily life, making arrangements, free time and leisure activities and personal relationships.*	• *Lifestyles, traditions, customs* *For example, lifestyles, cultural diversity, traditions and customs of Yiddish speaking Jews in Australia and other places.*	• *Social issues* *For example, equal rights, economic issues, youth unemployment, drug awareness, the global village, the environment.*
• *Education amd aspirations* *For example, school life, choosing a school, Jewish or non-Jewish education or schools, future plans and pathways for Yiddish speakers.*	• *Historical perspectives* *For example, migration, significant periods in Jewish history, influence of the past on the present, famous people and historical turning points.*	• *Travel and tourism* *For example, local tourism, travelling overseas, visiting places of Jewish heritage and interest.*
• *Personal opinions and values* *For example, personal priorities, student's view of an ideal world and views on issues and values.*	• *Arts and entertainment* *For example, art, film, TV (including documentaries), radio, music, literature, theatre, the web and new media.*	• *World of work* *For example, jobs and careers, globalisation, information and communications technology, the role of languages.*

Note: **Bold** = Prescribed themes, ***Bold Italics*** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement	Film	Report*
Announcement*	Folk tale/legend	Review*
Article*	Formal letter*	Script for a play*
Autobiography	Informal letter*	Script for a speech*
Biographical extract	Interview	Song
Brochure	Invitation*	Summary*
Chart	Message*	Survey
Conversation*	Narrative account/story*	Table
Diary/journal entry/Blogg*	News item*	Text of an interview
Discussion*	Note	Text of a presentation/speech*
Email/fax*	Personal profile*	Timetable
Editorial	Proverb	Web page

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 29, and published annually in the *VCE and VCAL Administrative Handbook.*

GRAMMAR

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

A. Nouns

Gender: masculine: 'der' = 'דער'; feminine: 'di' = 'די'; neuter: 'dos' = 'דאס' plural: 'di' = 'די'

Choice of Masculine or Feminine Nouns

       feminine nouns with a masculine equivalent are formed by adding suffix 'in' = 'ין',

       e.g. writer = 'שרייבער\שרייבערין'

Plural – with endings and changes:

       a. endings: 'n' = 'ן' and 'en' = 'ען'; no changes

       b. ending: 's' = 'ס'; no changes

       c. ending: 'er' = 'ער'; no changes

       d. endings: 'er' = 'ער'; vowel changes

       e. no endings; no changes

       f. no ending; vowel changes

       g. ending: 'im' = 'ים'; vowel change in plural

       h. ending: 'es' = 'ות'; dropping final 'h' = 'ה'; occasional vowel change

       i. ending: 'ekh' = 'עך'

       j. nouns inflected like adjectives

       k. irregular plurals

Choice of Singular or Plural

       nouns which represent units of measurement or calculation are in the singular if preceded by a precise number, e.g. three years = 'דריי יאר', if no precise number is used, the plural is used, e.g. many years = 'א סך יארן'

Declension of Names: Nominative; Accusative; Dative

       with endings 'n' = 'ן'; 'en' = 'ען'; 'l' = 'ל'; or stressed vowel diphthong

Use of the Nominative

       a. Subject of a sentence is always in the nominative

       b. Noun in the predicate is always in the nominative

       c. Two nouns in succession is an idiomatic construction, partitive, quantitative, categorising, and uses the nominative without the article

Use of the Accusative

       a. Direct object, where a noun used as the direct object of a verb is always in the accusative case, e.g. he sees mother = 'ער זעט די מאמע'

       b. In expressions of time, where nouns denoting specific times or dates at or during events taking place are in the accusative

Use of the Dative
a. With prepositions, every preposition requires the dative case, e.g. with the sister = 'מיט רעד שוועסטער'
b. Where a noun is the indirect object of a verb, it is in the dative case, e.g. we help the aunt = 'מיר העלפֿן רעד מומע'
c. Dative of reference, where verbs relating to human experience require the noun denoting the experiencer to be dative, while the noun denoting the experience is in nominative, e.g. mother's hand hurts = 'רעד מאמען טוט וויי די האנט'

Common Nouns which are Declined: Nominative; Accusative; Dative
with endings 'n' = 'ן'; occasionally dropping final vowel

Possessive Form
with ending 's' = 'ס'; occasional 'es' = 'עס'

Use of the Possessive
formed only from nouns denoting human beings and, as a rule, only from nouns in the singular

B. Articles

Definite Article:	Masculine	Feminine	Neuter	Plural
Nominative:	'der' = 'דער'	'di' = 'די'	'dos' = 'דאס'	'di' = 'די'
Accusative:	'dem' = 'דעם'	'di' = 'די'	'dos' = 'דאס'	'di' = 'די'
Dative & Possessive:	'dem' = 'דעם'	'der' = 'דער'	'dem' = 'דעם'	'di' = 'די'

Use of Definite Article
generally corresponds to English usage, but many abstract nouns which do not use it in English, do use it in Yiddish, e.g. life is hard = 'דאס לעבן איז שווער'; but 'Jews' is almost always used without the article, e.g. The Jews are a people = 'ייִדן זענען א פֿאלק'

Indefinite Article
In singular: 'a' = 'א' or when word begins with a vowel 'an' = 'אן'
In plural: no indefinite article used with plural words
In negative: the definite article is replaced with 'keyn' = 'קיין', also added in plural

Negative Article
the negative article 'keyn' = 'קיין' replaces the indefinite article in a negative statement, except in the subject which retains 'a/an' = 'א\אן'

Omitting the Article in Expressions of Place
in idiomatic expressions of place, the definite article is omitted, e.g. in the park = 'אין פֿארק', at school = 'אין שול'

Indefinite Amount or Number
materials in indefinite amounts or numbers are denoted by nouns without any article, but in negative statements the negative article is used, e.g. the sugar is sweet = 'צוקער איז זיס'; there's no sugar = 'קיין צוקער איז ניט פֿאראן'

Agreement with the Noun
an adjective must agree in gender, case and number with the noun which it precedes

Agreement with the Article
in the neuter singular, the form of the adjective also depends on whether the definite article precedes it, e.g. a big land = 'א גרויס לאנד', the big land = 'דאס גרויסע לאנד'

Contractions
with 'dem' = 'דעם' in the dative case-masculine and neuter, following a preposition is fused with preposition, as 'n' = 'ן'; 'en' = 'ען'; 'm' = 'ם'; 'em' = 'עם'

C. Adjectives

Base Form

with cases and gender endings added, with a few exceptions which are never used in a base form.

Gender Endings

with adjectives used before a noun, endings match the gender of the noun, with the following endings, masculine: 'er' = 'ער'; feminine: 'e' = 'ע'; neuter: 'e' = 'ע' only when following the definite article plural: 'e'='ע' for all genders and cases

Declension:	Masculine	Feminine	Neuter	Plural
Nominative:	'er' = 'ער'	'e' = 'ע'	'e' = 'ע'	'e' = 'ע'
Accusative:	'er' = 'ער' 'n' = 'ן'	'e' = 'ע'	'e' = 'ע'	'e' = 'ע'
	'en' = 'ען' 'em' = 'עם'			
Dative &	'n' = 'ן' 'en' = 'ען'	'er' = 'ער'	'n' = 'ן' 'en' = 'ען' 'e' = 'ע'	
Possessive:	'em' = 'עם'		'em' = 'עם'	

Adjectives in the Predicate

stay in base form with no ending changes, except neuter adjectives in the predicate with indefinite article has 's' = 'ס' endings and in plural 'e' = 'ע'

Supporting 'e' = 'ע'

some cases insert the 'e' = 'ע' before the 'n' = 'ן' or 'm' = 'מ'

Adjectives in the Predicate

if the adjective refers to the subject, the adjective in the predicate must agree with its gender and number, but the adjective in its base form can also be used, e.g. my brother is young = 'מיין ברודער איז א יונגער\יונג'

Comparison

a. Comparative: has added ending 'er' = 'ער', and then inflected according to gender, case and number

b. Superlative: has added ending 'st' = 'סט', and then inflected according to gender, case and number

c. Changes in the base vowel occur in adjectives in comparative and superlative cases

