



Classical Hebrew

Victorian Certificate of Education Study Design

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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
Unstilled 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
Tranquility (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



Meryn 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 JONES
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

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IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2005–2011

Units 3 and 4: 2006–2011

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

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

RATIONALE

Classical Hebrew is an important cultural language, the study of which not only gives students access to the culture, thought and literature of the Jewish people throughout the millennia, but also sheds light on the languages, cultures, literatures and traditions that are derived from those of ancient Israel. Classical Hebrew was a spoken and written language, but was always regarded by its users as sacred, both in language and script.

It should also be noted that the understanding of more advanced Biblical study is enhanced by the understanding of Classical Hebrew.

Through the study of Classical Hebrew, students gain insights into a body of teaching and a civilisation that is one of the bases of western civilisation. In Australia, the study of Classical Hebrew helps students of Jewish and non-Jewish background to develop linguistic skills as well as develop an appreciation of the culture and religious values that strongly influence western civilisation.

AIMS

This study is designed to enable students to:

- understand Classical Hebrew texts;
- understand how Classical Hebrew works as a language;
- identify stylistic conventions and literary techniques of Classical Hebrew texts and the way these relate to their historical sequence and progression;

- understand language as a system;
- understand the ideas underlying classical Hebrew texts in their social, cultural, historical and religious dimensions;
- develop general cognitive, analytical and learning skills;
- understand connections between Classical Hebrew and English or other languages.

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. Classical Hebrew 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 Classical Hebrew to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. 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 Classical Hebrew the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. 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 Classical Hebrew are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examination: written component: 50 per cent

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

Units 1–4: Common areas of study

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

While there is no specific vocabulary list, it is expected that students will become familiar with the range of vocabulary contained in the prescribed texts. Preparation should include the vocabulary list at the end of Weingreen, Jacob 1959, *A Practical Grammar for Classical Hebrew*, Oxford University Press, as a guide to words which are common.

Students should be encouraged to use dictionaries in class and for private preparation. It is expected that teachers will assist students to develop the necessary skills 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.

GRAMMAR

The following grammatical constructions are those that students studying a VCE course in Classical Hebrew are expected to comprehend:

Items for analysis

Grammatical item	Sub-elements	Example/s		
Verbs	Forms of the root of the verb	גזרה		
	Regular i.e.	<i>lamed he</i>	שלמים	שמר
		<i>pe nun</i>	ליה	קנה
		<i>ayin vav / ayin yud</i>	פינ	נפל
			עיר/עיי	קום/שים
	Conjugations (binyan)			
	pa'al (kal)	פעל	שמר	שמר
	niph'al	נפעל	שמר	נשמר
	pi'el	פעל	דבר	דבר
	hiph'il	הפעיל	הדליק	הדליק
hitpa'el	התפעל	התקדש	התקדש	

Aspects (tenses)		
present participle		שׂוֹמֵר
past		שָׁמַר
future		יִשְׁמַר
imperative		שָׁמֵר
Infinitive		לְשַׁמֵּר
Vav consecutive (relating to the above)	וַיְהִי	וַיִּשְׁמַר
Negative commands		לֹא אַל

Items for recognition

Nouns	Masculine singular		מֶלֶךְ
	Feminine singular		מַלְכָּה
	Masculine plural		מַלְכִים
	Feminine plural		מַלְכוֹת
	Suffixes		אוֹיְבָיו
	Absolute and construct states		בֶּן-הָאִישׁ
Adjectives	Masculine singular		גָּדוֹל
	Feminine singular		גְּדוּלָּה
	Masculine plural		גְּדוּלִים
	Feminine plural		גְּדוּלוֹת
	Numerals (1-10,000)		
Prepositions	Separable		מִן/כִּמֹּה/עַל/ אֶל
	Inseparable		בְּכֵלִים
Pronouns	Personal	Subject	אֲנִי/אַתָּה...
		Object (with endings)	אֹתְךָ/אֹתָ/אֹתָהּ
	Demonstrative		זֶה/זֵאת/אֵלֶּה
	Interrogative		מַה/ מִי/ הַלְמִי
			אֵיזֶה/אֵיפֶה
	Relative		אֲשֶׁר/שׁ
	Pronominal suffixes		שְׂמֹרְתֶיהָ
Conjunctions (vav hahibur)	Vocalisation of the vav hahibur		אִישׁ וְאִשָּׁה אַתָּה וְאֲנִי לֶחֶם וְיַיִן

Definite article	Vocalisation of the definite article	קַאִישׁ הַטּוֹב
Sign of the definite object	‘et אֶת	סִגּוֹר אֶת הַסֵּפֶר
Locative <i>he</i>	הֵא הַמִּנְחָה	מִצְרֵימָה

READING SKILLS

Students should be able to read aloud accurately any vocalised and cantillated Biblical prose text (excluding Aramaic portions) with due regard to the vocalised *Qeré Ukhetiv* (קְרִי וְכֵתִיב) and *ta’amei hammiqra* (טַעְמֵי הַמִּקְרָא). Students should pay attention to *mill’el* (מִלְעִיל) and *milr’a* (מִלְרַע). The text should be between five and ten verses. While it is advantageous for students to know the *ta’amei hammiqra*, students should be able to recognise a *qaton*, an *etnahta* and a *sof-pasuq*.

CANON

Students should exhibit knowledge of the acronym ‘Tanakh’, the order of the books and the summary knowledge of content and authorship according to Jewish tradition.

Students should exhibit knowledge of their content, historical context, dating, authorship according to Jewish tradition and liturgical usage (liturgical usage is defined as the use of the Biblical text within Jewish ritual at home and in the synagogue).

UNITS 1 AND 2

History

Students will demonstrate knowledge of the historical background of texts chosen from the Hebrew sections of the Bible. The historical background should include:

- context of the texts;
- the settings and the historical sequences in which events took place with evidence both from within the texts and external sources.

Seen Tanakh texts

Teachers should select texts from the Hebrew sections of the Bible. Students should demonstrate an understanding of:

- verb forms;
- parts of speech;
- content;
- the difference between *peshat* and *derash* of specific verses.

Hebrew texts will be extended by reading the texts more extensively in translation. Students should demonstrate knowledge of the content, literary form and themes of texts studied.

Mishna texts

Teachers should choose these texts from:

- *Zera'im*;
- *Mo'ed*;
- *Neziqin*.

Students should demonstrate knowledge of:

- the background to the Mishna and its compilation;
- the major compilers including:
 - Hillel
 - Shammai
 - Rabbi Yohana ben Zakkai
 - Rabbi Akiva
 - Rabbi Meir
 - Rabbi Yehuda Hanasi;
- content of the seen text;
- Halakhic applications of the seen text.

