2022 Hebrew oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in Section 1 and their capacity to present information, ideas and opinions on their chosen subtopic in Section 2)
* language
* the accuracy of their vocabulary and grammar
* the range and appropriateness of their vocabulary and grammar
* the clarity of their expression.

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, most students were well prepared for both parts of the examination. Most students scored highly on personal conversation, demonstrating a very good ability to talk about their family, leisure activities and daily life preferences. Knowledge of vocabulary and high fluency were noted in the conversation section. Many students were well prepared to discuss their selected resources, showing depth and breadth of content that was scored highly.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Overall, students demonstrated a very good understanding of a wide range of conversation topics. Students were generally well-prepared and able to converse with assessors effectively, providing excellent information, ideas and opinions on their personal world.

Communication

Students were able to maintain a conversation, answering questions on different topics with varying degrees of clarity and confidence. Students who scored highly had an excellent ability to link with assessors, carry the conversation with spontaneity and advance the exchange appropriately and effectively. Many students had prepared a range of repair strategies to use to maintain the conversation flow when required. High-scoring students needed minimal support and were able to overcome some hesitations or pauses with confidence.

Areas for improvements include:

* extending the conversation beyond short yes/no answers
* finding alternative expressions to maintain the fluency and flow of the conversation
* responding directly to the assessors’ prompts, rather than re-directing to pre-prepared topics.

Content

Students were able to converse on a range of familiar topics, providing relevant information, explaining their preferences and elaborating on opinions and ideas. Most students were able to provide a breadth of information, ideas and opinions. However, students should note that even simple topics can be treated with greater depth. At the VCE level, students should be able to move beyond simply listing family members or naming favourite food types, and be able to explore and elaborate on these in depth.

Areas for improvements include:

* preparing to converse with depth and breadth on a wide range of topics
* practising examples for the development of ideas and opinions
* avoiding repetition.

Language

Most students were able to use a range of appropriate vocabulary and grammatical forms. Some students rote-learnt sophisticated words; however, only a few were successful in using them appropriately in the context of the conversation. Most students were successful at conveying meaning despite errors. At times, reliance on anglicisms limited the accuracy of language.

Areas for improvements include:

* expanding vocabulary, in particular verbs and adjectives
* practising repair strategies to be able to convey meaning in alternative ways despite not knowing a specific word.

Students were mostly able to use a wide range of vocabulary accurately. The use of structures and Hebrew expressions demonstrated an appropriate style and register. However, not all students were able to maintain high grammatical accuracy. In particular, applying the correct conjugation or preposition made the passive form and the future tense more challenging.

Areas for improvements include:

* expanding verbs to describe actions beyond go/went or do/did
* preparing to use specific words to increase confidence in pronunciation and clarity
* being careful when using prepositions, for example הייתי לכמה משחקים (I was at some games)
* revising irregular nouns to ensure gender agreement in the plural, for example, streets and places should have masculine adjectives
* revising the correct use of grammatical tenses.

Students had very good pronunciation, intonation, stress and tempo. Those who scored highly maintained the exchange at a good pace. Clarity of expression became a problem when students spoke too quickly, took prolonged breaks or mispronounced words, making them unintelligible.

Areas for improvements:

* practising with attention to stress and tempo
* practising the pronunciation of new vocabulary that is relevant to the conversation subtopics.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Hebrew is spoken.

In 2022, students chose a range of subtopics relating to Israeli society in the past and the present. Most students engaged well with assessors during the discussion.

Communication

Students came to the discussion well-prepared and were able to respond readily and confidently to questions on their detailed subtopic. Most students were able to carry the discussion forward with original input, describing their sources in detail and giving examples that demonstrated a great level of familiarity with their subtopic. When unsure of the answer, most students were able to carry the discussion forward with little support using a range of repair strategies.

Areas for improvements include:

* carrying the discussion forward by preparing for original input
* practising a range of repair strategies to ensure interaction is maintained.

Content

Students demonstrated the ability to discuss their detailed study by presenting a variety of highly relevant information, ideas and opinions clearly and logically. Most students were able to elaborate on the ideas presented. However, a main concern was the lack of evaluative perspectives. Simply conveying factual information from several resources does not provide effective development of a discussion. Students should prepare to defend opinions and ideas beyond, for example, who wrote a particular song and when. A good level of preparation would see students considering evaluation and comparison of the ideas presented, to allow for greater depth and breadth. Students should remember that assessors are not testing their knowledge of facts, but the ability to participate in an effective discussion.

Areas for improvements include:

* preparing for evaluation and comparison of ideas
* practising defending ideas and perspectives with clarity
* preparing to present own views on the topic and expanding beyond the facts.

Language

Students demonstrated very good control of vocabulary related to their selected subtopics for discussion. They used a variety of structures and expressions accurately and in the appropriate style and register.

In the discussion, most students presented their topic and resources with clear expression and excellent pronunciation and intonation. When asked for their own views, however, some students had problems with maintaining a good tempo and at times some students struggled to maintain clarity of expression.

Students are encouraged to practise to maintain good tempo and clear pronunciation.

More information

Refer to the [VCE Hebrew study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/hebrew/Pages/index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Hebrew.aspx) for full details on this study and how it is assessed.