



2013

Languages: Hebrew GA 3: Examination

Written component

GENERAL COMMENTS

Students attempted all the sections of the 2013 Hebrew written examination. Overall results were satisfactory. Students achieved higher marks in Part B than in Part A of the examination. This was particularly pronounced in Section 1.

Students understood both the spoken and the written Hebrew texts and usually answered the questions correctly. When a question required the interpretation of a text, the less successful students' responses were often not adequate. Sometimes a student failed to select specific information that was appropriate to the question. To ensure that they give a full and correct answer, students need to read the questions carefully. Understanding a question is as important as comprehending the text.

This year, a large number of students performed well. The Hebrew of the most successful students was outstanding. These students confidently used an extensive vocabulary and correct sentence structures. The usual linguistic errors were made by students at the lower end of the performance range. The most common errors were the lack of agreement between gender and number, incorrect use of verbs and prepositions, and spelling errors. Some anglicised expressions were used.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what 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 listened and responded to six Hebrew texts. There were three texts in Part A and students needed to respond in English; there were three texts in Part B and students needed to respond in Hebrew.

Part A – Answer in English

Text 1

Question 1a.

David's company is

- an economically successful company
- a socially conscious company/involved in the community.

Question 1b.

- The company donates a day to its workers to volunteer for Clean Up Australia Day.
- It has undertaken a long-term commitment to taking care of a park so that the park (one of)
 - has a clean playground and barbeque area
 - is unpolluted
 - has clean water and clean water fountains.

Text 2

Question 2

The advantages of the light rail are (six of)

- it is a quiet and a peaceful journey
- it is environmentally friendly/electric, with no air pollution
- it has resulted in Yaffa Street becoming a pedestrian-only street – coffee shops are full and merchants are happy
- it allows a quick arrival at a destination, even if you live far away
- it can carry 500 passengers in one trip
- it is spacious
- it makes it easy to organise social meetings
- the journey is comfortable.

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Text 3

Question 3

This is an effective advertisement because it

- has a rhyming jingle/uses repetition
- is inviting real experiences
- promises health
- uses an inclusive style of language; for example, students talking to students
- is a trendy initiative/popular topic
- attracts listeners by promising the participation of celebrities/Europe cities.

Part B – Answer in Hebrew

In this part students performed exceptionally well. The majority of students answered in the appropriate language.

Text 4

Question 4

The forecaster recommends that people tour the land because (four of)

- of the pleasant weather/good outdoors
- the recent rains have topped up the Kineret
- colourful flora decorate the mountains of the Galil
- water flows in the rivers of the north
- of the blue sky.

ארבע תשובות מתוך

- מזג האוויר נעים (ומפנק)
- מיים זורמים בנחלי הצפון
- פריחה בהרי הגליל
- הכנרת מלאה (כמעט)/עלה מפלס המיים בכנרת
- שמיים כחולים.

Text 5

Question 5

Students were asked to write a message to a friend, stating why participating in the State of Football is recommended to them.

The State of Football is recommended for people, like the friend, who (four of)

- are non-competitive (no winners and no trophies)
- are non-violent (no swearing and no brawling)
- who enjoy playing for its own sake
- respect the rules and don't need a referee/are trustworthy/honest/responsible
- enjoy fitness
- are looking for different social experiences
- are looking for a cheaper hobby/no membership fees.

ארבע תשובות מתוך:

- לא תחרותיים/אין זוכים/אין גביע
- מתרחקים מאלימות/אין קללות ומכות
- הגונים/אמינים/אחראים
- רוצים לשמור על כושר גופני
- נהנים לשחק כדורגל
- מחפשים מפגש חברתי שונה
- מעוניינים לחסוך בהוצאות/אין דמי חברות



Text 6

Question 6

Ron has matured as a result of his hobby because he has learned

- what responsibility is
- to work in a team as bees do
- to live in a community
- about caring for others
- the ability to change with the seasons, and to listen to the world we live in and to flow with it
- to occupy himself productively during the holidays
- a sense of social commitment, to pass on his skills and knowledge to others; for example, he wants to start a workshop for young people and teach them the secrets of the trade.

שבע מהתשובות הבאות:

הוא למד מהי אחריות/למד שיתוף וחשיבות עבודת צוות/למד לחיות חיי-קהילה/למד לדאוג לאחרים/פיתח יכולת להשתנות לפי עונות השנה/ הוא מבין את הדברים החשובים לנו: להקשיב לעולם בו אנו חיים ולזרום איתו/הוא למד להעסיק את עצמו בחופשות הקייץ/ חשוב לו להעביר הלאה את הידע שלו: הוא רוצה לארגן חוג לצעירים וללמד אותם את סודות המקצוע.

