

**2002 HSC Notes from  
the Marking Centre  
Modern Hebrew**

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Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 174099 730 1

2003232

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# 2002 HSC NOTES FROM THE MARKING CENTRE

## MODERN HEBREW

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Modern Hebrew. It provides comments with regard to responses to the 2002 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 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Modern Hebrew.

### General Comments

In 2002, approximately 23 candidates attempted the Modern Hebrew examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

### Oral Examination

#### Conversation

Conversations were initiated with candidates on the topics prescribed in the syllabus. Most candidates understood questions asked and responded confidently and fluently, using correct pronunciation. The majority of candidates responded in great depth, expressing their opinions with grammatical accuracy and with sophisticated vocabulary. There were some candidates, however, who gave very short responses which did not always lead to a flow in conversation. This was due to a lack of necessary vocabulary or speaking skills.

There were inaccuracies in grammatical structure:

- Overall use of future tense was much improved but there were occasional inaccuracies
- The use of the construct state eg *smichut*, *Hedrey Ambatiyah*, *Habeit Sefer*
- Numbers in the wrong gender eg *Shnei ahayot*, *Tishim Vehamesh ahuz*, *Meah tishim veshalosh yeladim*
- The words *Yodea* and *Makkir* were often confused.
- The word *mishpahah* was often mistaken for the plural and used with a plural verb eg *hamishpachah yoshvim*
- Adjectives did not always match nouns in gender eg *hanut qatan*, *meqomot*, *Shonot*
- The word *holech leyisrael* was often used instead of *nosea*.

## **Discussion**

Candidates chose a variety of different topics for their in-depth studies. Most candidates were well-prepared for the discussion and were able to communicate effectively and respond with relevant information, showing evidence of detailed research. They used a variety of text material in their research (internet sites, books, videos, journals) and demonstrated use of sophisticated vocabulary, grammatical structures and fluency. It was easier to engage in discussion with candidates when they chose topics to which they could relate easily and which were from their own world. Most candidates made good use of props and stimulus materials to enhance the discussion.

Teachers and students are reminded that clear, detailed specifications regarding the Discussion are to be found in the Syllabus on p 33. These state clearly that in the Discussion ‘students will be expected to explore with the examiner(s) the subject of indepth study and make reference to the texts studied.’ Students do not present a report, they participate in a discussion. The criteria for judging performance (see p 38 of the Syllabus) cannot be appropriately assessed through the recitation of prelearnt text. The first criterion states clearly that the student must ‘demonstrate capacity to maintain discussion.’ Teachers are advised to prepare their students accordingly.

## **Written Examination**

### **Section I – Listening and Responding**

#### **Part A (answered in English)**

The candidates generally coped well with this section.

Question 1 was answered well and most candidates gave a comprehensive answer. Most candidates answered question 2 correctly.

Question 3 was well handled for the most part, although in a few cases, candidates wrote their own ideas on what prompted Natalie to change her life-style (part c), rather than using information from the text.

In Question 4, candidates generally coped well with parts (a) and (b), and some candidates answered (c) correctly, however there were a number of candidates who had difficulty with part (c), writing what the speaker said, rather than analysing the effectiveness of his tone and language in conveying his point of view.

#### **Part B (answered in Hebrew)**

This section was handled well by the majority of candidates, who understood the questions and the texts and answered correctly.

Question 5 was well answered. In Question 6(a), some candidates wrote about Binyamin’s thoughts and ideas rather than what they learnt about him from the text. Part (b) was handled well by the majority of candidates.

## Section II – Reading and Responding

### Part A (answered in English)

Candidates managed this section well, demonstrating an understanding of the texts and, in most cases, a clear idea of what was required in the questions.

Questions 7(a) and (b) were answered correctly for the most part. While part (c) was answered well by some candidates, quite a few candidates wrote what the mother said, rather than commenting on the way in which the mother used language to persuade the doctor to assist her.

Question 8 was well answered with candidates giving comprehensive responses in part (b). Most candidates answered part (c) correctly and part (d) showed that, in the majority of cases, candidates were able to make the required connection between the texts in Question 7 and Question 8.

### Part B

It seems that the majority of the candidates found this question rather difficult. The instructions to the question were: ‘write a diary entry... about your experiences.’ However, the Hebrew text discussed an event which would happen in 2003. As a result, the use of future tense in the reply got mixed up with the past tense.

