

## **Written component**

### **GENERAL COMMENTS**

Students attempted all sections of the 2010 Hebrew examination. Their comprehension of all spoken and written texts was satisfactory. Most students were able to identify and analyse the information relevant to the questions and provide correct answers. In some instances students missed the key part of the question or included superfluous information, which suggested that these students had not read the question carefully enough. This was particularly noticeable in Part B of Sections 1 and 2 and in Section 3.

Students performed significantly better in Part A, where they had to respond in English, than in Part B. Students' comprehension of the Hebrew language was much better than their ability to express themselves in writing. Students made many grammatical and spelling errors in Part B of Sections 1 and 2 and in Section 3, where they had to respond in Hebrew. It is recommended that students develop dictionary skills, in particular for Section 2, where texts are in Hebrew.

Students should ensure that their handwriting is neat and legible as it can be difficult for assessors to award marks to answers they cannot decipher.

### **SPECIFIC INFORMATION**

#### **Section 1 – Listening and responding**

In this section students listened to six Hebrew texts. They understood the texts well and successfully extracted the information required for answering the questions.

#### **Part A – Answer in English**

##### **Text 1**

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

The competition is run by the Israeli Government to find a different English name for the Dead Sea.

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

Any two of:

- to satisfy a request from cosmetic companies (to find a new name for the Dead Sea) or cosmetic companies have asked the Israeli Government to change the name to make the product more popular and appealing
- to positively change the perception of prospective customers (many of whom associate the products with death)
- to assist the companies making cosmetic and health products to increase their local and international sales and profits (the government is interested in supporting local companies).

##### **Text 2**

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

Club members will make the decision about which book to discuss.

##### **Question 2b.**

School principals are cooperating with the Book Club by:

- announcing its opening
- agreeing to the submission of a book review as an alternative to the schools' Literature examination.

Most students were able to give only one of the two points.

##### **Question 2c.**

Any four of:

- it is an opportunity to meet new friends
- playing board games

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- watching movies
- free light meals
- discussing books read.

## Text 3.

### Question 3a.

- The one shekel coin will be plain silver.
- The two shekels coin will be special decorative silver.
- The ten shekels coin will be gold.

### Question 3b.

Because the coins are part of a series dedicated to Israeli Nobel Prize Laureates

## Text 4

### Question 4a.

Any six of:

- to express themselves creatively
- to portray/explore/deal with the social problems of young people and youth rights/will teach about social issues among young people
- for high school students who study media and communication to produce their own films, rather than watch films made by professional producers
- to win a prize
- to have their work judged by professionals in the industry
- to meet other young film producers
- to meet professional people in the industry
- to have their work shown/made known throughout the country
- to give students who don't study media an opportunity to see their peers' work.

## Part B – Answer in Hebrew

Students performed better in this part than in Part B of Section 2. They understood the texts and most students answered the questions appropriately. A few students included details not mentioned in the texts.

## Text 5

Students were asked to write a short passage explaining how the house at Rothschild Avenue related to the history and culture of the State of Israel.

### Question 5a.

Five of:

- home of Meir Dizengoff, the first Mayor of Tel-Aviv
- the house is in Tel-Aviv, the first Hebrew city
- in this house, on the 14th May 1948, Ben-Gurion declared the establishment of the State of Israel
- from 1932, the house served as an Arts Museum of Tel-Aviv
- nowadays, the house serves as the Tanach Museum
- a statue was erected at the entrance of the house to commemorate the builders of Tel-Aviv, the first Hebrew city.

A few students did not comply with the instruction to write a passage and gave a list of points.

## Text 6

Students were asked to write a short paragraph comparing the Communication Therapy course at the University with that at the hospital.

Five of:

- both courses teach Communication Therapy
- the university course is four years long
- the graduates of the university course receive a university degree
- the university course includes units from the Social Studies, Drama and Education Departments

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- the graduates work in hospitals and other health institutions
- the course at the hospital is a short course
- the course at the hospital is mainly for doctors and health professionals. If students said that it was for a degree, they did not get a mark.

A few students found this question difficult and were unable to compare the two courses.

## Section 2 – Reading and responding

In this section, students were assessed on their ability to understand and to analyse written Hebrew texts and to accurately convey the information. Students performed well in Part A of this Section.

### Part A – Answer in English

#### Text 7

##### Question 7a.

Any three of:

- it was the brainchild of the Jewish violinist, Huberman
- he had foreseen the Holocaust
- he persuaded 75 Jewish musicians from European orchestras to start a new life in the land of Israel
- it developed from the Orchestra of Eretz Israel.

