



**2012**

**Languages: Hebrew GA 3: Examination**

## **GENERAL COMMENTS**

The results of the 2012 Hebrew examination were satisfactory and, for some students, excellent. Students performed better when responding in Hebrew than when responding in English.

Students understood the spoken and written texts well. When a question related directly to the content of the text, the answers were usually correct. However, if an interpretation was required, the less successful students found it more difficult to respond well. Sometimes students did not select specific information that was appropriate to the question. Careful reading of a question is essential to ensure the correct answer is given.

In general, students' language skills were satisfactory, and the vocabulary of the more successful students was extensive and used correctly.

Students are reminded that no marks are given for responding in the wrong language.

Although, handwriting is not directly assessed, students should ensure that their writing is legible.

## **SPECIFIC INFORMATION**

**Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.**

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

### **Section 1 – Listening and Responding**

In this section students were required to listen and respond to six texts in Hebrew. The four texts in Part A required responses in English; the two texts in Part B required responses in Hebrew. Students who extracted and conveyed information accurately from the texts scored high marks. The overall results for Part B were slightly higher than for Part A.

#### **Part A – Answer in English**

##### **Text 1**

##### **Question 1a.**

- Promoters of the lectures: Haifa University and Israel Railways.
- Topic of the current lecture: making wine in Israel.
- Venue of the lecture: train.

##### **Question 1b.**

Any two of

- one learns while travelling/educate the passenger
- time passes quickly in an interesting way
- passengers are eager to travel.

##### **Question 1c.**

Any one of

- it may break up a travelling group if one person is interested in the topic and others are not
- passengers may miss their stop by getting too engrossed by the lecture
- they might not be able to finish listening before they need to get off the train.

##### **Text 2**

##### **Question 2a.**

Any six of

- the courses are specially designed for young people
- the courses are run during school holidays
- the courses are being taught by well-known chefs
- young people are able to choose the type of course and the day they would like to attend

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- as the young people will have to pay for ingredients only, it is an inexpensive course
- young people will learn to cook (the food they would enjoy eating)
- there is an opportunity to excel and to appear on television
- young people may meet a new friends who are the same age as them.

## Text 3

### Question 3a.

Any one of

- to alert students and management of the dangers of using plastic bottles
- to make the university 'green' or a sustainable environment.

### Question 3b.

A similar initiative was successful at other universities.

### Question 3c.

To install drinking fountains in the campus' cafeteria, sport centres and the entrances to various buildings

## Text 4

### Question 4a.

Any four of

- students would have to carry many books
- the books were heavy and could cause injury
- the tablet would include all the texts of the required books
- compared to tablets the books were expensive
- in the modern age of technology, books are becoming old-fashioned
- to adapt students to the world of modern technology.

## Part B – Answer in Hebrew

### Text 5

Students were asked to write to a friend about the Haaretz short story competition, describing the conditions and the benefits of participating in the competition.

The response should have included any five of the following points.

- conditions/eligibility of entry to the competition
- the content of the envelope (three copies of one story that is up to 2000 words)
- the address indicating where to mail the copies and the application
- the name, address and phone number of the writer
- the deadline for submitting the application
- details of how the winners are selected and rewarded
- the two best stories to be published
- the benefits of entering the competition – prize.

התשובה צריכה לכלול 5 מהנקודות הבאות:  
תנאי ההשתתפות בתחרות.

- תוכן המעטפה ( סיפור אחד עד 2000 מילים ב-3 עותקים)
- פתק ועליו כתוב שם, כתובת, מס' טלפון של הכותב.
- הכתובת למשלוח
- תאריך אחרון למשלוח
- פרטים על בחירת הזוכים והפרסים
- יתרונות השתתפות בתחרות ; פרסים
- שני הספורים המצטיינים יפורסמו.



## Text 6

### Question 6

Students were asked to write what Vered gained by joining the community garden.

The message should have included any five points from the list below.

- new friends she feels close to/feels part of the community
- found her place
- outdoor work/physical activity
- ready to start new activities
- familiarity with nature and the seasons
- aware of ecological issues
- can prepare dishes from the vegetables and herbs she has grown
- saves money
- freed from the stuffy fitness room (and its fees)

- חברים חדשים היא מרגישה קרובה אליהם/מרגישה כחלק מהקהילה.
- מצאה את מקומה.
- פעילות גופנית באוויר הפתוח.
- פתוחה לפעילות חדשה/שונה
- היכרות עם הטבע ועונות השנה.
- מודעת לנושא האקולוגיה.
- יכולה להכין תבשילים מירקות ותבלינים שהיא מגדלת.
- חוסכת כסף.
- פטורה מחדר כושר המחניק ומתשלום דמי חבר.