Unseen Tanakh texts

Students should demonstrate knowledge of:

- the plain sense of the text;
- the meaning in context of common words or phrases.

UNITS 3 AND 4

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

Prescribed chapters from *Ketuvim* are to be read as '*peshat*'. The whole book, from which these chapters have been drawn is to be read in translation. One or more themes are prescribed for this extensive study.

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

Tanakh

Selections from each of:

- Torah;
- *Nevi'im*.

Any edition of the Hebrew text may be used.

Prescribed commentaries

Kaplan, Aryeh 1981, *The Living Torah*, print edition, Web edition or Hebrew–English edition, Maznaim Publishing Corporation, 4304 12th Avenue, Brooklyn, New York.

Elman, Yaakov (ed.) 1994, *The Living Nach: The Early Prophets*, Maznaim Publishing Corporation, 4304 12th Avenue, Brooklyn, New York.

Elman, Yaakov & Shapiro, Moshe (eds) 1995, *The Living Nach: Later Prophets*, Maznaim Publishing Corporation, 4304 12th Avenue, Brooklyn, New York.

- *Ketuvim*.

Any edition of the Hebrew text may be used.

Prescribed translation

The Jewish Bible, Tanakh: the Holy Scriptures, 1995, Jewish Publication Society, Philadelphia & Jerusalem.

Mishna

Selections included from one of:

- *Zera'im*;
- *Mo'ed*;
- *Neziqin*.

Prescribed commentaries

Kehati, Pinchas 1977, *Mishnayot*, Heichal Shlomo Publishing.

ROTATION OF TEXTS

Texts will be rotated over a five-year period as indicated in the table below.

Year 1	Year 2	Year 3	Year 4	Year 5
Tanakh Deuteronomy 16–21 I Samuel 3–8 Nehemiah 1–3 Theme: • the rebuilding of Jewish life in Judah after the return from exile	Tanakh Deuteronomy 16–21 II Samuel 11, 12, 15–18 Nehemiah 1–3 Theme: • the rebuilding of Jewish life in Judah after the return from exile	Tanakh Deuteronomy 16–21 II Samuel 11, 12, 15–18 Ruth 1–3 Theme: • the convert in Ancient Israel • social justice in Ancient Israel	Tanakh Deuteronomy 22–28:14 II Samuel 11, 12, 15–18 Ruth 1 and 2 Theme: • the convert in Ancient Israel • social justice in Ancient Israel	Tanakh Deuteronomy 16–21 II Samuel 11, 12, 15–18 Ruth 1 and 2 Theme: • the convert in Ancient Israel • social justice in Ancient Israel
Mishna Sanhedrin 1–4	Mishna Sanhedrin 1–4	Mishna Sanhedrin 1–4	Mishna Megillah 1–4	Mishna Megillah 1–4

For Units 3 and 4

- 120 indicative hours are required to complete the course;
- texts and a number of themes are prescribed for study.

Prescribed texts – Prose

All parts of the Hebrew Bible, which are in prose and not in Aramaic, are to be studied with a prescribed commentary, where applicable. Each year this will include selections from:

- Torah;
- Nevi'im;
- Ketuvim.

Prescribed texts – Mishna

The following texts will be studied with the prescribed commentary. Each year this will include selections from:

- Zera'im;
- Mo'ed;
- Neziqin.

Unseen Tanakh texts

Unseen texts will be studied for comprehension. They will be drawn from any part of the narrative texts of the former prophets. The Aramaic sections of the Bible will be excluded. Selected passages should be read for the plain sense of the text.

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 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 demonstrate knowledge of parsing and parts of speech in a seen passage of Classical Hebrew text.

Key knowledge and skills

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

- identify the form of specified words;
- identify the function of specified words and parts of speech;
- recognise inflections and grammatical constructions;
- classify verbs according to their root, tense and aspect;
- apply the principles of parsing;
- utilise lexical and other assistance to find information.

Outcome 2

On completion of this unit the student should be able to comprehend content and demonstrate correct reading of a passage of Classical Hebrew text.

Key knowledge and skills

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

- identify the gist and the main points in a passage;
- establish the meaning of specific Classical Hebrew words and expressions within a passage;
- recognise common patterns of word formation, cognates, grammatical markers and use these to infer meaning;

- recognise inflections and grammatical constructions;
- identify parts of speech;
- identify simple figures of speech;
- practise scansion by reading aloud to demonstrate correct emphasis and pronunciation;
- utilise lexical and other assistance.

Outcome 3

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

Key knowledge and skills

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

- convey gist and global understanding as well as items of specific detail;
- provide English equivalents of Classical Hebrew words and expressions in a given context;
- explain the significance of figures of speech;
- analyse meaning of ideas and cultural aspects critical to a text;
- recognise the liturgical themes and the application of literary devices in the text;
- relate the text to the sequence and structure of the liturgy;
- make use of commentaries to explain allusions in the text;
- make use of lexico-grammatical assistance.

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 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.

Students should complete the following four tasks:

Task for Outcome 1:

Parsing of specified verbs and responses in English to questions on grammar, vocabulary and parts of speech drawn from seen passages of Classical Hebrew.

Task for Outcome 2:

- a) Responses to questions on seen passage/s of Classical Hebrew text focusing on the comprehension of the text

and

- b) Read aloud an unseen Classical Hebrew text of approximately 12–16 lines to demonstrate correct pausing and accentuation of sounds.

Task for Outcome 3:

A three- to four-minute oral presentation in English on the meaning and liturgical significance of a seen passage of Classical Hebrew text.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 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 infer meaning of unfamiliar words, phrases, and identify patterns of word formation from context in Classical Hebrew texts.

Key knowledge and skills

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

- identify key words and supporting points to clarify meaning;
- infer meaning from words, phrases, cognates and grammatical markers;
- analyse meaning and significance of common patterns of word formation;
- explain meaning implicit in the context;
- select and use relevant reference materials and lexico-grammatical assistance.

Outcome 2

On completion of this unit the student should be able to interpret the meaning of a Classical Hebrew text in terms of content, purpose and stylistic technique and its relationship within a sequence of texts.

Key knowledge and skills

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

- identify the gist and supporting ideas in the structure of a passage;
- identify the purpose of the text;
- analyse and explain the style and language used in a text;
- recognise literary techniques appropriate to the genre;

- evaluate the effectiveness of the literary devices used by the writer;
- explain, describe and comment on Classical Hebrew text orally or in writing;
- summarise, explain, compare and contrast beliefs and ideas presented in the text;
- analyse the structural sequence between Classical Hebrew texts;
- use textual clues and lexical assistance to decipher meaning.

