



Written component

GENERAL COMMENTS

Students handled the three sections of the 2011 Hebrew written examination well. Their comprehension of all spoken and written texts was very good. They were able to extract the information relevant to the questions and provide correct answers. Most students responded in the appropriate language as required, suggesting that they had carefully read the instructions on the exam paper.

The high-performing students analysed the texts deeply and were able to answer the more difficult questions. They had a wider vocabulary, which enabled them to express themselves in clear and accurate Hebrew.

When a student comes across a word they do not understand they may look it up in a dictionary. However, students should be aware that some Hebrew words have several possible English meanings and vice versa. In choosing the correct meaning students must carefully consider the whole sentence and the context in which the particular word is used. Inappropriate choices were made on several occasions.

The less successful students did not always use language structures correctly and had frequent spelling errors. Many students would improve their scores considerably by practising analysing texts, and extracting the information and inferences.

SPECIFIC INFORMATION

Section 1 – Listening and responding

In this section students listened to six Hebrew texts. In general, the students successfully selected and used the information provided in the spoken texts. However, some answers were not complete or included irrelevant information, particularly answers to Questions 5 and 6 in Part B.

Part A – Answer in English

Text 1

Question 1a.

Any one of:

- because of the shortage of paramedics in Israel
- to recruit/encourage more students to become paramedics
- to train/prepare students who are interested in joining medical teams or Magen David Adom.

Question 1b.

Year	Location of course	Major focus of course
1	School/in class	Theory and first aid/practical work/treat injured people
2	Hospital	Advanced practical study and medical courses

Text 2

Question 2a.

Israel

- see Aboriginal art work/art without travelling abroad
- gain insights into a different ancient civilization/culture

Australia (two of):

- to encourage tourism (through publicity)
- promotion and income for the aboriginal artists
- Aboriginal Australians will benefit from the display of their work

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- Australian Aboriginal art will be represented on an international platform
- both countries would benefit/make a profit from the strengthening of relationships between the two countries.

Question 2b.

Art is the means of passing knowledge of their culture (their spiritual world and their country) to the young generation.

Text 3

Question 3a.

Any five of:

- exercise
- punctuality
- fewer accidents
- better air quality
- fewer parking problems, therefore fewer cars on campus
- free – money is refunded
- help those who don't have a way to arrive at university.

Text 4

Question 4a.

Any four of:

- compulsory school uniforms
- the banning of mobile phones in school
- not permitting students to drive late at night
- permitting students to carry only one friend as a passenger
- not allowing students to communicate with strangers on the Internet.

Question 4b.

Either of:

- they agree that the rules at home are logical
- they said that in future they would also set such rules for their children.

Part B – Answer in Hebrew

It was evident that students found this part of the examination challenging and the scores were considerably lower than in Part A.

Text 5

Students were asked to write a note to their actor friend, alerting him to the problem and to the possible consequences.

Question 5a.

Problem

- actors are arriving late and people have to wait for the play to start
- whistling and non-stop clapping
- audience angrily leaving the theatre

Consequences

Money will be lost because:

- part of the audience are asking for their money back
- theatre lovers will cancel their season's membership.

בעייה.

השחקנים מגיעים מאוחר ואנשים נאלצים לחכות לתחילת ההצגה.

שריקות ומחאות כפיים בלתי פוסקות

עוזבים את האולם בכעס.

תוצאות:

הפסדים כספיים בגלל:

חלק מהקהל מבקש את כספו בחזרה

- חובבי תיאטרון יבטלו את המנוי השנתי שלהם

Text 6

Question 6a.

Costs incurred to the company through:

- constructing the gym/providing/allocating a large space in the building
- buying expensive equipment
- maintaining the equipment and the gym
- spending money on an instructor's salary
- running the gym out of working hours
- people may practise too much, get tired, injure themselves while exercising and have to take sick leave
- the general running of the facility – electricity, hot water, cleaning, etc.

הקצאת מקום/שטח יקר בבניין לבניית חדר כושר.

רכישת ציוד/מנשירים יקרים.

אחזקת חדר הכושר והמכשירים.

שכר למאמן כושר.

הפעלת חדר הכושר מחוץ לשעות העבודה.

העובדים יכולים להתאמן יתר על המידה, להתעייף, להיפצע בזמן האימון ולכן להיעדר מהעבודה.

