

2019 VCE Hebrew written examination report

General comments

It is critical that students allow adequate time for each of the three sections of the examination. Students who were familiar with the structure of the examination and knew what to expect in each section, knew that they had to allow enough time to write an essay in the third section. In this section, students are required to allocate time to choose their topic, to organise their ideas, to plan the structure of their essay and their style of writing. In this section, students must decide not only **what** to write but also **how** to write it. This requires time.

Students who scored highly submitted a precise, coherent clear and complete exam. Students who did not score well had not followed instructions and did not answer in the required language, or used both Hebrew and English in their answer.

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.

- using/recycling old bags
- passing on/distributing the bags to whoever needs them
- ensuring that every girl and boy is ready for school

Generally, students answered this question correctly, but those who did not mention all three points, and instead repeated the same point twice but with different wording, were not awarded full marks.

Question 1b.

caring for others / caring about this issue

Most students answered correctly and received one mark.

Text 2

Question 2a.

- not to be afraid to 'hang between the heavens and the earth'
- excel in cleanliness and tidiness/organisation
- be prepared to be physically challenged / to be physically fit / to improvise solutions
- have experience of rope climbing
- complete a rappelling (abseiling) course run by the Ministry of Labour
- have a permit for working at great heights

Not many students were awarded all six marks. Answers that were part of a sentence that students had absorbed when listening to the text but that did not have a connection to the question, answers that mentioned only 'license' or 'permit' without saying which type, and answers that mentioned 'work experience' instead of 'experience of rope climbing' were not accepted.

Text 3

Question 3a.

- distribution of coffee and pastry at the junction
- The holiday of Sukkoth has begun / thousands of holiday makers are on their way to the airport.

This question required skills in listening comprehension. It is recommended that students take note that in Hebrew, as in English, a word sometimes has more than one meaning. In order to understand the meaning of a particular word, you must understand it in the context in which it is heard and not take it out of that context. In Text 3, the meaning of the word חלקה is not 'slippery' but 'smooth'. Using 'slippery' in the answer indicated a difficulty with listening comprehension.

Question 3b.

- keeping alert / drinking coffee in order to keep alert
- being patient / taking your time / having a break
- driving carefully/cautiously

In this question, students were asked to apply their conclusions from what they heard in this text. Most students did well, but answers that referred to a speedy arrival rather than a safe arrival at the destination were not accepted.

Part B – Answer in Hebrew

This section required answers to be given in Hebrew. The wording of the answer, the sentence structure and the grammatical form should enable the answer to be understood and be read fluently. Unclear answers that included an irrelevant collection of parts of sentences or words taken out of context were not accepted as complete answers.

Text 4

Question 4a.

- אנשים שיושבים שעות מול מחשבים

- people who sit for hours in front of computers

Almost all answers were completely correct.

Question 4b.

- הכיסא מספק תמיכה לצוואר ולגב.
- הכיסא חייב להיות בעל אפשרויות כיוון רבות.
- מושב הכיסא לא קשה מידי.

- It supports the neck and back.
- It should allow many adjustments.
- The seat is not too hard.

This question required students to sort out and choose relevant information. Most students understood this and answered correctly.

Text 5

Question 5a.

- צריך להיות המהיר ביותר (בהפעלת הרחפן).
- יכולת להפעיל את הרחפן בשלט-רחוק
- שימוש נכון בתצלומים שמגיעים מהרחפן.
- יכולת הטסה מדוייקת / שליטה במהירות, בכיוונים, בגובה ובמעבר המכשולים.
- יכולת להנחית את הרחפן בשלום.

- be the fastest (in controlling the drone)
- skill in operating the drone with a remote control
- correct use of photos that come from the drone
- accurate flying/control of speed, directions, height and passing of obstacles
- landing the drone safely

This was a challenging question for most students. Those who did not attend to the layout of the paragraph they had to write, or listed facts they absorbed from what they had heard, or did not concentrate on Tal's skills, or wrote answers in Hebrew that were incomprehensible (perhaps because of difficulty understanding what they heard), could not receive full marks.

Text 6

Question 6a.

