2022 VCE Hebrew written external assessment report

General comments

Overall, students demonstrated an outstanding level of performance. They demonstrated an excellent ability to navigate the exam-sitting situation, completing all questions within the allocated examination time. Students showed good note-taking strategies, and used the draft sections well. It is advised that students practise the difference between recording, translating and responding to information in written and aural texts. Moreover, preparing for different question types would help students understand what is expected of them, and what the difference is between different commands such as listing, explaining or comparing. These general examination preparation techniques would benefit language learners, as the written examination requires engagement of different higher order thinking skills. Below is specific advice for each section of the 2022 paper. A highlight of the examination was students’ creativity and manipulation of language structures and expressions when writing in Hebrew.

Specific information

Section 1: Listening and responding

In this section, a common misconception is that listing all that one could hear would yield appropriate responses. Responding to oral texts requires selecting and using information. Students who were able to move beyond decoding and focused on the question at hand scored highly.

Part A

Text 1

Question 1a.

The correct answer included the following four points that are necessary to blow the Shofar successfully:

* blow an exact/accurate quantity of air (not too strong and not too soft)
* press the mouthpiece or tip AND with closed lips
* use an expert/professional to find a suitable Shofar
* practise / keep practising

Responses that scored highly included all four points.

Text 2

Question 2a.

The correct evidence from the text that indicates Earth Hour is a successful event includes two elements:

* (because it started in only one country) and is now celebrated in many countries around the world
* because it has been celebrated regularly for the past 15 years / it is an annual event that has been celebrated for 15 years.

Responses that scored highly included both the longevity of the celebrations and how widespread they are.

Question 2b.

The correct answer included the following four points:

* practising turning off electric devices (or computers) and lights/electricity at school
* reminding everyone in public places, such as shopping centres, to turn off the lights at 8:30 pm
* organising dinner by candlelight at home
* spending a family evening in a tent in the backyard.

In answering how one could be involved in Earth Hour activities, students were required to identify specific activities. A common misconception was noting broadly that ‘joining activities at school or at home’ would be sufficient.

Text 3

Question 3a.

In identifying the benefits for taking driving lessons in an electric car, the correct answer included the following three points:

* you can learn about the electric vehicle’s new systems and/or new safety system and/or new innovative ignition system
* the driving lesson is quieter (than in a conventional car) AND enables concentration/focus on the lesson and/or hearing the teacher’s instructions better
* you get a more enjoyable experience and/or you enjoy driving a modern and innovative car.

Some students misread this question and identified the general advantages of electric cars, rather than listing the benefits of taking driving lessons in them. Students are encouraged to read and highlight key words, as this step will enable students to understand the question fully and will therefore assist them to achieve full marks.

‘You can know places where you can charge the car's battery rather than fill it up with gas’ could not be accepted as an answer. Also, ‘You can learn more about the electric car’ without being specific could not be accepted as an answer.

Question 3b.

The similarities between learning to drive an electric car and learning to drive a conventional car are:

* the price of a driving lesson is the same for both
* the instructor can control driving from the passenger’s side.

Most students were able to identify both points.

Part B

In this section, students’ responses were scored on the ability to identify and analyse information and convey it accurately and appropriately. Responses that scored full marks necessitated high accuracy of information and language.

In this section of the examination few students were awarded full marks, with most demonstrating only a satisfactory understanding of the texts. These results highlight the importance of structuring coherent and accurate paragraphs.

Text 4

Question 4a.

Full marks were awarded to students that wrote all four measures as follows:

לנקות אותו / לנקות נקיון יסודי פעמיים בשנה

להשגיח / לוודא / לשמור שהציפורים והצמחים המוגנים לא יגרמו לאבנים להיסדק /להישבר

להגן עליו מפני תנאי מזג אוויר קיצוניים / קשים

לתקן את האבנים - להזריק להן זריקת דבק מיוחדת (לא לקדוח באבנים)

* to clean it twice a year / to do a thorough clean
* to make sure that protected birds and plants won’t cause the stones to crack / to make sure that the birds and the plants will be kept under control
* to protect it from extreme weather conditions
* to repair by using a special injection of glue rather than drilling into the stones.

It should be noted that a degree of language manipulation was needed here; while the text noted the hazards, the question necessitated to infer the measures.

Text 5

Question 5a.