Comparative

the preposition 'from/of' = 'פון' followed by the dative, or the conjunction 'than' = 'ווי' followed by the nominative, is used after the comparative, e.g. smaller than I = 'קלענער פון מיר' or 'קלענער ווי איך'

Uninflected Adjectives

with bases ending in 'er' = 'ער' or 'aner' = 'אנער', formed from geographical names, are not inflected, retain same form

Possessive Adjectives

include: my = 'מיין'; its = 'זיין'; our = 'אונדזער'; your = 'דיין'; your = 'אייער'; his = 'זיין'; her = 'איר'; their = 'זייער'; with ending 'e' = 'ע' added in plural

Avoiding Possessive Adjectives

when the possessive relationship is obvious, the definite article is used instead of the possessive, e.g. he lives at his mother's = 'ער וואוינט ביי דער מאמען'

Numeral Adjectives

formed from corresponding numerals 1–8; with ending 't' = 'ט' for 9–19; and 'st' = 'סט' for 20 and above

Inflection of 'other' = 'אנדער'

when preceded by the indefinite article

Adjectives used without Nouns

adjectives can be used as nouns, but are inflected as adjectives, e.g. I spoke with the youngster = 'איך האב גערעדט מיטן יונגן'

D. Adverbs

Adverbs formed from Adjectives

remain the same as the base of the adjective, e.g. beautiful – beautifully = 'שיין-שיין'

Comparative

remain the same as the comparative of the adjective, e.g. more beautiful – more beautifully = 'שענער-שענער'

Superlative

with 'most' = 'צום' and the masculine-neuter, dative form of superlative of adjective, e.g. most beautifully = 'צום שענסטן'

Adverbs Indicating Place

these are: where? = 'וואו', with preposition e.g. from where = 'פון וואנען'; where to? = 'וואוהין?'; here = 'דא' and from here = 'פון דאנען'; there = 'דארטן'; to there = 'אהין'

Additional Adverbs Indicating Place

somewhere = 'ערגעץ וואו'; everywhere = 'אומעטום'; nowhere = 'אין ערגעץ ניט'

Adverbs Indicating Time

when? = 'ווען'; sometimes = 'א מאל'; always = 'אלע מאל'; never = 'קיין מאל ניט'

Numeral Adverbs

with addition of ending 'ns' = 'נס' to the base form of corresponding numerical adjectives, e.g. firstly = 'ערשטנס'

Use of Numerals without a Noun

to avoid a redundancy, a noun can be omitted after a numeral if the reference is obvious, e.g. 'give me one coffee now and one after' = 'גיב מיר איין קאפע איצט און איינע שפעטער'

E. Pronouns

Personal Pronouns

Singular 1st, 2nd, 3rd Person – Masculine; Feminine; Neuter; Impersonal – in Nominative

Accusative; Dative cases

Plural 1st, 2nd, 3rd Person – in Nominative; Accusative; Dative cases
First person plural forms: 'mir' = 'מיר'; 'mikh' = 'מיך'

Use of 'one/they/people' = 'מען'

this is an impersonal pronoun which means 'one/they/people' and is often rendered by a passive construction without a subject, taking the third person singular of the verb, e.g. they say it is very cold = 'מען זאגט אז עס איז זייער קאלט'

Other Pronouns Indicating Persons

a. who = 'ווער' – in Nominative; Accusative; Dative; Possessive
b. somebody, someone = 'עמעצער' – in Nominative; Accusative; Dative; Possessive
c. everybody, everyone = 'יעדער' – Masculine; Feminine; – in Nominative; Accusative; Dative; Possessive
d. nobody, no one = 'קיינער ניט' in Nominative; Accusative; Dative; Possessive

The Pronoun 'each' = 'יעדער'

not usually inflected, may be used in its base form in all cases and genders

Pronouns Indicating Things

these are: what = 'וואס'; something = 'עפעס'; everything = 'אלץ'; nothing = 'גארנישט\קיין זאך נישט'

Demonstrative Pronouns

the definite articles 'der' = 'דער'; 'di' = 'די'; 'dos' = 'דאס', used as demonstrative pronouns meaning 'this', 'these'

Familiar and formal address

familiar persons or children are addressed with second person singular 'you' = 'דו', unfamiliar or respected with second person plural 'you' = 'איר' as in French, e.g. where are you going? = 'וואוהין גייסטו?\גייט איר?'

F. Numerals

Numerals

for numerals 1–20 cardinal set; above 20, unit then deca/tens, e.g. 21 = 'one and twenty'

for time, 'to the hour' and 'of the hour'; quarters and half

for dates with suffixes/extensions 'ter' = 'טער'; 'tn' = 'טן'

The Numeral One

counting numbers uses 'eyns' = 'איינס', counting object 'eyn' = 'איין'

Fractional Numerals

denominator denoted by adding 'l' = 'ל' to the base of the corresponding numeral adjective,

e.g. one third = 'איין דריטל'

exceptions: one and a half = 'אנדערטהאלב'

G. Verbs

Base of Verb

to which endings of the present tense are added, identical with first person singular of the present tense

Present Tense

endings added to the base of the verb to form the present tense:

	Singular	Plural
First Person:	(base form)	'n' = 'ן'
Second Person:	'st' = 'סט'	't' = 'ט'
Third Person:	't' = 'ט'	'n' = 'ן'

Irregular forms:

a. some irregular verbs with no ending in the third person singular, e.g. he can = 'ער קען'

b. some endings of 'en' = 'ען', with verbs ending with 'g' = 'ג'; 'n' = 'ן'; 'l' = 'ל'

c. base ending in unstressed 'e' = 'ע', compared to stressed 'e' = 'ע'

d. base ending in 't' = 'ט', no ending is added in third person singular or second person plural

e. base ending in 's' = 'ס', the ending of second person singular is 't' = 'ט', not 'st' = 'סט'

f. base ending in syllabic 'n' = 'ן', a supporting 'e' = 'ע' is inserted before final consonant when adding plural ending, e.g. to read = 'לייענען'

g. three irregular verbs: to have = 'האבן'; to be = 'זיין'; to want = 'וועלן'; to give = 'געבן'

h. contraction with second person singular interrogative with you = 'דו', as 'stu' = 'סטו', e.g. do you work? = 'ארבעטסטו\ארבעטס דו'

Meaning of Present Tense

in Yiddish the present tense covers both the simple and the progressive/continuous present, e.g. I am reading = 'איך לייען'

Use of tenses in indirect discourse

in indirect discourse the present tense denotes action simultaneous, the past with prior and future, following, e.g. she said she does not understand = 'זי זאגט אז זי פארשטייט נישט'; '...did not...' = '...איז\האט נישט...'; '...will not...' = '...וועט נישט...'

Imperative

a. imperative proper, singular imperative identical with base of verb; plural imperative formed by adding ending 't' = 'ט'

b. first person plural imperative constructed with 'let us' = 'לאמיר' plus the infinitive

c. third person singular and plural imperative constructed with 'he may/they may' = 'זאל ער\זאלן זיי'

Present Participle

formed by adding 'dik' = 'דיק' to the form of the first or third person plural of the present tense. Variations such as, e.g. giving = 'גיבנדיק\געבנדיק'; wanting = 'ווילנדיק\וועלנדיק'; knowing = 'וויסנדיק\וווייסנדיק'

Use of Present Participle

used to indicate action by the subject simultaneously with the action described by the main verb, e.g. I sang whilst walking = 'גייענדיק האב איך געזונגען'

Infinitive

    formed by adding the ending 'n' = 'ן' or 'en' = 'ען' to the verbal base

    exceptions such as, e.g. to go = 'גיין'; to give = 'געבן'; to know = 'וויסן', change vowel in first and third person plural

Use of the Infinitive

    the infinitive is used without the 'to' = 'צו' after certain verbs, e.g. I am learning to drive a car = 'איך לערן פי אן אויטא'; every infinitive can be used as a noun, either as subject or object of a verb, e.g. to laugh is healthy = 'לאכן איז געזונט'

