

2020 VCE Hebrew written examination report

General comments

The majority of students were well prepared for the 2020 VCE Hebrew examination. They seemed familiar with the structure of the examination and were able to allocate adequate time for each of its three sections. Moreover, students generally proved to have good control of the vocabulary and linguistic register, particularly when they were required to write originally and creatively.

However, students need to practise organising and writing their answers so that they are clear, readable and coherent. The comments students write for themselves should only be written in the margins assigned for this purpose. It is also recommended that more time is dedicated to the practice of clear and legible handwriting, both in Hebrew and in English.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses

Section 1– Listening and Responding

Part A – Answer in English

Students who carefully read the questions and identified the answer required from the information they heard achieved higher marks. Those who didn't score well often wrote down every word they heard and provided irrelevant responses instead of specifically answering the question.

Text 1

Question 1

Five of the following:

- there will be fewer things to throw away / less waste will accumulate in the world
- it's only for one day and doesn't require much effort
- a new experience of a day that's different / a good feeling
- a day without spending/wasting money
- it will be a relaxed/quiet day
- a 'swap market' in the neighbourhood instead of shopping.

Most students answered this question correctly, but those who did not mention all five points, and instead repeated the same point twice but with different wording, were not awarded full marks. For example, 'A day where you don't spend any money' is the same answer as 'A day where you don't buy anything'.

Text 2

Question 2a.

- The flight is direct. / There are no stopovers. / There is no wasting of time.
- The flight is only 17 hours. / It's a shorter flight.
- The plane is spacious/modern.

The majority of students were able to identify all three points in the text.

Question 2b.

- Tickets are limited. / There is already a demand.
- Her friend promised it will be paid today.

Students who did not include that Nili had to pay quickly for the ticket because her friend made a commitment to pay on that day were not awarded full marks.

Text 3

Question 3a.

- His father was an amateur meteorologist and he 'infected' him with the 'bug'. / He was influenced by his father.
- He liked to hear the sound of thunder and lightning.
- As a farmer, his connection to the weather was natural.

A partial answer such as 'his father was an amateur weather forecaster' does not explain what attracted Ron to the profession. Students needed to add that his father's influence on him had also played a role.

Question 3b.

- He says that it's important to be precise/exact with the information. Therefore, he checks the pictures from the satellite and the maps on the computer.
- He says that every bird that suddenly flies can change the picture. / The weather can be unpredictable therefore it's good to have an umbrella to be prepared for all weather / just in case.

This was a challenging question for most students. Only a few were able to analyse Ron's response and write a full answer based on two different components in his response.

Part B – Answer in Hebrew

This section required answers to be given in Hebrew. The wording of the answer, the sentence structure and the grammatical form should enable the answer to be understood and be read fluently. Unclear answers that included irrelevant parts of sentences or words taken out of context were not accepted as complete answers.

Text 4

Question 4a.

יואב

- יואב מתרכז בסופגניות כזכרון החג
- הילדים משתתפים בהכנות לחג / עוזרים בהכנת הסופגניות / ריח הסופגניות הטריות בשכונה

גלית

- גלית מתרכזת בלביבות כזכרון החג
- את מנהגי-החג מקיימת כל המשפחה בזמן טיגון הלביבות / לביבות מכינים בבית

Yoav

- Yoav focuses on the sufganiot as a memory of Chanukah.
- Children participate in the preparation for the festival / help out in preparing the sufganiot. / The aroma of the fresh sufganiot in the neighbourhood.

Galit

- Galit focuses on the levivot as a memory of Chanukah.
- Customs of the festival are observed by the whole family while the levivot are frying. / Levivot are made at home.

Students who provided a response that focused on memories, as required in the question, gained full marks.