Outcome 3

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

Key knowledge and skills

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

- understand the theme and sequential nature of successive Classical Hebrew texts;
- read, understand, simplify and paraphrase complex ideas;
- recognise the linguistic and conceptual framework used to construct texts;
- synthesise and reorganise ideas in responses to texts;
- use structures and vocabulary related to describing and commenting;
- research relevant information;
- utilise lexico-grammatical assistance to investigate the content and ideas of texts.

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.

Students should complete the following four tasks:

Task for Outcome 1:

Analysis of one or more passages of Classical Hebrew text with responses to specific questions on linguistic and grammatical points.

Task for Outcome 2:

- a) Extended responses in English to questions on content, purpose, style and technique in an unseen passage of Classical Hebrew with lexico-grammatical assistance.

and

- b) A four- to five-minute oral presentation in English on the significance of a seen Classical Hebrew text and its relationship to other Classical Hebrew texts.

Task for Outcome 3:

Synthesis of information from successive Classical Hebrew text/s related to a theme, to complete, for example, charts, plans, tables, time lines in English.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 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 demonstrate comprehension of the content of seen and unseen passages of Classical Hebrew text.

Key knowledge and skills

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

- identify key words and phrases;
- infer meaning from cognates and grammatical markers;
- identify main and subordinate clauses;
- interpret a Classical Hebrew text through commentaries;
- utilise lexico-grammatical assistance.

Outcome 2

On completion of this unit the student should be able to demonstrate understanding of aspects of language use and literary technique in passages of Classical Hebrew text and their commentary/s.

Key knowledge and skills

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

- identify the purpose of the text;
- appreciate the effectiveness of the writing;
- identify literary techniques appropriate to the genre in the text;
- recognise particular elements of the author's style of writing;

- evaluate the effectiveness of the literary devices used in the text;
- use textual clues and lexico-grammatical assistance.

Outcome 3

On completion of this unit the student should be able to demonstrate understanding of the historical context, ideas and practices implicit in passage/s of Classical Hebrew text.

Key knowledge and skills

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

- structure and sequence ideas in an essay;
- identify key themes and ideas;
- recognise the linguistic and conceptual framework used to construct the passage;
- understand the historical references in the text;
- make use of commentaries to analyse the content, ideas and practices presented in the text;
- compare the perspectives of different commentaries;
- utilise lexico-grammatical assistance.

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 an end-of-year examination.

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 an end-of-year examination, 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.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Demonstrate comprehension of the content of seen and unseen passages of Classical Hebrew text.	20	Responses to comprehension questions on the content of one seen passage of approximately 130–150 words of Classical Hebrew text and one unseen passage of approximately 90–100 words of Classical Hebrew text.
Outcome 2 Demonstrate understanding of aspects of language use and literary technique in passages of Classical Hebrew text and their commentary/s.	10	A three-minute oral presentation followed by a 3 minute discussion in English to analyse aspects of language use and literary technique in a seen passage of Classical Hebrew and its commentary/ies.
Outcome 3 Demonstrate understanding of the historical context, ideas and practices implicit in passage/s of Classical Hebrew text.	20	A 700–800 word essay in English analysing the historical context, ideas and practices implicit in one or more passages of Classical Hebrew text.
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 12–17 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 demonstrate understanding of Classical Hebrew commentaries by analysis and translation.

Key knowledge and skills

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

- explain the use of commentaries in the Hebraic tradition;
- identify the features of the presentation of different commentaries;
- understand the different levels of meaning, particularly *peshat* and *derash*;
- analyse and evaluate interpretations of texts in the light of commentaries;
- select and use relevant reference materials and lexico-grammatical assistance.

Outcome 2

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

Key knowledge and skills

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

- understand the style and purpose of different commentaries;
- understand the different levels of meaning, particularly *peshat* and *derash*;
- identify the theme and supporting ideas of a passage of Classical Hebrew text;
- relate portions of different commentaries to aspects of the text;

- analyse levels of meaning in different Classical Hebrew commentaries, such as *peshat* and *derash*;
- explore various instances of a specific *derash* commentary;
- use textual clues and lexical assistance to decipher meaning.

Outcome 3

On completion of this unit the student should be able to analyse and explore the religio-Halakhic dimensions of text/s.

Key knowledge and skills

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

- recognise the linguistic and conceptual structure of the texts;
- analyse organising features of Classical Hebrew texts;
- understand the historical developments reflected in the texts;
- analyse the religio-Halakhic dimensions presented in the texts under review;
- utilise commentaries and lexico-grammatical assistance.

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 an end-of-year examination.

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 an end-of-year examination, 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.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Demonstrate understanding of Classical Hebrew commentaries by analysis and translation.	20	Analysis of information from commentaries on seen passage/s of Classical Hebrew with responses to questions in English.
Outcome 2 Demonstrate comprehension of various levels of interpretation, in a particular <i>peshat</i> and <i>derash</i> , in a Classical Hebrew text.	10	A three- to five-minute interview in English to contrast the literal and analytical interpretations of a Classical Hebrew text.
Outcome 3 Analyse and explore the religio-Halakhic dimensions of text/s.	20	A 700–800 word essay in English, explaining the religio-Halakhic concepts in one or more passages of Classical Hebrew.
Total marks	50	

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

Written examination (3 hours plus 5 minutes reading time)

The Classical Hebrew Continuers examination is set by the NSW Board of Studies. For prescribed texts see Common areas of study in this study design.

The use of lexico-grammatical assistance or dictionaries will be permitted in this examination.

Section 1 – Seen Texts (Tanakh)

Purpose

Section 1 is designed primarily to assess the student's understanding and interpretation of the prose texts prescribed for study in terms of:

- comprehension, context and content of texts
- grammar and vocabulary
- critical comment and/or evaluation and/or analysis.

Specifications

This section will include six to eight passages based on the prescribed chapters of the Tanakh. The total number of verses to be examined will number 60–70 verses.

The majority of questions will be drawn from Torah and Nevi'im, with their prescribed commentaries. Students will be required to read extracts from the prescribed Torah and Nevi'im texts and commentaries. Questions will relate to comprehension, grammar, and commentary/halakha/liturgy.

Questions on Ketuvim will include questions of comprehension on the prescribed extract and an extended response on the prescribed theme/s of the text as a whole. There will be a choice of two questions for the extended response and students will be required to write an essay of up to two pages in length.

Passages set from Ketuvim will be longer than those from Torah and Nevi'im.

Section 2 – Mishna

Purpose

Section 2 is designed primarily to assess the student's understanding and interpretation of the Mishnaic texts prescribed for study in terms of:

- comprehension and content of texts
- vocabulary
- critical comment and/or evaluation and/or analysis.

Specifications

Section 2 will have two or three questions based on the Mishna prescription of up to five *peraqim* of Mishna.