The correct answer identified five of the following:

חמש נקודות מתוך:

השחקן מאופר

השחקן נכנס לדמות אותה הוא מגלם

יש קהל ו/או יש 'במה' / הרחוב הוא הבמה

יש קירבה ו/או מעורבות ו/או אינטראקציה בין השחקן לקהל

השחקן מדמיין מסך שקוף / בלתי-נראה

יש צורך בלימודים מוקדמים ו/או שיעורי משחק באוניברסיטה

* The actor has applied make-up.
* The actor enters the character he embodies.
* There is an audience.
* There is a ‘stage’ / the street is the stage.
* There is a closeness/involvement/interaction between the actor and the audience.
* The actor imagines a transparent/invisible screen/curtain.
* There is a need for prior studies and/or a need to take acting classes at a university.

Students were required to identify the similarities when comparing the living statue performance to a play in a theatre. A common misconception was that writing word by word the spoken text in its first-person narration was sufficient; however, the question required students to extract and then use the information to identify how they are similar.

Text 6

Correct answers included the following six points:

גילוי של עולם ספרותי חדש / סוגה חדשה (ז'אנר חדש)

תחביב חדש ו/או שעות של בילוי מהנה ('כיף')

אהבה לקריאה / קריאה מרתקת

התרגשות מחוויית הקריאה / התרגשות מפני שגיבורי הסיפור נוגעים בנשמת הקורא

'חברים' חדשים שהם גיבורי הסיפור איתם מזדהה הקורא

חשיפה לדרך לימוד שונה ומעניינת במוזיאון

* new genre / new literary world / a graphic story
* a new hobby / hours of pleasure
* a love of reading / fascinating reading
* excitement at the experience of reading / excitement because the heroes touch the reader’s soul
* new ‘friends’
* exposure to a different and interesting way of learning / learning in the museum.

Responses that scored highly conveyed the information appropriately, with clarity and accuracy. Responses that included single-word answers did not receive full marks. For example, writing ‘museums’ does not explain what a modern reader can gain from the world of comics, hence a full sentence, such as ‘learning in different ways in the museum’ was required.

Section 2: Reading and responding

In this section, responses needed to demonstrate understanding of general and specific aspects of written texts. Higher scores were awarded to answers that conveyed the information appropriately, by responding to the specific question’s direction, such as comparing, evaluating or explaining. Less successful were responses that merely copied or translated sections of the text without thoughtful consideration of the question at hand.

Part A

Text 7

Question 7a.

The two innovations that transformed the development of newspapers are:

* the invention of print / printing
* the development of post offices.

Most students were successful in noting the two points.

Question 7b.

The following four features were required for a full and correct answer.

* Hebrew newspapers included/published new Hebrew words (and some students added that this contributed to the revival of the Hebrew language).
* Newspapers represented the social-cultural uniqueness of different community groups / migrants / Aliya waves.
* Newspapers were established and closed down / had frequent turnover.
* Newspapers developed to include modern features such as audio AND online formats.

Some students did not discriminate between features of Hebrew newspapers developed in Israel, and the general development of Hebrew newspapers outside of Israel or in earlier periods. Other students mistakenly focused their answer on Ben Yehuda’s revival of the language, rather than the development of Hebrew newspapers. Students are encouraged to practise identifying and carefully selecting information from texts to answer specific questions.

Text 8

Question 8a.

To explain the significance of the balcony in Israeli culture, students needed to provide at least four of the following.

* It enables families to come together / a family gathering.
* It enables social gathering / communication with neighbours/friends.
* The balcony maintained its role despite changes over time / changes in lifestyle.
* It allows private and public spaces to intersect.
* Balconies maintain Israeli togetherness/unity.

A common misconception here was mistakenly attributing Israel’s climate as a feature of culture.

Part B

Question 9

This question required students to write an email to the head of the neighbourhood committee, evaluating the recommendation to upgrade the park. Responses that scored highly thoughtfully responded to the directive in the text to structure and sequence an evaluative response. They identified a wide range of points in their response and used language accurately and appropriately to convey meaning. Suggested points students may have included were:

בעד

שדרוג מתקני הפארק - חנייה, דרכי גישה, שירותים הם שינויים חיוביים שיגרמו ליותר משפחות להגיע לפארק ולבלות בו

הוספת בידור, בתי-קפה וקיום אירועים בפארק יהפכו את המקום לשוקק חיים וישדרגו את חיי החברה של התושבים, וגם יאפשרו יותר אפשרויות תעסוקה לתושבי המקום

