

Written component

GENERAL COMMENTS

In the 2014 Hebrew written examination, students demonstrated a good ability to manage their time and the questions asked, achieving satisfactory results overall. Two main factors influenced students' results: their language proficiency level and their ability to unpack and understand different question types. Some students failed to sufficiently analyse the questions. Reading the questions is often not enough. Students should use their higher-order thinking skills to fully comprehend what is being asked.

High-scoring students demonstrated both outstanding control and manipulation of the Hebrew language in context and a strong ability to use a variety of styles and to answer questions directly. Lower-scoring students made a range of grammatical errors and often misinterpreted texts.

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

In this section students listened and responded to six Hebrew texts. There were three texts in Part A and students needed to respond in English; there were three texts in Part B and students needed to respond in Hebrew. The texts in this section were well understood by most students.

Students should take extra care identifying the text type and type of response required. For example, in Question 4, a dot-point summary was required.

Part A – Answer in English

Text 1

Question 1a.

- Venue: the swimming pool at the Sharon site
- Dress: informal/casual, including bathers for swimming and dancing clothes/no costumes

Writing just 'swimming pool' for the venue, without mentioning which one, was not accepted.

Question 1b.

The company will organise:

- booking the venue, including a dance floor
- the decorations/balloons
- a disc jockey/music
- the birthday cake
- invitations.

The following answers were not accepted: pink balloons, entertainment and food. When making generalisations, students should note that logical links to the meaning of the text must be maintained. For example, the company will supply a cake, not full catering, and although cake is indeed a type of food, an important part of the meaning was lost by answering just 'food'.

Text 2

Question 2

The announcement would appeal to students on holiday because:

- they could learn something interesting and useful in preparation for the next school year
- they could choose the subject according to personal interests
- there is no need to organise transport/they can stay in the comfort of their home
- the program offers an opportunity to win a prize

2014 Examination Report

- the program is run by the Ministry of Education
- it provides an interesting occupation in the long and tedious break
- there is no need for payment/it is free/there are no financial expenses for special equipment
- it is digital, therefore it offers an appealing learning experience that is different from learning at school.

The focus of the question was the appeal it might have for students on holiday, rather than at any other time of the year.

Text 3

Question 3

This event will attract a lot of participants because:

- there are two categories: professional and amateur
- it is appropriate for a variety of participants from different age groups, including both men and women
- the location is very popular and accessible, in Tel Aviv, Azrieli Towers
- the event is broadcast on radio/covered by the media
- Friday morning is a convenient time for many people
- it is a fun and different sporting experience.

Students should have recognised that the question was looking for reasons that this event is a popular one. Some students incorrectly focused on the health benefits that such an event presents.

Part B – Answer in Hebrew

The highest-scoring responses in this section demonstrated a very thorough understanding of the text by including all relevant aspects both accurately and clearly.

Text 4

Question 4

ארבע התשובות הן:

- יש הרבה שמש בישראל: משאב טבעי/ בלתי-מתכלה שצריך לנצל. (המילה 'שמש' לבדה לא התקבלה)
- שדה סולארי מייצר חשמל זול / התושבים נהנים מחשמל זול.
- שדה סולארי מייצר חשמל נקי / ידידותי לסביבה.
- מעשה חלוצי / ציונות מודרנית / סיפוק וגאווה.

- There is a lot of sunshine in Israel; it is a natural/infinite resource that needs to be utilised.
- A solar field produces cheap electricity/residents enjoy cheap electricity.
- A solar field produces clean electricity/is environmentally friendly.
- It is a pioneering act/modern Zionism/it demonstrates satisfaction and pride.

Most students identified the required points. Writing 'sun' on its own without explaining that there is a lot of sunshine in Israel was not accepted.