Future Tense

    formed by the infinitive preceded by the proper form of the future auxiliary of 'will' = 'וועל'

Past Participle

    a. participles adding the prefix 'ge' = 'גע' and suffix 't' = 'ט' to the verb base

    b. participles adding the prefix 'ge' = 'גע' and suffix 'n/en' = 'ן\ען' to the verb base, which may also change vowels

Past Tense

    formed by adding its past participle to the proper form of its auxiliary verbs 'have' = 'האבן' or 'be' = 'זיין'

Meaning of Past Tense

    in Yiddish the past tense covers past, present perfect and past progressive, e.g. 'I slept... = 'איך בין געשלאפן'; 'she has read...' = 'זי האט געלייענט'

Conditional Form

    formed by adding its past participle to the proper form of its auxiliary verb 'would' = 'וואלט', conjugated regularly; also other forms, e.g. 'ven' = 'ווען'

Repeated Action

    formed by the infinitive added to the proper form of the auxiliary 'used to' = 'פלעג', conjugated regularly

Complemented Verbs

    formed by inflected verbal part and an uninflected adverbial complement, e.g. 'I begin to' = 'איך הייב אן' and conjugated; converbs with auxiliary as prefix, e.g. 'אנהייבן'

Verbs with 'self' = 'זיך'

    a number of verbs always add 'self' = 'זיך', e.g. undress (oneself) = 'אויסטאן זיך'; 'hide (oneself) = 'באהאלטן זיך'

Periphrastic Verbs

    formed by an invariable element and an auxiliary conjugated in all tenses, e.g. to be afraid = 'מורא האבן'

Avoiding Redundant Verbs

    when the same verb appears in two consecutive clauses, it should be avoided, e.g. 'he understood and so did I' = 'ער האט פארשטאנען און איך אויך'

Sentence Units

    this is a word or group of words which perform, together, a syntactical function in a sentence.

H. Word Order

Normal Word Order

    basic rule is that inflected verb, unless it is an imperative, must be the second unit of the sentence.

Expletive 'it' = 'עס'

    this pronoun may take the place of the subject at the beginning of the sentence as an expletive, e.g. it is the right time = 'עס איז די ריכטיקע צייט'

Consecutive Word Order

    in the consecutive word order, the inflected verb is the first sentence unit, e.g. my mother died, I was left alone, I had to start working = 'מיין מאמע איז געשטארבן, בין איך געבליבן אליין האב איך אנגעהויבן צו ארבעטן'

I. Clauses

Relative Clauses

in which the relative pronoun is the subject or direct object formed, just as in English, e.g. the man who is sitting there = 'רעד מאַן וואָס זיצט דאָרט'

Conditional Sentences

in conditional sentences, the conditional form of the verb is used in both clauses, e.g. if I were rich I would... = '...וועֵן איך וואָלט געוועֵן רייַך, וואָלט איך'

Direct Questions

question words: who = 'ווער'; what = 'וואָס'; when = 'ווען'; where = 'וווּ'; how = 'ווי'; and extensions a question requiring a 'yes' or 'no' answer, usually begins with the word 'n/a?' = 'צי...?', e.g. … were you there? = 'צי ביסטו דאָרטן געוועֵן?'

Indirect Questions

in indirect questions, the interrogative pronoun, adverb, and '?' = 'צי...?' are not treated as separate sentence units, e.g. I don't know who that is = 'איך ווייס נישט ווער דאָס איז'; I don't know if she was there = 'איך ווייס נישט צי זי איז דאָרטן געוועֵן'

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 1_ _ _ _ _ this s_ _ _ design.

OUTCOMES

For this unit the student is required to demonstrate _chiev_ _ _ _ _ _ _e outcomes.

Outcome 1

On completion of this unit the student sho_ _ _ _ _ _ _ _ o es_ _ _ish and maintain a spoken or written
exchange related to personal areas of e_ _erien_ _

Key knowledge and skills

To achieve this outcome the stu_ _ _ _ _ _ 'd de_ _ _ate the knowledge and skills to:

- use structures related to d_ _ _ _oing_ _plaining and commenting on past, present or future events
  or experiences, both rea_ _ _ _ _ _ _ _ry;
- initiate, maintain an_ _lose a_ _ _ _ ge;
- use a range of ques_ _ and answe_ _ ms;
- link and seque_ _ _ _ _ _ _ _ation;
- recognise and respo_ _ _ _ _ _ _ _r turn taking;
- self-corr_ _ _phrase o_ _ fillers to maintain communication;
- comm_ _ _ _ _ate _ _ range _ text types, for example letter, fax, email;
- co_ _ _ _ _ _ _ _ _ce_ _ce or by telephone;
- use a_ _ _ _ _te _ _ _ation, stress, pitch, spelling and punctuation;
- use approp_ _ _ _ n-verbal forms of communication.

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Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- apply knowledge of vocabulary and structures related to the topics su
- recognise common patterns of word formation, cognates, gr   atical ma   and use these to infer meaning;
- convey gist and global understanding as well as items c   tai
- establish and confirm meaning through re-reading, using hea   agrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able   ce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the studer   uld   onstrate the knowledge and skills to:

- apply the conventions of text   mple review, article;
- use structures related to e aining   hing, comparing and commenting on past, present and future events or experien
- use stylistic features   ntition and contrast;
- identify main ideas,   ces of action;
- link ideas, eve   nd chara
- summarise   in   mpare   contrast experiences, opinions, ideas, feelings and reactions;
- select an   e   f re   nt reference materials;
- provide pe   om   perspective on aspects of texts;
- respond approp   r the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment 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 in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the   performance
on a selection of assessment tasks. Teachers must ensure that tasks selected   ble scope
and demand, and that over the course of the unit, all three outcomes are   ssed.

A total of four tasks should be selected from those listed below.

Outcome 1:

• informal conversation

or

• reply to personal letter/fax/email.

Outcome 2:

• listen to spoken texts (e.g. conversations, interviews,   sts) to obtain information to complete
  notes, charts or tables in Yiddish or English

and

• read written texts (e.g. extracts, adv   letter   o obtain information to complete notes,
  charts or tables in Yiddish or Eng

Outcome 3:

• oral presentation

or

• review

or

• article.

It is expected that   en   ponds in Yiddish to all assessment tasks that are selected to address
Outcomes 1 and 3. On   asks required for Outcome 2, one should require a response in Yiddish,
and the other a response in   nglish. Over the course of the unit, both oral and written skills in Yiddish
should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should
be selected to address Outcome 3, and vice versa.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–. is st design.

OUTCOMES

For this unit the student is required to demonstrate a even. outcomes.

Outcome 1

On completion of this unit the student shou. part pate in a spoken or written exchange related to making arrangements and com eting ions.

Key knowledge and skills

To achieve this outcome the stud dem te the knowledge and skills to:

- use structures related to as or o ing assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming ases an laic expressions related to negotiation/transaction;
- make arrangements a omplete a saction;
- obtain and prov r public information;
- link and sequence idea u onstrate clarity of expression in spoken or written form;
- initiate, r in, direct propriate, and close an exchange;
- use sta ges facia xpression to enhance meaning and persuade;
- use or al forms of communication;
- use exa ons to support arguments, and to convince;
- respond app ely for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract [...] information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowled[...] skill[...]

- apply the conventions of relevant text types such as a letter or [...] sp[...] report;
- use vocabulary, structures and content related to topics stud[...]
- infer points of view, opinions and ideas;
- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from [...]ext t[...]ther;
- appreciate cultural aspects critical to understandi[...]

Outcome 3

On completion of this unit the student should b[...]ble t[...]pression to real or imaginary experience in spoken or written form.

Key knowledge and skills

To achieve this outcome the stude[...] shoul[...]strate the knowledge and skills to:

- apply the conventions of relev[...]ext types,
- use structures related to [...]g, narrating, reflecting upon past, present or future events or experiences;
- use a range of appr[...]te vocab[...] and expressions;
- structure writing [...]que[...]e main[...]as and events logically;
- use stylistic te[...]ue[...]h a[...]etition, questions and exclamations;
- vary language i[...]ce[...]ext and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment 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 in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:
• formal letter, or fax, or email

or

• role-play

or

• interview.