## Section 2 – Reading and Responding

In this section students were required to read three texts in Hebrew. In Part A they were required to respond in English to two texts and in Part B respond in Hebrew to one text. Students who were not able to draw inferences from the narrative of Text 8 gave inadequate answers to Question 8d.

### Part A – Answer in English

#### Text 7

##### Question 7a.

To plant (or honour the planting of) the seedling

##### Question 7b.

- the Siege of Masada/dormant for 2000 years
- discovery of the seeds in 1970
- germination of seeds into seedlings/awaken by researchers
- planting of a seedling in Kibbutz Ktora

Students who related the historical events associated with the development of the tree also received marks.

##### Question 7c.

Any two of

- welcome the audience/address the audience
- direct speech
- subjective language

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- expressions to engage or to involve the audience
- descriptive words
- rhetorical language.

Students whose answers related to the historical events associated to the development of the tree also received marks.

## Text 8

### Question 8a.

- It was her only link with nature.
- It was a symbol of hope and freedom.

### Question 8b.

Two quotations from her diary describe changes in the chestnut tree over the seasons.

### Question 8c.

- It was one of the oldest trees in Amsterdam.
- Because of its link to Anna Frank, it had great significance to people around the world/of historical importance.
- It is a tourist attraction.

### Question 8d.

The trees were generally planted in memorial sites.

### Question 8e.

	<b>Methuselah palm</b>	<b>Anna Frank tree</b>
<b>Place of origin</b>	Grew in the Land of Israel/ Masada.	Grew in Holland/Amsterdam.
<b>Method of propagation</b>	Grown from the stone of a date.	Grown from a cutting.
<b>Age</b>	The date's stone is 1900 years old.	The chestnut tree is 150 years old.

## Part B – Answer in Hebrew

### Text 9

#### Question 9

Students were asked, as the writer of the 'My problem' column in a newspaper, to write an informal letter to Sharon, giving her advice on how to organise a festive dinner without undue stress.

Most students handled this question very well. The letters were well written, incorporating most of the points mentioned in the list below as well as some original points.

The following is a list of points that could have been made.

#### Planning ahead

- decide on the number of guests to be invited
- make a list of people who would surely come and those who only might
- ensure that the children would tell you three days before the dinner how many of their guests are coming
- decide on the dishes on the menu
- make a list of the dishes the guests will bring
- get plenty of sleep – relax
- take measures to prevent stress
  - make a shopping list
  - make a list of what and when things should be done

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- allow about a 10 per cent variation in the number of guests
- prepare slightly more food. If there is some food left, it could be divided between the guests to take home
- people come to enjoy themselves and not to assess the hostess' performance.

נקודות אפשריות:  
תכנון ההכנות מראש:  
צריך להחליט מראש על מספר האורחים.  
יש להכין רשימה של המוזמנים הבטוחים ושל המוזמנים בסימן שאלה.  
יש להקפיד שהילדים יודיעו על מספר האורחים שלהם 3 ימים לפני הארוחה.  
יש לתכנן מראש מה יכלול תפריט הארוחה.  
רשימת המנות שהאורחים יביאו.  
רשימת קניות שיש לערוך.  
רשימה של משימות שיש לבצע ומתי.  
יש להביא בחשבון 10% של הפתעות (יותר או פחות אורחים).  
רצוי להכין קצת יותר אוכל; אם נשאר, אפשר לחלק בין האורחים.  
אנשים באים ליהנות ולא להעביר ביקורת על המארחת.  
לישון טוב לפני האירוע כדי להיות רגועים.

