Collaborative Curriculum and Assessment Framework for Languages (CCAFL) (From 2025)

# Written examination – October

## Examination specifications

These examination specifications apply to the following CCAFL Languages:

Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, and Turkish.

### Overall conditions

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). [VCAA examination rules](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx) will apply.

There will be 10 minutes of reading time and 2 hours of writing time.

The examination will be assessed by a panel appointed by the VCAA.

The examination will contribute 37.5% to the study score.

### Advice

From 2025, VCE CCAFL Hebrew examinations will be prepared according to the examination specifications in this document.

Each examination will conform to these specifications and will test a representative sample of the key knowledge and key skills from all outcomes in Units 3 and 4.

Examination questions may relate to one or more areas of study.

Students should use [command/task words](https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/GlossaryofCommandTerms.aspx), other instructional information within questions, and mark allocations to guide their responses.

The Sample Examination and stimulus texts have been published on the relevant VCE CCAFL Languages ‘[Examination specifications and sample materials](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx)’ page of the VCAA website.

The Sample examination provides an indication of the format of the examination and the types of questions that teachers and students can expect during the current accreditation period.

### Content

The relevant *VCE CCAFL Hebrew Study Design (From 2025)* is the document for the development of the examination.

All of the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

In these specifications, ‘item’ refers to a question with multiple parts.

### Format

The examination will be in the form of a Question-and-answer booklet. Answers are to be written in the spaces provided in the Question-and-answer booklet.

The examination will consist of two sections – Section 1, Responding to texts and Section 2, Creating texts.

The examination will relate to the prescribed concepts and topics and the three perspectives outlined in the *VCE CCAFL Hebrew Study Design* *(From 2025)*.

There will be three listening texts, which will be played aloud. The total length of one playing of the three listening texts will be 4½–5 minutes. Each text will be played twice.

There will be two reading texts. The total length of the two reading texts will be approximately 450 words.

There will be one or two visual texts. A visual text may appear in any of Questions 3, 4, 5 or 6.

Where a visual text appears in the stimulus material, students are expected to extract and refer to the information provided by the visual text in their response.

The total marks for the examination will be 65 marks.

#### Section 1 Responding to texts

Section 1 will be worth a total of 30 marks.

Two of the three listening texts will be played in Questions 1 and 2. The total length of one playing of the two listening texts in Questions 1 and 2 will be approximately 3–3½ minutes.

Question 1 Listening in Hebrew, responding in English

Question 1 is worth 7 marks.

Items in Question 1 will be phrased in English for a response in English.

Students will hear one listening text in Hebrew (Text 1). The text will be related to one of the eight prescribed topics and will represent a different text type from the listening texts in Questions 2 and 3. Question 1 may include multiple items, each requiring a response in English. Responses in a language other than English will not be assessed.

Text 1 will be played twice. There will be a short break between the first and second playing. There will be an announcement at the start of the first playing of the text and a sound to alert students before the start of the second playing of the text. After the second playing, students will be given time to complete their responses. Students may make notes in the designated note-taking space of the Question-and-answer booklet at any time during the two playings of the text. These notes will not be assessed.

Question 2 Listening and responding in Hebrew

Question 2 is worth 8 marks.

Items in Question 2 will be phrased in Hebrew and English for a response in Hebrew.

Students will hear one listening text in Hebrew (Text 2). The text will be related to one of the prescribed topics and will represent a different text type from the listening texts in Questions 1 and 3. Question 2 may include multiple items, each requiring a response in Hebrew.

Text 2 will be played twice. There will be a short break between the first and second playing. There will be an announcement at the start of the first playing and a sound to alert students before the start of the second playing. After the second playing, students will be given time to complete their responses. Students may make notes in the designated note-taking space of the Question-and-answer booklet at any time during the two playings. These notes will not be assessed.

Question 3 Reading and listening in Hebrew, responding in English

Question 3 is worth 15 marks.

The third of the three listening texts will be played in Question 3. The length of one playing of the listening text in Question 3 will be approximately 1½ minutes.

There will be a reading text in Question 3, of approximately 300 words in Hebrew.

Items in Question 3 will be phrased in English for a response in English.

Students will be required to read one text in Hebrew (Text 3A) and listen to one text in Hebrew (Text 3B). A visual text may also be provided with Text 3A.