Outcome 2:
• listen to spoken texts (e.g. conversations, intervi___ bro_____ ___ reorganise information and ideas in a different text type

and

• read written texts (e.g. extracts, advertisements_____) and reorganise information and ideas in a different text type.

Outcome 3:
• journal entry

or

• personal account

or

• short story.

It is expected th__ __te___ _ed ___ in Yiddish and that the student responds in Yiddish to all assessment tasks selected. _____our___ the unit, both oral and written skills in Yiddish should be assessed. Therefore if an oral ____ ____ted to address Outcome 1, a written task should be selected to address Outcome 3, and vice ve__

Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Yiddish-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 33). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Yiddish-speaking community through a range of oral and written texts in Yiddish related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity.

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In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture thorugh VET

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–20 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose, and change style and register appropriately;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future or hypothetical experience;
- link and sequence ideas and information at sentence and paragraph level.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

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

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

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment 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 in class time and under supervision. It is expected that the student responds in Yiddish to all assessment tasks.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
	Total marks	50

* School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–20 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions form context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Yiddish-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• compare and contrast aspects of life in Yiddish-speaking communities in Australia and abroad with each other and within other communities;

• identify and comment on culturally specific aspects of language, behaviour or attitude;

• present an opinion on an aspect of the culture associated with the language;

• identify similarities and differences between texts, and find evidence to support particular views;

• show awareness that different social contexts require different types of language;

• select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

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

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

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment 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 in class time and under supervision. The student must respond in Yiddish to all assessment tasks.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Yiddish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. **and**	20
	A three- to four-minute interview on an issue related to texts studied.	20
	Total marks	50

* School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)
Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Yiddish.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Yiddish-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding
Purpose

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Yiddish in Part B to questions on this information. The questions may require the student to identify information related to:

* the context, purpose and audience of the text;
* aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Yiddish covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes. Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds.

Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in Yiddish and English for responses in Yiddish.

Section 2: Reading and responding
Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Yiddish to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Yiddish of 400–500 words in total. The texts will be different in style and purpose, but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Yiddish of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Yiddish. The task will be phrased in English and Yiddish for a response in Yiddish.

Section 3: Writing in Yiddish

Purpose

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Yiddish.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

• having different purposes, audiences and contexts;

• requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Yiddish. The tasks will be phrased in English and Yiddish for a response in Yiddish.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	**1** Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken **and** written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Yiddish or English. **and** (b) Read written texts (e.g. extracts, advertisements) to obtain information to complete notes, charts English.	**2** Listen to, read and extract and use information and ideas from spoken **and** written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. **and** (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or ... or Article.	**3** Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken **and** written texts which reflect aspects of the language and culture of Yiddish-speaking communities.	(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. **and** (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		**Oral examination**	
250-word personal or imaginative written piece.	10	Conversation	
			12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		**Written examination**	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Yiddish	7.5
250–300 word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Yiddish	5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 39.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Yiddish, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:

- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role-play to resolve an issue	Communication (oral), teamwork, problem solving, initiative and enterprise
Informative, evaluative or persuasive written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

| **Theme** | ***Examples of learning activities*** |

Theme

The individual

Topic

Personal world

Sub-topic

Daily life

Grammar

Articles, noun gender and declensions, personal pronouns – subjective and objective form, interrogative pronouns, present and future tenses, reflexive verbs

Text types

Article / broadcast / conversation / discussion / email / list / message / poem / proverb / report / speech / telephone conversation / web page

Examples of learning activities

Listening

listen to a radio broadcast about ___ ___ents and draw up a timeline of them

listen to a telephone call ___ down th ___ntial points of the message

listen to a visitor ___ cultural a___s of life in a Jewish/Yiddish setting, and ta___es

Speaking

ana___s about ___e, e.g. דאָס עפעלע פאַלט נישט ווייט פון ביימעלע a___cuss

p___egies for establishing, maintaining and closing a formal or inforr___sation and learn appropriate conversational fillers

___ate in ___conversation with a friend about your daily life and ro___

class discussion: compare life in Australia with life in another country where Yiddish speakers reside

Reading

read a Yiddish newspaper item about an incident that happened to someone as they went about their daily routine and summarise

read a poem aloud; איבער ווייטסטע לענדער and discuss

research an aspect of daily life in Israel on the Internet and write a short report

Writing

Interrogatives: rephrase statements as questions in writing

send an email to a Yiddish-speaking penfriend in which you discuss aspects of your daily life

word process a list of phrases expressing personal preferences; use examples from daily life to illustrate their use

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Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Assessment task: Informal conversation.

Details of the task: Participate in a conversation with a Yiddish speaker in which you compare aspects of your daily lives.

Unit 1

Theme	Examples of learning activities

Theme

The Yiddish-speaking communities

Topic

Lifestyles, traditions, customs

Sub-topic

Traditions and festivals

Grammar

Modal verbs, past and perfect tenses, adverbs and adverbial phrases, adjective agreement and comparison, conditional

Text types

Article / broadcast / catalogue / conversation / electronic greeting / film / information sheet / note / poem / presentation / report / role-play / speech / summary / video / voice over commentary / web page /

Examples of learning activities

Listening

using the Internet, listen to a discussion about Jewish holidays over a year and write a report

watch a film such as Der Purim S̶͟ or B̶ Mamen, describe the significance of the festival ̶̶̶d and how ̶̶s changed over time

listen to a broadcast on t̶ relatio̶̶ ̶̶ ̶̶ewish/Yiddish customs and traditions and co̶̶ ̶he chart ̶

Speaking

role-play a conversati̶̶ ̶̶ ̶ndparent and a grandchild about what cons̶̶ ̶articu̶̶

watc̶̶ ̶os ab̶ ̶ustralia or in overseas communities, report on ̶̶ ̶ ̶iffere̶̶s in customs and traditions

̶lay in ̶ ̶it from a time-traveller from the future, and compare ̶̶ ̶st ho̶ ̶estival is celebrated now and in their time

̶ading

̶d aloud a poem, e.g. רעד אורח בײם סרד or the story שפּילער פּורים and ̶summarise the particular customs and traditions mentioned

̶d an article about traditional cuisines, select one and undertake further ̶esearch to use as the basis for a short talk or presentation

ICT using the Internet, research a Jewish festival celebration in an Ashkenazic and Sephardic setting and take notes to compare similarities and differences

Writing

watch a silent video depicting various rituals associated with a festival and take turns to write the voice-over for the documentary

ICT send an electronic festival greeting to your teacher and/or classmates

in class, pass around information sheets about different festivals; writing additional details on the sheets as they are passed around

ICT search magazines, newspapers or online catalogues to document the commercialisation of certain festivals

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Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Yiddish.

Details of the task: Listen to a radio announcement about a festival or celebration, and chart the varying activities which you could participate in.

Unit 1

Theme

The individual

Topic

Education and aspirations

Sub-topic

Future aspirations

Grammar

Articles, noun gender and declensions, personal pronouns – subjective and objective form, interrogative pronouns, present and future tenses

Text types

Advertisement / broadcast / debate / email / interview / letter / list / presentation / personal profile / résumé / role- play / survey / web page

Examples of learning activities

Listening

listen to a broadcast by a famous personality and complete a short list of steps taken to achieve their goals

survey about future careers and summarise the results

after watching silent film *The Kid*, identify the major points of caring conflict experienced by the characters

prepare a set of questions and interview a Yiddish speaker about his/her priorities in career selection

Speaking

class debate: Education in a Jewish school has advantages for students in Australia

search the Internet for information about the career of your choice and make a two-minute oral presentation to the class

participate in a role-play, convincing a friend not to leave school without a qualification

Reading

read sample résumés and discuss what to include in your own

from a list of occupations, classify the skills needed and the level of educational qualifications required in a table

using the Internet, research opportunities for study overseas and make notes

Writing

write a short letter of application for a summer-holiday job with a Yiddish-speaking organisation

send an email to a Yiddish-speaking penfriend in which you discuss a joint school project

using the Internet, research a Yiddish course at an educational institution and write a report

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Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisement, letters) to obtain information to complete notes, charts or tables in English.