Text 5

Question 5

חמש תשובות מתוך:

- אפשר לשאול ספרים ללא-תשלום / בחינם
- הספריות הקטנות פתוחות ללא-הפסקה
- הספריות הקטנות נמצאות בכל רחבי הארץ / בתחנות האוטובוס השכונתיות / בתחנות הרכבת / בתאי-טלפון ציבורי / ב'שביל ישראל' / אפשר לשאול ולהחזיר בכל מקום
- אפשר לקרוא בזמן נסיעה ברכבת או באוטובוס / לא משעמם בנסיעה ארוכה
- אם התיק כבד / אין מקום בתיק, אפשר לשאול ספר בתחנה
- בטויל, יש גם משהו לנפש / לנשמה
- אם יש בבית ספרים שאינם בשימוש, יש לאן להביא / לא צריך לזרוק / עוד מישהו יכול להנות מהם

Five of the following:

- You can borrow books without payment / for free.
- The small libraries are open day and night / all the time.
- These small libraries are found throughout the country / at local bus/train stations / in public phone booths / on 'Shvil Israel'. / You can borrow and return books at any place.
- You can read during the train or bus journey. / It relieves the boredom on a long journey.
- If your bag is heavy or there is no room in your bag, you can borrow a book at the station.
- On your hike (walk) there is also something for the soul.

- If there are books at home that are no longer being used, there is a place to bring them / no need to throw them away / someone else can enjoy them.

Most of the responses indicated a good understanding of the text and an ability to select the relevant information from it.

Text 6

Question 6

שש תשובות מתוך:

- מי שמחפש אהבה ושמחה
- מי שמחפש הגנה
- מי שרוצה שיקבלו אותו כמו שהוא
- מי שמחפש נאמנות
- מי שמחפש אורח חיים בריא / הליכה
- מי שיש לו 'פינה חמה בלב' / יכול להציע בית חם / מי שדואג לבעלי-חי
- מי שרוצה לאמץ חייית-מחמד מבלי לשלם / לקנות

Six of the following:

- someone who is looking for love and happiness
- someone who is seeking protection
- someone who wants to be accepted as they are
- someone seeking loyalty
- someone who is seeking a healthy lifestyle / walking
- someone who has 'a warm corner in their heart' / is able to offer a good home / someone who cares for animals
- someone who wants to adopt a pet for free.

Students who scored highly on this question were able to draw conclusions from the rhyming text and to relate them to the people who applied to the services of the organisation, rather than describing the qualities of the animals.

Section 2 – Reading and Responding

Part A – Answer in English

This part of the examination tests the students' ability to understand a written text and focus on its content. Students who scored highly wrote precise answers and demonstrated their understanding of the text and its messages without needing to translate the text or write page-long answers. They included relevant explanations and conclusions based on the text. Answers that were too long because they focused on translating the text without answering the question could not achieve high marks.

Question 7

Four of the following:

- living in harmony with nature / more leisure time / enables them to express their love and care for nature and the land
- abundance of food / enjoy the results of growing their fruit and vegetables
- breaking down social barriers / talk to other people / be equal with others
- getting hands dirty / doing physical work
- yearning for return to the Garden of Eden.

Question 8

- In the past, the community sent fruit from the land of Israel to the community in the Diaspora.
- Representatives of the Knesset participated, as community leaders, in the tree-planting ceremony.
- Schools and kindergartens celebrated Tu B'shvat and planted trees as a community.
- Each individual can register for tree planting.
- Each individual can play and navigate to locate rare flowers or trees.
- 'Adopt a tree' as an individual.

Part B – Answer in Hebrew

Question 9

- תפקיד ההורים בחינוך ילדיהם
 - לימודים בבית-ספר רשמי – דוגמאות
 - חינוך ביתי – דוגמאות
 - יתרונות / חסרונות בכל אחת מהמסגרות החינוכיות
 - חילוקי-דיעות / הסכמות בין הורים וילדים
 - התגובה צריכה להעריך את יתרונות וחסרונות החינוך הביתי
- אמייל: כתיבה בלתי-רשמית

Responses may have included:

- the role of parents in their children's education
- learning in a formal school with examples
- home learning with examples
- advantages/disadvantages in each of these educational frameworks
- differences of opinion / agreements between parents and children.

