

2015 VCE Hebrew written examination report

General comments

Most students who sat the 2015 Hebrew exam demonstrated very good command in all areas of the language. Most students used the language freely and in a natural way.

High-scoring students understood the texts well; their answers were focused and they responded directly to the questions asked.

Low-scoring students had insufficient skills in analysing texts. Further focus on the text would have allowed them a deeper understanding of its essential ideas and reduced their tendency to use irrelevant words or copy sentences from the text.

Students must pay close attention to the question and must clearly understand what it is asking them to do.

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

The texts in this section were understood well by students.

Text 1

Question 1

1a.

- It's a simple salad.
- It uses fresh ingredients.
- It's quick to prepare/it doesn't need to be cooked/it is easy to make.

Most students understood the question and responded correctly. Students who repeated what they heard in the text and wrote that 'The salad is Israeli' or that 'Israelis loved the salad' missed out on marks.

1b.

To avoid bruising

Most students answered this question very well. The answers revealed the students' ability to analyse the text.

1c.

It enhances/emphasises the distinctiveness of each ingredient.

This question was answered correctly by most students. Answers that did not relate to the text but rather to personal experience were not accepted. For example, 'The dressing adds flavour to the dish' was not accepted.

Text 2

Question 2

2a.

Ron points out/counts/mentions:

- thousands of new books were published this year
- millions of books were borrowed
- 90 per cent of the population buy at least one book
- a rise in the number of readers.

The responses to this question were good. Answers that didn't accurately specify the numbers in the text could not attain full marks. For example, the text mentioned, 'thousands of new books' and 'millions of books were borrowed'. Some answers given were 'a thousand...' and 'a million...', but these answers were not accepted.

2b.

| Objective of the promoters | |
|-----------------------------------|--|
| 1926 | <ul style="list-style-type: none"> • to strengthen/establish Hebrew reading in Israel • to fulfil a need for people to read in Hebrew |
| Today | <ul style="list-style-type: none"> • to continue to involve the public/promote literature in all sorts of literary events/activities such as book markets and meetings with authors |

Answers to this comparison question were excellent.

Text 3

Question 3

- The whole family will be in daily contact without cost/at less cost.
- It will be possible to plan family occasions/meals/trips more readily/easily, and to unite the family.
- Mum will be kept informed quickly and with less effort.
- Different group members can be in contact simultaneously/at the same time.

Part B – Answer in Hebrew

Text 4 4a.

| Categories People who are <i>קטגוריות אנשים שהם</i> | Example from the text <i>דוגמה מהטקסט</i> |
|--|--|
| adventurous <i>הרפתקנים</i> | cross rivers, cross deserts, dealing with different conditions; for example, weather, terrain <i>חוצים מדבר ונהר, מתמודדים עם תנאים קשים וקלים. לדוגמה: מזג אוויר או תנאי שטח</i> |
| sports lovers <i>חובבי-ספורט</i> | training, riding, running, jumping/assists to win <i>אימונים ברכיבה, ריצה וקפיצה. מסייעים לנצח.</i> |
| environmentally conscious <i>ערים לאיכות הסביבה</i> | made of natural materials, sandals of the Earth, friendly to the planet <i>הסנדלים עשויים מחמרים טבעיים, ידידותיים לכדור הארץ, 'סנדלי ארץ' "</i> |
| concerned about their physical wellbeing <i>דואגים לבריאותם הגופנית</i> | comfortable, safe, lightweight <i>הסנדלים נוחים, בטוחים, קלים במשקלם</i> |

Most answers to this question received full marks. Some students did not write in the appropriate space and others repeated answers.

4b.

Rhyme, direct speech, persuasive language

תשובה אחת מתוך: חריזה, דיבור ישיר, שפה משכנעת

Answers to this question were excellent and demonstrated a thorough understanding of the features of different text types.

Text 5 Question 5 5a.

- Gila makes it possible for Yoav to use 10 square metres of her land.
- Gila supplies a tank for the collection of rainwater.
- Gila will receive 10 per cent of the produce.
- Yoav will be able to grow organic vegetables and herbs for his family and for Gila.
- Yoav promises to do some work and to fix things around the house.

- גילה מאפשרת ליואב להשתמש ב - 10 מ'ר מאדמתה (1נק')
- גילה מספקת מיכל לאיסוף מי-גשם (1נק')
- גילה תקבל 10% מהיבולים (1נק')
- יואב יגדל ירקות ותבלינים אורגניים לו, למשפחתו ולגילה (1נק')
- יואב מתחייב לעזור בעבודות ותיקונים סביב הבית (1נק')

Most students had a thorough understanding of this text and conveyed their responses clearly and accurately. However, some answers included details from the text but that were irrelevant to the

answer. For example, 'Yoav's profession' and 'Gila's many travels'. Students are required to select the specific answer to the question asked.

