2007 Public Examination

Yiddish
Continuers Level

Thursday 18 October: 2 p.m. Eastern Standard Time

Reading Time: 10 minutes
Working Time: 2 hours and 50 minutes

- You have 10 minutes to read all the papers and to familiarise yourself with the requirements of the questions. You must not write during this time.

- Monolingual and/or bilingual printed dictionaries may be consulted during the reading time and also during the examination.

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 50 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in YIDDISH.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

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### Text 1

1. (a) At which university does Professor Lipman work and what is the purpose of his visit to Melbourne?  
   ______________________________________________________
   ______________________________________________________

1. (b) According to Professor Lipman, what were the two loves of writer Avrom Rayzn and how were these reflected in his works?  
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

1. (c) What was the focus of Avrom Rayzn’s life in America?  
   ______________________________________________________

1. (d) Explain the meaning of the expressions ‘on one leg’ and ‘lick our fingers’ used by Rivke.  
   • ______________________________________________________
   • ______________________________________________________

1. (e) What kind of text type is used in this text?  
   ______________________________________________________

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Text 2

2. (a) Give two reasons why Uri says in his letter that he must run away with Jean.

   • _____________________________
   • _____________________________

(b) Give two reasons why Uri’s parents might disapprove of Jean.

   • _____________________________
   • _____________________________

(c) Explain the reasons for Uri’s message to his father.

   • _____________________________
   • _____________________________
   • _____________________________

(d) What does Uri want his father to do?

   _____________________________
Text 3

3. (a) When would this announcement have been made?

____________________________________________________________________________________

(b) Provide evidence from the text to indicate who would be interested in this announcement.

• ________________________________________________________________________________

• ________________________________________________________________________________

• ________________________________________________________________________________

• ________________________________________________________________________________
Part B (Questions 4–5)
(10 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

• understand general and specific aspects of texts by identifying and analysing information;
• convey the information accurately and appropriately.

You will hear TWO texts, one relating to Question 4 and one relating to Question 5. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in YIDDISH.

Text 4

4. (a) Why is it so important for the sisters to organise a surprise for their parents?

פאַרוואָס ויכטאי אַזוי יקז פאר די שוועסטער צו אַרגאַניזירן א ב

sfopfih stor dı̀ utftetır?

(b) Esther and Leah have quite different ideas. How do they differ?

לאהאון סאסתּר זאידעעסײַזעלבע די נישטנען.

זואָס מיטײַזיי נען אוֹנדערש?

(c) Which of the sisters is older? What evidence is there to support this?

עלטערע די איז שוועסטער צוייב די פון וועלכע?

רוואָספאַ?

(d) How do the sisters reach a peaceful conclusion?

שוועסטער די צווישן שוחט ווערט אזוי ווי?

_marks_ You may make notes in this space.
Text 5

5. Summarise the thrust of this speech made to fellow university students.

End of Section 1
Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Allow approximately 1 hour and 15 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in YIDDISH.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.
Part A (Questions 6–7)  
(20 marks)  

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

6. Read the text and then answer in ENGLISH the questions that follow.

[Text in Hebrew]

[Question 6 starts here]

[Text in Hebrew]

[Question 6 continues]
QUESTIONS

(a) Provide a suitable title for this article.
__________________________________________________________________________
__________________________________________________________________________

(b) Compare and contrast Serencz and Munkacz today by completing this table.

<table>
<thead>
<tr>
<th>Serencz</th>
<th>Munkacz</th>
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(c) Using two references from the text, explain how the writer’s cultural background is reflected in the text.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(d) Identify two contrasts between the two Jewish cemeteries found during the trip.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
ד"ר חבנתן ア đènורק ואריבסקיט פור שפילמא טילך

המלך שלמה

האָקֵנִים

ודע דע קנייק הֲקַנָּב אֵחִים גָּנָאָגְטֶנ: "בּעַצֶּה בָּי מִיר וַאֲסֵפֶד וְרַוְלֶט, "הִגֵּאַה דְּעָנַרְקֶכֶם בְּיִי.

דָּר: איָרָיָה רַעֲלָה נִקְּנָב זָלִיבָּה, וַאֲבֵרָאָן בָּאוֹקְמֵנִים בְּלִיָּה דָּאָס. איָרָיָה רַעֲלָה נִקְּנָב פְּרוּרַל אָוָּן.

אָדִילְשֵׁנִירֵה, וַואֲלָךְ בָּאוֹקְמֵנִים בְּלִיָּה דָּאָס. הִגֵּאַה דְּעָנַרְקֶכֶם: איָרָיָה רַעֲלָה נִקְּנָב פְּרוּרַל אָוָּן.

קְרִיבַנְנַה: אָוָּן אֶסְפֵּר אֶרְיִינְנְנֶנֶן אָלְּכָּל.


אָוָּן אֶסְפֵּר אֶרְיִינְנֶן אָלְּכָּל.

אָוָּן אֶסְפֵּר אֶרְיִינְנֶן אָלְּכָּל.

אָוָּן אֶסְפֵּר אֶרְיִינְנֶן אָלְּכָּל.

אָוָּן אֶסְפֵּר אֶרְיִינְנֶן אָלְּכָּל.
QUESTIONS

(a) Why was this title given to the text?

__________________________________________________________________________
__________________________________________________________________________

(b) How does the counsellor express his set of values through his words?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(c) Why is the story of the wise counsellor brought into the story?

__________________________________________________________________________
__________________________________________________________________________

(d) What is the moral of the story?

__________________________________________________________________________
__________________________________________________________________________

(e) How would you classify this text type?

__________________________________________________________________________
__________________________________________________________________________
When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information;
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

8. Read the text and then answer the question in 150–200 words in YIDDISH on page 7.

**Question**

After reading Sima Stopol’s letter to the editor, write a formal persuasive letter to Mr Smith, the Minister for Foreign Affairs, urging him to accept your plan of action.
Section 3: Writing in Yiddish (15 marks)

Instructions to Students

1. Allow approximately 45 minutes for Section 3.

2. Write your answer to a question from Section 3 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.

3. You must answer ONE question in YIDDISH.

4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.

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Section 3 (Questions 9–12)
(15 marks)

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance and depth of treatment of ideas, information, or opinions;
- accuracy and range of vocabulary and sentence structures;
- the capacity to structure and sequence response and capacity to use conventions of the text type.

Answer ONE question from this section in 200–250 words in YIDDISH.

9. As a member of the Students’ Representative Council, write the text of a personal speech addressing your co-students on the topic that: ‘In a multicultural society it is important to speak more than one language’.

10. You have just won the ‘Young Australian of the Year Award’. Write an informative article for your local newspaper outlining your plans for the next twelve months.

11. The Parents’ Association at your school has asked you to write an evaluative report on the advantages and disadvantages of taking a ‘gap year’ after Year 12 before beginning further studies. Write your report.

12. You are walking along the beach during the summer holidays when a bottle is washed up at your feet. In the bottle are a photograph and a letter. Write an imaginative story about the person in the photograph.
You may make notes in this space.