2024 VCE Hebrew written examination report

General comments

Students generally demonstrated a strong understanding of the examination requirements, with all students attempting to answer all questions in the specified language (Hebrew or English). However, students should take care when translating from Hebrew to English, making sure to choose the most precise word meanings. Students are advised to practise note-taking and responding in both languages, which will improve their comprehension and help them to extract specific and general information from texts. Students should also ensure that their writing is legible in both Hebrew and English so that their responses can be fully understood and fairly evaluated.

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

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Text 1

Question 1

The correct answer included the following three features of future schools:

* digital and audio textbooks
* virtual reality
* diverse/different learning spaces/areas.

Text 2

Question 2a.

The correct answer included the following three benefits of humour:

* It bridges between people who have different opinions.
* Humour helps to solve disputes and/or problems.
* It unites group members and family members.

Students must ensure they use precise vocabulary; for example, ‘members of a group’ should not be translated as ‘friends’.

Question 2b.

The correct answer included the following three things we can learn about a person based on their laughter:

* characteristics / personality traits
* how a person relates to / treats / views the world
* whether the person is genuine or fake / whether a person’s laughter is genuine or not.

Text 3

Question 3a.

The correct answer included the following three technological advantages of the digital car key:

* The digital car key communicates with the car even if the battery is flat / the phone is dead.
* The digital car key opens the door from afar / a distance / remotely.
* The digital car key can work with old phone models.

Question 3b.

The correct answer included the following three reasons the digital car key was a suitable solution for Ronen:

* Ronen is forgetful / Ronen loses his belongings/keys.
* Ronen has an old phone that shuts down suddenly / Ronen’s phone battery runs out unexpectedly.
* Ronen does not want to pay for a new phone.

Some students confused the responses required for this question with those required for Question 3a.

Text 4

Question 4a.

The correct answer included the following three factors that determine the shape of clouds:

* הגובה אליו הענן יכול לעלות
* אם הענן יכול להוריד גשם או לא
* אם הענן יכול להפוך לטורנדו
* the height to which a cloud could rise
* whether or not it is a rain cloud
* whether the cloud can turn into a tornado.

Most students were able to identify all three points. Among those who did not, the most common error was noting the height of the cloud rather than the height the cloud could reach.

Question 4b.

The correct answer included the following two ways Adam and Dana interpret the clouds differently:

* דנה מפרשת את העננים בצורה יצירתית ו/או היא משתמשת בדמיון
* אדם מפרש את העננים בצורה מדעית ו/או הגישה של אדם מבוססת על ידע
* Dana’s approach is creative / uses imagination.
* Adam’s approach is scientific / based on knowledge.

Text 5

Question 5

The correct answer included the following four reasons why a visit to Agnon’s house is an attractive activity for tourists:

* כולל גם פעילות תרבותית או מקום תרבותי
* יש מדריך או סיור מודרך
* זו הזדמנות לחוויה לימודית או לקרוא סיפור של עגנון
* הביקור הוא חינם או לא עולה כסף
* It is a cultural activity/place.
* There is a guide / It is a guided tour.
* It is an educational experience that includes reading Agnon’s story together.
* It is free / does not cost money.

Text 6

Question 6.

The correct answer includes the following six positive attributes that young people can bring to the workplace:

* מיומנות טכנולוגית ו/או היכולת לעבוד עם כמה מסכים בו זמנית
* גמישות ו/או היכולת לעבור בין משימות ובין מכשירים בקלות
* אידיאליזם ו/או אכפתיות מהערכים אותם מייצגים המעסיקים
* עצמאות/ יכולת לעבוד באופן עצמאי
* מוכנות ללמידה ולהתפתחות
* רוגע
* technological proficiency / ability to work with several screens simultaneously
* flexibility / ability to transfer between multiple tasks and devices easily
* idealism / care about their employer’s values
* independence / ability to work independently
* willingness to learn and develop
* calmness.

