2007 Public Examination

Hebrew
Continuers Level

Thursday 18 October: 2 p.m. Eastern Standard Time
Reading Time: 10 minutes
Working Time: 2 hours and 50 minutes

- You have 10 minutes to read all the papers and to familiarise yourself with the requirements of the questions. You must not write during this time.
- Monolingual and/or bilingual printed dictionaries may be consulted during the reading time and also during the examination.

Section 1: Listening and Responding (30 marks)

Instructions to Students

1. Allow approximately 50 minutes for Section 1.
2. Write all your answers to the questions in Section 1 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in HEBREW.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.

This examination is used for the HSC (New South Wales), the NTCE (Northern Territory), the SACE (South Australia), the TCE (Tasmania), the VCE (Victoria), and the WACE (Western Australia).

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Part A (Questions 1–3)
(20 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

• understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

You will hear THREE texts. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in ENGLISH.

Text 1
1. (a) Why did the Prague City Council decide to name one of its parks Rosh HaAin?

(b) Why was the new name of the park a problem for the residents of Prague?

(c) Tick (✓) the correct answer. What did the residents of Prague request?

   (A) to retain the park’s name, Rosh HaAin
   (B) to rename the park
   (C) to translate the park’s name into Czech
   (D) to honour one of their citizens

(d) Explain on what basis the Prague City Council made its final decision.

Marks | You may make notes in this space.
------|----------------------------------
1     |                                  
1     |                                  
1     |                                  
1     |                                  

Text 2

2. (a) Provide three reasons why students consider Crocs shoes popular summer gear.

• ____________________________________________
• ____________________________________________
• ____________________________________________

(b) State two concerns expressed by the headmasters about Crocs shoes.

• ____________________________________________
• ____________________________________________

(c) What might halt the dispute between the headmasters and the students?

______________________________________________________
Text 3
3. (a) Specify where the conversation takes place.

______________________________________________________

(b) Give three reasons mentioned in the text why Sharon and Steven are visiting Israel.

• ____________________________________________

• ____________________________________________

• ____________________________________________

(c) How does Yael express her enthusiasm for Israel?

______________________________________________________

______________________________________________________

______________________________________________________

(d) Where do Yael and Steven expect to meet again?

______________________________________________________

______________________________________________________

(e) Yael says: ‘What a small world’. Provide two examples from the text to support her statement.

______________________________________________________

______________________________________________________
Part B (Questions 4–5)
(10 marks)

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:
- understand general and specific aspects of texts by identifying and analysing information;
- convey the information accurately and appropriately.

You will hear TWO texts, one relating to Question 4 and one relating to Question 5. Each text will be played twice. There will be a short break between the first and second playings in which you may make notes.

Listen carefully to each text and then answer the questions in HEBREW.

Text 4

4. Write the important details of the phone message left by David’s wife on the answering machine.

כתוב/כתби את פקטי ההודעה הטלפונית של פפני? דודי השאירהdll?במשיבה?ב?

_________________________________________________________

_________________________________________________________

_________________________________________________________

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_________________________________________________________
Text 5

5. Compare the attitudes of the mother and the father to their daughter’s ballet performance.

השווה את גישת האם וגישת האב ללהפעת הבלט של הבת.

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End of Section 1
Section 2: Reading and Responding (30 marks)

Instructions to Students

1. Allow approximately 1 hour and 15 minutes for Section 2.
2. Write all your answers to the questions in Section 2 in this booklet in blue or black ink or ball-point pen.
3. You must answer ALL questions in Part A and Part B.
4. Answer Part A in ENGLISH and Part B in HEBREW.
5. Write your student/registration number and the centre number (if required) on the front cover of this booklet.
6. All question booklets will be collected at the end of the examination.
When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

• understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

6. Read the text and then answer in ENGLISH the questions that follow.

When the ancient Hebrew Encyclopedia, apesh, "Tzemah Atzei Kodesh", was printed in 1990, the upper shell of the city; one of the ancient cities is the least significant and is rich.

The city of Zefat is one of the holiest cities in the world, and Jerusalem, in addition, Tiberias and Chermon. Such cities like this, it is a dwell, and the rabbis were always in the city, the fulfillment of the central city was unique, however the hidden and the study.

Nowadays, as a city, it is well known for its study and the performance of the Torah.

In the time of the 16th century, the Zefat, which is the center of the Hasidic and the center of the city, was a center of printing. In this period, the printing of the first Hebrew book was established in Zefat.

Zefat is located in the upper Galilee, surrounded by high mountains, and the air is cold in winter and warm in summer.

In Zefat, like Jerusalem, it is a spiritual atmosphere to feel, this is also possible in Zefat. In Zefat, the holy occupations are found in the city, including the kabbalistic, and even the mystical.

Another very important historical sites are found in the city of Zefat, including the Jewish cemetery, the house of the constitutes, the book of 'Ahaba Yitzhak, 'Eru'ha Shulchan, and the book of Torah, which are written in Spain, 600 years ago.

The city of Zefat is the highest in the east, and the Jewish population, who live in the city, established rabbis and kabbalists. In the period of the 16th century, the printing of the first Hebrew book was established in Zefat, and one of the books, 'Eru'ha Shulchan, is very important. The city of Zefat, which is mentioned in the holy books, is called 'Yochay Bar Shimon'.