Section 2 – Reading and Responding

In this section, students were required to read and comprehend three Hebrew texts. In Part A students needed to respond to two texts in English and in Part B to one text in Hebrew. The marks for Part A were slightly lower than those for Part B. This was due mainly to incomplete responses to Question 8a. It was evident that students found this question challenging, and many were unable to extract and analyse information in the text.

Part A – Answer in English

Text 7

Question 7

How

- Water was transferred from the Kineret, pumped from the underground springs and directed to the whole area of the Negev.
- Desalinated water from Hadera was channelled into the pipes of the National Water Carrier.

Why

- to provide drinking water to half of Israel's population/the Negev population in the South of the country
- to allow the Negev to absorb new immigrants in Israel

Text 8

Question 8a.

- The Sde Boker Academy was founded as an education centre.
- There is a field school in the Negev that caters for students from everywhere/students of all ages.

Question 8b.

Ben-Gurion showed that he was 'committed and fulfilled' because he joined the kibbutz members and settled in the Negev.

Question 8c.

The items are all necessary to survive the stay in the Negev/in hot weather.



Question 8d.

The student would be (two of) independent, adventurous, like challenges, curious about and have a special interest in the Negev, like the outdoors and nature including cooking and surviving in the natural environment, and would have in interest in history.

Part B – Answer in Hebrew

Text 9

Question 9

Students were asked to write an informal response to a blogger who was considering his choice of an academic career, expressing their opinions for or against choosing to study Arts subjects at university.

The responses were well written, addressed the points mentioned in the text and often included original arguments. The opinion expressed by most students was that he should follow his heart and study Arts. Although many opinions were accepted, it is interesting to note that students pointed out that nowadays, prospective employers look more for candidates with suitable personalities, rather than those with specialised knowledge. Also, a person is more likely to be successful and happy by pursuing a loved subject, which is more important than choosing a profession with a chance of relatively high future earnings. Several students pointed out the option of enrolling in a multidisciplinary course.

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

בעד

- את/ה לומד/ת למודים עם השראה/עניין אישי/נטייה אישית לנושאים הנלמדים.
- את/ה לומד/ת טוב יותר כשאת/ה מעוניין/ת ואוהב/ת את הנושאים הנלמדים.
- זו רק התחלה שתעזור לך לרכוש עוד נסיון.
- אפשר לשלב למודים של מדעי הרוח בלמודים מתחומים 'מעשיים' יותר.
- בוגרי מדעי הרוח מבוקשים היום גם במקצועות בעלי הכנסה גבוהה.
- עיסוקים בתחומים של מכירות/משאבי-אנוש/ניהול כללי/חינוך והוראה, מאפשרים מפגש עם אנשים/מרחיבים את האופקים/מתאימים לבעלי נטיות ללמודים הומניים.
- חינוך והוראה הינם תחומים בהם את/ה מרגיש/ה שאת/ה משפיע/ה ומנהיג/ה/ערכיים.
- לא חייבים ללמוד מה שההורים מבקשים, אנחנו כבר בני 18/סטודנטים באוניברסיטה.
- סיימת י'ב, עכשיו תלמד 'מה שבא לך'.
- בראיונות-עבודה הם יתרשמו מהאישיות שלך, ולא מההשכלה שרכשת באוניברסיטה.

נגד

- בזבוז זמן יקר
- אין בזה יוקרה/כסף/פרנסה/הצלחה/הזדמנויות/עתיד בטוח.
- בימינו הכיס חשוב יותר מהלב/את הלב תספק בהזדמנות אחרת.
- אבא שלך יודע מה הוא אומר/צריך להקשיב להורים/אתה לא רוצה לאכזב את ההורים.
- אתה מעשי/לא מתאימים לך מקצועות של 'רוח'/מספיק עם ה'התפלספות' הזאת.
- גם בעסקים וכלכלה יש ערכים/נשמה/השפעה/השראה.



Marking Scheme For Section 2, Part B	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (including the main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates Hebrew authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (including the main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates Hebrew with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (including points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3
<ul style="list-style-type: none"> • Provides no evidence of meeting the criteria 	0

Section 3 – Writing in Hebrew

Students were required to write an original text in Hebrew on one of the four given topics. This year, some new text types and a combined kind of writing were introduced, and students handled the changes well.

The most popular question was Question 13 and the least popular was Question 11.

