

CURRICULUM SUMMARY - Modern Hebrew

YEAR 7

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Myself and my world</p> <p>Grammar focus: Pronouns, 1st group of verbs and sentences without verbs</p>	<p>CONTENT</p> <p>In the classroom</p> <p>Grammar focus: There is and there isn't, 2nd group of verbs and opinions</p>	<p>CONTENT</p> <p>Leisure and Food and drink</p> <p>Grammar focus: Review and consolidate taught grammar</p>
<p>ASSESSMENTS</p> <p>Half termly assessed work submitted to the teacher. This can be in the form of classwork, summative assessments or homework.</p> <p>Term 2 Setting assessment</p> <p>End of year Assessment will set for year 8</p>		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage and aid students to access and use the lvitil.cet.ac.il website regularly for homework and revision and consolidation of classwork. • Have short basic conversations in Modern Hebrew at home • Ensure students are equipped with pens, glue sticks and rulers. • Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam. • Continue to encourage students to practice their pronunciation by having short conversations with them regularly • Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam. • Keep track of your child's progress, all students will have an assessment grid at the back of their folder/exercise book with all tests' results. 		

YEAR 8

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Holidays Shopping and Money</p> <p>Grammar focus: Past tense for further verb groups</p>	<p>CONTENT</p> <p>Lifestyle Healthy lifestyles</p> <p>Grammar focus: opinion phrases, feminine and masculine forms</p>	<p>CONTENT</p> <p>Present studies and future work</p> <p>Grammar focus: future tense; comparative structures</p>
<p>ASSESSMENTS</p> <p>Half termly assessed work submitted to the teacher. This can be in the form of classwork, summative assessments or homework. After the February Half Term standardised Setting assessment End of year Assessment</p>		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none">• Encourage and aid students to access and use the ivtil.cet.ac.il website regularly for homework and revision and consolidation of classwork.• Have short basic conversations in Modern Hebrew at home• Ensure students are equipped with pens, glue sticks and rulers.• Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam.• Continue to encourage students to practice their pronunciation by having short conversations with them regularly• Help students plan their revision timetable effectively as they will be given two weeks' notice prior to the setting exam. <p>Keep track of your child's progress, all students will have an assessment grid at the back of their folder/exercise book with all tests' results.</p>		

YEAR 9 - AQA 8678

TERM 1	TERM 2	TERM 3
CONTENT Theme 1: Identity and Culture Topic 1: Me my family and friends & Topic 3: Free time activities	CONTENT Theme 1: Identity and Culture Topic 3: Free time activities & Topic 2 Technology	CONTENT Theme 1: Identity and Culture Topic 2: Technology & Topic 4 Customs and Festivals
ASSESSMENTS <ul style="list-style-type: none"> Advanced Modern Hebrew assessments will follow the GCSE Higher paper format Mixed Modern Hebrew assessments will follow the GCSE Foundation paper format All classes will have a half termly summative assessment with a focus on one or two language skills 		
HOW PARENTS CAN SUPPORT LEARNING <ul style="list-style-type: none"> To provide real life opportunities for students to practise the language. Consult the tracking sheet in the booklet and look at strengths and areas of development with student. To encourage students to read online material in the target language /to subscribe to Modern Hebrew magazines. Help students plan their revision timetable effectively. 		

YEAR 10 – AQA 8678

TERM 1	TERM 2	TERM 3
CONTENT Theme 2: Local, National, International, Global areas of interest Topic 1: Home, town, neighbourhood and Region & Topic 4: Travel and Tourism	CONTENT Theme 3: Current and Future Study and employment Topic 1 My Studies & Topic 2 My life at school Topic 3 Education and Post 16	CONTENT Theme 3: Current and Future Study and employment Topic 3 Education and Post 16 & Topic 4 Jobs, Career choices and ambition
ASSESSMENTS <ul style="list-style-type: none"> Mid-Year Exams in February/March will be Higher and Foundation full papers. This assessment series will include a full speaking (9-12 minutes) All classes will have a half termly summative assessment with a focus on one or two language skills 		
HOW PARENTS CAN SUPPORT LEARNING <ul style="list-style-type: none"> To provide real life opportunities for students to practise the language. Consult the tracking sheet in the booklet and look at strengths and areas of development with student. To encourage students to read online material in the target language /to subscribe to Modern Hebrew magazines. Help students plan their revision timetable effectively. 		