The responses had to evaluate the advantages and disadvantages of home-schooling and apply the conventions of email text type, in personal writing style.

It appears that students found the topic of this question meaningful and close to their heart. Most of them understood the text well and responded to it accordingly. Students who scored well wrote in a personal style, which reflected that the email was addressed to their uncle and not to a stranger. Students who did not apply the email evaluative style of writing could not receive full marks.

Section 3 – Writing in Hebrew

Students were required to demonstrate an ability to express themselves in Hebrew, to match the register to the task at hand and to write a response in the text type and kind of writing required. Students who scored highly wrote in the required style and text type, which helped consolidate and enrich their responses. Low-scoring responses treated the topics with insufficient depth and meaning.

The three suggested topics offered were popular in equal measure.

Question 10

Students were required to write in their personal diary how the experience of finding a pair of old family candlesticks affected them.

- תיאור הפמוטים לפני ואחרי התיקון והחידוש
- הקשר של המשפחה לפמוטים
- סיפורם של הפמוטים
- רגשות שהתעוררו בכם
- משמעות שיחזור הפמוטים עבורכם ועבור המשפחה
- יש להקפיד על סימני כתיבה של יומן בסגנון כתיבה אישי

Responses may have included:

- a description of the candlesticks before and after the restoration
- the family's connection to the candlesticks
- the candlesticks' story
- the feelings that were awakened in the student
- the significance of the restoration of the candlesticks for the student and their family.

Text type: Diary entry

Kind of writing: Personal

Audience: Self

Students who scored highly included many features of a diary text type in their writing, producing moving responses with a broad narrative. Responses that were awarded lower marks used only the opening and closing features of a diary entry or included facts that were unrelated to the topic.

Question 11

Students were required to report on a year of shared activities with a rural school.

- תיאור ומידע על כל אחד מבתי-הספר שלקחו חלק בפעילות
- מידע על מטרות היוזמה
- מידע על הפעילויות ואיך יצאו לפועל למרות המרחק / מימון
- מה ההשפעה של פרויקט כזה על התלמידים הבוגרים בשני בתי-הספר
- הישגים ומסקנות
- יש להקפיד על סימני כתיבה של דו"ח בסיגנון אינפורמטיבי.

Responses may have included:

- a description of, and information about, each of the schools that took part in the activity
- information on the objectives of the initiative
- information on the activities and how they were carried out despite the distance/funding
- the influence of such a project on the senior students in the two schools
- achievements and conclusions.

Text type: Report

Kind of writing: Informative

Audience: School management

All the responses dealing with this topic presented interesting ideas for activities between the two schools, and it seems that the students understood the central idea required for a good response. However,

responses that focused on nature preservation and the experience of life in the midst of nature were not relevant because they did not focus enough on educational school activities.

Responses that were awarded higher marks applied the convention of a report text type and were written in an informative, clear style, as requested in the writing instructions.

Question 12

Students were required to write a speech with the aim of persuading members of the local council to develop a tourist site at a place where hot springs were discovered.

- פיתוח המעיין וסביבתו כמקור תעסוקה לתושבי העיר
- מקור הכנסה לעיר
- יוזמה של הדור הצעיר
- פיתוח של תעשיית התיירות והאירוח
- פתרונות אלטרנטיביים למיקום התשתיות לאינטרנט
- יש להקפיד על סימני כתיבה של נאום בסגנון כתיבה משכנע

Responses may have included:

- the development of the spring and its surroundings as a source of employment to local residents
- the development of the spring and its surroundings as a source of income for the town
- the development of the spring and its surroundings as an initiative of the younger generation
- the development of the tourist and hospitality industries
- alternative solutions to the location of the internet infrastructure.

Text type: Speech

Kind of writing: Persuasive

Audience: Local council

Most of the responses were interesting and creative. Students who obtained higher marks wrote responses in which the features of the speech text type were clear, authentic and persuasive.