Text 5

Question 5

- ההצגה מאפשרת להביע דיעה אישית.
- את/ה אוהב/ת להציג – או – את/ה תלמיד/ה בשיעורי תאטרון
- הקהל נהנה מהפעלה / השתתפות / או השפעה על ההצגה
- גם אם באים עיפים - ההצגה מעוררת.
- המעבר ממקום למקום בזמן ההצגה - חידוש וגיוון.
- לא חובה לקחת חלק פעיל / אפשרות בחירה אם להשתתף או לא.

- The play allows you to bring forward a personal opinion.
- You like to perform/you are a theatre student.
- The crowd enjoys taking an active part/participating/influencing the play.

2014 Examination Report

- Even if you are tired, the play will wake you up.
- Moving from place to place during the play is innovative and different.
- It's not compulsory to take an active part. You have the choice of whether to participate or not.

Most students identified the personal style of writing and addressed the text to their friend.

Text 6

Question 6a.

- בעבר הילדים חיו/גדלו בבית הילדים. כיום הם חיים אצל ההורים.
 - בעבר כולם אכלו את כל הארוחות בחדר האוכל. כיום אוכלים בחדר אוכל רק בליל שישי.
 - בעבר חברי הקיבוץ עבדו בחקלאות. היום עובדים בבית הרושת ואף מחוץ לקיבוץ.
 - בעבר לא היה כסף פרטי בקיבוץ, היום יש לכל חבר חשבון בבנק.
- In the past, children lived in the children's house; at present, children live with their parents.
 - In the past, everyone ate in the dining hall for every meal; at present, they only eat in the dining hall on Friday night.
 - In the past, members of the kibbutz worked on the land; at present, they work in the factory and can work outside the kibbutz.
 - In the past, members had no private money; now, members have their own bank accounts.

This question required an identification of the changes that occurred in the kibbutz over time, in the form of a comparison. Some students only wrote what is new in today's kibbutz. Students should read questions carefully and clearly demonstrate their comprehension of the texts. High-scoring answers included a comparison based on these four aspects of life in the kibbutz: children's life, dining habits, work type and financial matters. Students who provided information on only the present or the past could not be awarded full marks.

Some students could not identify the required aspects clearly and made false comparisons between items of the text that were not logically linked.

Question 6b.

- היא צינית ומגיבה בלעג על התרגשותו של אורן.
 - תגובות אופייניות: מה כבר ריגש אותך אורן? ניהוח הזבל - משהו משהו, לא? איך התחברת לזריחה המהממת?
- Rina is cynical of/responds sarcastically to Oren's excitement.
 - An example of this is when she says, 'What could have moved you?'/ 'The smell of manure – something great, isn't it?'/ 'How would you enjoy the "beautiful" sunrise?'

The most obvious characteristic of Rina's personality needed to be described. Some students identified her sarcasm but could not provide relevant examples. Some students misunderstood her manner and wrongly noted that she was nostalgic and missed the old kibbutz. Students should practise comprehension of culturally related intonation and subtexts, which are a key component of intercultural knowledge.

Question 6c.

C. The kibbutz is a continuing/ongoing story.

Most students identified the correct answer.

Section 2 – Reading and Responding

In this section, students were required to read and comprehend three Hebrew texts. In part A students needed to respond to two texts in English and in Part B to one text in Hebrew. It was evident that students found Question 7 challenging, and many copied and translated sections of the original text word for word.

Part A – Answer in English

Text 7

Question 7

The program in the text described various events in the Shevach Centre of Science. Students were required to show their understanding of the nature of these events and how these events show the centre's role in the development and character of the State of Israel.

The Shevach Centre conference program presents sessions about areas that look at a knowledgeable future and impressive achievements for Israel, such as:

- different Israeli artists, Israeli gardening styles and Israeli architecture styles are displayed at the centre, reflecting the centre's character
- the development of innovative medical ideas
- educational involvement and bringing science to the youth/schools
- how the application of academic knowledge and research influences international and Israeli economics
- presenting role models, such as Nobel Prize winners.