	Marks
<ul style="list-style-type: none"> <li>● Responds to the information, ideas and/or opinions of the text (include main points).</li> <li>● Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text.</li> <li>● Demonstrates extensive knowledge and understanding of vocabulary and sentence structures.</li> <li>● Manipulates Hebrew authentically and creatively to meet the requirements of the task.</li> <li>● Organises information and ideas to meet the requirements of the task.</li> </ul>	9–10
<ul style="list-style-type: none"> <li>● Responds to most of the information, ideas and/or opinions of the text (including the main points).</li> <li>● Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions.</li> <li>● Demonstrates thorough knowledge and understanding of vocabulary and sentence structures.</li> <li>● Manipulates Hebrew with some degree of authenticity and creativity to meet the requirements of the task.</li> <li>● Organises information and ideas to meet the requirements of the task.</li> </ul>	7–8
<ul style="list-style-type: none"> <li>● Responds to some of the information, ideas and/or opinions of the text (including points).</li> <li>● Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures.</li> <li>● Organises information and ideas to meet the requirements of the task.</li> </ul>	5–6
<ul style="list-style-type: none"> <li>● Responds to some of the information, ideas and/or opinions of the text.</li> <li>● Demonstrates a basic knowledge and understanding of vocabulary and sentence structures.</li> <li>● Demonstrates limited evidence of the ability to organise information and ideas.</li> </ul>	3–4
<ul style="list-style-type: none"> <li>● Demonstrates a limited understanding of the text.</li> <li>● Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax.</li> <li>● Uses single words and set formulas to express information.</li> </ul>	1–2



### Section 3 – Writing in Hebrew

Students were required to write an original text of 200–250 words in Hebrew on one of the four topics. The most popular choice was Question 11. The least popular choice was Question 13, which required students to write an imaginative story.

Not all answers satisfied question requirements. For example, when answering Question 10, several students concentrated on the positive aspects of internet shopping without dealing in detail with the negative aspects. When evaluating, both positive and negative aspects have to be dealt with adequately. When answering Question 11, some students elaborated on the benefit of walking to the environment instead of discussing the physical aspects of walking and trying to persuade the audience on its benefits to one's health.

The overall quality of students' responses was significantly higher than in previous years. Many students scored high marks. The best responses were interesting, logically structured and contained few linguistic errors.

Some students did not score well in this section. The common errors in low-scoring responses were in using incorrect verb structures, verb tenses, genders and the lack of agreement between adjectives and nouns. The weaker students were also prone to making spelling errors. Their vocabulary was adequate but occasionally anglicisms were used when the meaning of the Hebrew term was obscure.

#### Question 10

Students were asked to write an article for a student magazine, evaluating the positive and negative aspects of online shopping.

Students could have included some of the following points.

#### Positive

- One does not have to leave home.
- No time is wasted in driving to shops and walking around.
- There is no need to stand in queues.
- It is easy and quick to compare prices.
- Prices are lower, so money is saved.
- The goods are delivered.
- There is the possibility of exchanging the goods.

#### Negative

- One can't touch the items to check their quality.
- It is difficult to compare the quality of goods offered.
- Sometimes an imitation of the original brand is sold.
- There is additional charge for delivery.
- A customer has to wait until the goods are delivered.
- If an item is not suitable and has to be returned, the customer is liable for the cost of delivery.
- Credit card details can be stolen when shopping online.

#### היבטים חיוביים:

- לא עוזבים את הבית.
- לא מבזבזים זמן בנהיגה ובחנויות.
- לא עומדים בתור
- קל מאוד להשוות מחירי מוצר לפני שקונים אותו.
- זול יותר וחסכוני. (חוסכים כסף)
- מביאים את הסחורה עד בית הלקוח.
- אפשרות החלפת מוצר.

#### היבטים שלילים:

- אי אפשר לגעת או למשוש את הפריטים, כדי לעמוד על טיבם.
- קשה להשוות את איכויות המוצרים המוצעים.
- לפעמים מקבלים מוצר חיקוי ולא את המוצר המקורי.
- יש תשלום נוסף עבור המשלוח.



- הלקוח צריך להמתין(זמן מה) עד שהסחורה מגיעה
- אם יש להחזיר מוצר לא מתאים, הלקוח חייב בתשלום נוסף עבור המשלוח הזרה.
- גניבת כרטיסי אשראי.

### Question 11

Students were asked to write a text of a talk to senior students, persuading them of the importance of walking as a physical activity.

Students could have included some of the following points.