Details of the task: ... job adve...ment and three profiles of ...plica... ...n a chart to show which ... ...ant you th... ... qualified for the job and e... your ...ice in Eng...sh.

Unit 1

Theme	Example learning activities
The changing world	*Listening*
Topic	watch a film about a well-known place and make notes
Travel and tourism	listen to a broadcast about places of interest to tourists in a Yiddish-speaking location; identify the attractions on a map
Sub-topic	
Travelling overseas	*Speaking*
Grammar	act as a guide to a tourist from Tel-Aviv and explain the differences in Australian and Israeli life and culture
Modal verbs, p...d p...t tenses, adverb...ial phrases, adjective ... and comparison	watch videos about Jews in Australia and overseas communities; report on similarities and differences in lifestyles
	list the things to pack for a real/imaginary trip overseas and compare your list with a partner
Text types	*Reading*
Article / cartoon / electronic postcard / film / itinerary / journal entry / letter / list / map / oral presentation / poem / review / storyboard / video / web page	read aloud a poem, e.g. *Iber Vaytste Lender* and analyse key ideas
	read information on the Internet about various tourist destinations in Yiddish-speaking locations around the world; develop an itinerary of five of these locations and list the things you might see and do there
	read an article written by a Yiddish-speaking tourist about places they have been to and create an annotated storyboard or cartoon of their adventures

Writing

plan an online itinerary for a holiday in Europe and plot places on a map labelled in Yiddish

send an electronic postcard to your teacher describing your most interesting day in Israel, or another location

word process a journal entry, refl_____ last day of your stay with a Yiddish-speaking family _____ country

write a letter to thank your _____ly, makin____rence to highlights of your stay

---

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Assessment task: Review.

De_____ask: _____view about a visit to a s_____e de_____in which you explain why you think _____place _____issed by travellers.

Unit 2

Theme	**___ples of learning activities**

Theme

The Yiddish-speaking communities

Topic

Historical perspectiv_

Sub-topic

Migration

Grammar

Compound verbs, impersonal verbs, demonstrative pronouns, cardinal and ordinal numbers

Text types

Article / data / discussion / extract from a novel / graph / interview / list / music / notes / report / song / speech / summary / talk / web page

___ples of learning activities

Listening

_nvite a guest speaker to talk about the strategies used in a Jewish community to address the integration of young immigrants into the society

search the Internet for information about the immigrant women and their role in the integration of families into a new community

Speaking

research a selected aspect of the community work of an Australian Jewish community and report to the class

discuss reasons why people might emigrate from their home country, with attention to positive and negative influences

Reading

read an article on migrants in Australia and make notes about the countries they came from; present your findings in graph form

research the topic of migrant youth online, then discuss it in class, paying attention to identity and diversity

read an article on migration and summarise the effects on the community which is losing its members

read an extract from a novel by an Australian Yiddish writer and retell the story to the class

online, consult census data about the ethnic make-up of Australia at: www.abs.gov.au; research changes over time and possible reasons for such change

Writing

research Klezmer music on the w̶ ̶̶ ̶̶̶ ̶scuss rea̶ ̶ ̶or its revival and popularity in many countries; w̶ ̶ ̶ief article ̶ ̶ ̶ning its appeal

how can a community ma̶ ̶ ̶gration ̶ ̶ ̶ ̶w arrivals?; list and explain your ideas in w̶

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Assessment task: Interview.

De̶ ̶ ̶ ̶task: Conduct an interview with a ne̶ ̶ ̶ ̶grant to Australia where you make ̶ ̶gements to take him/her to a community

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Unit 2

Theme
The Yiddish-speaking communities

Topic
Historical persp̶ ̶ ̶ ̶es

Sub-topic
Influence of the past on ̶ ̶ present

Grammar
Mood, passive voice, impersonal verbs, Past tense

Text types
Article / broadcast / cloze exercise / conversation / discussion / documentary / film / interview / oral presentation / photograph / recording / report / role-play / script for speech / summary / text / web page

Examples of learning activities

Listening

listen to a recording about Sh Anski (*Dybbuk & Ethnographic Expedition*) and complete a cloze exercise

listen to an interview with an historian and reorganise the information into a short report

watch excerpts from *A Tog In Varshe*, and write the blurb for the DVD cover

Speaking

participate in a role-play of a conversation between two young people living in former Vilnius, informed by the film A Tog in Vilne

with a partner, discuss what is meant by the term *di eyniklekh viln gedenken vos di kinder viln fargesn* (the grandchildren want to remember what the children want to forget)

using a data projector give an oral presentation about a person whose life has influenced others (e.g. Freud, Peretz)

Reading

read articles on the impact of Jewish migration from Eastern Europe on host countries, and prepare a script for a speech for younger students

research the effects and influence of the Holocaust on post-war Yiddish creativity, using various texts and the Internet; use the information for an oral presentation/report

in pairs, look at black-and white photographs of Warsaw in the 1900s and other periods; comment on what th_____about the history of the city's Jewish population

Writing

conduct a conversation wi____ elderly _____king person discussing her/his childh_____use___e informa_____to present a comparison with your____child'

watch a documentary a_____rt F____n and design a web page about his life and ac_____nts

compile____rt on_____cusing on how he helped make Yiddish 'Yiddi____20_____tu___

Example assessment task

Outcome 2: Listen to, read, and extract an____ information and ideas from spoken and t___ texts

Assessment task 2(a): Listen to spoken ____ (e.g. conversations, interviews, br____casts) a_ reorganise information and ideas ___ ifferent text type.

____ails of the task: Listen to a broadcast about an historical turning point in Jewish history and summarise the key points in a short article for a school magazine.

Unit 2

| Theme | *Examples of learning activities* |

Theme

The changing world

Topic

Social issues

Sub-topic

Multiculturalism and racism

Grammar

Mood, passive voice,
impersonal verbs,
Past tense
Reflexive verbs

Text types

Account / broadcast /
chronological record /
debate / diary / discussion
/ documentary / excerpt /
interview / invitation / letter
/ news item / novel / oral
presentation / short story /
script for speech / summary /
television program / web pag

Examples of learning activities

Listening

look up the times of the Yiddish prog   predict the
content of the programs, then liste   ch and co   the content with
your predictions

listen to a discussion on tr   mongst y   e and summarise
key points

listen to interviews w   embers in Australia;
summarise the events an   Yiddish language news item

watch exce   program   e Eyes, Brown Eyes', and
summari   frust   ccesses of protagonists

Spe king

de   ish is a   gral part of Jewish identity in the twenty-first
ntury

di   ion: Wha it is to be Jewish in the twenty-first century: stereotype
tity?

a data projector, give an oral presentation about a person whose
been affected by racism

eading

visit SBS Multicultural TV/Radio website at www.sbs.com.au, noting their
mission statement and the make-up of their scheduling grid; make notes

research, share and analyse words or gestures in Yiddish, which seem to
suggest particular attitudes

read accounts of events (for example, in short stories/novel extracts/diary
entries) that demonstrate the effects of racist attitudes on people's lives;
develop a brief rationale for working against racism using examples from
your reading

Writing

Australia is a multicultural society; consider the advantages and
disadvantages of having to meet the needs of a widely diverse range of
people in the one culture in a speech to be delivered during multicultural
celebrations

invite a person to visit the class; prepare questions about the frustrations/
prejudices he/she confronts as a result of his/her background; record the
person's responses

watch a documentary on racism and prejudice against young people of a
certain ethnicity and summarise likely causes

write a letter to the editor of a community paper suggesting ways in
which young people could assist the community with voluntary work

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Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read short excerpts from the *Diary of Anne Frank* and reorganise the information in the form of a chronological record of events.