High-scoring responses specifically addressed the question asked and included only relevant information from the text.

Section 2: Reading and responding

In this section, responses needed to demonstrate understanding of general and specific aspects of written texts. Higher-scoring responses conveyed the information appropriately and responded specifically to the question rather than copying or translating sections of the text without thoughtful consideration of the question at hand.

Text 7

Question 7

The correct answer included the following five ways technology has transformed research about animal communication:

* AI draws on the analysis of large/enormous quantities of data related to animal communication.
* AI can now create or imitate sounds for use in research and analysis.
* Advanced AI technology is used to assist in analysing animal behaviour.
* AI researchers can interpret different types of animal vocalisations and/or communications.
* AI can analyse and investigate animals’ facial expressions and body movements.

Text 8

Question 8a.

The correct answer included the following two pieces of evidence showing that the Israeli team is successful:

* The team won the World Champion award and were runners-up in the European Championship.
* Many parents are considering enrolling their kids in gymnastics or rhythmic gymnastics.

Question 8b.

The correct answer included the following three lessons Gila learnt from her gymnastics days that she applies now at work as an adult:

* resilience / perseverance / to get up after falling
* how to be strategic and play by the rules
* to put the success of the team above and beyond her own success.

Text 9

Question 9

This question required students to write an email to a friend with whom they used to have a collection, persuading them to revive the old collection. Higher-scoring responses effectively adapted facts from the article into persuasive arguments, reminding their friend of past shared experiences and planning a joint future.

Suggested points students may have included were:

* התרפקות על העבר
* תועלת אישית עכשווית
* תועלת ותרומה לתרבות ולמורשת הישראלית
* nostalgia
* current personal benefit
* benefit and contribution to Israeli culture and heritage.

To be awarded full marks, all three of the points listed above needed to apply to the student’s chosen collection. Some of the collections selected did not allow students to address all three points; for example, collections such as shells or postcards from foreign countries may have childhood memories associated with them but have no real connection to Israeli culture.

In addition to including all three points, responses needed to be in the relevant text type and kind of writing, sequence ideas effectively and use language appropriately.

Section 3: Writing in Hebrew

In this section of the examination, students chose to respond to one of three questions, each requiring a different text type and style of writing.

Question 10

Students were required to write the script for an evaluative speech to be delivered at the school council meeting, discussing the pros and cons of the recent introduction of robots in the school cafeteria, replacing the workers who sell food.

Suggested points that students may have included were:

* שימוש ברובוטים יעיל כלכלית – במקום לשלם משכורות לעובדי הקפיטריה אפשר להשתמש בכסף הזה לפתח תחומים אחרים בבית הספר.
* רובוטים מהירים יותר ולכן השירות יהיה יעיל יותר – התלמידים זוכים לשירות מהיר ויעיל יותר בזמן ההפסקה.
* הכנסת הרובוטים לבית הספר תורמת לתדמית בית הספר – כמוסד שאמור להכין את תלמידיו לעתיד הטכנולוגי, זו הזדמנות לחזק את תדמיתו ושמו הטוב.
* הכנסת הרובוטים לבית הספר מעודדת חשיבה טכנולוגית – העלאת מודעות התלמידים לשילוב טכנולוגיה בעולם העבודה וההתפתחות הטכנולוגית העתידית.
* הכנסת הרובוטים טובה יותר בריאותית – סביבה נקייה ובטוחה יותר מבחינה תברואתית בבית הספר כמקום שבו לומדים תלמידים רבים היא יתרון.