Students will be required to read extracts from the prescribed Mishna texts with questions for comprehension, in addition to historical, contextual and linguistic comment. Questions will relate to either the Mishna text or the commentary.

Section 3

Purpose

Section 3 is designed primarily to assess the student's understanding of unseen passages of original text of a nature and level of difficulty similar to those texts prescribed for study.

Students will be required to demonstrate comprehension of the text.

Specifications

Two unseen texts will be set, drawn from the narrative parts of the former prophets of the Tanakh, at a level of difficulty similar to the prescribed Biblical texts. The texts will be graded in difficulty, with the language of the first passage easier than the second. The total number of verses will be 10–12. A title and a contextual introduction will be given in English, which reflect the contents of the text. The meaning of words which are not represented in the word list in Weingreen's *A Practical Grammar for Classical Hebrew**, and grammatical forms not included in this study design on pages 13 and 14, will be given in translation.

Students will be required to read the unseen texts and respond to questions of comprehension.

For the most up-to-date information on prescribed texts and other matters associated with the Classical Hebrew Continuers Examination, see www.boardofstudies.nsw.edu.au

*Weingreen, Jacob 1959, *A Practical Grammar of Classical Hebrew* OUP.

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 Demonstrate knowledge of parsing and parts of speech in a seen passage of Classical Hebrew text.	Parsing of specified verbs and responses in English to questions on grammar, vocabulary and parts of speech drawn from seen passages of Classical Hebrew.	1 Infer meaning of unfamiliar words, phrases, and identify patterns of word formation from context in Classical Hebrew texts.	Analysis of one or more passages of Classical Hebrew text with responses to specific questions on linguistic and grammatical points.
2 Comprehend content and demonstrate correct reading of a passage of Classical Hebrew text.	Responses to questions on seen passage/s of Classical Hebrew text focusing on the comprehension of the text. and Read aloud an unseen Classical Hebrew text of approximately 12–16 lines to demonstrate correct pausing and accentuation of sounds.	2 Interpret the meaning of a Classical Hebrew text in terms of content, purpose, stylistic technique and its relationship within a sequence of texts.	Extended responses in English to questions on content, purpose, style and technique in an unseen passage of Classical Hebrew with lexico-grammatical assistance. and A four- to five-minute oral presentation in English on the significance of a seen Classical Hebrew text and its relationship to other Classical Hebrew texts.
3 Analyse the literary and liturgical significance of Classical Hebrew texts.	A three- to four-minute oral presentation in English on the meaning and liturgical significance of a seen passage of Classical Hebrew text.	3 Synthesise information from successive Classical Hebrew text/s related to a theme.	Synthesis of information from successive Classical Hebrew text/s related to a theme, to complete, for example, charts, plans, tables, time lines, in English.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Demonstrate comprehension of the content of seen and unseen passages of Classical Hebrew text.	Responses to comprehension questions on the content of one seen passage of approximately 130–150 words of Classical Hebrew text and one unseen passage of approximately 90–100 words of Classical Hebrew text.	1 Demonstrate understanding of Classical Hebrew commentaries by analysis and translation.	Translation and analysis of information for commentaries on seen passage/s of Classical Hebrew with responses to questions in English.
2 Demonstrate understanding of aspects of language use and literary technique in passages of Classical Hebrew text and their commentary/ies.	A three-minute oral presentation followed by a three-minute discussion in English to analyse aspects of language use and literary technique in a seen passage of Classical Hebrew and its commentary/ies.	2 Demonstrate comprehension of various levels of interpretation, in particular <i>peshat</i> and <i>derash</i> , in a Classical Hebrew text.	A three- to five-minute interview in English to contrast the literal and analytical interpretations of a Classical Hebrew text.
3 Demonstrate understanding of the historical context, ideas and practices implicit in passage/s of Classical Hebrew text.	A 700–800 word essay in English analysing the historical context, ideas and practices implicit in one or more passages of Classical Hebrew text.	3 Analyse and explore the religio-Halakhic dimensions of text/s.	A 700–800 word essay in English, explaining the religio-Halakhic concepts in one or more passages of Classical Hebrew.

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year written examination	%
Unit 3		Section 1	
Comprehension of seen and unseen passages.	10	Prescribed text – Tanakh	
Three-minute oral presentation and three-minute discussion.	5	Part A – Torah (12.5%)	
700–800 word essay.	10	Part B – Nevim (10%)	30
		Part C – Ketuvim (7.5%)	
Unit 4		Section 2	
Analysis and response to questions	10	Prescribed text – Mishna	12.5
Three- to five-minute interview.	5	Section 3	
700–800 word essay.	10	Unseen text – Tanakh	7.5
Total	50	Total	50

Overall contribution of school-assessed coursework and end-of-year examination	%
Comprehension of Classical Hebrew text	40
Analysis and interpretation of texts	30
Linguistic, literary and contextual commentary of texts	30

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.

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, eight assessment tasks are prescribed. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

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

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. Selected topics can serve as effective organisational focuses for activities, as can a skill or a text.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Classical Hebrew, 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 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.

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;
- information related to a specific lifestyle issue, public opinion, or topic;
- biographical data relating to famous historical figures and sportspeople;
- features legends, common characters and themes, terminology and special language used;
- users of the language in Australia, their life and contribution to society;
- websites used, Webcams, school websites, venues, services;
- newspapers and texts;
- online dictionaries.

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
Response to text	Communication, self management
Oral presentation and discussion	Communication, problem solving, use of information and communications technology, initiative and enterprise
Analytical essay	Communication, planning and organising
Translation, analysis and response to text	Communication, problem solving
Interview	Communication, initiative and enterprise
Essay	Communication, planning and organising, problem solving

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

Focus	Examples of learning activities
Parsing/parts of speech	listen to a liturgical passage within the <i>Verses of Praise</i> (Siddur – Daily prayer book) reflecting the greatness of Creation and note the qualities and powers ascribed to the Creator; summarise these orally
Topic area	
The greatness of Creation	watch a video to gain background information on <i>az yashir</i> and listen to the spoken text and compare with another poem in the Bible
Grammar	
Parts of speech	practise reading aloud a passage with correct stress on syllables, and appropriate intonation according to meaning
Cases and syntax	discuss linguistic elements, such as punctuation, stress and intonation, cases and syntax
Punctuation, stress and intonation	discuss the poetic elaboration of Divine providence in the verses of Psalm 145, <i>ashrei</i>
	in class, identify at least one word within each text whose conjugation is <i>KAL, NIPH'AL, HIPH'IL, HITPA'EL</i>
	review grammar and vocabulary featured in a Classical Hebrew text
	identify parts of speech in a text and patterns of verbs and make notes
	reread a seen passage of Classical Hebrew text and respond to questions on content
	 search the Internet for information on the derivation of words based on the same root
	read the <i>Verses of Praise</i> with attention to pauses <i>etnachta</i> and <i>sof pasuk</i>
	read a short extract from a seen text and translate
	 enter a root word in an online directory to find the variations derived from it and make notes.
	underline subjects and objects in their poetic variations of position
	summarise the theme of Divine Providence which sustains and saves; locate and explain the grammatical structures highlighted in the text

Example assessment task

Outcome 1: Demonstrate knowledge of parsing and parts of speech in a seen passage of Classical Hebrew text.