הוצאות אחזקה על חשמל, מים חמים ונקיון.

Section 2 – Reading and responding

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

Part A – Answer in English

Students performed very well, but a few students misinterpreted Questions 7a. and 8a. This may have been because students chose an inappropriate translation from their dictionary.

Text 7

Question 7a.

- Hebrew was used mainly for religious purposes.
- The Jewish communities spoke/used many different languages other than Hebrew.

Question 7b.

To form a nation, Jewish people:

- should return to the land of their forefathers (Israel)
- must return to their forefathers' language (Hebrew).

Question 7c.

Any two of:

- because it lacked vocabulary, Ben-Yehuda began gathering and modifying words from various ancient sources such as Hebrew, Arabic and Aramaic
- he invented words (particularly to do with daily life)
- he compiled a book of words called *Milon*.

Question 7d.

Any two of:

- at home he spoke only Hebrew
- he forbade his wife to speak in another language
- emigrated to Israel with his family.

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Text 8

Question 8a.

The Academy of Hebrew Language:

- collects and researches the treasures and the structure of the of the national language through generations
- acts as the highest authority on the national language and directs the developments of the language according to needs
- has renewed many words for everyday use
- makes decisions regarding grammar and spelling.

Question 8b.

- scientific institutions
- educational institutions
- all state bodies

Question 8c.

Hebrew, like other languages, borrows and exchanges words with other languages.

Question 8d.

Any two of:

- used by a wide range of people
- people who have doubts about any item in the Hebrew language ask for the Academy's advice
- it is sometimes not popular with some members of the public, who argue with some of their decisions.

Question 8e.

	Text 7	Text 8
Style of writing	Personal/subjective/personal letter (but not letter alone) or first person	Impersonal/objective/informative/factual or third person
Purpose of writing	To share thoughts and feelings/to convince	To inform (given)

Part B – Answer in Hebrew

Text 9

Question 9

Students were required to write a letter to the editor of the newspaper, *HaAretz*, to persuade the readers to either support or oppose the proposed regulation to license city buskers. To support their view, students' letters should have argued at least four of the following points.

Points for the proposal	Points against the proposal
Reduction in street noise	The street performers can't afford to pay for the licence
Reduces interference with pedestrians	If only good performers are licensed, the budding artists won't have the opportunity to develop their talents. Artists improve with time
Reduce the selling on the streets (and competition with the regular shops)	It is preferable to let poor performers try to earn their living rather than becoming beggars
High-quality performers will attract more tourists	The very poor performers will not last
Having a licence will improve their status and they will be viewed as performers rather than beggars	If only professionals decide who gets a licence they might judge too harshly
Reduces complaints	

נגד הצעת התקנה	בעד הצעת התקנה
איו לבדרנים אפשרות כספית לעמוד בהוצאות הרשיון	יקטין את הרעש ברחובות
אם רק המוצלחים יקבלו רשיון, למתחילים חדשים לא תהיה הזדמנות להשתפר ולפתח כשרון. אומנים משתפרים עם הזמן	יהיו פחות הפרעות להולכי רגל
מוטב שהבדרנים הפחות מוצלחים ירויחו את לחמם במקום להיות קבצנים	יצמצם את הסחר על המדרכות ויקטין את התחרות עם בעלי החנויות בעיר
הלא מוכשרים ממילא לא יחזיקו מעמד.	שיפור איכות הבדרנים ימשוך יותר תיירים
אם רק אומנים מקצוענים יחליטו מי יקבל רשיון, הם עלולים להחמיר מדי עם הנבחנים	הרשיון ישפר את מעמד הבדרנים והם ייראו כאומנים ולא כקבצנים
	יפחית את מס' התלונות

Overall, the letters were well written, incorporating the information provided in the text and writing in the style and format of a letter to the editor. Many original arguments were raised, some based on students' personal knowledge and experience.

The less successful students tended to copy the information given in the text without providing convincing arguments. Some started the letter opposing the regulations but later supported them, creating an ambiguity as to their view.

Section 3 – Writing in Hebrew

Students were required to write an original text of 200–250 words in Hebrew on one of four topics. Question 10 was the most popular choice.

This year the standard of the writing was high and many written texts were outstanding. The most successful pieces were logically structured, captured the reader's interest and had very few linguistic errors. Other pieces lacked depth and contained numerous grammatical and spelling errors. Common errors were in the use of verbs, genders and incorrect sentence structures.