5b.

The idea of a new social network is based on:
(B) mutual sharing.

הרעיון של הרשת החברתית החדשה מבוסס על:

שותפות הדדית

This question required a general understanding of the main idea of the text. Most answers were correct.

Text 6 Question 6

The paragraph needed to include the following points:

- the consolidation of friendship/you are not alone/sharing team spirit
- an original/different way to travel in Israel
- the feeling of happiness/success/satisfaction
- we get food that spoils us/chocolate/'forbidden'.

The response should have been written in paragraph format and not in point form.

הפיסקה תכלול את הנקודות הבאות: (1) גיבוש חברתי / אתה לא לבד / רוח צוות. (2) דרך מקורית / שונה לטייל בארץ. (3) תחושת שמחה / הצלחה / סיפוק. (4) מקבלים אוכל מפנק / שוקולד / 'אסור'.

הקטע ייכתב בפורמט של פסקה רציפה ולא בנקודות.

Section 2 – Reading and Responding Part A – Answer in English

Text 7 Question 7

Students were required to read an informative article about the Treasure House of Movies and to demonstrate their understanding of its purpose.

7a.

- The students can learn about the history of Israel by viewing documentaries showing original footage.
- The students can learn about the foundation/development/technique of the cinema/film industry in Israel.
- The students can learn about the atmosphere of hope and exhilaration of young people/pioneers building a homeland.

Some responses could have gained higher marks had they emphasised what students could learn in the Treasure House of Movies, instead of simply listing its contents.

7b.

Because teachers felt responsible for the education of future generations/transmitting knowledge, heritage and values.

Students were required to evaluate the information they read and they did this very well.

Text 8

Question 8

8a.

Because it's an imaginative film, not a documentary.

Answers that didn't show understanding that the Treasure House of Movies only acquired documentaries were not accepted.

8b.

- integration of immigrants
- the gathering in of the exiles (immigration of Jews from all over the world)
- belonging

It seemed that a large number of students did not understand the question as students did not distinguish between theme and genre.

8c.

- The roles of the songs and dances

Text 7: They are used as a background, in order to strengthen and transmit the creative spirit and joy of the founders of the state/Their role is to create a positive atmosphere.

Text 8: They are the main part: Their role is to change reality and to create an artificial fantasy/to draw the audience/to liberate the plot from the routine of a love story.

- The ways in which songs and dances are performed

Text 7: They sing cheerful and rhythmic songs together in a choir. They dance the hora in massive circles with an emphasis on consolidation (unification).

Text 8: They dance as a couple. There is no emphasis on songs, but the music is probably quiet, romantic and sweet.

This comparison question required analysis of the text. Students who were able to distinguish between the roles of the songs and dances in the films and the ways they were performed showed good analytical skills and achieved higher scores.

Part B – Answer in Hebrew

Text 9

Question 9

Students were required to write an email advising their indecisive classmate about an overseas trip. The text provided two advertisements describing two types of trips. Students were required to read the text and to demonstrate an understanding of the written text by responding to the questions in Hebrew.

High-scoring responses raised some of the following points:

- willingness/unwillingness to face danger
- a sense of (creates) adventure
- curiosity
- interested/not interested in having a rest at the end of the school year
- a suitable program/unsuitable program for 18-year-olds
- the importance/unimportance of deepening the connection to Australia/patriotism

- allergies to food, animals, plants
- language and communication difficulties/abilities
- timing – suitable/unsuitable
- the significance/insignificance of the relationship and closeness to home
- weather conditions
- the importance/unimportance of comfortable conditions on the trip
- a good relationship between the brothers.

- רצון / חוסר רצון לקחת סיכונים.
- ייצר הרפתקנות – כן או לא.
- סקרנות – כן או לא.
- מעוניין / לא מעוניין במנוחה עם סיום הלימודים.
- תכנית מתאימה / בלתי-מתאימה לבני 18.
- חשיבות / חוסר חשיבות העמקת הקשר לאוסטרליה / פטריוטיות.
- אלרגיות לאוכל, בע'ח, צמחים.
- קשיי שפה ותקשורת, או להיפך.
- העיתוי – מתאים / בלתי מתאים.
- חשיבות / חוסר חשיבות הקירבה לבית.
- תנאי מזג-אוויר.
- חשיבותם / חוסר חשיבותם של תנאים נוחים בטויל.
- 'שלום-בית' בין האחים.