Text 3A and Text 3B will be related to one of the prescribed topics and will be related in subject matter and/or context. Each text will represent a different text type. The text types will be different to those used in Questions 1, 2 and 4. Question 3 may include multiple items, each requiring a response in English.

There will be a short break for students to read Text 3A and Question 3 before Text 3B is played. Text 3B will be played twice. There will be a short break between the first and second playing of the listening text (Text 3B). There will be an announcement at the start of the first playing of Text 3B and a sound to alert students before the start of the second playing. After the second playing, students will be given time to complete their responses. Students may make notes in the designated note-taking space of the Question-and-answer booklet at any time during the two playings of Text 3B. These notes will not be assessed.

Questions in Question 3 will relate to Text 3A, Text 3B and both texts. Students may be required to extract, summarise, interpret, evaluate or synthesise information, compare aspects of the texts, or a combination of these. Students may also be required to comment on the target audience, the purpose of a text and/or the way in which language is used in a text to achieve a specific purpose.

#### Section 2 Creating texts

Section 2 will be worth a total of 35 marks.

Question 4 Reading and responding in Hebrew

Question 4 is worth 15 marks.

Question 4 will be phrased in Hebrew and English for a response in Hebrew.

There will be one reading text (Text 4), of approximately 150 words in Hebrew.

Students will be required to read Text 4 and respond to a task based on information and ideas provided in the text. A visual text may also be provided with Text 4.

Students will be required to write a response of approximately 150 words in Hebrew, in which they present ideas, opinions and/or arguments based on evidence in Text 4.

Question 4 will specify a context, purpose, audience, text type and style of writing for the student response.

The written text types that students can reasonably be expected to produce in response to Question 4 (and Question 5 and Question 6) include:

* article
* biography
* blog post
* diary entry
* email
* formal letter
* informal letter
* invitation
* journal entry
* message
* notice
* report
* review
* script of a speech
* story
* transcript of an interview

In response to Question 4, students may be asked to produce written texts that are:

* personal
* informative
* descriptive
* evaluative
* reflective
* persuasive or
* imaginative, or
* a combination of these writing styles.

The text type and style of writing required in Question 4 will be different to that of the stimulus text for Question 4 and the texts presented in Questions 3, 5 and 6.

Question 5 Writing in Hebrew OR Question 6 Writing in Hebrew

Students choose one question, either Question 5 or 6, which will be worth 20 marks. Students must attempt one of these questions.

Each question will be related to one of the prescribed topics.

Both questions will be phrased in Hebrew and English for a response in Hebrew.

A visual text may be included as a stimulus for one or both of Question 5 and Question 6.

Students will be required to write a response of approximately 250 words in Hebrew. They will be required to write an original text that presents ideas, information, opinions and/or arguments.

Each question will specify a different context, purpose, audience, text type and style of writing as listed above. The text type that students will be required to produce will be drawn from those listed earlier for productive use.

The text type and style of writing required in Question 5 and Question 6 required will differ from those required in Questions 4.

### Approved materials and equipment

Stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers).

Any printed monolingual and/or bilingual dictionary in one or more separate volumes.

Students must complete responses in the Question-and-answer booklet in black or blue pen.

### Relevant references

The following resources should be referred to when preparing for the relevant VCE CCAFL examination:

* VCE CCAFL Hebrew Study Design (From 2025) (Units 3 and 4)
* [VCE CCAFL Hebrew – Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/hebrew/Pages/Index.aspx)
* [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)
* [VCAA Notices to Schools](https://www.vcaa.vic.edu.au/administration/schooladministration/notices/Pages/index.aspx)

### Written examination criteria for assessment

#### Section 1 Responding to texts

Question 1 Listening in Hebrew, responding in English [7 marks]

* Analyse general and specific relevant information, ideas, opinions and/or perspectives and/or aspects of texts to convey meaning.

Question 2 Listening and responding in Hebrew [8 marks]

* Analyse general and specific relevant information, ideas, opinions and/or perspectives to convey meaning.

Question 3 Reading and listening in Hebrew, responding in English [15 marks]

* Analyse general and specific relevant information, ideas, opinions and/or perspectives and/or aspects of texts to convey meaning.
* Synthesise relevant information, ideas, opinions and/or perspectives from different texts.