Assessment task: Parsing of specified verbs and responses in English to questions on grammar, vocabulary and parts of speech drawn from seen passages of Classical Hebrew.

Details of the task: Complete a worksheet, parsing specific words and identifying specified parts of speech in a Classical Hebrew text of approximately 15 lines.

Unit 1

Focus	Examples of learning activities
Comprehension	listen to a recording of a text and complete a cloze exercise
Topic area	watch a documentary demonstrating the art of cantillation, e.g. <i>Shema</i>
Acceptance of Creator and His precepts	practise cantillation of a text to ensure understanding of meaning and its contribution to understanding the meaning of a text, and discuss
Grammar	discuss the precepts in texts such as Deuteronomy, 6 ⁴⁻⁹ , 11 ¹³⁻²¹ , and complete a chart of these
Imperative mood	discuss the imperative mood and identify examples in Exodus, 20 ¹⁻²¹
Pronominal suffixes	use notes and lexico-grammatical assistance to explain a Classical Hebrew text in a class talk
	read a passage of Classical Hebrew with fluency and answer questions
	read and discuss the theme of a text, then summarise the content in writing
	demonstrate understanding of a text by translating, summarising and responding to specific questions
	 search the Internet for information on the laws and precepts in a just society
	translate into English a seen passage of Classical Hebrew text with attention to accuracy
	write a short article explaining the meaning of the <i>Shema</i>

Example assessment task

Outcome 2: Comprehend content and demonstrate correct reading of a passage of Classical Hebrew text.

Assessment task 2(a): Responses to questions on seen passage/s of Classical Hebrew text focusing on the comprehension of the text.

Details of the task: Respond to questions on the content of a text dealing with acceptance of the Creator and His dominion.

Unit 1

Focus

Reading aloud for meaning

Topic area

The theme of sacrifice

Grammar

The future tense used as a command

Examples of learning activities

 listen to a CD-ROM recording of the tune used in 'Adon Olam' (Rabbi Shlomo ibn Gavirol) in different communities, and discuss

listen to an extract read aloud in Classical Hebrew and follow the text by completing a cloze exercise, e.g. Genesis 22¹⁻¹⁹

practise reading and pronouncing groups of words with accurate intonation and stress

practise rules of cantillation in Genesis 22¹⁻¹⁹

rehearse and deliver an oral reading of an extract from one of the texts studied in class, e.g. Numbers 28:1-8, Mishnah Zevachim, 5; present to the class for comment and constructive advice

read aloud a passage of Classical Hebrew with fluency and put questions to fellow students

read a text observing cantillation rules (*mil'el*, *mil'ra*, *katon*, *etnachta* and *sof-pasuk*) to pronounce words with accurate stress, intonation, inflection and cadence

read and translate a short unseen extract using lexico-grammatical assistance

reconstruct jumbled phrases into a coherent text

 search the Internet for information on the principles of cantillation, www.acs.ucalgary.ca/~elsegal/Cantillation/Chanting.html and make notes

 search the Internet for information on the theme of sacrifice

design a cartoon series with simplified dialogue for children to illustrate a biblical story of sacrifice, e.g. Abraham and Isaac

Example assessment task

Outcome 2: Comprehend content and demonstrate correct reading of a passage of Classical Hebrew text.

Assessment task 2(b): Read aloud an unseen Classical Hebrew text of approximately 12–16 lines to demonstrate correct pausing and accentuation of sounds.

Details of the task: Read aloud an unseen passage of Classical Hebrew text of about 12–16 lines bringing out at least *mil'el*, *mil'ra*, *katon*, *etnachta* and *sof-pasuk*.

Unit 1

Focus	Examples of learning activities
Literary and liturgical significance of texts	watch a documentary explaining the significance of the redemption in the traditional Jewish worldview and relate this to passages about redemption in the <i>Shemoneh Esrei</i> prayer and <i>Uva Letzion</i> prayers
Topic area	
Prayer and redemption	view a documentary on the history and structure of the Temple to which reference is made in the prayers of redemption
Grammar	
Imperative	discuss text types and styles of writing and make notes, for example, in prayers or psalms, e.g. Psalms 24, 48, 82, 94, 81, 93
Past and future tenses	discuss the literary features of various texts referring to the section on Stylistic features in this study design and find several examples
Syntax	learn several verses or phrases for use as quotations
Sentence structure	use text commentaries and lexico-grammatical assistance to understand the meaning and significance of the prayer <i>Aleinu</i>
Interrogative forms	read a passage of Classical Hebrew text and respond to questions on literary content, such as allusion and metaphor
	read and reflect on prophetic texts in the <i>haftarot</i> of the yearly Torah readings relating to redemption
	using text notes preview grammar and vocabulary in Isaiah 10
	read a short extract from a seen text and comment on figures of speech, allusions and metaphors
	compile a catalogue of language use and literary devices featured in a Classical Hebrew text
	 using a software package, write a leaflet on the significance of redemption in the traditional Jewish worldview and relate this to passages about redemption in the <i>Shemoneh Esrei</i> and <i>Uva Letzion</i> prayers
	reconstruct jumbled sentences by finding the correct order and underlining subjects and objects
	 on the Internet, research the background to Ezekiel and his vision of the Third Temple (Ezekiel 40–43); make notes

Example assessment task

Outcome 3: Analyse the literary and liturgical significance of Classical Hebrew texts.

Assessment task: A three- to four-minute oral presentation in English on the meaning and liturgical significance of a seen passage of Classical Hebrew text.

Details of the task: Give an oral presentation to explain the significant positioning of the *Shemoneh Esrei* prayer, explaining why it is deemed to be the centrepiece of the Jewish liturgy.