שש תשובות מתוך:

- להיות אנשים טובים יותר / לשנות את העולם לטוב יותר.
- לא להיות יותר פאסיביים בנושא השואה.
- לשאול שאלות / לשוחח על מורשת השואה.
- לחשוב על המחויבות והאחריות שלנו היום.
- לזכור בדרכים שונות: עדויות, סיפורים, שירים, מוסיקה.
- ליצור מפגשי זיכרון בלתי-רשמיים/"לפתוח" לבבות ובתים.
- להרגיש שהשואה נוגעת בכל אחד / שייכות.

Six of the following:

- being better people / making a better world
- not being passive anymore
- discussing the legacy of the Holocaust / asking questions
- considering our obligations/responsibility today
- remembering in a variety of ways: survivor testimonies, reading stories, singing songs, playing music
- creating informal/unofficial memorial meetings / 'opening' hearts and homes

- feeling that the Holocaust touches everyone / is inclusive.

This question showed the difference between those students who understood the question and its relationship to the text, and those who did not absorb the information of this particular text. The latter did not respond to the question itself but rather wrote facts based on prior knowledge with little connection to the text they heard or the wording of the question. This difference in comprehension was the reason for the large gap in the marks between students.

Section 2 – Reading and Responding

Part A – Answer in English

Text 7

Question 7a.

Contributions in the past	Contributions in the present
<ul style="list-style-type: none"> • provided discounted flour to the residents of Jerusalem / provided a livelihood to the residents of Jerusalem 	<ul style="list-style-type: none"> • tourist attraction / providing employment
<ul style="list-style-type: none"> • building of a windmill was the first step in establishing the neighbourhood of 'Mishkannot sha'ananim' 	<ul style="list-style-type: none"> • heritage / the past is integrated in the present <p>or</p> <ul style="list-style-type: none"> • revival of traditional techniques/skills

The answer to this type of question does not always lie in the wording of the text itself but requires reading between the lines of the text in order to draw the right conclusions. Generally, more students completed the first column of the table successfully. However, those students who did not mention the name of the neighbourhood that was founded with the building of the windmill and those students who did not distinguish between the residents of Jerusalem and those of Israel could not receive full marks. In the second column of the table, if students had taken the word 'energy' out of its context in the text, this resulted in incorrect answers.

Text 8

Question 8a.

- The square was built above street level to accommodate traffic / to allow traffic to pass underneath.
- The city had grown / there was too much traffic / the nuisance it created.

Generally, the answers demonstrated good understanding of the text, but those students who in the second part of the answer translated the text word for word were not awarded full marks. The skill required in this part of the exam is not translation but understanding of what is read.

Question 8b.

- The 'fixing' of the square in 2018 was returning it to street level, thereby 'closing the circle'.
- Both squares have a fountain, flowers / grasses / footpath.
- Both squares are used for social gathering / they are the 'heart' of Tel Aviv.
- They are both at street level.

This challenging question required analysis and application of the information appearing in the text. Few students were awarded the four possible marks. Some students found it difficult to explain the meaning of the last sentence and many did not provide relevant evidence to explain its meaning.

Text 9

Question 9

- הפרדה או שילוב בין טיול בחו"ל לפעילות התנדבותית.
- התנדבות באוסטרליה או מחוצה לה.
- התנדבות לפני הלימודים הגבוהים או בסיום הלימודים.
- הקשר בין תחום ההתנדבות למקצוע בעתיד.
- סוגי הפעילויות, כישורים ויכולות אישיות: מתאים / לא מתאים לי.
- השתלבות בקהילה שונה.
- מרחק מהבית.
- תמורה כספית.
- נושאים סידוריים: כמה זמן, חיסונים, אירוח אצל משפחה זרה.
- המכתב –רשמי.

- a separate activity or a combination of a trip overseas and a volunteering activity
- volunteering in Australia or outside/overseas
- volunteering before or after higher education
- connection between the field of volunteering and future profession
- types of activities, qualifications and personal abilities: suits me / doesn't suit me
- fitting into a different community
- distance from home
- financial gain
- organisational issues: how long, vaccinations, being hosted by a strange family
- formal letter

This question required students to use the text as a stimulus. Therefore, those students who did not respond to the information provided in the text but instead used the letter as an opportunity to describe their activities for 'improving the world' ('tikun olam' תיקון עולם) or to describe their personal achievements at school and outside school, were unable to achieve a high score. Those students who wrote a formal, consolidated letter that responded to and further developed the ideas raised in the text and who were able to express themselves well in Hebrew, achieved higher scores.