The overall quality of students' responses was good, and some responses were outstanding. The responses that earned high marks were interesting and treated the topic in depth. Most written texts complied with the required kind of writing and text type, were structured logically and contained few linguistic errors.

Some students did not always satisfy the question requirements. Students are reminded to read questions carefully and ensure they understand the question's requirements before answering.



Question 10

Students were asked to write the text of a television interview in which they described the experience of living for three days in the wild, disconnected from electricity and electronics, and the effect it had on them.

Students could have included some of the following points.

- special experiences related to living in a camp
- a description of nature
- ability to sustain difficult conditions/solutions/survival
- discovering friends' true character
- being away from family/comfortable conditions
- becoming stronger/responsible/mature
- recommended/not recommended.

חוויות מיוחדות הקשורות בשהייה 'מחנאית'
תאורי טבע
יכולת עמידה בתנאים קשים/פתרונות/יכולת הישרדות
היכרות אחרת עם חברים
מרחק מהמשפחה/מתנאים נוחים
יצא/ה מחוזק/ת, אחראי/ת, בוגר/ת
מומליץ/בלתי מומליץ
מעט שאלות, עיקר החיבור - תשובות

A few students limited their response to describing the technical difficulties of not being able to watch television or communicate with their friends, and only a short mention of how they felt and coped while living in the wild.

Question 11

Students were asked to write an imaginative story about meeting an actor from a film they had seen recently and that impressed them.

Students could have included some of the following points.

- the uniqueness of the film's main character
- why it impressed them
- film as a medium and a way of expression
- what the actor had learnt/gained from the character
- the role of the actor in the film
- personal story of the actor
- features of an imaginative film

ייחודה של הדמות בסרט
מדוע הרשימה אותך
סרט כמדיה ודרך הבעה
מה למד/הפיק השחקן/ית של הדמות
תפקידו/ה של שחקן/ית בסרט
סיפורו/ה האישי של השחקן/ית
אמצעים של כתיבה דמיונית

Question 12

Students were asked to write an email to their class, in which they evaluated an offer from a known television station to their class to appear in a reality television show. As the condition of the show was that the camera would follow the students for three months and stipulated that all students had to participate, the email had to persuade all of them to accept the offer.

Students could have included some of the following points.

- reality television – advantages and disadvantages
- social pressure (the whole class has to participate)

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- invasion of privacy/protecting privacy
- the program as a means to expose to the world of entertainment
- interference with studying
- technical difficulties/advantages at school
- chance of being proud of yourself/your school
- self-confidence gained from performing in public.

טלוויזיה ריאליטי - יתרונות, חסרונות
לחץ חברתי (כל הכיתה צריכה להשתתף)
חדירה לפרטיות/שמירה על פרטיות
התכנית כאמצעי לחשיפה/להתקדמות אל תוך עולם הבידור
הפרעה בלימודים
קשיים/יתרונות טכניים בבית ספר
הזדמנות להתגאות בעצמך/בבית הספר שלך
בטחון עצמי

Students discussed many arguments on the merits of accepting the offer. However, while concentrating on trying to convince their classmates to accept the offer, the evaluative part of the question's requirement was sometimes overlooked.

Question 13

Students were asked to write the text of a farewell speech they would give after a year of volunteer work with the Good Spirit organisation in Israel. This organisation arranges after-school activities for children with special needs. The speech should have addressed the children and colleagues, reflected on the volunteers' activities, explained how the work changed the student and thanked everyone involved.

Students could have included some of the following points.

- staying in Israel for social/humanitarian/volunteer purposes
- nature of working with children with special needs and reasons for volunteering
- details of activities
- details of experiences
- effect on the speaker: maturity, caring for others, responsibility, understanding, identification and social involvement
- what the speaker gained and what they contributed
- personal conclusions

שהות בישראל למטרה הומנית/חברתית/התנדבותית
מהות העבודה עם ילדים בעלי צרכים מיוחדים/מניעים לבחירה בהתנדבות זו
פירוט פעילויות
פירוט חוויות
השינוי בנואם/ת: התבגרות, התחשבות, אחריות, הבנה, הזדהות
מעורבות חברתית
מה קיבל/ה, מה נתן/ה
מסקנות אישיות

Several students barely touched upon the main subject of working with children with special needs. Some ignored that the task was to write a farewell speech, thus in their speech that they should have directly addressed the children and not talked about them.

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Marking Scheme For Section 3, Writing	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 	17–20
<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 	13–16
<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 	9–12
<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 	5–8
<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 English expressions to express information 	1–4
<ul style="list-style-type: none"> • Provides no evidence of meeting the criteria 	0