Unit 2

Theme	***Examples*** *of learning activities*
The individual	*Listening*
Topic	view the film *Moses* (1932) and draw up a list of the 'sweat shop' conditions presented
Personal opinions and values	listen to people discussing their work and answer questions
Sub-topic	*Speaking*
The world of work	consider, then express an opinion about changing patterns of work over the past century
Grammar	
Auxiliaries, reflexive verbs and pronouns, Progressive pronouns, prepositions	in small groups, discuss the relationship between modern technology and employment and summarise the opinions
	debate: We work to live, not live to work
Text types	debate: Job satisfaction is more important than income
Article / debate / diary / discussion / film / passage / short story / story / summary / web page	*Reading*
	read a newspaper article on work and the need to counterbalance this with physical activity; list points that could be used to develop a persuasive speech on the need to achieve balance for a healthy lifestyle
	search the Internet for information on different jobs and associated health issues; take notes
	look up a vocabulary 'builder', e.g. Weinreich for words associated with jobs and careers, paying attention to common morphological patterns, e.g. masculine –er nouns, and feminie –in suffixes
	Writing
	write two diary entries that reflect a need for time management relating to work/leisure and the issues involved
	draft an imaginary story about a very lazy worker
	rephrase a passage about a person's work and career, replacing the second person singular with the second person plural

<hr>

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Assessment task: Short story.

Details of the task: Write a short story for a school journal about a real or imaginary experience in a working environment entitled 'My first day at work'.

Unit 3

<hr>

Theme	*Examples of learning activities*
The changing world	*Listening*
Topic	listen to an excerpt from a film that depicts different characters with unequal power relationships; rewrite the roles, giving all characters equal status
Social issues	
Sub-topic	listen to a sports report or a TV sports match and note any unfair or biased comments about either team
Equal rights	*Speaking*
Grammar	discuss an issue (e.g. equal rights between genders); role-play different points of view
Indefinite pronouns, present and past participles, adverbs sentence modifying	participate in a role-play in which you convince a friend of the importance of standing up for their rights and the rights of others
Text types	debate: friends play the most important role in influencing people's attitudes
Animation / article / biography / cartoon / case study / debate / editorial / film / graph / letter / note / personal profile / role-play / script / television program	*Reading*
	read a newspaper article on pay levels for men and women and in graphic form note the differences
	read online reviews of a film about someone's life struggles and create a brief biography, personal profile, cartoon or animation of the main events in their life
	look at a range of articles in different magazines aimed at young people; make notes on how young people are represented and the impact of any biases that may be evident
	Writing
	watch a film excerpt or an animated film, without the sound, about the struggles people encounter in life; develop the script to accompany the film in Yiddish according to your interpretation of the events
	research the legal rights and/or case studies of refugees coming to Australia and present your opinion in a persuasive editorial

<div style="border:1px solid #ccc; padding:10px;">

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Assessment task: A 250-word personal or imaginative written piece.

Details of the task: As a representative on the Student Representative Council, write a letter to your class about the importance of respect and tolerance to all students.

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Unit 3

Theme

The Yiddish-speaking communities

Topic

Arts and entertainment

Sub-topic

Popular entertainment

Grammar

Verbs, relative pronouns, relative clausesText

Text types

Advertisement / article / biography / brochure / critique / debate / discussion / extract / film / interview / lyrics / mini-series / music / note / radio program / report / review / song / story / survey / web page

Examples of learning activities

Listening

listen to a radio broadcast and jot down the main ideas and note speaker's attitude to the topic

listen to some popular Yiddish music, research the group/soloist involved, and present a report on their music

listen to the lyrics of a current popular song in Yiddish and complete a cloze exercise

Speaking

watch an extract from a film or part of a mini-series and discuss the plot and characters; suggest what might happen next and role-play the characters' responses

conduct a survey in class on people's preferred kinds of entertainment and discuss

debate: Government funding of ethnic broadcasting is a valuable contribution to society

view and discuss a documentary on a Yiddish cultural event; prepare an informative brochure on the event

Reading

read extracts about a famous artist/entertainer/writer and use the information to write a short biography in Yiddish

from the Internet, list the names of five Yiddish language sites, find out about the hosts and intended audience

read online advertisements for a new stage show and discuss with a partner whether or not it appeals to you

read two film reviews expressing different points of view about the same film; compare the comments made by each reviewer

Writing

present a critique or review of a film you have seen recently in a PowerPoint presentation; include a summary of media reactions to the film

watch a comic film, e.g. Mamele and write a short report on what made this film so humorous

write an imaginative story about a singer who achieved fame/notoriety and its effect on his/her lifestyle

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Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: After listening to an interview focusing on the impact of Klezmer music on young people today, use the information to write an article for a young people's magazine.

Unit 3

Theme	Examples of learning activities
The changing world	*Listening*
Topic	listen to an interview with an inventor; summarise the advantages he/she claims for the invention and indicate negative issues that you can envisage
Social issues	
Sub-topic	listen to a discussion on the benefits and drawbacks of a particular scientific development (e.g. genetic modification/ nuclear energy production) and, if possible, list acceptable applications
Science in the twenty-first century	
Grammar	listen to an extract about the life and times of a scientist who changed scientific thinking in their field (e.g. Einstein); identify personal circumstances and characteristics that you feel contributed to their success
Reported speech, revision of negation	
Text types	*Speaking*
Biography / debate / discussion / explanation / extract / interview / letter / list / oral presentation / presentation / role- play / summary	debate: 'The areas of science that are promoted constitute an economic issue'
	discuss the five kinds of writing; find an example of each kind
	give a three-minute presentation on a Yiddish-speaking scientist or scientific commentator
	remodel a household item to perform two additional functions; illustrate and label your new product and explain it to the class

Reading

read descriptions of courses that offer study in the area of the sciences; list the prerequisites for these courses and the job opportunities for graduates

research a household item (e.g. car, glass windows, refrigerator, computers) and its history; create a PowerPoint presentation showing its development over time

Writing

write a brief biography of a famous Yiddish-speaking scientist

write a persuasive letter to the editor of the school magazine denouncing discriminatory attitudes towards non-English speakers

interview an elderly Yiddish speaker about technology available forty years ago and write a report on subsequent changes

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Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Assessment task: A three- to four-minute role-play, focusing on the resolution of an issue.

Details of the task: Participate in a role-play with a scientist and try to convince him/her that science should be at the service of the community.

Unit 4

Theme	***Examples of learning activities***

Theme

The Yiddish-speaking communities

Topic

Arts and entertainment

Sub-topic

Theatre and music

Grammar

Conditional and Subjunctive clauses, word order in main and subordinate clauses, wandering adverbs, passive voice

Text types

Article / book / discussion / excerpts / film / list / report / song / summary / theatre production / web page

Examples of learning activities

Listening

watch excerpts from the film Der Dibbuk, 1937, read texts about the background of the film and note how the music and words work together

listen to interpretations of songs by Gebirtig, comparing and contrasting elements of their delivery

listen to excerpts of Klezmatics and Chava Alberstein's recording of songs on Di Krenitze online at: www.yiddishstore.com/klezwitchava.html constructing a list of themes from the songs

Speaking

search the Internet for this week's theatre options in Yiddish theatres around the world and report these to the class

discuss imagery and symbolism in the film or play Der Dibbuk, in an effort to uncover how the mystical is depicted

in small groups, prepare a chat show discussion on the ability of songs to expose reality and the reaction of the public

Reading

read about a legendary character, e.g. Tevye, and identify the criteria for him becoming a heroic figure

read an extract from a magazine/newspaper highlighting theatre production and discuss your impressions in groups

find examples of Chagal's visual imagery in books and online; in small groups take turns to interpret them for one another

Writing

search the Internet for a Jewish/Yiddish theatre; take a virtual trip, then complete a report for your school magazine

discuss the influence of classical and modern literature on Yiddish song and summarise the main points raised

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Example assessment task

Outcome 1: Analyse and use information from written texts.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Details of the task: Read two articles comparing the qualities of traditional drama and modern drama. Use the information provided to write paragraph responses to questions on the viewpoints presented.

