

# 2016 VCE Hebrew written examination report

## General comments

Most students who sat the 2016 Hebrew examination demonstrated very good comprehension skills and an ability to effectively identify the required information from the texts. They also showed a high level of writing skills.

However, students should have taken more care in responding to questions in the required language. In sections where the answers were to be written in English, Hebrew was not accepted and vice versa. Where answers were to be written in Hebrew, there was no need to add a translation of the words in brackets.

In preparation for the written examination it is recommended that students reinforce their skills in regard to grammar and syntax, in particular as they apply to tenses, pronouns and prepositions. An answer in Hebrew that contains grammatical errors cannot be awarded full marks.

It is recommended that students practise matching the task to the register required.

## 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.

The number of marks assigned to each question and the amount of answer space allocated to answers should be used as a guide to the length of the expected response.

## Section 1 – Listening and Responding

### Part A – Answer in English

#### Text 1

##### Question 1a.

One of the following:

- processed/frozen/heated in the microwave/machine-made food, not fresh
- sweets or snacks dispensed by machine/sweet snacks.

Some students included additional points in their answer.

##### Question 1b.

- grandparents connect with the grandchildren
- activity in the grandparents' spare time/employment
- food that is fresh/healthy/homemade

Most students answered this question very well.

## Text 2

### Question 2

- read faster with enjoyment/understanding
- believe in yourself/improve self-confidence
- can do course at leisure/at home
- supported by teachers online
- links to music, which helps you concentrate

High-scoring students demonstrated a general understanding of the text and were able to select the relevant information.

Students who wrote 'Nitza read faster' as a separate point were not awarded a mark, since the text dealt with a speed-reading course.

## Text 3

### Question 3a.

- the tranquillity/peacefulness is a positive picture of the area
- the picture of the chicken factory is a negative picture

Answers that outlined a visual contrast showed an excellent understanding of the text. Students who compared the noisy city with the tranquillity of country life did not score full marks because a description of the city was irrelevant.

### Question 3b.

The presenter uses metaphors/adjectives/descriptions. The example from the text could have been (one of):

- narrow road
- small bridge
- skies are blue
- paddocks are adorned
- tall trees paint the landscape in green.

Most of the answers to this question were excellent. Students' knowledge of parts of speech was very good.

### Question 3c.

Any two of:

- air pollution/the ecological and environmental concern
- preservation of the landscape/view
- the abuse of animals/chickens.

## Part B – Answer in Hebrew

### Text 4

#### Question 4a.

- wear a new suit
- have a haircut

- ללבוש חליפה חדשה/מתאימה
- להסתפר/תספורת קצרה

Most answers were excellent; however, students who did not focus on the son's appearance and answered 'travelling by bus' did not gain full marks.

**Question 4b.**

Any two of:

- he should listen
- he should volunteer
- he should avoid revolutionary ideas.

שתי תשובות מתוך:

- להקשיב
- להתנדב
- להמנע מרעיונות מהפכניים

Most of the answers to this question were excellent.

**Text 5**

**Question 5a.**

- origin/source of the Chanukia
- decorations/topics of the decorations/styles
- time/era of the creation of the Chanukia

- מוצאה / מקורה של החנוכיה
- קישוטים / נושאי הקישוטים / סגנונות
- זמן/תקופת ייצורה של החנוכיה

Most of the answers included two of the three points required. Students should have noted that the material of the Chanukiot was not mentioned in each case and was not common to all of the Chanukiot; therefore, reference to the material of the Chanukiot could not be included in the answer.

**Question 5b.**

- tradition: the pioneers light/produce/use the traditional Chanukia/celebrate Chanukah
- love for their land: the decorations are taken from landscapes of Israel and the lives of the pioneers there

- מסורת: החלוצים מדליקים/יוצרים/משתמשים בחנוכיה המסורתית/ חוגגים חנוכה
- אהבה לאדמת הארץ: הקישוטים לקוחים מנופי ארץ-ישראל וחיי החלוצים שם

Many students found this question challenging. Some did not define the integration of tradition with the love of the land.

