

2001 HSC Notes from
the Examination Centre
Modern Hebrew

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2001 HSC NOTES FROM THE EXAMINATION CENTRE MODERN HEBREW

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Modern Hebrew. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Modern Hebrew.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination and used at the marking centre, are also available on the Board of Studies website.

Continuers

General Comments

The examination was well handled and the results were excellent, but because of the number of background speakers, the level of responses did not always reflect only 400–500 hours of Modern Hebrew. This year, by chance, many of the candidates were background speakers of varying degrees, and this is reflected in the examination results.

Oral Examination

Conversation: The standard was generally excellent. The students seem to have been well prepared, speaking fluently, with sophisticated vocabulary and sentence structure, and responding appropriately to the questions asked.

There were some problems, however, with noun-adjective agreement and with the use of the direct definite object. There was also incorrect usage of prepositions (eg *Ozer otam* instead of *ozer lahem*.)

There was some confusion with the verbs *makkir* and *yodea* and incorrect use of numbers according to gender (eg *hu ben shmonah eser* instead of *shmoneh esreh*.)

Discussion: The choice of topic was generally interesting and students were well informed and able to discuss their topics in depth and with a high degree of relevant information. They seemed to have put a lot of time and effort into their in-depth studies, and seemed to enjoy sharing their knowledge and experiences in researching their topics of interest. Students discussed their topics using sophisticated vocabulary. Most students brought in interesting stimulus material to support the discussion, such as photographs, music, a musical instrument and souvenirs.

Section I – Listening and Responding

Part A

Specific Comments

Question 1 was generally well understood and appropriately answered. Question 2(a) was correctly answered by most candidates.

Question 2(b) was well handled, as was Question 3. Question 4 was understood and generally well answered. However Question 5 proved to be more difficult. In 5(a), many students responded incorrectly with answer (B) instead of (C). Question 5(b) was well handled; however, 5(c) was more challenging, with students in some cases not supporting their answers with sufficiently detailed evidence from the text.

Part B

Specific Comments

Question 6(a) seemed to present problems for most students, who did not know the words *yetzirot mekoriyot*, and, therefore, could not answer the question correctly.

In 6(b) most candidates answered appropriately but some wrote that the fact that there were 16 performances scheduled indicated that the Israeli Philharmonic Orchestra was successful in Australia.

Questions 7(a) and (b) were well answered; however 7(c) was quite challenging, and some students missed the point that the mother wanted the children to maintain a relationship with their grandmother and focused mainly on the money the children received from their grandmother on every visit.

Section II – Reading and Responding

Part A

Specific Comments

Question 8 was well understood and correctly answered by most students.

In Question 9, most students understood the article well. Question 9(a) was answered correctly by all students. In Question 9(b) many candidates did not pay attention to the question ‘what major problem is discussed?’ They wrote about all the problems of the youth instead of focusing on the major problem. It is possible that they made this mistake because they did not read the title of the article. Question 9(c) was answered well but some students found Question 9(d) difficult. They could not make up their minds whether the writer’s attitude is optimistic or pessimistic. In some cases it was not clear whether they knew the meaning of the words ‘optimistic’ and ‘pessimistic’, thus they wrote that he is pessimistic, but supported their answer with evidence that proved that the writer is in fact optimistic.

Part B

Students generally were able to read and understand the letter. They referred well to the information provided in the text. However the level of depth in the candidates' responses varied, some students focusing on the conflict in the writer's family and how to deal with it rather than on giving advice on how to get along in Israel. Some students did not date their letters or present them in letter format.

Section III – Writing in Modern Hebrew

General Comments

The level was generally very high and most students responded to the topics with depth and breadth of ideas and opinions. They demonstrated an understanding of vocabulary and a sense of creativity. They also had a good knowledge of the language. Most candidates chose to respond to either the first or the last topic.

In the first topic, students wrote well about the organisation of the party but they did not focus enough on their feelings about leaving the absorption centre. They sometimes gave irrelevant information about their tours through Israel after leaving the absorption centre.

Very few students chose to do the second or the third topic. In the fourth topic, some students did not understand the concept of the health farm; however the word 'health' gave them a clue and enabled them to write about keeping healthy, and to express some original ideas about the topic.

Candidates need to ensure that they do not give irrelevant information and that they stick to the topic. Many of the mistakes in sentence structure and syntax resulted from the fact that the students did not always apply the rules of grammar and syntax — eg the use of the prefix *yud* instead of *aleph* for first person future tense, and the suffix *tet* instead of *taf* in the first person past tense.