YEAR 11 – AQA 8678

TERM 1	TERM 2	TERM 3
<p>CONTENT</p> <p>Theme 2: Local, National, International, Global areas of interest Topic 2 Social Issues & Topic 3 Global issues</p>	<p>CONTENT</p> <p>Theme 2: Local, National, International, Global areas of interest Topic 2 Social Issues & Topic 3 Global issues Revision of all themes</p>	<p>CONTENT</p> <p>Revision of all themes + preparation for Public Speaking exams</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Mock exams in January will be Higher and Foundation full papers. This assessment series will include a full speaking (9-12 minutes) • All classes will have a half termly summative assessment with a focus on one or two language skills • Public speaking exams will take place in the first weeks of the summer term. Students will have an official appointment for their Public GCSE Speaking Exam which is shared with the exam board and can only be moved following JCQ regulations. 		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • To provide real life opportunities for students to practise the language. • Consult the tracking sheet in the booklet and look at strengths and areas of development with student. • To encourage students to read online material in the target language /to subscribe to Modern Hebrew magazines. • Help students plan their revision timetable effectively. 		

TERM 1	TERM 2	TERM 3
<p>Main topics: Communities in Israel (Jewish and non), History of Jews in the world and Israel, leaders of Israel</p> <ol style="list-style-type: none"> 1 Reading comprehension texts + variety types of Q&A 2 Writing short essays + opinions according to texts 3 Translation from Hebrew to English 	<p>CONTENT</p> <p>Main topics: Places in Israel, Israel modern society, Israeli places (old and new).</p> <ol style="list-style-type: none"> 1 continue reading comp. + q&a 2 Essays, express opinion. 3 First steps Listening comprehension and express opinion accordingly. 4 Translation from Hebrew to English 	<p>CONTENT</p> <ol style="list-style-type: none"> 1 Reading comp. + Q&A 2 Translation from Hebrew to English and vice versa 3 Cont. listening texts 4 General guidelines of an independent research
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Essays and Exam questions in class • Mock exam in January: all four skills will be tested: Speaking/Writing/Listening/Reading • Essays and Exam questions in class 		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none"> • Encourage your child to learn independently and read material in the target language • Subscribe your child to a monthly Israeli magazine which will enhance his/her cultural awareness as well as his/her vocabulary and grammar. 		

YEAR 13 - AQA

TERM 1	TERM 2	TERM 3
<p>CONTENT:</p> <p>Different topics in reading comprehension texts. Translation from English to Hebrew.</p> <p>Wider study of 2 topics (chosen out of 4): Literature:</p> <ol style="list-style-type: none">1. Following historical events – Film + essay <p>Non Literature:</p> <ol style="list-style-type: none">1. Communities in Israel – Ethiopian Jews: History and Aliya	<p>CONTENT:</p> <p>Continue the same topics Past papers – beginning.</p> <p>Literature:</p> <ol style="list-style-type: none">1 following Historical evens – 2 short stories + essays2 Israel Communities – Ethiopian Jews - intergration	<p>CONTENT</p> <p>Revision with past papers.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none">• Mock exam in January: all four skills will be tested: Speaking/Writing/Listening/Reading• Essays and Exam questions in class• A2 Modern Hebrew exam in May/June		
<p>HOW PARENTS CAN SUPPORT LEARNING</p> <ul style="list-style-type: none">• Encourage your child to learn independently and read material in the target language• Subscribe your child to a monthly Modern Hebrew• Ensure students have an effective revision timetable		