**Text 6**

**Question 6**

- weekly activities/activities in the disciplines of science, advanced technology and space exploration
- an invitation to the special meeting at the Knesset/a meeting with the Committee of Research and Development in the Knesset
- the first to see the model of the first Israeli rocket/familiarity with the process of launching a rocket

- meeting many students and professionals/having an influence on the students/'ambassadors' of the project
- being inspired by the team of entrepreneurs/preparing a professional future for themselves/being up-to-date in the latest professional developments
- an activity supporting Israel/faith in Israel's technological ability/partners in the process of 'making' Israeli history
- additional scientific study

- פעילויות שבועיות / פעילויות בתחומי מדע, טכנולוגיה מתקדמת וחקר החלל
- מוזמנים לישיבה מיוחדת בכנסת / פגישה עם ועדת מחקר ופיתוח בכנסת
- ראשונים לצפות בדגם החללית הישראלית הראשונה / מתמצאים בתהליך שיגור חללית
- נפגשים עם תלמידים רבים / ואנשי-מקצוע / משפיעים / "שגרירי" הפרויקט
- מקבלים השראה מהצוות היוזם / מכינים לעצמם עתיד מקצועי / מעודכנים מקצועית
- פעילות תומכת בישראל / אמונה ביכולת הטכנולוגית של ישראל / שותפים ב"עשיית" היסטוריה ישראלית
- לימודי מדע נוספים

A choice of relevant points extracted from the text and a response written in an orderly and coherent fashion would have gained high marks for this question; however, some students failed to provide this. Instead, they included words and partial sentences from the text that did not produce a meaningful paragraph.

## Section 2 – Reading and Responding

### Part A – Answer in English

#### Text 7

##### Question 7a.

Any two of:

- mood/feelings
- internal thoughts
- character of person/personality.

Most students were awarded full marks.

##### Question 7b.

- Academic institutions understand the power, impact and influence of body language on interpersonal communication.
- It trains students to adopt artificial body language to their advantage.
- Studies show that interpersonal communication is mainly by body language.
- It helps students interpret/understand body language.
- It teaches students the skills of strength.
- Students learn how to use body language instinctively.

Students who were awarded high marks for this question demonstrated a high level of comprehension, extracting relevant information. They did not simply translate the facts from the text, but were able to analyse and infer the appropriate meaning.

Low-scoring students could not distinguish between the two parts of the question: 'why' and 'what'.

#### Text 8

##### Question 8a.

Any three of:

- remove predators/spiders or lizards in order to protect the caterpillars and butterflies
- feed caterpillars organic food

- protect/look after flowers/provide habitat for the caterpillars
- provide habitat for the butterflies to lay eggs
- provide flowers for the sweet nectar.

High-scoring students distinguished between the role of the owners of the Butterfly Garden and the visitors. They did not confuse the butterflies and the caterpillars. It is important that students learn effective dictionary skills; for example, the word 'caterpillar' was incorrectly translated as 'slug' or 'worm'.

### Question 8b.

Any two of:

- don't feed the caterpillars supermarket food
- befriend the butterflies/present them with sticks dipped in sugared water
- tell the owners if you see a lizard or a spider.

## Part B – Answer in Hebrew

### Text 9

#### Question 9

The text provided a glowing advertisement for a restaurant. Students were required to write an email to the restaurant after a disappointing visit. In their email students had to review their visit and offer suggestions for possible improvements.

High-scoring responses raised some of the following points:

- the atmosphere
- descriptions of the meals
- the taste of the food
- the setting
- the furniture
- the temperature settings
- the lighting
- the music
- the service
- the quality of the ingredients
- the method/quality of the cooking

- אווירה
- פירוט של הארוחות
- טעמים של המאכלים
- המקום עצמו
- נוחיות הרהיטים
- מזגן - חימום/קירור
- תאורה
- מוסיקה
- שירות/מילצור
- אייכות חמרי הגלם/מצרכים
- שיטות/אייכות הבישול

High-scoring students succeeded in fully describing their disappointing experience at the restaurant by commenting on relevant points raised in the given text. These students wrote in authentic and original language; they did not draw on words from the text. In addition, these students fulfilled both parts of the task: they explained why they were disappointed and they offered suggestions for improvement.

Some students limited their ideas to the general scenario of visiting a restaurant and did not consider the specific points from the text.

## 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.

In this section of the examination, some students incorporated into their essays sections or paragraphs that were learnt ahead of the exam. This detracted from the quality of the essay because these sections generally interrupted the flow of paragraphs, were irrelevant and reduce the quality of the content of the essay. It also prevented students from extending their ideas as they were limited by these sections or paragraphs instead of exploring the topic to its full extent.

Most students presented essays that were interesting, original and well organised, complying with the kind of writing required.

### Question 10

Students were asked to write an imaginary story for their school magazine that ended with the proverb 'If I am not for myself, who is for me? And if I am only for myself, what am I? And if not now, when?'

Responses should have covered the following areas:

- clear demonstration of the proverb
- use of features of an imaginative story
- the development of plot, character descriptions, emotions, atmosphere and physical description connected to the proverb
- careful selection of language such as verbs and adverbs for plot and adjectives for descriptions.