Many students found this question challenging. Excellence in relevant areas was shown: medicine, education, finance, and role models and the cultural/artistic area, and some students briefly named these categories but did not sufficiently explain the connection between the events and the role of the centre. High-scoring responses included an introductory sentence that explained this connection, before providing examples.

Text 8

Question 8a.

The main purpose of this text is to inform/to promote/to attract readers to the events mentioned.

Students should use the teaching materials provided in the study design regarding text types.

Question 8b.

- The events are open to all/the general public/all around Israel.
- The events are free of charge and supported by the government department and the science institutions.
- It has an entry in the Guinness Book of Records for the record number of participants in a lesson.
- There are a variety of experiments in areas related to/of interest to the general public.
- At least one event strengthens the belonging/connection to Israel/national pride.

In identifying the causes of this event becoming popular in Israeli culture, students needed to understand the reasons behind the results presented. Some students repeated the result by saying 'it is popular' or 'it is attended by many' and many other students simply translated the name of the event; these students failed to explain the reasons behind its popularity. Many students mistranslated the words 'winning an entry card', thinking that it was an actual prize, rather than an opportunity that opens doors.

Part B – Answer in Hebrew

Text 9

Question 9

Students were asked to write an informal letter, as Yoram's mentor, providing advice on the concerns Yoram raised in his note and answering his questions regarding the optimal learning style.

Responses were well written and addressed most of the main points. A variety of suitable opinions was accepted.

Apart from errors in grammar, two additional areas for improvement were identified.

- Many students used conjunctions derived from formal writing styles, but these are not suitable to the manner and language style a young mentor and a student would use.
- Students are advised to avoid an over-reliance on rote-learning and should instead identify the context of the task. Many students wrote a well-articulated and highly accurate response; however, they did not answer any of the original questions. Advising Yoram not to worry and waving off his concern does not show a full comprehension of the text.

High-scoring responses detailed the two main learning styles and suggested a course of action such as:

- Go to sleep early. You can't study when you're tired.
- Every subject requires different study methods. Clarify for yourself not just how to study, but also what to study.
- Studying just for the grades (an explanation of if it is desired or not).
- Sometimes dictation is more accurate (explain, detail, give examples).
- If you are curious and do research, study more after school hours, it will improve your knowledge for school.
- Whatever you learn by heart you forget even before the exam (or the opposing opinion).
- Other ideas for building self-confidence:
 - 'Be involved in the dialogue surrounding the learning process'.
 - The school gives you tools for learning, use them (recommendations).
 - Discuss the role of the mentor program and its place within the dilemmas mentioned.

נקודות אפשריות:

- לך לישון מוקדם. אי אפשר ללמוד כשעייפים.
- כל מקצוע דורש שיטות לימוד שונות. תבהיר לעצמך לא רק איך ללמוד, אלא גם מה ללמוד.
- לומדים רק בשביל הציונים (הסבר אם זה רצוי או לא).
- לפעמים הכתבה של החומר מדויקת יותר. (להסביר, לפרט, להדגים).
- אם אתה סקרן וחוקרן - תלמד יותר בשעות שאחרי בית הספר, זה יחזק אותך בבית ספר.
- מה שלומדים בע"פ - שוכחים עוד לפני המבחן... / או דיעה מנוגדת.
- רעיונות נוספים לחיזוק בטחון עצמי.
- "שותף בדיאלוג הלמידה"? הצעות נוספות.
- בית ספר נותן כלים ללמידה, השתמש בהם: המלצות.
- לדבר על תפקיד תכנית החונכות ומקומה בדילמות שהועלו.

Section 3 – Writing in Hebrew

Students were required to write an original text in Hebrew on one of the four given topics.

The overall quality of students' responses was good and some responses were outstanding. High-scoring responses accurately treated the topic in depth. Many responses complied with the required kind of writing and text type, were structured logically and contained few linguistic errors.

Question 10

Students were asked to write a report evaluating the details of the 'twin school' program, between their school and a school in Israel, and its success.

