



2003

LOTE: Hebrew GA 3: Examination

Oral component

GENERAL COMMENTS

Student performance was similar to last year with the overall standard varying from satisfactory to very high.

Section 1 – Conversation

The best performing students were well prepared, spoke fluently and willingly expanded on the topics of conversation without being prompted by the assessors. They used good communication skills, such as seeking clarification, making comments and self-correction when needed. In contrast, the less successful coped better with simple and predictable questions. Some students needed more time to comprehend the assessor's questions and often hesitated when trying to find a suitable expression or phrase.

Common grammatical mistakes were: gender inconsistencies, noun/adjective non-agreements, incorrect use of verbs, particularly future tense, and to a lesser extent, anglicisms. Some students at times mispronounced or used words incorrectly.

Section 2 – Discussion

The sub-topics of the detailed study were the same as in 2002: Absorption of immigrants, Holocaust, and Wars of Israel, particularly the Six-day War, but the range of topics and sources quoted was more extensive.

The overall performance of students was satisfactory. The most successful students understood their topics well and were able to express their ideas better and in depth. They successfully introduced evidence from the sources they studied to support their opinions. The less successful students treated their topics more superficially. Although referring to the sources, they repeated the content verbatim and did not expand on the topic. Some had difficulties in finding the appropriate words or phrases. In some cases students started to answer a question by repeating what they had already said, giving an impression of trying to recall a whole passage learnt by heart.

When preparing for the discussion section of the 'oral' students should learn the key words relevant to their sub-topics. To do well in the examination it is important to select a sub-topic and sources that match one's linguistic ability.

Written component

Some students did not carefully read the instructions, which explicitly stated the language in which the answers should be given.

Section 1 – Listening and responding

In this section, questions were designed to check the students' ability to identify information, analyse it and draw conclusions. The correct answer depended on a full comprehension of the question. Some students did not read the questions carefully and as a result gave an incorrect answer. For example, when answering Question 2c several students repeated the days the exhibition was open, rather than the days it was closed. In Question 3a students mentioned a generic medical centre/hospital, without stating its name. In some cases students copied an entire paragraph when a short answer was sufficient, for example the answer to Question 3e was 'children's ward'; however, some answers were just a copy of the last paragraph of the text.

Part A

Respond in English

Question 1

a

The Kaspi family will be able to:

- pay their debts
- move to a larger house
- donate money to their children's school
- visit their relatives in Australia.

b

This is the first time Dan has bought a lottery ticket.

Question 2

a

Any three of the following:

- national flower exhibition
- roses and tulips are on show
- tulip growers from Europe participated
- free lectures on cultivating roses.

b

Any one of the following:

- this exhibition is a 'must'
- tulips from Europe.

c

The exhibition is closed on: Friday and Saturday.

Question 3

a

- next week
- six months
- in the Medical Centre of Assaf HaRofeh
- about 40 trainee participants.

b

other person (D)

c

supplement other treatments (B)

d

- humour positively/beneficially affects the mood of a patient
- helps the patient to recover more quickly.

e

- The graduates will be employed in children's wards.

Section 1 – Listening and responding

Most students understood the questions and answered well in Hebrew with only a few answering in English. Some misunderstood the question about the summer sales and instead of answering why the sales were poor they gave the economical results of poor sales. Others repeated the question and only gave one point instead of the several required. When a question required that four points be stated, a student who stated all four and used correct language received full marks. However, if the answer included two points students could receive at most two of the four marks allocated. Repetition of the question did not qualify for any marks.

Part B

Respond in Hebrew

Question 4

a

- the high prices
- the difficult economical conditions.

b

- retailers were concerned they might be left with unsold winter stock
- they reduced the prices by 50%.

Question 5

a

Any four of the following:

- an academic institute at university level renowned world-wide
- named after a friend of the Jewish settlement in Israel and a sport lover, Charles Ord Wingate
- trains physical education teachers, sports instructors and physiotherapists from Israel and abroad
- has advanced sport installations and sport grounds used by sportsmen and women
- close to the city of Netanyah and is accessible by public transport.

b

Any two of the following:

- physiotherapy is taught there
- it is close to Netanyah where Sarah lives
- she could have a lift with Moshe.

