



2009

LOTE: Hebrew GA 3: Examination

Oral component

GENERAL COMMENTS

Most students were well prepared for both sections of the 2009 oral examination. They performed at a good standard and their vocabulary was adequate and relevantly used. In general, the language was used correctly and confidently. Strong students were able to correct their mistakes immediately. The vocabulary of the less proficient students was more limited and not always relevant. Students are advised to pay more attention to the use of tenses, gender and personal pronouns.

Section 1 – Conversation

Students were well prepared for this part of the assessment. They conversed freely with the assessors on a wide range of subjects, including family, youth movements, hobbies, the environment and issues young people face in contemporary society. Few students relied on pre-learned material or needed the assessors' support to keep the conversation flowing. The responses of the less proficient students, although relevant, were not always spontaneous and their vocabulary was more limited. Proficient students introduced original ideas into the conversation. They used the language well and the range of their vocabulary was more extensive and accurate.

Section 2 – Discussion

Overall, students were very well prepared for this part of the assessment. Students had good knowledge of their topics and cited three or more sources. Most discussions flowed well, with students frequently offering opinions and ideas based on the resource material. Although some topics of the Detailed Study were similar to those in previous years, many topics were new and led to stimulating discussions. Most students had chosen topics in which they had a keen interest and used a wide range of resources, which helped to promote interesting discussions. Proficient students developed their topic, introduced their own opinions and did not hesitate to elaborate on related issues.

Some topics were unsuitable to the students' level of language ability and consequently it was difficult to maintain an in-depth conversation. These students had a relatively limited vocabulary and struggled to communicate the main ideas of their topic and explain their conclusions. When choosing a topic, teachers and students should consider not only student interests but also the topic's complexity and the students' language skills.

Good topics included:

- Israeli technological inventions
- The Hebrew language
- Women's rights and freedom in Judaism
- Jewish and Israeli identity.

Written component

GENERAL COMMENTS

Students performed very well in all three sections of the written examination and some of the responses in Hebrew were outstanding. In general, students' language skills were satisfactory, with the best performing students using a broad range of vocabulary.

In general, students had no difficulty comprehending the spoken and written texts. When an incorrect answer was given, it was usually not because the student had not understood the text but because the student had misread the associated question. Students could improve their performance further by reading the instructions and the questions more carefully.

SPECIFIC INFORMATION

Section 1 – Listening and Responding

Part A – Answer in English

Students understood the five texts well and extracted the information required for their responses successfully.

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Question 1a.

Young children who are not at school

Question 1b.

The benefits for participants included four of:

- participating in educational activities
- participating in sporting activities
- learning gardening skills
- provided with hot meals
- enhanced self-esteem/confidence.

The benefits for the city of Tel Aviv included:

- fewer street kids
- help in preserving the environment.

Several students did not identify preserving the environment as a benefit to the city.

Text 2

Question 2a.

Any two of:

- the tone of her voice expresses excitement
- in response to the invitation she says 'Great'
- when she realises she has a previous engagement to go to the Biblical Zoo, she expresses her disappointment at not being able to go to the movie by saying 'What a pity'.

Question 2b.

- to see the new baby elephant
- it is a week of special events at the zoo, with lectures and films about biblical animals/to attend the special events this week at the zoo
- she has not been there before
- it is a popular tourist site

Text 3

Question 3a.

- nutrition/the importance of eating fruit

Question 3b.

- helps to prevent various illnesses
- provides the body with vitamins and minerals
- gives the feeling of satiation/satisfaction, counters the feeling of emptiness

Question 3c.

Any three of:

- children should be offered fruit instead of sweets from an early age
- offering children the choice of a large variety of fruit
- offering fruit with various tastes, shapes and colours
- explain the benefits of eating fruit to children
- sell fruit instead of sweets in school tuck shops.

Section 2 – Listening and Responding Part B – Answer in English

Text 4

Question 4a.

The participants were young people and members of various organisations. They were all volunteers.



Question 4b.

In their written summary, students needed to include any three of:

- the clean beaches would attract tourists and promote tourism in the region
- the new trail would allow people to walk around the lake
- during summer, tourists and locals would be able to enjoy water sports and swimming in the lake
- will improve the economy of the region.

Some students did not read the question carefully and summarised the activity of cleaning the Kineret's beaches and marking the new trail instead of discussing the expected benefits of these activities.