Students should have included:

- the aim of the report
- some of the details of the program, including the fact that the twin school is in Israel
- evaluations to do with points such as a social meeting, Jewish education, acceptance of others, different activity/contact, significant and appealing, the program is open to all students, mutual visits, ways of communicating, mature experience with responsibilities, the school management involves the students in the decisions, ways of financing and practical ideas for the future
- the appropriate structure of a report and appropriate language.

Some students concluded that the program in this question was the same as the 'gap year' program many young people are now attending, because they are both named 'tochnit'. Students are advised to carefully read and think about the questions.

נקודות אפשריות:

מטרת הדו"ח.

פרטים בתכנית תוך שימת-דגש על העובדה שביה"ס התאום הוא בישראל: מפגש חברתי, הינוך יהודי, פתיחות לאחר, פעילות/קשר שונה, משמעותי/ת ומושך/כת, התכנית פתוחה לכל תלמידי ביה"ס, ביקורים הדדיים, דרכי תקשורת, התנסות בוגרת שאחריות לציידה, הנהלת ביה"ס משתפת התלמידים בהחלטות, דרכי מימון ורעיונות מעשיים להמשך. יש להקפיד על מבנה של דו"ח ושפה מתאימה.

2014 Examination Report

Question 11

Students were asked to write a diary entry reflecting on their thoughts about the youth basketball team they coach and their experience with the players.

Students should have incorporated text features of a personal diary and personal reflective writing in their response.

Students could have included some of the following points.

- a short description of the team and the players' characters
- the training routine
- the difficulties and the advantages of this team
- how they are coping
- their educational value as a coach
- how they motivate the players and show them appreciation
- what the future holds

נקודות אפשריות:

תיאור קצר של אופי השחקנים והקבוצה, שיגרת האימונים, מהם הקשיים, היתרונות, התמודדויות והתקדמות של הקבוצה. הערכים החינוכיים שלך כמאמן, איך את/ה מעודד את השחקנים ומראה להם את הערכתך. מה בעתיד. יש להקפיד על סימנים בולטים של יומן אישי וכתובה אישית ורפלקטיבית.

Question 12

Students were asked to write, as opening speaker, a script of their introduction to a beginners' course for the elderly on the use of computers and other devices for social networking.

Students could have included some of the following points.

- an appeal to the specific audience about the uniqueness of the course – that is, meetings between students and pensioners
- the advantages of modern means of communication and how people can use social media
- the need or the option of various forms of communication currently
- details of personal means of communication, encouraging pensioners about the importance of keeping them in the loop
- reasoned persuasion

נקודות אפשריות:

פנייה לקהל המסויים, ייחודו של הקורס: מפגש בין סטודנטים לגימלאים. יתרונות אמצעי התקשורת בזמן המודרני וההשתלבות ברשת חברתית. הצורך/האפשרות בתקשורת שונה בזמננו. פירוט של אמצעי התקשורת האישיים. עידוד הגימלאים, השיבות שמירתם במעגל החברתי. שכנוע מנומק.

Question 13

Students were asked to write a script of their interview with a zoo manager on the controversial topic, 'Are animals in zoos really better off?'

Students could have included some of the following points.

- experiences from the visit
- what each side of the debate says – including negatives such as prison, deprivation of freedom, distancing from the wild, animal cruelty, lack of safety on location and expensive maintenance, as well as positives such as adequate conditions, evolutionary survival, an experience for the visitors, traditional family outing and studying of wildlife

2014 Examination Report

נקודות אפשריות:

חוויות מהביקור. מה טוען **כל צד בדיון**: כלא, גזילת חופש, הרחקה מהטבע, התעללות בבעלי-חיים, חוסר תנאי בטיחות במקום, יוקר האחזקה. אל מול: תנאים מתאימים, הישרדות אבולוציונית, חוויה למבקרים, בילוי משפחתי מסורתי, למידה על בעלי-חיים. הראיון צריך לכלול את שני הצדדים בדיון.