Section 2 – Reading and responding

Overall, students had no problem in understanding and responding to the questions although some did not pay sufficient attention to the question's main point and simply copied from the given text. For example, in Question 6b., which questioned the countries participating in the lions' preservation project, the given answer was sometimes London and Jerusalem, which are cities, not countries.

Part A

Respond in English

Question 6

a

The Asian lion species lived in Israel until the 12th century, when it had become extinct.

And any three of the following:

- the emblem of the tribe of Judah
- the emblem of the kingdom of David
- now the emblem of the city of Jerusalem
- a symbol of a wise man and hero.

b

- Israel (Jerusalem alone is not acceptable)
- India
- England (London alone is not acceptable)
- several pairs were transferred from the Indian protected areas to various zoos in the world.

Question 7

a

Any two of the following:

- when P Rutenberg met J Trumpeldor
- in Russia
- prior to 1919.

b

Any one of the following:

- an extraordinary event in Israel at the time
- it was a bold concept
- a single button was pressed to illuminate the city streets
- people had not seen electricity before.

c

Any two of the following:

- the country was desolate or undeveloped
- the country was sparsely inhabited
- someone with vision was needed to make it happen
- there was no one to sell it to.

d

- there was a joyous carnival atmosphere in Tel-Aviv/residents celebrated in the streets
- Rutenberg was carried on the workers' shoulders in a parade.

e

- the Tel-Aviv station was powered by diesel
- the Naharayim station was hydro-electrical.

f

Any one of the following:

- Rutenberg built the first three power stations in Israel
- he was the one who sowed the seed of the idea/the one who had the dream.

g

Any two of the following

- Rutenberg was a skilled or gifted engineer
- had vision and perseverance
- an enthusiastic Zionist who wanted to develop Israel.

Section 2 – Reading and responding

Most students clearly understood Ronit's letter. Their letter of response included nearly all the information she requested. Many letters were exceptionally good and demonstrated a depth of treatment. Others were too short, sometimes as few as half of the stipulated number of words in length. Some responses lacked balance, concentrating on

a single point and writing very little on others or even omitting parts altogether. In a few cases the letter included points irrelevant to the task.

Common linguistic errors were: incorrect use of verbs, 'binyanim', personal pronouns, gender, prepositions, lack of agreement between a noun and adjective, occasionally use of anglicisms with spelling errors common.

The best responses were of the stipulated length, gave answers to all questions asked by Ronit and were well structured. They had an introduction, a main body of logically following sentences and a concluding paragraph. Some content was quite inventive, such as one student who suggested that Ronit bring boots with her as a precaution against snakes.

Part B

Respond in Hebrew

Question 8

The response needed to be in the form of a personal letter and include the following points:

- description of the weather
- suggestion of suitable clothing; information on issues of the conservation of the environment in Australia (mainly issues regarding: water, air pollution and garbage and waste)/conservation of forests/other environmental problems. Advice on possibilities of inexpensive accommodation in the Jewish area/other areas.

Section 3

Writing in Hebrew

In general, students handled this section well, with some responses of outstanding quality.

Question 9

The more successful responses were those by students who were familiar with the convention of speech/script text type and who were able to discuss in depth the environmental and social issues associated with building a marina.

Question 10

The students who achieved high marks were those able to produce a logical and systematic review, analysing and evaluating the book's content. Some did not read the question carefully and wrote a review of a film which was not an adaptation of the book as stipulated. Others retold the content/plot of the book without any analysis. A review should concentrate on conveying impressions to a prospective reader and provide analysis of the book based on the book's content rather than a synopsis.

Question 11

The article should have included the names and descriptions of the sites selected. The writer's recommendations should have been based on the information gathered during the visits to these sites. The best articles mentioned a variety of sites, giving descriptions, personal impressions and including points of interest for a prospective tourist. Less successful responses were rather superficial describing a single site, with little personal input. One student wrote about a subject not relevant to the task, such as a kibbutz in Israel.

Question 12

Many students wrote quite interesting stories for this question. This was an open-ended task, which allowed students to display imagination and originality. Some students missed this opportunity and simply repeated a text they read for their Detailed Study.

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