Unit 4

Theme

The changing world

Topic

Travel and tourism

Sub-topic

Visiting places of Jewish heritage

Grammar

Past tense, reported speech, use of proper nouns and adjectives of nationality

Text types

Article / commentary / debate / discussion / interview / leaflet / letter / list / note / oral report / report / speech / summary / web page

Examples of learning activities

Listening

after listening to a tour guide's speech, use the information to write a letter recalling aspects of the tour

listen to a commentary on the impact of tourism on isolated communities and list the advantages and disadvantages

Speaking

visit a website and investigate some tourist destinations; report orally to the class on the information

debate: Tourism keeps culture alive

the cost of tourism outweighs the advantages; discuss using examples to support your point of view

Reading

using the Internet and current newspapers/magazines, find articles about a tourist destination in Israel or Canada, and make notes about the importance and impact of tourism on the tourists, the local inhabitants and the local environment

use the Internet to research the life of a person from a shtetl long ago; how would a modern person cope with this lifestyle?

research the possibility of travelling to Eastern Europe on an exchange system and summarise your findings for publication in a young people's magazine

read a story about the effect of tourism on a Yiddish-speaking community

Writing

read articles about the work of anthropologists and their research into ancient Jewish culture; write a letter to the editor of a newspaper supporting their work

write an evaluative report on the long-term effects of tourism on Jewish regions of religious significance

using a desktop publishing package, design several day trip leaflets for student tourists to historic places in Australia and/or overseas

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of Yiddish-speaking communities.

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write an informative report of 250–300 words for a LOTE competition, entitled *The influence of tourism on Yiddish culture*, making reference to the texts studied.

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task:

- The impact of tourism on the environment is too great.
- Can society and culture survive an influx of tourists?
- The benefits of tourism outweigh the disadvantages.
- Local residents have an obligation to preserve places of Jewish heritage for the rest of the world.

In each topic, students should make reference to the texts studied.

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Education and aspirations

Sub-topic	Education is of primary importance to our future.
Sub-topic	The challenge is to achieve.

Topic: Personal opinions and values

Sub-topic	Values are universal.
Sub-topic	Language and culture are integral to identity.
Sub-topic	Peer group pressure and conflict.

Theme: The Yiddish-speaking communities

Topic: Lifestyles, traditions, customs

Sub-topic	The environment influences our thinking about the future.
Sub-topic	Changes in lifestyle and their impact.
Sub-topic	Multiculturalism in Australia and its effects.

Topic: Historical perspectives

Sub-topic	The challenge of migration.
Sub-topic	The influence of the past on the present.
Sub-topic	The impact of a significant period in Jewish history.
Sub-topic	The development of cultural autonomy in Jewish communities and its effects.
Sub-topic	The changing roles of women in Jewish society.

Topic: Arts and entertainment

Sub-topic	The impact of the Enlightenment on the arts.
Sub-topic	Yiddish song as a reflection of the times.
Sub-topic	The impact of a famous Yiddish writer on the identity of Yiddish speakers.
Sub-topic	A portrait of the Yiddish-speaker's life through drama, music or film.

Theme: The changing world

Topic: Social issues

Sub-topic	Challenges facing young people today and in the future.
Sub-topic	Respecting planet Earth.
Sub-topic	Respecting other cultures and peoples.

Topic : Travel and tourism

Sub-topic	The impact of tourism on the environment is too great.
Sub-topic	Can society and culture survive an influx of tourists?
Sub-topic	Local residents have an obligation to preserve places of Jewish heritage for the rest of the world.

Topic: World of work

Sub-topic	Globalisation: a force for good?
Sub-topic	The changing nature of work, past, present and future.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Dictionaries

Weinreich, U 1968, *Modern Yiddish/English, English/Yiddish Dictionary*, YIVO Institute for Jewish Research, McGraw-Hill Book Company, New York.

Harkavy, A 1926, *Yiddish/English, English/Yiddish Dictionary*, reprinted, YIVO Institute for Jewish Research, McGraw-Hill Book Company, New York.

Harduf, DM 1983, *Yiddish/English, English/Yiddish Dictionary*, D.M. Harduf, Canada.

Niborsk, Dr Y 1997, rev. ed. 1999, *Verterbukh fun Loshn Koydesh-shtamike Verter in Yidish*, Medem Library, Paris.

Grammar

Bordin, H 1966, *Vort b'Vort*, Hebrew Universitz, Jerusalem.

Bridger, D 1947, *Workbook In Yiddish (Exercises In Grammar)*, Central Committee of Jewish Folk Schools, New York, NY.

Goldberg, D 1996, *Yidish af Yidish: Grammatical Lexical and Conversational Materials for 2nd and 3rd year students*, Yale University Press.

Harshev, B 1978, *Meaning of Yiddish*, Stanford University, California.

Katz, Dr D 1987, *Grammar of the Yiddish Language*, Gerald Duckworth & Co. Ltd, The Old Piano Factory, London NW1.

Mark, Dr Yudl 1978, *Gramatik fun der Yidisher Shprakh*, New York, Altveltlekher Yidisher Kultur-Kongres.

Zucker, Dr S 2001, *Yiddish: Volumes 1 and 2 with Audio Cassettes* (language laboratory).

Coursebooks and readers

Bez, H 1978, *Anthology of Yiddish Literature, Volumes 1 and 2*, Congress for Jewish Culture Inc., New York, NY.

Rorzanski, Z et al. 1995, *Muster Verk fun der Yidisher Literatur-Master Works of the Yiddish Literature*, 100+ volume collection, Buenos Aires.

Shapiro, S & Gubkin, Y 1954, *Dos Naye Vort-The New Word*, Pinkhas Gingold Publishers at the Central Committee of the Jewish Folk Schools in the U.S.A. and Canada, New York, NY.

Turniansky, C et al. 1980, *From Our Yiddish Literature*, World Council for Yiddish and Jewish Culture, Tel-Aviv.

Valencia, H et al. 2002, *Mit Groys Fargenign: Hundert Yor Yidishe Literatur/ With Great Pleasure: A Century of Yiddish Writing*, compilation of Yiddish writings, London University College, London.

Weinreich, Dr U 1976, *College Yiddish: An Introduction to the Yiddish Language and to Jewish Life and Culture*, YIVO Institute for Jewish Research, New York, NY.

Yefroikin, S & Bass, H 1947, *Dos Yidishe Vort-The Yiddish Word*, Educational Department of the Workmen's Circle, New York, NY.

Literature

Pre Modern Yiddish Literature – Anon
Agodas
Dos Bova Bukh

Classic Yiddish Writers
Mendele Mokher Sfoim
Sholem Aleichem
Peretz, Y L

Second Wave
Ash, Sholem
Hirshbeym, Peretz
Nomberg, Dovid
Reyzen, Avrom
Vaysenberg, I M

Proletarian Writers/Poets
Edelshtadt, Dovid
Rosenfeld, Morris
Vintshevski, Morris

Yiddish in America
Glatshteyn, Yankev
Halpern, Moishe Leyb
Leyb, Mani
Leyvik, Halpern
Margolin, Anna
Opatoshu, Yoysef

Yiddish in the Soviet Union
Bergelson, Dovid
Hofshteyn, Dovid
Feffer, Itzhak
Kerler, Yoysef
Markish, Peretz

Yiddish in Inter–bellum Europe
Kulbak, Moishe
Molodovski, Kadya
Singer, I I
Singer, Itzhak Bacshevis

Holocaust Period
Edelman, Marek
Glik, Hirsh
Katsherginski, Shmerke
Katzenelson, Itzhak
Sutskever, Avrom

Yiddish in Australia
Ajzenbud, Moishe
Apelowicz, Dobke
Bergner, Hertz
Goldhar, Pinches
Kahan, Itzhak
Ravitsh, Melekh

AUDIO CASSETTES/COMPACT DISKS/DVDS

Valencia, H et al. 2002, *Mit Groys Fargenign: Hundert Yor Yidishe Literatur/ With Great Pleasure: A Century of Yiddish Writing*, CD accompanying book of Yiddish writings, London University College, London.

Dafner, A et al. 1975–2004, Y*iddish SBS Radio Programs-CD/ Cassette Collection*, SBS Yiddish Program, Melbourne, Victoria.