Students should read the question's requirements carefully. When answering Question 10 some students elaborated on the positive effects of TV but barely touched upon the negative effects. In Question 12 students were asked to write about the importance of the ties between Israel and Diaspora. Some of the responses were one-sided, discussing the importance of the ties to Israel only.

Question 10

Students were asked to write the text of a talk to Year 10 students, evaluating the positive and negative effects of TV on the development of children.

Students could have included some of the following points.

Benefits of TV	Detrimental effects of TV
Source of information	Detachment from family and friends
Fosters social ties by updating news, sport, music, fashion, etc.	Lack of physical activity
Source of educational enrichment programs	Exposure to violence
Watching TV with family members facilitates bonding	Increases mental and social passivity
Provides entertainment without the need to leave home	Adversely affects reading habits and the ability to seek written information
Improvement of language	Exposure to coarse and bad language
	Addiction to some programs

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יתרונות	השפעות מזיקות
מקור מידע	ניתוק מחברים ומשפחה
מהדק קשרים חברתיים על ידי עדכון חדשות ספורט, מוסיקה, אופנה ועוד	חוסר פעילות פיזית
תכניות העשרה חינוכיות	חשיפה לאלימות
צפייה משפחתית בטלוויזיה מחזקת קשרי משפחה	מגביר פסיביות מנטלית וחברתית
מספק בידור ללא צורך לצאת מהבית	משפיע לרעה על הרגלי קריאה ויכולת לחפש מידע כתוב
שפור השפה	חשיפה לשפה קלוקלת
	התמכרות לתוכניות מסויימות

Question 11

Following a visit to a newly opened Israeli restaurant, students were asked to write a report for the Israeli newspaper in Australia, describing their personal impressions of the restaurant.

Students could have included some of the following points.

Positive points	Negative points
Polite service	The service is not polite
It has a delivery service	No delivery service
Rich menu of Israeli dishes	The menu is meagre
There is also vegetarian food	No vegetarian food
The restaurant is clean	The place is not particularly clean
The premises are spacious	The place is too dark and cramped
Pleasant Israeli music playing in the background	The music is too noisy
It has a pleasant atmosphere	The atmosphere is not pleasant
It is decorated with Israeli paintings and photos of Israeli scenery	Very few Israeli decorations
The menu is in Hebrew	There is no menu in Hebrew
Some waiters speak Hebrew	The waiters do not speak Hebrew
May meet Israeli friends there	
Cost	
Recommendation	

נקודות חיוביות	נקודות שליליות
שירות אדיב	שירות לא אדיב
יש שירותי משלוח	אין שירותי משלוח
מבחר עשיר של תבשילים ישראליים	מבחר דל
יש גם אוכל צמחוני	אין אוכל צמחוני
המסעדה נקייה	המסעדה לא במיוחד נקייה
המקום גדול ומרווח	המקום חשוך וצפוף
מוזיקה ישראלית נעימה	מוזיקה ישראלית רועשת
אווירה ישראלית נעימה	אין אווירה נעימה
מקושטת בציורים ובצילומי נוף ישראליים	מעט קישוטים ישראליים
התפריט באנגלית ובעברית	אין תפריט בעברית
חלק מהמלצרים דוברים עברית	המלצרים אינם דוברים עברית
אפשר לפגוש שם חברים ישראליים	

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Question 12

For the occasion of the Independence Day students were asked to write an informative article for their school magazine on the importance of maintaining the ties between Israel and the Diaspora.

Students could have included some of the following points.

- family
- the promised land
- learning Hebrew/studying in Jewish schools
- strong Israel, strengthens the Diaspora
- pride and identity
- assimilation
- visits to Israel
- exchange of delegations
- moral support.

משפחה
הארץ המובטחת
לימוד עברית/חינוך בבתי ספר יהודיים
ישראל חזקה – מחזקת את הגולה
גאווה והזדהות
התבוללות
ביקורים בישראל
חלופי משלחות
תמיכה מורלית

Question 13

Students were asked to write an imaginative story for a children's magazine beginning with 'The cleaner had never seen the green door before. Slowly the door creaked open and he saw...' This task allowed students to use their creativity and imagination while adhering to the style and conventions of an imaginative story.

The following criteria were used to evaluate Questions 10–13.

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

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Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words, set formulae and anglicisms to express information	1–3