An email between friends is characterised by informal, day-to-day Hebrew language. Most students wrote fluently in the style of language required for this task. High-scoring students showed an understanding of the text, developing its ideas with depth and meaning.

However, students who didn't extract the main points of information from the text couldn't justify their advice to their friend. Their responses were shallow and their ideas were undeveloped. A superficial reading of the text lead to confusion about the nationality of the writers, whether they were Australian or Israeli.

Section 3 – Writing in Hebrew

Students were required to write an original text in Hebrew on one of the three given topics. In order to comply with the criteria they needed to present relevant content with depth and meaning. Students are reminded that incorporating rote-learned material into their responses, without connection to the task, is not appropriate.

Most of the essays were well written. However, students should be reminded to use the dictionary at their disposal during the exam.

Question 10

Students were asked to write a blog about their parent's 30-year class reunion, where their photo was taken, positioned as they were on their last day of school. In the high-scoring responses, it was possible to imagine the two photos. These essays presented clear and touching descriptions, indicating involvement with the topic. Low-scoring students concentrated on one of the parents, without linking them to the two photos.

Responses may have included:

- the organisation and the preparation for the two photographs
- how the background, location and the circumstances are expressed in the photo
- the quality of the photos
- the stories of some of those who were photographed, the changes that are visible: dress, facial expressions, the order of positions in the photo, who is missing in the reconstruction.

- application of the conventions of a blog that express a personal/descriptive style.

ההתארגנות וההכנות לשני הצילומים. הרקע, המיקום, הנסיבות – איך כל אלה מתבטאים בתמונה. אייכות התמונות. סיפוריהם של חלק מהמצולמים, השינויים הנראים לעין, לבוש, הבעות-פנים, סדר העמידה בתמונה, מי חסר בשיחזור, ועוד. יש להקפיד על סימני בלוג ועל סגנון כתיבה אישי-תיאורי.

Question 11

Students were asked to write an article for the local newspaper evaluating and reflecting upon conflicting opinions on parental pressure on a child's choice of a career in the world of entertainment. This was the most popular of the three topics. Most of the students produced the structure of an evaluative essay very well. Excellent essays were those, which in addition to possessing the suitable structure, concentrated on positive and negative consequences of parental pressure. Essays that for the most part dealt only with descriptions of the world of entertainment and its influence could not receive a high score.

Responses may have included:

- the relationship between parents and their children
- children's dependence on their parents
- parents' concern for the future of their children
- the education/lack of education to choose a future independently of the pressure of others
- factors in childhood that are of importance in the shaping of the child's character
- the comparison of a career in the world of entertainment with other careers
- the effect of exposure at an early age to the world of entertainment
- application of the conventions of writing a newspaper article that reflect upon and evaluate conflicting opinions.

יחסי הורים-ילדים. תלות הילדים בהורים. דאגת ההורים לעתיד ילדיהם. הינוך/חוסר הינוך לעצמאות בבחירת העתיד. שנות הילדות וחשיבותן בעיצוב הילד. השוואת קריירה בעולם הבידור לקריירות אחרות. השפעת החשיפה לעולם הבידור בגיל צעיר. יש להקפיד על סימני מאמר המביא רעיונות והערכות של דיעות מנוגדות.

Question 12

Students were required to write a report for the local council, persuading them to approve the details of a plan submitted to build an ecologically sustainable house. Students who concentrated mainly on the details of building an ecologically sustainable house in their report scored very well. Those who produced, for the most part, rehearsed answers about damage to the environment, did not answer the question directly and missed out on some marks.

Responses may have included:

- the use of environmentally friendly building materials (specific examples of materials)
- a type of construction that takes climate into consideration
- the use of solar energy, wind energy and other forms of green energy
- domestic water recycling
- processing organic waste – 'green' gardening
- a vegetable garden
- a type of construction that considers the location, the terrain and the view
- apply the conventions of an informative report in which the introduction and the conclusion are worded in the persuasive style.

שימוש בחומרי-בנייה ידידותיים לסביבה (רצוי שיהיה פירוט מסויים של חומרים לדוגמא). בנייה מתחשבת באקלים. שימוש באנרגיה סולארית (חום ואור השמש), אנרגיית רוח, ואנרגיה ירוקה. מיחזור מים ביתי. עיבוד אשפה אורגנית. גינון 'ירוק'. גינת ירקות. בנייה מתחשבת במיקום הגיאוגרפי ובנוף. יש להקפיד על מבנה של דו"ח, כשהפתחה והסיכום ינוסחו בסגנון משכנע.