Text 5

Question 5

In their written passage, students needed to include at least any five of:

- the opportunity to see new and interesting places in Israel
- the possibility of cycling from the north to the south of Israel
- it would make it possible to reach all the important locations in Israel by bicycle
- the special trails would promote safety
- cycling would improve the physical fitness of the population
- encourage family excursions
- would attract tourists
- it could also be used by people who prefer to ride a bicycle to work instead of driving a car.

Section 2 – Reading and Responding

Part A – Answer in English

In previous years, students found this part of the examination quite challenging, particularly when asked to compare and contrast. This year, students performed exceptionally well and had no difficulties in comparing the efficiencies of producing fuel from various plants. Many students obtained full marks for Questions 6a., 6b. and 7.

Text 6

Question 6a.

Any three of:

- very primitive and ancient plants
- grow in water and in the ocean/grow mainly in water
- there are many known species – about 400,000
- about 100 species are used as a source of food for humans.

Question 6b.

Any five of:

- rich source of protein
- rich source of vitamins
- rich source of minerals
- inexpensive
- low in calories
- kosher.

Question 6c.

Any two of:

- medicines
- cosmetic products
- paper
- paints/colours
- fuel.

Text 7

Question 7

Soya and corn

- grown in soil on large areas of agricultural land



- need to be tended
- relatively slow growth rate
- need good quality water
- only a small part of the plant can be utilised for fuel production

Algae

- grown in ponds
- no agricultural land is required
- can be grown all year around
- easy to grow and grows rapidly
- needs only water, sun and little tending
- salt water may be used
- no wastage, as all the organic matter can be utilised

Part B – Answer in Hebrew

Question 8

Students were required to respond in Hebrew to Ben's parents' letter, persuading them to uphold the family tradition and to celebrate Ben's Bar Mitzvah in Jerusalem.

Students should have included at least five of the following suggested points in their letter:

- an opportunity for a family reunion. The Bar Mitzvah ceremony is held only once, but the purchase of a car and home renovations can be postponed
- the older sons may help with the travel expenses to Israel
- the three sons will not lose time for study as it is school holidays
- an opportunity for Ben to get to know his family and to tour Israel
- the grandparents are of advanced age and it is important for Ben to get to know them
- to keep the family tradition by celebrating the Bar Mitzvah in the same synagogue as the father and the grandfather
- it would be possible to have a special party for Ben's friends in Australia in addition to the Bar Mitzvah in Israel.

Section 3 – Writing in Hebrew

In this section students are required to write an original text of 200–250 words on one of the four questions offered. This is the most challenging part of the examination, requiring students to not only come up with original ideas, but also express those ideas coherently in Hebrew. Most students met the challenge and produced excellent pieces of writing, particularly when answering Question 12.

Question 9

Students were asked to write a diary entry about the value of friendship and to rely on their personal experience.

Students could include five of the following suggested points:

- qualities of a good friend include trustworthiness, a good listener, willing to give and take
- what qualities would I look for in a good friend?
- why is friendship important to me?
- write about a good friend you had while studying, working, going out, in youth movement or a sporting organisation
- write about friends of various ages and living close or far away
- an experience you had with friends.

Question 10

Students were asked to write the text of an informative speech addressing Year 12 students on the importance of reading daily newspapers.

Students could include five of the following suggested points:

- increase awareness of what is happening around the world
- a means/way to keep up-to-date with current affairs

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- an important source of information about areas such as politics, sport, education, culture, business, finance, information technology, science, food and lifestyle
- employment
- entertainment such as films and theatre
- weather reports and gossip
- hard copy – can be read everywhere.

Question 11

Students were asked to write a critical review for a Hebrew newspaper, evaluating an Israeli film they had recently seen.

Students could include five of the following suggested points:

- the theme of the movie and its treatment
- development of the plot
- quality of acting
- quality of directing
- quality of photography/scenery
- the effect on viewers' feelings
- was it enjoyable?
- what aspects of the film they like/dislike.

Question 12

Students were given the scenario of being a stone in the Wailing Wall in Jerusalem and asked to write a short story describing events the stone might have witnessed.

This was an open-ended task that allowed students to use creativity and imagination. When answering this question students needed to adhere to the style and conventions of an imaginative story.