נראות הפארק – לא עוד מקום עזוב ומוזנח, אלא מקום שמתאים לצרכי התושבים כיום

נגד

יופי הטבע הראשוני / הפראי ייהרס עם השדרוג

ריחות פלאפל ובישולים ישתלטו על ריחות הפריחה הטבעית

השקט שבו אפשר לשמוע את שירת הצפרים ושכשוך המים ייעלם

הריגוש שבהליכה בשבילים לא מסומנים ייעלם

For:

* Upgrading the facilities at the park such as a parking area, easily accessible paths and toilets is a positive change for the public. These changes will attract more people to the park.
* Provision of entertainment and a variety of eateries as well as events will contribute positively to the residents’ social life. It will also allow them more employment opportunities.
* The park is deserted; an upgraded park will suit today’s needs.
* Changes will attract more people to the park / park is deserted and upgrades will bring people.
* An upgraded park will suit today’s needs.

Against:

* The old natural beauty of the park may be threatened by the upgrade.
* The natural smells of the blossoms may be overtaken by the smell of falafel.
* The focus/attraction of the park will no longer be the beauty of the trees or the sound of the birds.
* The excitement of walking in undesignated routes will be threatened by the upgrade.

Less successful responses repeated the original text word-for-word, rather than responding to the task. It is important that students manipulate language to successfully convey the original meaning without relying on the original text. Other responses that did not score well failed to evaluate and used a persuasive or informative style instead. More focus should also be given to the ability to organise ideas to meet the requirements of the text.

Section 3: Writing in Hebrew

Question 10

Students were required to write the script of a speech, delivered at the school council meeting, to persuade the council members that yoga practice and meditation should be included in the school timetable. Suggested points students may have included were:

יתרונות

אווירה רגועה בבית הספר ולכן תלמידים קשובים יותר למורים, שקט בכיתות, יכולות ריכוז גבוהות יותר, שיפור במערכות היחסים שבין התלמידים, סובלנות, שעה נוספת של פעילות גופנית

רעיונות מעשיים לשילוב התרגול בסדר-היום של התלמידים

Advantages:

* a relaxed atmosphere, students attentive to each other and to the teachers
* quiet in the classrooms, cooperation between students of all ages, higher concentration
* learning tolerance; the school is used for more than instilling knowledge; students are happy to have a new initiative
* practical ideas for the integration of the activity into the students’ timetable.

Students who scored highly structured the text as a speech and used persuasive language features ~~(~~such as the use of the superlative or the use of direct speech and questions posed to the audience to create an emotional response.

Question 11

Students were required to write the text of an interview, to be published in a music magazine, to inform the readers about a music band’s important milestones. The band’s members are all part of the same Israeli family. Suggested points that may have been included are:

מוסיקה ישראלית

משמעות המוסיקה עבורם, מדוע בחרו דווקא בכיוון הזה

איך מרכיבים רפרטואר מתאים

השילוב בין משפחה ללהקה: יתרונות, קשיים, השפעות

קשר עם הקהל / חוויות מיוחדות

כיצד הכל התחיל ומה בעתיד

* Israeli music
* the meaning of music for them, why they especially chose this direction
* how they put together a suitable repertoire
* the family as a band: advantages, difficulties, influences
* connection with the audience / special experiences
* how it all began and what’s in store for the future.

Students who understood the features of the informative style of writing, conveyed the information in a clear, comprehensive and accurate manner, using an objective style and included descriptions, explanations and evidence.

Question 12

Students were required to write a personal diary entry, reflecting on experiences during a challenging trip taken as a member of a bike riding club. Suggested points included:

חששות, פחדים, היסוסים לפני היציאה לטיול האופניים

חוויות, קשיים ואתגרים בטיול האופניים / במסע – ואיך מתגברים – רוח הצוות, עזרה הדדית

מדוע בחרו דווקא רכיבה באופניים / במה שונה מסע כזה מטיול אחר

* personal relationship with members of the club
* experiences, difficulties and challenges on the trip/journey and how to overcome them
* why they chose specifically bike riding / how does a bike journey differ from other kinds of trips
* concerns, fears, hesitations before setting out.

High-scoring responses used emotive language to comply with the reflective and personal writing style. Emphasising senses, thoughts and beliefs was highly effective, and enabled higher-scoring students to convey heightened emotions associated with such a challenging bike trip. Some responses showed a high degree of creative manipulation of the Hebrew language, as the act of writing a personal diary can authentically help the author understand and unravel their own feelings.

Students were required to read the question carefully. Any previous knowledge had to be relevant in order to answer the question appropriately. Also, students needed to consider not only the topic, but also the style of writing. Some students diverted into a story rather than a diary entry. An emphasis on opinions and feelings was required, rather than factual information.