**Advantages – in favour of robots:**

* The use of robots is cost-effective – instead of paying salaries to cafeteria workers, this money can be used to develop other areas of the school.
* Robots are faster, so the service is more efficient – students receive a faster and more efficient service during the short break.
* The introduction of robots into schools contributes to the school’s image – as an institution meant to prepare its students for a technological future, this is an opportunity to enhance its reputation and prestige.
* The introduction of robots into the school encourages technological thinking, raising students’ awareness of the integration of technology into the workforce and future technological development.
* Introducing robots is better for health – it helps to create a cleaner and more hygienic environment at the school.
* .פגיעה כלכלית בעובדי הקפיטריה - אנשים בקהילת בית הספר מאבדים את הפרנסה שלהם
* החוויה החברתית אובדת - אנחנו מאבדים את הקשר האנושי, מה שמפחית את התקשורת הבין-אישית שהיא כה חשובה עבור תלמידים.
* תקלות טכניות עלולות לשבש את סדר היום המובנה בבית הספר- רובוטים כמו מכשירים אלקטרוניים .אחרים נוטים להתקלקל ותיקונם אינו זמין ומיידי
* בעיה ערכית כשהמסר המועבר בבית הספר הוא שיעילות וחיסכון עולים בחשיבותם על קהילתיות וקשר .אנושי
* .החלפת העובדים ברובוטים מעוררת דאגה בקרב מורים ואנשי צוות אחרים באשר להחלפתם בתפקידם

**Disadvantages – in opposition to robots:**

* Cafeteria workers are members of the school community – the loss of their jobs and negative impact on their professional futures could be detrimental to the community as a whole.
* We lose the human connection, reducing interpersonal communications that are important for students.
* Technical malfunctions can disrupt the structured daily routine in schools – robots, like other electronic devices, tend to break down, and it may take time to repair them.
* An ethical issue arises when the message conveyed in school emphasises efficiency and cost-saving as more important than community and human connection.
* The replacement of workers with robots raises concerns among teachers and other staff about the possibility of being replaced in their roles.

Of the three options available in Section 3, most students chose to respond to this question. Higher-scoring responses were appropriately structured as a speech and presented both sides of the argument rationally and objectively, using evidence to support the contrasting sides.

Question 11

Students were required to write a creative and imaginative short story as part of a competition about a strange encounter with a puzzle.

Suggested points that students may have included were:

* הסיפור מציג מבנה וסדר בעלילה אשר נשלטים בקפידה.
* שימוש בשפה דמיונית ויצירתית כדי לעורר תגובה ריגשית מהקוראים.
* בסיפור מורגש היטב ההקשר של הסיטואציה (הסביבה הפיזית והאווירה).
* הסיפור כולל תיאורים אפקטיביים (של אנשים, מקומות, רגשות, ואווירה).
* הבחירות בשפה ובתוכן יוצרות אימפקט, כמו למשל שימוש בפלאשבק, או הפרעות מכוונות אחרות.
* a carefully controlled structure and sequencing of the plot
* imaginative and creative language to evoke readers’ emotional response
* a strong sense of context for the situation (physical surroundings and atmosphere)
* effective descriptions (of people, places, emotion and atmosphere)
* impactful language and structural choices, such as flashbacks or other purposeful disruptions.

Question 12

Students were required to write an informative article for the city newsletter, outlining how pop culture can help strengthen the connection between Israel and Australia.

Suggested points that students may have included were:

* שיתוף פעולה מוזיקלי או אומנותי בין אומנים ויוצרים – מוזיקה ואומנות כשפה משותפת
* שיתוף פעולה ברשתות החברתיות – באמצעות הרשת החברתית (ממים, סרטונים ועוד) אנשים מישראל ומאוסטרליה יוצרים שפה משותפת
* תחרויות ופסטיבלים בתחומים שונים – פסטיבל קולנוע, פסטיבל מוזיקה, תחרות עיצוב אופנה, תחרות משחקי מחשב
* musical or artistic collaboration between artists – music and art as a shared language
* collaboration on social media – through social networks (memes, videos and more), people from Israel and Australia create a common language
* competitions and festivals in various fields – film festivals, music festivals, design and fashion competitions, video game competitions and so on.

Higher-scoring responses to this question appropriately incorporated facts, examples and explanations, using appropriate language that included few adjectives and adverbs. Information was sequenced logically, and the message of the article was clear and unambiguous.