The printing of the book of Zefat is the first Hebrew book, and the printing of the first Hebrew book was established in Zefat.

In Zefat, the holy occupations are found in the city, including the kabbalistic, and even the mystical.

With the help of the holy books, and the kabbalistic, Zefat is known as a holy city.
QUESTIONS

(a) Why is Tzfat considered a Holy city? Refer to three items of information provided in the text.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(b) Describe the similarities between Tzfat and Jerusalem.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(c) Name three important contributions made by the Rabbis to the religious significance of the city.

• _______________________________________________________________________
• _______________________________________________________________________
• _______________________________________________________________________
לימים לקום המannée גדה והתחפשה צפת בצבעים שונים. בכל יום עלה תפוחי בניה
וקלטת. נסיעות שבטים שונים ודוחףponderים אבדו במספרים שונים, ידועות ולהיותן ביער. כנראה
וירשה מה ребונות צפת וה(progressי המנה למלגנה, הפולשיה שים), פסחים ומלגנה רבין.

הynchronously צפת והסביה ומוקם בצידי פלילים, הפולשיה שים, פסחון פלילים רבין.

השכית והשמלה של תעשי_mesת נשים יש נעים והפסליים ייחודיים, שטענה את מקום الشريف
לצידה. אמריס אלכס מציר את קריית האמנים, שהורכבה לפני התווחת צפת.

בקרית האמנים, יש הרחוב רוח, בעיך בוחנים הפריטים של יഹימ פסליים. עם זה, קיים גם
מחיה של ציונת ציפה בחצר ציפה של ציפה על אומות שוהים. בתקופה של ציפה החלו לצלב
הכללת, יש הרחב ורבים עם הגנים בפיים, הפרטים וה⚔冱 הצפת, ופרטים ההנטיי השיאליים.

אף סקפ שצפת היא עיר ייחוד ומגנ怿ת מוייחת מביני. המבקד ביך תלמידים זה לצוד
בחי כנסות אתיים, ישיבת, גלויות, יסודות ובתי גולים מפורחים.

_DIALOG פורשי השם ציפה, מיצויים על מבנהokaヘルובית והבחורים והعاش בשיר.

יש המסרほか את שמה הקרוי תיב� של ייהם פסליים והוור.

פיוריך אויה שאחש צפת ומוקד הموسיקלי'לצפת' מכון שאומר למסת ממעה על הגנה.

המקסימיס של הסביה איפייל לתשוקך על הכריה.
QUESTIONS

(a) Describe eight tourist attractions in Tzfat.

• _______________________________________________________________________

• _______________________________________________________________________

• _______________________________________________________________________

• _______________________________________________________________________

• _______________________________________________________________________

• _______________________________________________________________________

• _______________________________________________________________________

• _______________________________________________________________________

(b) Which of the three interpretations of the name Tzfat, mentioned in the text, is the most logical to you? Explain why.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information;
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

8. Read the text and then answer the question in 150–200 words in HEBREW on page 7.

QUESTION
You are the counsellor for the column ‘My problem’. After reading the letter written by Erez’s parents, write a letter of response in your column convincing them to allow Erez to participate in the school’s excursion to Europe.
2007 Public Examination

Hebrew
Continuers Level

Section 3: Writing in Hebrew (15 marks)

Instructions to Students

1. Allow approximately 45 minutes for Section 3.

2. Write your answer to a question from Section 3 in this booklet in blue or black ink or ball-point pen. Space is provided for you to make notes.

3. You must answer ONE question in HEBREW.

4. Write your student/registration number and the centre number (if required) on the front cover of this booklet.

5. All question booklets will be collected at the end of the examination.

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Section 3 (Questions 9–12)
(15 marks)

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

• relevance and depth of treatment of ideas, information, or opinions;
• accuracy and range of vocabulary and sentence structures;
• the capacity to structure and sequence response and capacity to use conventions of the text type.

Answer ONE question from this section in 200–250 words in HEBREW.

9. The newspaper *Shaar L’Matchil* announces a short story competition for young writers. Write an imaginative short story that starts with the words: If only . . .

ענון שער למתוחי מכרי על התורתי חתינת סיפר קזר לסופרים עצירים. חותב/חתנת סיפר
 دمشق קזר החתחיל במלים:آلך רכ.

10. Write the script of an informative speech to Year 10 students on the importance of learning languages.

כתוב/כתבי הרצאה של הצות על התשあって על השפות בשימוש מודרני כיתה 8 על החשיבות שללימוד שפה.

11. You are a member of the Traffic Safety Committee. Write an evaluative article to the *Ha’aretz* newspaper in which you argue for and against raising the minimum age for obtaining a driver’s licence.

את/ה חבר/ה בוועדת הביטחון בדרבי. חותב/חתנת מאמר הערכה עליצのある ב’ארץ שבר
את/ה תועד/ת בהראת העדכון الجديد שלحيح מהווית לبرشויות העתונות.

12. You read an advertisement for a temporary position of a librarian’s assistant in the university library. Write a diary entry describing your reaction to this advertisement.

קראת מודעה על משרה זמונית טעינה/ת לספרים בשירות האוניברסיטה. תאר/י בימן
האמית את הנקודות למודעה.
You may make notes in this space.