Section 3 – Writing in Hebrew

Students were required to demonstrate an ability to express themselves in Hebrew, to match the register to the task at hand and to write a response in the text type and kind of writing required. Students had 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.

Question 10

Students were asked to write the text of an interview with the Lord Mayor of the city that was chosen as the 'most liveable city in Australia' because it was awarded the most points in the areas of culture and infrastructure.

- איך תזכה העיר בתחרות.
- תרבות: תיאטרון, חוגים, הרצאות, מוסיקה, ריקוד, ספורט, קידום אמנים מקומיים.
- תשתיות: חשמל, מים, גז, שימוש סולארי, ביוב, כבישים, תאורה, טלפון, אינטרנט.

יש להקפיד על סימני כתיבה של ראיון בסגנון אינפורמטיבי / תיאורי.

- how to win the competition
- culture: theatre, group activity, lecture, music, dance, sport, art
- infrastructure: electricity, water, gas, solar, sewage, roads, lighting system, telephone, internet

Responses had to apply the conventions of interview text type, in the style of informative / descriptive writing.

Students used this topic to describe their own city in a positive tone. They managed to control the text type of the interview well and their essays were structured precisely. However, many students struggled to focus their writing on the two topics they were asked to write about: infrastructure and culture. Instead, their essays focused on the environment and on multi-culturalism and therefore lost marks.

Question 11

Students were asked to write an email to their family members, in which they request their family's traditional recipes in order to publish a book of these recipes. Students were asked to include in the email an explanation of the significance and importance of such a book.

- חשיבות הספר למשפחה: מלכד, שומר מסורות משפחתיות, מזכרת משותפת, יש מה להעביר לדורות הבאים.
- הזדמנות להעלות זכרונות משפחתיים, ארוחות משפחתיות, צילומים וסיפורים משפחתיים.
- מאכלים שאוהבים במשפחה.
- הסיפורים שמאחורי המתכונים.
- הבדלים בכל הקשור באוכל בין הדורות.
- תוכן נוסף ליום המשפחה.
- לכל אחד במשפחה יהיה חלק בספר.

יש להקפיד על סימני כתיבה של אימייל בסגנון כתיבה אישי.

- importance/significance of the book for the family: uniting, preserving family traditions, a joint memento, something to pass on to future generations
- an opportunity to raise family memories, family meals, family photos and stories
- dishes the family loves
- the stories behind the recipes.
- differences (in all that's) connected to food between the generations
- additional content for 'Family Day'
- everyone in the family will have a part in the book

Responses had to apply the conventions of email text type, in personal writing style.

It seems that students were happy to complete this task. The topic gave them an opportunity to be very creative and there were a few stand-out essays that were written persuasively using original ideas and rich language while still maintaining the requirements of an email. Essays that were not awarded high marks were those that focused more on the culinary aspect and less on the family, which led to a narrow essay.

Question 12

Students were asked to write a review for the local newspaper evaluating a special music event in which a large number of bands and singers performed.

- מיקום המופע, סוג המוסיקה, אייכות המוסיקה, מי היו הלהקות והזמרים, הקהל, הבמה, מערכת-הגברה (רמקולים).
- אווירה, אורך המופע, הפסקות, שירותי-הסעדה.
- חוויות מיוחדות.

• מדוע מומלץ, למי מומלץ.

יש להקפיד על סימני כתיבה של מאמר ביקורת בסגנון כתיבה מעריך.

- the location of the performance, the type of music, the quality of the music, who the bands and singers were, the audience, the stage, the sound/amplification system
- atmosphere, length of the performance, breaks/intermissions, catering services.
- special experiences
- why it is recommended, to whom it is recommended

Responses had to apply the conventions of the review text type, in evaluative writing style.

Correct use of both the kind of writing and text type allowed the essays to be written clearly and coherently. There were a number of essays that complied with the instructions and this let the reader to delve into the special atmosphere of the music event. Those essays that did not evaluate the event at all and did not focus on music, but instead wrote mainly about the food and the surrounding utilities, were not able to significantly develop the topic that they were asked to write about.