Unit 2

Focus

Infering meaning

Topic area

The Sabbatical year, resting the land, the cancellation of debts

Grammar

Forms of mishnaic composition

Examples of learning activities

view a documentary reconstructing Jewish life in biblical times which deals with the management of life in the year when agricultural work ceased; respond to questions

listen to an extract and infer meaning of unknown words by considering the purpose and context of the passage

discuss how to infer meaning from, for example, roots, cognates and context

discuss language as a system and find examples to show how verb roots provide a basis for extension of language

dramatise a reading by acting out a dialogue from the Mishnayot Tractate *Shevi'it*

given a list of unfamiliar words, locate, explain and learn these

give a class talk on mental attitudes required to face a year without normal food production; compare with modern times

discuss standard vocabulary in mishnaic texts

 research the Internet and other sources for historical responses to the Halakhic requirement to let the land of Israel rest from food production over the millennia

search for cognates and lexico-grammatical assistance to get at the meaning of unknown words in a text

re-read a seen passage of Classical Hebrew text and respond to questions on content

demonstrate understanding of a Classical Hebrew text by translating, summarising and responding to questions on mishnaic composition and standard vocabulary

 add new grammatical and lexical information to your language database

consolidate knowledge and understanding of new paradigms by completing exercises from a textbook

compose a paradigm test for class members, based on forms you find difficult to memorise

Example assessment task

Outcome 1: Infer meaning of unfamiliar words and phrases, and identify patterns of word formation from context in Classical Hebrew texts.

Assessment task: Analysis of one or more passages of Classical Hebrew text with responses to specific questions on linguistic and grammatical points.

Details of the task: Complete a worksheet by analysing and explaining specified words in an unseen Classical Hebrew text, using lexico-grammatical assistance.

Unit 2

Focus	Examples of learning activities
Interpretation and relationship of texts	listen to several texts and classify them on the chart provided listen to an audio cassette on the biblical commentator Ramban
Topic area	
Significance of the Sabbatical year	 listen to a CD-ROM presentation available at http://rabbiwein.com on the life of the commentator Rashi by Rabbi B. Wein, and discuss
Grammar	
Adjectives	act out several verses with a partner to show the ability to rephrase and highlight comprehension
Pronouns	paraphrase a set of different interpretations of the one verse, based on the interpretations of <i>Rashi, Ramban, Or HaChayim and K'li Yakar</i> , e.g. using Leviticus 25:1–14
Pronominal objects	discuss key interpretive principles distinguishing different styles of commentary discuss how the careful selection of adjectives intensifies the meaning of context and atmosphere discuss how the use of pronouns and pronoun objects simplifies and condenses a sentence discuss key interpretive principles distinguishing different styles of commentary find examples of other commentaries pursuing similar kinds of interpretation of another biblical passage analyse the differences of purpose, content and technique in styles of interpretation – known as <i>peshat, remez, derash</i> and <i>sod</i> – in commentaries relating to the Sabbatical year
	 search the Internet for information relating to the lives of Rashi, Ramban, Or HaChayim and the K'li Yakar, highlighting the context of their styles of interpretation
	provide an extended response to characteristic words and expressions found in texts using different styles of interpretation
	 search the Internet for information on the Sabbatical year
	demonstrate understanding of extracts by translating, summarising and responding to questions as directed

Example assessment task

Outcome 2: Interpret the meaning of a Classical Hebrew text in terms of content, purpose, stylistic technique and its relationship within a sequence of texts.

Assessment task 2(a): Extended responses in English to questions on content, purpose, style

and technique in an unseen passage of Classical Hebrew with lexico-grammatical assistance.

Details of the task: Provide extended responses to explain differences of purpose and stylistic technique of interpretation of two Biblical passages by commentators.

Unit 2

Focus	Examples of learning activities
Interpretation and relationship of texts	listen to a video on attempts to keep the Sabbatical year in present time and make notes
Topic area	listen to a reading and discuss the origin of observances
Observance of the Sabbatical year in the present time	discuss the content, purpose, audience, planning and good delivery techniques for an oral presentation
Grammar	debate: Do the agricultural and economic needs warrant leniencies in the laws of the Sabbatical year nowadays?
Structure and key vocabulary of legal texts	<p> discuss information dealing with observance and prepare a PowerPoint presentation to explain the topic to younger students, e.g. S.Y. Zevin, <i>L'Or Ha Halachah, Shmitta</i></p> <p> access information either from a Jewish website or a CD-ROM on how to observe the laws of the Sabbatical year in modern times</p> <p>tabulate characteristic words and expressions found in texts using different styles of interpretation</p> <p>access Hebrew news archives to find stories of how individuals in the land of Israel managed to observe the law of leaving the land fallow, and compile in your own words a survey sample of such cases</p> <p> make notes on key vocabulary in legal texts and add to databank</p> <p>practise planning and answering textual analysis questions in extended responses</p> <p>write an article to illustrate the differences and commonalities reflected in such texts as, Maimonides, <i>Laws of Shmitta and Yovel</i> 9:3–4, <i>Rosh, Tshuvot</i>, 64, 77, <i>Tur-Shulchan Aruch, Choshen Mishpat</i> 67</p>

Example assessment task

Outcome 2: Interpret the meaning of a Classical Hebrew text in terms of content, purpose, stylistic technique and its relationship within a sequence of texts.

Assessment task 2(b): A four- to five-minute oral presentation in English on the significance of a seen Classical Hebrew text and its relationship to other Classical Hebrew texts.

Details of the task: Give an oral presentation to explain how a given Classical Hebrew text relies on the principles established in earlier Hebrew texts, and at the same time applies these to a new situation.

Unit 2

Focus	Examples of learning activities
Synthesising information on a theme	listen to several short extracts and practise synthesising the information contained in a series of related biblical texts
Topic area The Chain of Tradition	listen to passages of scriptural, mishnaic, medieval commentary, and legal codificatory literature on a particular theme and identify their distinct characteristic treatments of the same subject matter on a chart
Grammar Singular/plural nouns Suffixes	<p>discuss the concept of the unity of the Jewish tradition despite internal differences of opinion</p> <p>debate the topic, 'It is not possible to stray from the true path'</p> <p>discuss how to classify terms for different styles and epochs of Classical Hebrew writing, midrashic, mishnaic, and geonic</p> <p>watch a video and discuss other material on the cultural and historical background relevant to the theme of the 'Chain of Tradition'</p> <p> search the Internet for information on historical sources used in modern responses to issues of medical ethics; see archives of Shaarei Tzedek Medical Center www.szmc.org.il and other relevant sites</p> <p>find information by reading about the development of a particular practice in Jewish life and make notes</p> <p>divide the following texts up in class and allot pairs of students to make notes with a partner – Maimonides, Introduction to the <i>Mishneh Torah</i>, Rabbi Gadaliah ibn Yachiya's <i>Shalsholet Hakabbalah</i></p> <p>write an overview of the development of a particular practice in Jewish life based on classical Hebrew texts, indicating how writers in each era have contributed to the development of the current practice</p> <p>create a pictorial representation of a particular Jewish observance to explain this to a person who does not understand how this fits in within the 'Chain of Tradition'</p> <p>create a table to sort out terms for the times of different styles of classical Hebrew writing: midrashic, mishnaic, geonic etc.</p>

Example assessment task

Outcome 3: Synthesise information from successive Classical Hebrew text/s related to a theme.