- הסיפור חייב להדגים את הפתגם
- סימני סיפור דימיוני
- פיתוח העלילה, תיאור הדמויות, הרגשות, האווירה, תיאורים מוחשיים - חייבים להיות קשורים לפתגם
- יש להשתמש בתשומת-לב בשפה מתאימה: פעלים ותארי-פועל לתיאור העלילה ושמות-תואר לתיאור מפורט

High-scoring students wrote a fascinating imaginative story that reflected, as required, on the proverb in the three parts of the essay. In these essays, the proverb constituted the highlight of the story and was presented as integral to the story. It is worth noting that these essays displayed excellent expressive ability in Hebrew. Students who were awarded a lower score did not delve into the meaning of the proverb and it appeared that they chose the topic only because they wanted to write an imaginative story. In those essays there was no connection to the proverb and at times no indication of an imaginative story.

### Question 11

Students were required to write a script for a speech they would present to Year 10 students to inform them about an initiative in which they had participated and to persuade them to become involved in the same initiative in the future.

Responses may have included:

- practical details of the program: time, place, frequency of lessons, standard of the language, types of activities
- the fulfilment of a dream: to teach the teachers
- the effect on the relationship between the teachers and the students in class and out of class

- difficulties, solutions and successes as teachers and as students
- identifying with the teachers/the students
- treating Hebrew at the school with respect and as unique
- personal experience, responsibility and obligation of each side.

The response should have applied the conventions of a talk to an audience/speech, using informative/persuasive language.

- פרטים מעשיים בתכנית: זמן, מקום, תדירות השיעורים, רמת השפה, סוג הפעילויות
- הגשמת חלום: ללמד את המורים
- השפעה על מערכת היחסים בין המורים לתלמידים, ולהיפך - בשיעורים ומחוצה להם
- קשיים, פתרונות והצלחות כמורים וכתלמידים
- הזדהות עם המורים / התלמידים
- יחס של כבוד וייחודיות לעברית בבית-הספר
- התנסות אישית, אחריות ומחויבות של כל צד
- יש להקפיד על סימני דיבור בפני קהל / נאום, בסגנון כתיבה אינפורמטיבי / משכנע.

This topic was the most popular. Students who chose to write this speech demonstrated interest, involvement and care about the significance of the Hebrew language in Jewish culture.

High-scoring essays complied with the speech text type, developed and expanded students' ideas, explained in detail how the program worked and emphasised its real advantages while keeping within the framework of the topic. In these essays the Hebrew was fluent, original and relevant.

Essays that received lower scores deviated from the topic and discussed other roles in the community or the school. In those essays students did not deepen their ideas and some did not consider the remainder of the demands of the task. Essays in which the students did not understand that their target audience was students, rather than teachers, could not be awarded high marks.

## Question 12

Students were asked to write a blog post about the 'selfie'. In the blog post they were required to share their experiences and thoughts on the topic with their readers. They were required to write that despite the high popularity of the 'selfie', they are personally disappointed by its negative influence on meaningful social connections.

Responses may have included:

- examples/anecdotes of selfie photos on different occasions
- selfie users and their reasons for taking such photos: celebrities, politicians, teenagers
- the selfie as a means of communication or as displacing communication
- the connection of the selfie to the age of the 'Me' generation
- the loneliness of the one who is posing for a photograph
- original and photoshopped pictures of selfies
- the pretence in a selfie
- truthfulness and lies in selfie photos.

The blog was supposed to express disappointment based on personal experience. Students needed to apply the conventions of a blog, in the style of personal/reflective writing.

- דוגמאות / אנקדוטות של צילומי סלפי בהזדמנויות שונות
- משתמשי סלפי והסיבות שלהם לצילומים אלה: ידוענים, פוליטיקאים, בני-נוער
- הסלפי כאמצעי תיקשורת או כדוחה תקשורת
- הקשר של הסלפי לעידן / דור ה"אני"
- בדידות המצטלם

- "בימז" ופוטושופ תמונות לסלפי
  - העמדת-פנים בסלפי
  - אמת ושקר של תמונת הסלפי
- יש להקפיד על סימני בלוג, בסגנון כתיבה אישי / רפלקטיבי.

High-scoring essays considered the selfie phenomenon and emphasised the disappointing side of it. These essays had the right balance between demonstrating the attractions of the selfie and its negative consequences on social connections. In addition, the blog text type was clear, and it added intimacy to the essay and was supported by an appropriate linguistic register.

Essays that predominantly deviated from discussion of the selfie, and focused on the disadvantages of technical media of our day and the damage they cause, could not achieve high marks since most of the essay missed the topic.