#### Section 2 Creating texts

Question 4 Reading and responding in Hebrew [15 marks]

* Analyse relevant information, ideas, opinions and/or perspectives from the stimulus text(s).
* Respond to the question appropriately for the context, purpose and audience.
* Use appropriate language structures and vocabulary accurately.

Questions 5 and 6 Writing in Hebrew [20 marks]

* Create text appropriate for the context, purpose and audience.
* Demonstrate depth of treatment of information, ideas, opinions or perspectives.
* Sequence information, ideas, opinions or perspectives cohesively.
* Use a range of appropriate language structures and vocabulary.
* Use vocabulary and language structures accurately.

## CCAFL Languages: Running sheetSection 1: Three texts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Track | File | Source | Details | ~Time |
| 1 | A | Instruction | This is the CCAFL [Armenian, Bengali, Bosnian, Chin Hakha, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Karen, Khmer, Macedonian, Nepali, Persian, Portuguese, Polish, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish] written examination, Section 1 Responding to texts |  |
|  | Instruction | … for 2025.You will hear three texts. Each text will be played twice. There will be a short break between the first and second reading of each text. You may make notes at any time. |
| B | Instruction | Turn to Section 1 Question 1 of your Question Book. You will hear Text 1. The text will be played twice. There will be a short break between the first and second reading of the text. You may make notes at any time. |
|  | Instruction | Listen carefully to the text and answer the questions in English.  |  |
|  | Instruction | You will now hear Text 1 for the first time. |  |
|  | **Recording** | **TEXT 1** |  |
|  | Silence |  |  1 min |
|  | SFX | Alert sound  |  |
| C | Instruction | You will now hear Text 1 for the second time. |  |
|  | **Recording** | **TEXT 1 (REPEAT)** |  |
| D | Instruction | You now have approximately 4 minutes to answer the questions on Text 1. |  |
|  | Silence |  |  4 min |
| 2 | E | Instruction | Turn to Question 2 of your Question Book. You will hear Text 2. The text will be played twice. There will be a short break between the first and second reading of the text. You may make notes at any time.  |  |
|  | Instruction | Listen carefully to the text and answer the questions in Hebrew. |  |
| F | Instruction | You will now hear Text 2 for the first time. |  |
|  | **Recording** | **TEXT 2** |  |
|  | Silence |  |  1 min |
|  | SFX | Alert sound  |  |
| G | Instruction | You will now hear Text 2 for the second time. |  |
|  | **Recording** | **TEXT 2 (REPEAT)** |  |
| H | Instruction | You now have approximately 6 minutes to answer the questions on Text 2. |  |
|  | Silence |  |  6 min |
| 3 | I | Instruction | Turn to Question 3 of your Question Book. This part of the examination consists of a reading text, Text 3A, and a related listening text, Text 3B.You now have approximately 5 minutes to read Text 3A and familiarise yourself with the accompanying questions. |  |
|  | Silence  |  |  5 min |
| J | Instruction | You will now hear Text 3B. The text will be played twice. There will be a short break between the first and second reading of the text. You may make notes at any time. Listen carefully to the text and answer the questions in English.You will now hear Text 3B for the first time. |  |
| K | **Recording** | **TEXT 3B** |  |
|  | Silence |  |  1 min |
|  | SFX | Alert sound  |  |
| L | Instruction | You will now hear Text 3B for the second time. |  |
|  | **Recording** | **TEXT 3B (REPEAT)** |  |
| M | Instruction | You may begin writing your answers to Question 3 at any time. This is the end of the recording. |  |
|  **TOTAL** |  **30 min** |

Note: The instructions require 2 minutes in total. The alert sound requires up to 5 seconds per sounding (15 seconds in total). The two readings of the three listening texts require a maximum of 10 minutes.

### Summary

|  |  |
| --- | --- |
| Recording | Timing |
| Two readings of each listening text (Text 1, Text 2 and Text 3B) | Maximum 10 minutes |
| Silences/pauses between the two readings of the three texts (including alert sound) | 3 minutes (3 texts × 1 minute each) |
| Response time for both Questions 1 and 2 | 10 minutes (Question 1: 4 minutes, Question 2: 6 minutes) |
| Pause before the first reading of Text 3B | 5 minutes |
| Instructions  | 2 minutes(total across all questions) |
| Total | 30 minutes |