

# 2018 VCE Hebrew written examination report

## General comments

The majority of students displayed good control of all aspects of the language, as required in the examination:

- listening comprehension and the ability to respond in both Hebrew and English
- reading comprehension and the skill of analysing, comparing and evaluating the content of the texts
- the ability to write an original text that corresponds to the stimulus text that they read
- to express ideas and opinions in depth through an essay in Hebrew.

Students who were well prepared were able to achieve good results because they followed the examination instructions precisely and provided relevant, suitable answers in the required layout.

In relation to reading comprehension, students who were able to understand the written texts without translating every word demonstrated a very good ability to analyse and evaluate the 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 Part A – Answer in English

#### Text 1

##### Question 1a.

- there are five large flowers in the centre
- the branches and the flowers are arranged in circles/circles of flowers of different colours
- clear leaves and cut to equal length
- tie with ribbon

The majority of students understood the question and knew to identify the correct components.

##### Question 1b.

The words 'to them' refer to your dear ones/loved ones/a worthy person.

Students who did not understand the concept of 'your dear ones'/'loved ones' and answered that it referred to everyone did not answer correctly.

## **Text 2**

### **Question 2a.**

Dr. Zahavi

Reaction: He is an optimist/he doesn't see it as a problem/he is enthusiastic.

Reason: He has a solution on how to turn rubbish into 'gold'/participation in recycling workshops.

Interviewer:

Reaction: She is doubtful/anxious/worried.

Reason: She doesn't understand and has not heard of the recycling workshop/she is not sure that recycling is a solution.

Correct answers were able to differentiate effectively between reason and reaction. The concept of 'reaction' was not clear to all students, and answers that included Dr. Zahavi's opinions in relation to rubbish at home or why he holds such opinions, but that did not include his reaction, were not accepted.

### **Question 2b.**

One of the following:

- Old jewellery – don't throw out, create something new.
- Clothing – don't throw out, dye or print it again.
- Plastic bags – don't throw out, make curtains out of them.
- Cans – don't throw out, plant spice seedlings in them.

Students who included a precise example from the text in their answer were awarded one mark. Answers that generalised about recycling were not accepted.

## **Text 3**

### **Question 3**

- we came as strangers/each on his or her own, when we finished, we were no longer strangers to each other.
- connects Israelis from everywhere
- singing as one/singing shoulder to shoulder
- common achievement
- crazily connected
- a positive, contagious and electric energy
- the communal singing connected and bridged all the differences
- everyone is welcome/don't have to have talent

Correct answers used examples from the text that singing flash mobs encourage social connections. This question required students to demonstrate an understanding of the text by choosing only information that was relevant to answering the question.

## **Part B – Answer in Hebrew**

In this part, students were required to answer questions in Hebrew. Answers that were unclear and that included irrelevant sentences or words that were out of context were not accepted as high-scoring answers.

**Text 4**  
**Question 4**

- מדגישה את ההיכרות עם הארץ.
- מגדירה את ההשתתפות בחפירות הארכיאולוגיות כמסע מרתק.
- הארכיאולוגיה נותנת משמעות לסיפור השלם (של הארץ).
- אפשר 'לגעת' בהסטוריה / העבר פוגש את ההווה.
- פירוט הממצאים - מושך.
- הפעילות - הגשמת חלום / מרגשת.
- שאלות רטוריות / פנייה לקהל
- הגשת ההודעה חגיגית ומזמינה.
- שפה משכנעת.
- עבודת צוות מעניינת.

- emphasising the familiarity with Israel
- defining the participation in the archaeological dig as a fascinating journey
- archaeology gives meaning to the whole story (of Israel)
- 'touching history'/the past meets the present
- the details of the finds are exciting
- the activity is a realisation of a dream/exciting
- rhetorical questions/talking to the audience
- the presentation of the announcement is inviting
- persuasive language
- interesting teamwork

Higher-scoring responses demonstrated an understanding that the announcement tried to persuade listeners not only through its content but also its style: rhetorical questions, persuasive language and appealing to the audience.

**Text 5**  
**Question 5**

**התשובה חייבת לכלול את הרעיון המרכזי.**

**הרעיון המרכזי: (1 נק') תשובה אחת מתוך:**

- הקהילה היהודית באוסטרליה שותפה בהגיגות 70 לישראל
- שיתוף פעולה בין הקהילה היהודית באוסטרליה לבין מדינת-ישראל
- למרות המרחק הגיאוגרפי - יש קירבה / הערכה הדדית וכבוד בין חברי הקהילה היהודית באוסטרליה לבין הישראלים.