Assessment task: Synthesis of information from successive Classical Hebrew text/s related to a theme, to complete, for example, charts, plans, tables, time lines, in English.

Details of the task: Read the given texts, provide an overall title, and summarise the content of each text with a caption, then complete a concept map to show their interrelationship around the one theme.

Unit 3

Focus

Comprehension

Topic area

The Holy Ark and the war with the Philistines

Grammar

Revision of five verb conjugations (*binyanim*)

Absolute infinitive

Conversive *vav*

(= *Vav HaHipuch*)

Conjunctions

Examples of learning activities

listen to the reading of a text and answer comprehension questions without lexico-grammatical assistance

watch a video or film about the Holy Ark and discuss

practise free narrative paraphrase or recapitulation of the historical events set out in a text

revise the five verb conjugations (*binyanim*) in a class round robin activity



search for information on the Internet to explore historical detail of events described in 1 Samuel 3–8 and compare with the same events described in other Classical Hebrew Texts and make notes

read a seen and an unseen text from 1 Samuel 3–8 together with its commentaries and comment on how these interpretations illumine the text

research reasons for war with the Philistines and give a class talk on how you understand the Israelites' reasons for going to war



reconstruct a story online by reorganising the sentences provided into a coherent text

translate a brief seen passage with attention to accuracy

consolidate knowledge and understanding by completing revision notes

in a text, identify examples of grammatical items such as the absolute infinitive, conversive *vav* and conjunctions

Example assessment task

Outcome 1: Demonstrate comprehension of the content of seen and unseen passages of Classical Hebrew text.

Assessment task: Responses to comprehension questions on the content of one seen passage of approximately 130–150 words of Classical Hebrew text, and one unseen passage of approximately 90–100 words of Classical Hebrew text.

Details of the task: With lexico-grammatical assistance answer questions on a seen and unseen text, providing explanations of the unseen text showing how and where the translation has been informed by commentaries previously studied.

Unit 3

Focus	Examples of learning activities
Language and literary technique	listen to a guest speaker on the importance of literary technique and language use in delivering a specific message
Topic area	listen to a tape recording of a portion of the text and note the court and legal terminology
Jewish festivals, laws of judges and Jewish kings and other laws	discuss the name, unique features and significance of each festival with regard to the commentaries
Grammar	discuss the role of judges in the overall structure of Jewish society in biblical times
Verbs in the <i>kal</i> , <i>niph'al</i> , <i>pi'el</i> and <i>hiph'il</i> forms, Conversive vav (= <i>vav HaHipuch</i>)	use text notes and lexico-grammatical assistance to understand commentaries on an extract from a text in Deuteronomy 16–18
	read the text aloud according to the rules of cantillation, grouping words correctly and stressing appropriate syllables or letters
	identify verbs of the <i>kal</i> , <i>niph'al</i> , <i>pi'el</i> and <i>hiph'il</i> forms
	underline verbs and list at least three tenses used in a text
	 make a PowerPoint presentation setting out the key duties and the principal prohibitions incumbent upon a Jewish king
	complete a cloze exercise on a passage from a text
	find the pronouns in a text and sort them according to type
	 using the Internet, research aspects of historical or archaeological findings relevant to the Jewish institution of kingship

Example assessment task

Outcome 2: Demonstrate understanding of aspects of language use and literary technique in passages of Classical Hebrew text and their commentary/ies.

Assessment task: A three-minute oral presentation followed by a three-minute discussion in English to analyse aspects of language use and literary technique in a seen passage of Classical Hebrew and its commentary/ies.

Details of the task: Make a presentation to show how a) the style of the biblical text changes according to the subject matter, and b) the distinct styles in at least two commentaries addressing different aspects of the text.

Unit 3

Focus	Examples of learning activities
Historical context and practices implicit in texts	listen to the reading from Nehemiah 1 on the Inspection of the Walls and answer questions
Topic area	watch a video/film to increase knowledge of the historical context of the Return from Exile with reference to Nehemiah 2–3
Personal world	dramatise and role-play the events and conflicts enacted in Nehemiah: the opponents and supporters of the building of the Walls and the role of Nehemiah as adjudicator
Grammar and linguistic elements	discuss differences in narrative style between Nehemiah (second last book of the canon) and Deuteronomy (first person narration 'And I...')
<i>Hitpael</i> verb form, personal narrative forms, <i>vav hahibur</i> and <i>vav conversive</i> composite words	role-play the part of an opponent to the rebuilding of the Wall arguing against one who supports this action
	discuss personal narrative forms, <i>vav hachibur</i> and <i>vav conversive</i> , and find examples
	practise saying composite words and analyse their parts
	in preparation for class activities, read Nehemiah 1–3 and annotate key events
	research the function of the Wall in (a) security and (b) religious terms
	grammar; find examples of the <i>Hitpael</i> verb form in a text and underline
	 search the Internet for background geographical and historical information about Babylon and its rulers and the era of the Jewish Captivity
	recognise the pronominal suffixes of different words and keep a record
	 search for information on the Internet and/or CD-ROMs for maps of ancient Jerusalem, the position of the Walls and the Temple and make notes
	write an essay on the impact of the Captivity on Judaism and how these years changed religious perceptions

Example assessment task

Outcome 3: Demonstrate understanding of the historical context, ideas and practices implicit in passage/s of Classical Hebrew text.

Assessment task: A 700–800 word essay in English analysing the historical context, ideas and practices implicit in one or more passages of Classical Hebrew text.

Details of the task: Write an essay to address the key historical issues involved in Nehemiah's determination to rebuild the wall of Jerusalem and the nature of the opposition that he faced. Examine the redemptive idea and the concrete Halakhic requirements of the return to the land and the rebuilding of the Temple. Indicate the difference between this act of rebuilding and messianic concepts of the return to the land.