Zucker, Dr S 2001, *Yiddish: Audio Cassettes* (language laboratory) based on the books Yiddish.

Zucker, Dr S et al. 2001, *The Golden Peacock*, Yiddish poets/ writers read their own works.

WEBSITES

Language

Weigel, W et al., Jewish Language Research Website, description of language, grammar, phonology, morphology, syntax, dialects, references, New York, NY
www.jewish-languages.org/yiddish.html

Vaismn, I & S, Shtetl Shul-Village School, links to Yiddish educational sources and resources, NY
www.ibiblio.org/yiddish/school.html/

Finkel, Prof R, Yiddish Typewriter and Spelling Checker, multi-transcription and formatting facility
www.cs.uky.edu/~raphael/yiddish/makeyiddish.html

Prager, L, A Glossary of Yiddish Words and Phrases, transliterated wordlist with definitions
http://shakti.trincoll.edu/~mendele/glossary.htm

Commonly used search engine using Yiddish alphabet input
www.google.com/intl/yi/

Newspapers

Sandler, B et al., *Forvets-Yiddish Forward*, weekly newspaper, New York, NY
http://yiddish.forward.com/

Web e-zines

La Bibliothèque Medem, et al. *Der Yidisher Tam Tam-The Yiddish Tam Tam*, monthly magazine for adult and youth, students of Yiddish, Paris
www.yiddishweb.com/tamtam.htm

Dafner, A et al., *Di Yunge Gvardie*, monthly magazine by youth for youth in Yiddish, Melbourne, Vic.
http://home.iprimus.com.au/kadimah/gvardie.htm

Berger S, *Der Bavebter Yid-The Webbed Jew*, literary periodical, New York, NY
www.cs.uky.edu/~raphael/bavebter/

Der Bay-The Bay, magazine of the San Francisco Bay, Yiddish community, SF, CA
www.derbay.org/

Radio, television and film

SBS Radio Yiddish Programs, twice weekly, hour radio programs, Melbourne/Sydney
www.sbs.com.au/radio/language.php?inlang=in

ZZZ Radio Yiddish Programs, fortnightly, half hour radio program, Melbourne
www.3zzz.com.au/

Forverts Shoh-Forward Hour, weekly, hour radio programs, New York
www.1050wevd.com/stored/storedprograms.php3

Kol Israel Yidish Oydicye-Voice of Israel Yiddish Broadcast, daily, half hour pogram, Jeusalem, Israel
www.israelradio.org/livestream.htm

Brandeis University, *The National Center for Jewish Film*, Yiddish films/videos for sale and loan, Waltham, MA, USA
www.jewishfilm.org/yiddish.html

Films

For details see: www.jewishfilm.org/yiddish1.html#A

'The Yiddish Cinema' (video) 60 minutes B&W/Color, 1991, German TV ZDF Production: Ronny Loewy, Hans Peter Kochenrath, Walter Schobert, USA

Yidl Mitl Fidl (motion picture and video), 1936, Joseph Green and Jan Nowina-Przybylski, Poland

Mamele (motion picture and video) 1938, Joseph Green and Konrad Tom, Poland

Der Dibbuk (motion picture and video) 1937, Michal Waszynski for Feniks Production Company, Poland

A Day In Warsaw (motion picture and video) 1938, Yitzhak Goskin, Poland

Tevye (motion picture and video) 1939, Maurice Schwartz, USA

Grine Felder (motion picture and video) 1937, Edgar Ulmer and Jacob Ben-Ami, USA

Onkl Moses (motion picture and video), 1932 , Sidney Goldin and Aubrey Scotto, USA

Der Purim Shpiler (motion picture and video), 1937, Joseph Green and Jan Nowina-Przybylski, Poland

Undzere Kinder (motion picture and video), 1948, Natan Gross and Shaul Goskind, Poland

A Brivele der Mamen (motion picture and video), 1939, Joseph Green and Leon Trystand, Poland

Mir Kumen On (motion picture and video), 1935 Aleksander Ford for the Jewish Labor Bund, Poland

Der Kovboy (motion picture and video), 1968, Abe Wexler & Robert North Bradbury, USA

'Yiddish: the Mameloshn'

Songwriters

Gebirtig, Mordkhe

Lebedef, Aaron

Manger, Itzhak

Papiernikof, Yosef

Warshavski, Mark

Secunda, Sholem

Waletzky, Josh

Songs

The Robert and Molly Freedman Archive of Jewish Music, University of Pennsylvania Library,
http://oldsite.library.upenn.edu/friends/freed/
Robert and Molly Freedman Archive of Jewish Music

'Abi Gezunt'

'Afn Pripetshik'

'Afn Veg shteyt A Boym'

'Amol Iz Geven A Mayse'

'Ale Brider'

'Az Der Rebbe Zingt'

'Badkhn Lid'

'Bulbes'

'Dayeynu'

'Der Rebbe Elimeylekh'

'Di Grine Kuzine'

'Di Mezinke Oysgegebn'

'Dos Lid Funem Loyfer'

'Dremlen Feygl oyf di Tsvaygn'

'Hamavdil'

'In Dem Land Fun Piramidn'

'Lomir Ale Zingen A Zemerl'

'Oystralye'

'Partizaner Hymn'

'Shlof Mayn Kind'

'Shtil Di Nakht'

'Shtiller, Shtiller'

'Shvimt Dos Kestl'

'Undzer Nigndl'

'Ven Ikh Bin A Rotchild'

'Ven Ikh volt Geven'

'Vu Bistu Geven?'

'Yam Lid'

'Zayt Mir Gezunt'

'Zayt she Yidn Sha Un Shtil'

'Zog Maran'

'Zol shoyn Kumen Di Geule'

'Zol Zayn'

'Zol Zayn Shabbes'

Links to useful Yiddish websites

Dos Yidishe Kol-Yiddish Voice, audio, numerous links and description of Yiddish sites world wide, Boston, MA, USA
www.yiddishvoice.com/

Mendele: Forum for Yiddish Literature and Yiddish Language, web journal, USA
http://shakti.trincoll.edu/~mendele/index.utf-8.htm

'Klezmania'-Klezmer band, popular Yiddish Klezmer song and music band, Melbourne
www.klezmania.com.au/

La Maison de la Culture Yiddish – Bibliothèque Medem, French Yiddish Cultural Centre and Library, Paris
www.yiddishweb.com/

Grine Medine-Green Land, language and literary website, Amstedam, Netherlands
www.grinemedine.nl/

Yiddish Playscripts (the Library of Congress), Washinton, USA
http://memory.loc.gov/ammem/vshtml/vsyid.html

ORGANISATIONS

Jewish Cultural Centre and National Library 'Kadimah' – Yidisher Kultur Center un Natsyonale Bibliotek 'Kadimah', Australia's oldest established Yiddish cultural centre and largest Yiddish library, 11 Selwyn Street, Elsternwick, Melbourne
http://home.iprimus.com.au/kadimah/

Penina Zylberman Fund – Pnine Zylberman Fond, fund to assist Yiddish education and Yiddish teacher training, Melbourne
www.ozemail.com.au/~mzylberm/

The Israeli National Authority for Yiddish Culture – Natzyonaler Instantz far Yidisher Kultur, Tel-Aviv, Israel
www.yiddish.org.il/

Yugntruf Organization – Yugntruf Organizatzie, holds meetings, concerts, readings and undertakes projects, publishes a Yiddish journal for younger readers, New York
www.yugntruf.org/

Jewish/Yiddish Research Institute – Yiddisher Visnshaftlekher Institut, holds archives, publishes research, exhibits documents and conducts lectures and classes in and about Yiddish language, culture and history, New York
www.yivoinstitute.org/

The Dora Teitelboim Center for Yiddish Culture – Der Dora Teitelboim Tzenter far Yidisher Kultur, publishes books, conducts courses and on line courses, programs and projects, Florida
www.yiddishculture.org/

La Maison de la Culture Yiddish – Bibliothèque Medem, French Yiddish Cultural Centre and Library, conducts courses, exhibits and program of Yiddish language and culture, Paris, France
www.yiddishweb.com/