**דוגמאות: ארבע תשובות מתוך:**

- חידונים בבתי הספר
- מפגשים עם אמנים ואנשי רוח ישראליים.
- הפקת סרט על-ידי צוות משותף
- חובבי טבע נפגשים בישראל,
- שיעורי בישול משלבים אוכל אוסטרלי, יהודי מסורתי וישראלי
- שירים בשתי השפות - עברית ואנגלית
- קבוצת קריאה בעברית ואנגלית בספריה.
- מסיבה משותפת.

The rationale:

- the Jewish community in Australia participated in the celebration of Israel's 70th year of independence
- collaboration between the Australian Jewish community and the State of Israel

- despite the geographical distance, there is a close relationship/mutual appreciation and respect between members of the Jewish community in Australia and the Israelis.

Examples:

- quizzes at schools
- meetings with Israeli artists and intellectuals
- the production of a film by a joint team
- nature lovers meet in Israel
- cooking lessons combining Australian food and traditional Jewish and Israeli food
- songs in Hebrew and English
- a shared party
- reading groups in Hebrew and English in the library

Answers needed to include the rationale.

Generally, students' answers were good. Students demonstrated a good understanding of the text.

## Text 6

### Question 6

חמש תשובות מתוך:

- החדר נעול.
- הזמן מוגבל.
- סיפור הרפתקה / מפחיד
- המשתתפים הם גיבורי העלילה.
- עבודת צוות.
- נדרשת חשיבה 'מחוץ לקופסה' / יצירתיות.
- להעזי לחגוג יום הולדת במתכונת שונה.

Relevant answers could have included:

- locked room
- limited time
- scary story/adventure
- the participants are the heroes of the story
- teamwork
- thinking 'outside the box'/creativity is required
- dare to celebrate a birthday in a different way.

Most answers were very good. Answers that did not earn high marks were those that simply listed details from the text without focusing on what was challenging about the proposed birthday activity.

## Section 2 – Reading and Responding

### Part A – Answer in English

#### Text 7

#### Question 7

Tour guide's planned activities	Tour guide's reasons
travel along the Anzac route/Besore Creek/long route	to follow in the footsteps of the Australian soldiers to understand the meaning of their heroic story/appreciate what the soldiers went through/to appreciate the benefit of the long and hidden route
a picnic and rest at Eshkol Park/bathing in Besore Spring/viewing of the dam	to understand the importance of the water to the Anzac soldiers/to relive the soldiers' experiment
see the statue called the Australian Light Horse Memorial/visit the ANZAC Memorial Centre	to remember the heroism/strength/pain of the Australian soldiers/to show our appreciation for them

This question required students to incorporate what they had understood from the text into their answers. Answers that did not include planned activities but only the planned location were not awarded marks.

#### Text 8

#### Question 8

The reasons for the divided attitudes towards the eucalyptus tree in Israel are:

- The trees did not dry the swamps/did not fulfil the original expectations.
- The tree is a symbol of the new pioneering settlement in Israel/legacy of the First Aliyah.
- The eucalyptus doesn't allow the local natural vegetation and species to grow in their shade.
- The eucalyptus blossom supplies the bees with nectar.
- The trees are valuable to the landscape/environment.

This question required an understanding and analysis of the text. Students who focused on translation of the text only could not draw the necessary conclusions from the text that were needed in order to answer the question.

## Part B – Answer in Hebrew

#### Text 9

#### Question 9

- גיל הלומד/ת
- סוג הלימוד/המחקר
- עומק והרחבה של המידע
- איך חוקרים את שרשי המשפחה
- יתרונות / חסרונות בכל גיל
- קשר למשפחה / התעניינות במשפחה
- זמן
- יוזמה
- חשיבות הנושא
- תגובה טובה תרחיב ותבסס את הנימוקים.

Students could have included the following points in their responses:

- researcher's age
- kind of the research/study
- depth and breadth of the information
- how to learn/research the family roots
- advantages/disadvantages of any age
- connection to the family/interest
- initiative
- time
- the importance of this topic

Responses that scored well were those that reflected the text type of an email and the kind of writing as personal or reflective. Additionally, in these responses, there was comprehensive reference to most of the points that were raised in the text. Such students used clear language to thoroughly explain and justify their answer to the writer of the blog. Students who did not understand the task that exploring one's family history is suitable only to people of bar/bat mitzvah age missed out on marks because they relied only partially on the text and did not answer the question fully.