Unit 4

Focus	Examples of learning activities
Interpretation and understanding by analysis and translation	invite a lecturer to speak on a text in Deuteronomy 19–20; discuss and take notes view a film/video/ audio-visual resource on cities of refuge and discuss with reference to war today
Topic area Cities of refuge A Jewish army goes to war and related biblical laws	listen to the cantillation of the text to ensure correct comprehension of the meaning of the text discuss categories of wars scripturally mandated; could the wars of the modern State of Israel be said to fall into such categories with regard to modern halachic writing (Rabbi S.Y. Zevin, <i>L'Or Hahalacha</i> , 'Milchama')?
Grammar Revision of definite article Definite objective Negative command	analyse negative commands in Deuteronomy 20 and make notes read three commentaries on the text (Deuteronomy 19) and in your own words explain the content, distinct stylistic features and purposes of each
	study similar word/phrase patterns in Deuteronomy 20:5–7 and modalities of address; in Deuteronomy 19 each individual is addressed whereas in Deuteronomy 20 the entire congregation is addressed in the plural form
	develop skills in understanding noun and verb prefixes and suffixes by completing exercises
	explain the moral-ethical background to the concept of cities of refuge, according to commentaries
	 search a CD-ROM for modern responses applying the laws of war to modern day issues and make notes

Example assessment task

Outcome 1: Demonstrate understanding of Classical Hebrew commentaries by analysis and translation.

Assessment task: Translation and analysis of information from commentaries on seen passage/s of Classical Hebrew with responses to questions in English.

Details of the task: Translate a passage from the prescribed text first as a literal translation; next translate it freely in accordance with the interpretations of the text by two selected commentaries. Answer questions on the passage.

Unit 4

Focus

Peshat and *derash* meanings in commentaries

Topic area

The traditional Jewish legal system

Grammar

Revision of items for analysis and recognition

Examples of learning activities

listen to an extract from the *Mishnah* Sanhedrin, for example from chapters 1–2, to complete a cloze exercise

listen to the recitation of *Mishnayot* to complete written passages from memory

in pairs, discuss different opinions expressed in selected *Mishnayot*

elaborate in your own words the difference between the literal meaning of biblical words and what is learned through analytic interpretation (*derash*) in the *Mishnah*

complete review exercises of grammatical items that are used in the *Midrash* and record examples.

explore the commentaries on the *Mishnayot* to bring out the extent of difference of opinion amongst the Sages of the *Mishna*

identify distinct features of mishnaic Hebrew, formatting of views, scriptural quotation and interpretation; take notes



search the Internet for information about the traditional Jewish legal system and give a class talk to younger students

revision: divide the class up into groups or pairs to study all the prescribed *Mishnah* readings and tabulate results as a class



search the Internet or a CD-ROM for information on key concepts/words in the *Mishnah*, to see in which other contexts these appear

write notes on distinct features of Mishnaic Hebrew, the formatting of views, scriptural quotation and interpretation

Example assessment task

Outcome 2: Demonstrate comprehension of various levels of interpretation, in particular *peshat* and *derash*, in a Classical Hebrew text.

Assessment task: A three- to five-minute interview in English to contrast the literal and analytical interpretations of a Classical Hebrew text.

Details of the task: In an interview, compare the content of two *peshat* commentaries on a biblical text with the Mishnaic explanation (*derash*) of the same text.

Unit 4

Focus

Analyse and explore the religio-Halakhic dimensions of the text

Topic area

Judicial procedure and witnesses

Grammar

Revision of all grammatical elements covered

Examples of learning activities

listen to a present-day scenario of litigation and apply the rules learnt in *Mishnah*, for example in chapters 3–4

dramatise the procedural system set out in the *Mishnah* by role-playing a case, with attention to the rules previously discussed in class

research current applications of the laws found in the *Mishnah*, as set forth in Jewish law, and discuss

analyse sentences which show distinct forms of composition and style of Mishnaic Hebrew

continue to revise the grammar items for analysis and recognition

research and note current legal procedures set out in the *Mishnah*; what are the conditions for the full implementation of all the procedures described in the *Mishnah*?

chart the major (and sub-) concepts of the first four chapters of *Tractate Sanhedrin*

make a table of your own examples of specified grammatical items for analysis and recognition

discuss examination technique prior to the end of year, e.g. timing, word limit, checking for accuracy and relevance

Example assessment task

Outcome 3: Analyse and explore the religio-Halakhic dimensions of text/s.

Assessment task: A 700–800 word essay in English to analyse and explain the religio-Halakhic concepts of one or more passages of Classical Hebrew.

Details of the task: Explain the legal and the spiritual significance of a specific Classical Hebrew text. What are the limitations of its application at the present time and what are the conditions of its full application?

STYLISTIC FEATURES

Text types	Identifiable features
Alliteration	Repetition of consonants, especially at the beginning of words.
Allusion	Reference to a person, place, story etc., which the reader is assumed to know.
Analogy	Comparison or parallel underlying a simile or metaphor.
Antithesis	Contrasting words or phrases balanced against one another.
Apostrophe	Address to person, place or abstract quality as an aside from the narrative.
Assonance	Repetition of similar vowel sounds in two or more words.
Chiasmus	Contrast of phrases by reversal of word order.
Hyperbaton	Alteration of natural order of words.
Hyperbole	Deliberate exaggeration not intended to be taken literally.
Interjection	A sudden phrase or word that interrupts the grammatical progress of the sentence.
Irony	The use of words that convey a sense of attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand.
Metaphor	An implied comparison; words or expressions literally belonging to one subject, but used by another to create an image.
Onomatopoeia	Words whose sound imitates the sound being described.
Personification	Treatment of a non-human object in terms of human characteristics.
Rhetorical question	Question asked for effect, where no answer is expected.
Simile	Comparison.

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.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

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www.library.yale.edu/cataloging/hebraicateam/
Yale University – Hebraica team website with information on cataloguing in Hebrew, online Hebrew

www.shamash.org
Shamash – Summary, search engine of Jewish sites only

www.torah.org
(education on Judaism)
Project Genesis, free online classes in Jewish philosophy, liturgy

www.mechonmamre.org and www.bible.ort.org
Navigating the Bible

www.mechonmamre.org and www.bible.ort.org
Hebrew/English lettering for Biblical texts

www.jecc.org
Hebrew cataloguing/Links to educational material & web-quests, online curricula

www.jewfaq.org
Judaism 101 – beliefs, people, places, language, scripture, holidays

www.jewishencyclopedia.com/index.jsp
Jewish Education Centre of Cleveland
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www.lookstein.biu.ac.il
Lookstein Center at Bar Ilan University

www.ou.org
Orthodox Union

www.refinedlogic.com/JewishIndex/7wut57.html
leading Torah commentators, Jewish index, Summary

NEWSPAPERS AND JOURNALS

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Website: www.ajn.com.au/pages/contact-us.html

Webmaster: Peter Nichols at pnichols@jewishnews.net.au

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Kollel Beth HaTalmud Yehuda Fishman Institute
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Balaclava Vic 3183
Tel: (03) 9527 6156/9527 8153

Kollel Menachem Lubavitch
92 Hotham Street
East St. Kilda Vic 3183
Tel: (03) 9522 8247

Makor Community Library
306 Hawthorn Road
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