Modern Hebrew Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
	15	Conversation	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
	10	Discussion	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Section I: Listening and Responding			
1	3	Changing world/World of Work/Conversation	H3.1, H3.2
2	3	Hebrew speaking community, ways of life in Israel/Editorial	H3.1, H3.2
3	4	Changing world/social issues/News Item	H3.1, H3.3
4	4	Individual/education and future plans/Advertisement	H3.1, H3.2
5	6	Hebrew speaking communities/arts and entertainment/Interview	H3.1, H3.2, H3.3
6	3	Hebrew speaking communities/arts and entertainment/News Item	H3.1
7	7	Individual/personal identity – relationships/Letter	H3.1, H3.2, H3.3
Section II: Reading and Responding			
8	8	The Hebrew speaking community/ways of life in Israel/Article	H3.1
9	12	The changing world/social issues/Article	H3.1, H3.2, H3.3
10	10	The individual/personal identity/letter	H1.1, H1.2, H1.3, H1.4
Section III: Writing in Modern Hebrew			
11(a)	15	Ways of life in Israel/Diary Entry	H2.1, H2.2, H2.3
11(b)	15	Relationships/report	H2.1, H2.2, H2.3
11(c)	15	World of work/personal profile	H2.1, H2.2, H2.3
11(d)	15	Leisure and lifestyle/Article	H2.1, H2.2, H2.3

2001 HSC Modern Hebrew Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• The employment office	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates understanding of Ronen's personality • Provides details of one example from the text	2
• Describes Ronen's personality OR • Provides example from text	1

Question 2 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (B) Ill-mannered youth and the slow service in banks	1

Question 2 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Explains in detail the significance of the phrase	2
• Gives a translation of the phrase	1

Question 3 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Raising university fees	1

Question 3 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies all parts of table	3
• Identifies two parts of table	2
• Identifies one part of table	1

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Perceptively analyses the text and deduces what would make studying attractive for Australian studentsSupports answers with detailed evidence from the text	4
<ul style="list-style-type: none">Demonstrates an understanding of what would make studying here attractive to Australian studentsSupports answer with some details from the text	3
<ul style="list-style-type: none">Demonstrates some understanding of what would make studying attractive to students.Refers to limited supporting evidence	2
<ul style="list-style-type: none">Demonstrates limited understanding OR <ul style="list-style-type: none">Cites one relevant detail	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">(C) He painted colourful, imaginative landscapes of Israel	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies why people visit the house	1

Question 5 (c)***Outcomes assessed: H3.1, H3.2, H3.3*****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses the text and deduces the attitude of the guide to the painter• Supports the answer with detailed evidence from the text	4
<ul style="list-style-type: none">• Demonstrates an understanding of the attitude of the guide to the painter• Supports the answer with some details from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the guide's attitude to the painter• Refers to limited supporting evidence	2
<ul style="list-style-type: none">• Demonstrates limited understanding <p>OR</p> <ul style="list-style-type: none">• Cites one relevant detail	1

Section I (continued)
Part B**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Original Israeli compositions	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies both reasons	2
• Correctly identifies one reason	1

Question 7 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• To give advice to Chana Zamir	1

Question 7(b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies both reasons	2
• Correctly identifies one reason	1

Question 7 (c)***Outcomes assessed: H3.1, H3.2, H3.3*****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses the text and understands the dilemma that Chana has• Supports the answer with detailed evidence from the text	4
<ul style="list-style-type: none">• Demonstrates an understanding of the dilemma that Chana is facing• Supports the answer with some detail from the text	3
<ul style="list-style-type: none">• Demonstrates an understanding of the dilemma that Chana is facing• Refers to limited supporting evidence from the text	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the dilemma that Chana faces OR <ul style="list-style-type: none">• Cites one relevant detail	1

Section II — Reading and Responding

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B) For travellers to rest and eat, and feed their horses	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies 3 changes that have occurred in Israel in the last 100 years	3
• Identifies 2 changes that have occurred in Israel over the last 100 years	2
• Identifies 1 change that has occurred in Israel over the last 100 years	1

Question 8 (c) (i)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• There are now many road accidents	1

Question 8 (c) (ii)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Perceptively analyses the problem and provides detailed solutions from the text	3
• Demonstrates an understanding of the problems and gives supporting solutions from the text	2
• Demonstrates limited understanding of the problem OR • Cites one relevant solution	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B) To show off	1

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of the problem	2
• Provides relevant details of the problem	
• Demonstrates a basic understanding of the problem	1

Question 9 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Perceptively analyses the text and deduces what is causing the problems for the youth • Supports the answer with detailed evidence from the text	4
• Demonstrates an understanding of what leads to the behaviour of the youth • Supports the answer with some detail from the text	3
• Demonstrates some understanding of what leads to the behaviour of the youth • Refers to limited supporting evidence	2
• Demonstrates limited understanding of what leads to the behaviour of the youth OR • Cites one relevant detail	1

Question 9 (d)***Outcomes assessed: H3.1, H3.2, H3.3*****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses the text and reflects on the attitude of the writer• Supports the answer with detailed evidence from the text	5
<ul style="list-style-type: none">• Demonstrates an understanding of the writer's attitude• Supports the answer with some details from the text	3 – 4
<ul style="list-style-type: none">• Demonstrates some understanding of the attitude of the writer• Refers to limited supporting evidence	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the attitude of the writer OR <ul style="list-style-type: none">• Cites one relevant detail	1

Section II (continued)

Part B

Question 10

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes 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 language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9 – 10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes 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 language 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 	7 – 8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5 – 6
<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 	3 – 4
<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 – 2

Section III – Writing in Hebrew

Question 11

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information coherently and effectively 	13 – 15
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information effectively 	10 – 12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the task • 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"> • 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 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • 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