Some students did not comprehend that Huberman had foreseen the Holocaust but was not himself a Holocaust survivor. This mistake could have been avoided by checking the meaning of the Hebrew word *chaza* in the dictionary.

##### Question 7b.

The major difficulties faced by the orchestra in its first years were:

- lack of funds
- lack of a common language among the musicians
- difficulties in finding a suitable venue for rehearsals and performances.

##### Question 7c.

It is their permanent place, suitable for both rehearsals and performing.

##### Question 7d.

Pre-establishment of the state of Israel	Nowadays
75 players from European countries	110 players, most born in Israel

##### Question 7e.

- Indian and Italian/Toscanini/Tuscan/Tuscani/Polish

#### Text 8

##### Question 8a.

Dan bus company will offer its customers free yoga lessons given by qualified instructors during bus rides.

##### Question 8b.

Any four of:

- traffic jams/the traffic was very slow
- the buses being congested
- all the seats were taken and passengers had to stand up
- bus rides are unpleasant
- buses are stuffy
- peoples' attitudes, creating a hostile environment in which yoga could help to create calmness.

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## Question 8c.

Any four of:

- being active rather than just sitting
- learn the yoga techniques for use elsewhere
- the lessons will improve the thinking capability and exercise the brains of the passengers
- relax the passengers
- because the yoga lessons will make more people use public transport instead of their own cars.

## Part B – Answer in Hebrew

### Text 9

Students had to write an article for a local newspaper in response to Orit's talk. The article should have persuaded residents to consider the issue of replacing the premises occupied by the Society with a new office building from the council's point of view. The article should have raised at least five elements, which may have included:

- the council greatly values the Society's contribution to the community
- the commercial development of the region
- the building project will create jobs
- the offices will serve the residents of the region
- will improve the region's economy
- the council will offer the Society an alternative venue
- the project will increase the income of the council
- the increased income will allow the council to support the Society
- the existing building is old and would eventually need to be replaced
- the abundance of parking spaces makes the site very suitable for offices
- the site is a long way away from residential areas.

The competent students wrote well-structured articles, introducing interesting and original arguments that supported the council's position. Some students did not point out the potential benefits of erecting an office building on the Society's site.

The question was assessed using the following criteria.

Criteria	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 relevant to task</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 (include 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 a 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 (include 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

Criteria	Marks
<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 formulae 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 four topics. Questions 10 and 12 were the most popular choices. Only a few students attempted Question 13.

In this section, the difference in language skills between the more competent and the less competent students was particularly pronounced, indicating that for some students this section was the most challenging.

The pieces written by the competent students were relevant to the topic, logically structured and nearly free of linguistic errors. The pieces written by the less successful students were not always relevant to the topic, lacked depth and contained numerous grammar and spelling mistakes. The common mistakes were mainly in the use of genders and tenses.

Students should read the question's requirements carefully. For example, when answering Question 10 some students elaborated on the general benefits of sport, particularly to health, but did not evaluate the advantages and disadvantages of competitive sports.

Questions 10–13 were marked using the criteria below.

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, 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, 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, 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

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## Question 10

Students were asked to write a report to the school's newsletter and to evaluate the advantages and disadvantages of competitive sports. The reports should have included some of the following points:

Advantages	Disadvantages
Training and keeping in top physical shape	Danger of injury
Competing and being able to lose gracefully	Relentless pressure from trainers/parents to succeed at any price
Motivation to succeed	Unrealistic expectations
Persistence to reach a goal	Use of unlawful performance-enhancing drugs
Self control	Aggression
Opportunity to excel and become famous	Cheating
Income from advertising	Disappointment
Cash prizes	

## Question 11

Students were asked to write a personal diary entry about a young artist's exhibition they had visited. They were free to write about any kind of exhibition, provided it was by a young artist.

Students could have commented on:

- their personal interest in visiting such an exhibition
- descriptions of the artworks
- how the exhibition reflects the thoughts and perceptions of the student's generation
- personal feelings and impressions
- what the student gained from the exhibition.

## Question 12

Students were asked to write the text of a talk to inform senior school students about the value of students going to work during school holidays. Points for suggested answers included:

- gaining work experience
- learn about the world of work
- learn about the value of money
- saving for future activities such as overseas trips, academic studies, shopping, driving lessons and going out
- broadening of horizons
- learning teamwork
- learning how to communicate with superiors and other employees
- learning responsibility and how to follow instructions.

## Question 13

Students were asked to write an imaginative story about the touchdown of the spaceship Endeavour after a round trip to the moon. In the given scenario, the crew reported a mysterious object and a crew member missing.

This was an open-ended task that allowed students to use creativity and imagination, while adhering to the style and the conventions of an imaginative story.