### Section 3 – Writing in Hebrew

Students were required to write an original text in Hebrew on one of the three topics. In order to comply with the criteria, they needed to present relevant content with depth and meaning. Students should have demonstrated an ability to express themselves in Hebrew, to match the register to the question asked and to write a response in the text type and kind of writing required.

#### Question 10

Students were asked to write a persuasive speech outlining why they are the best candidate for the prestigious role of captain of the teenage football team, to be presented to the Central Committee for Sport in Australia.

- ותק ונסיון
  - שחקן/ית מצטיין/ת / כוכב/ת
  - יכולת מנהיגות טבעית / כאריזמה
  - סוחף/ת שחקנים אחריו/ה
  - מחוייב/ת לתפקיד
  - מגלה עמידה במתח ומאמץ
  - משקיען/ית
  - דמות מופת / בעל/ת אישיות מיוחדת
- יש להקפיד על סימני כתיבה של נאום בסגנון תיאורי ומשכנע.

- seniority and experience
- an exceptional/excellent player/a star player
- a natural ability for leadership/charisma
- attracts players to him/her
- committed to the role
- possesses the ability to face tension/strain
- invests in the role
- an exemplary figure/possesses a special personality

Responses that were awarded higher marks were those that included the features of a speech, used rich language, were original and persuasive, and focused on describing their suitable qualities for fulfilling the role of captain of the teenage football team. Essays that were awarded

lower marks were those that did not engage with the text type or kind of writing, and effectively told their history as sports players, sometimes not even as football players. These essays were not always written in relation to the required role, were not entirely relevant and did not go into enough depth with the student's ideas.

### Question 11

Students were asked to write a letter to the editor of the local newspaper. In this letter, they were asked to evaluate the use of electronic devices in schools.

- יתרונות השימוש בציוד אלקטרוני כחלק משמעותי בעולם המודרני / הכנה מתאימה לחיים שלאחר בית-הספר / התקדמות, לא נסיגה / אפשרויות אין-סופיות להעמיק לימוד וחקירה.
  - יתרונות העבודה הידנית בבתי-הספר / הבעת אישיות / יצירתיות / לעצור מעט את המירוץ / יש דברים שאפשר להגיע אליהם אחרי שנות בית-הספר / תפקיד בית-הספר הוא לבנות את היסודות.
  - חסרונות השימוש בציוד אלקטרוני: מהיר מידי / אין זמן למחשבה / מובנה מידי / מתרכזים בציוד וביצועיו במקום בתוכן.
  - חסרונות העבודה הידנית: איטית מידי / לא מותאמת לקצב-החיים המודרני.
  - להגיע לפשרה.
- יש להקפיד על סימני כתיבה של מכתב לעורך בסגנון של חיבור מעריך.

- advantages of the use of electronic devices as a significant part of the modern world: a suitable preparation for life after school/progress, not regression/ endless possibilities to deepen learning and research
- advantages of work by hand at school: expression of personality/creativity/slowing down the fast pace of life/there are things we can learn after the completion of school/the role of school is to build the foundations
- disadvantages of the use of electronic devices: too fast/no time for thought/too structured/concentrating on the device and its performance instead of content
- disadvantages of work by hand: too slow/not suited to the pace of modern life
- reaching a compromise

This was the most popular question; however, not all responses met the required criteria. Few students successfully wrote a meaningful response on this topic. High-scoring responses were those that referred to all types of electronic devices generally and emphasised the different approaches in preparing students for their future lives. These responses incorporated elements of the text type of a letter to the editor and the kind of writing as evaluative. Essays that were awarded lower marks were those that focused on particular devices, and some seemed to include rote-learned material.

### Question 12

Students were asked to write an informative report for potential investors in a crowdfunding project for the development of an original system to tidy bedrooms.

- פירוט השיטה
  - מטרות / יעדים
  - יתרונות / קהל היעד
  - חוברת הדרכה
  - אמצעי עזר / מכשירים
  - שלבי הפיתוח
  - פירוט השימוש בכסף שנאסף
  - לוח-זמנים
  - תמורה למשקיעים
- יש להקפיד על סימני כתיבה של דו"ח המביא מידע.

- details of the method
- objectives/targets

- advantages/target audience
- guide booklet
- aids/devices/appliances
- stages of development
- details of the use of the money collected
- a timetable
- a return for the investors

This question invited students to engage in a creative task and there were many ideas given. Responses that were not awarded full marks were those that, despite introducing creative ideas and using fluent language, did not focus on the text type of a report and used a kind of writing that was personal instead of informative.