- Walking is an easy and pleasant activity that does not require special skills or training.
- One may walk fast or slow to fit one's physical ability.
- One may walk almost everywhere in fresh air: outdoors, to a shopping centre, etc.
- One may walk at any time to suit the person's convenience.
- There is no need to buy special equipment; comfortable clothes and sneakers, a hat and a bottle of water are sufficient.
- There is no need to spend money on membership to fitness clubs.
- Doctors recommend regular walking to maintain a healthy lifestyle.
- Walking helps to improve physical and mental wellbeing.
- Walking strengthens muscles and bones, improves fitness and burns calories.
- Walking is a relaxing, refreshing and stress-relieving activity that improves mood and makes a person more energetic.
- Walking enhances cognitive skills by improving concentration and clear thinking.
- Walking in groups promotes social interaction and ties between various people.
- Walking tours allow people to visit locations that are not accessible by vehicles.
- Walking on nature trails enhances a person's awareness of and bond with nature.
- It is no wonder that so many people choose walking as their physical activity.

- הליכה- פעילות קלה ונעימה, שאינה דורשת מימנויות מיוחדות או אימונים קודמים.
- אפשר ללכת בקצב מהיר או לאט, בהתאם ליכולת הפיזית של ההולך/צועד.
- אפשר ללכת כמעט בכל מקום: בפארקים באוויר הצח, במרכזי קניות.....
- אפשר ללכת בכל שעה, לפי נוחיות ההולך.
- אין צורך ברכישת ציוד מיוחד או להצטרף למכון כושר. כל מה שדרוש: נעליים ובגדים נוחים, כובע ובקבוק מים.
- רופאים ממליצים על הליכה קבועה וסדירה כמרכיב חשוב בשמירה על אורח חיים בריא.
- עוזרת לשיפור כללי של הגוף והנפש: מחזקת את השרירים והעצמות
- שורפת קלוריות.
- מרגיעה, מרעננת, משחררת ממתחים וחרדה, משפרת את מצב הרוח ומגבירה את המרץ.
- עוזרת לשיפור יכולת הריכוז ולהשיבה צלולה.
- הליכה בקבוצות מעודדת קשרים חברתיים ומקרבת בין אנשים שונים.
- טיולים ברגל מאפשרים לבקר במקומות אליהם לא ניתן להגיע ברכב.
- הליכה בשבילים בטבע מחזקת/ מעודדת ומעמיקה מודעות וקשר עם הטבע.
- אין פלא שכל כך הרבה אנשים בוחרים בהליכה כפעילות הגופנית שלהם.

### Question 12

Students were asked to write a journal entry, describing their reactions to three photos they looked at in their family album, which depicted the generations of their family during celebrations and daily life.

Students could have included some of the following points.

- family events: wedding, bar/bat mitzvah, new baby, family holiday, etc.
- tradition and Jewish holidays
- moving to a new home, city or country
- following personal changes
- changes in family and its members
- change in fashion
- background, scenery and locations where the photos had been taken
- changes and improvements in the techniques and quality of the photos
- home, school, neighbours and friends
- pets



- the effect of the photos/getting inspiration from the photos.

- ארועים משפחתיים: חתונות, בר/בת מצווה, תינוק חדש, טיול משפחתי
- חגים ומסורת (יהדות)
- מעבר לבית חדש, עיר חדשה, אוסטרליה
- מעקב אחר שינויים אישיים
- שינויים במשפחה ובבני המשפחה.
- אופנה משתנה
- הבדלי רקע, מיקום ונופים בהם צולמו התמונות
- חידושים ושינויים בטכניקות ואייכויות התצלומים
- בית, בית-ספר, שכנים, חברים
- חיות-מחמד
- השפעת התמונות/קבלת השראה מהן.

**Question 13**

Students were asked to write an imaginative story, starting with entering a storeroom and stumbling on an old typewriter with a page of an aged paper, on which an unfinished love story was typed. In this story students should have explored the mystery of the typewriter, the typist and why the typing was not finished.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions.</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood and syntax.</li> <li>• Manipulates Hebrew authentically and creatively.</li> <li>• Sequences and structures ideas and information coherently and effectively.</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and /or opinions relevant to the task.</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood and syntax.</li> <li>• Manipulates Hebrew with some degree of authenticity and creativity.</li> <li>• Sequences and structures ideas and information effectively.</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions.</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax.</li> <li>• Organises information and ideas to meet the requirements of the task.</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task.</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures.</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas.</li> </ul>	4 6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task.</li> <li>• Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax.</li> <li>• Uses single words, set formulae and anglicisms to express information.</li> </ul>	1–3