The majority of candidates did not understand the term *rechev kaved* and did not refer to it in their answer.

Common mistakes included incorrect gender use of numbers, for example, *shtey yamim*, *shalosh tzvaim*. The construct state was misused often, for example, *habeit opera*. Another common mistake was the feminine adjective given to the word *meqomot*. Some candidates used the negative form incorrectly *ani af pa'am halachti*.

Some candidates used the dictionary incorrectly by not checking the grammatical form of the word they were looking for.

## Section III – Writing in Modern Hebrew

The majority of candidates chose Question 10(b) for their responses. The essays were well written and interesting and creative ideas were developed. Most candidates used a wide variety of vocabulary and complex sentence structures.

In Question 10(b) a large number of the candidates separated their ideas for rights/obligations, however, others wrote it in a less structured way, which made it difficult to appreciate their ideas.

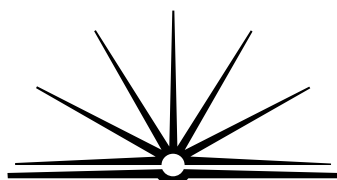
Similar grammatical errors that occurred in the essay in Question 9 occurred in this essay (number agreement, noun-adjective agreement, construct state...).

# Modern Hebrew Continuers

## 2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3
<b>Section I — Listening and Responding Part A</b>			
1	2	Arts and Entertainment	H3.3
2 (a)	1	Relationships	H3.1
2 (b)	2	Relationships	H3.1
2 (c)	2	Relationships	H3.1
3 (a)	2	Personal Identity	H3.1
3 (b)	1	Personal Identity	H3.1
3 (c)	3	Personal Identity	H3.1
4 (a)	1	Social Issues	H3.1
4 (b)	1	Social Issues	H3.1
4 (c)	5	Social Issues	H3.2, H3.3
<b>Section I — Listening and Responding Part B</b>			
5 (a)	1	Hospitality and Tourism	H3.1
5 (b)	1	Hospitality and Tourism	H3.1
5 (c)	2	Hospitality and Tourism	H3.1
6 (a)	2	Current and Historical Perspectives	H3.1
6 (b)	4	Current and Historical Perspectives	H3.3
<b>Section II — Reading and Responding Part A</b>			
7 (a)	1	Personal Identity	H3.1
7 (b)	2	Personal Identity	H3.1
7 (c)	4	Personal Identity	H3.3
8 (a)	1	Social Issues	H3.1
8 (b)	4	Social Issues	H3.3
8 (c)	4	Social Issues	H3.1
8 (d)	3	Social Issues	H3.1, H3.3, H3.4
<b>Section II — Reading and Responding Part B</b>			
9	10	Hospitality & Tourism	H1.2, H1.3, H3.1, H3.3
<b>Section III — Writing in Modern Hebrew</b>			
10 (a)	15	The World of Work	H2.1, H2.2, H2.3
10 (b)	15	Education and Future Aspirations	H2.1, H2.2, H2.3





**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Modern Hebrew Continuers Marking Guidelines — Oral Examination**

### **Conversation**

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

#### **MARKING GUIDELINES**

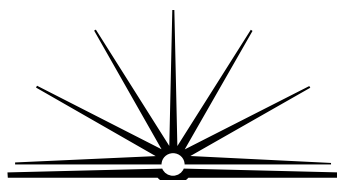
<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comment</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	10–12
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	7–9
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–3

## Discussion

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied</li> <li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> <li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li> <li>• Consistently justifies and substantiates a point of view</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied</li> <li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li> <li>• Responds with relevant information, opinion or comment</li> <li>• Justifies and substantiates a point of view</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li> <li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>• Shows some evidence of justifying a point of view</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li> <li>• Sustains basic communication</li> <li>• Responds using simple structures and vocabulary with frequent pauses and errors</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the chosen topic</li> <li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–2



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2002 HSC Modern Hebrew Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1**

*Outcomes assessed: H3.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the way the advertisement attracts its targeted audience	2
• Identifies ONE valid way in which audience would be attracted	1

#### **Question 2 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B) There is a limit to what somebody can endure	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what prompted Ronen to leave the message	2
• Identifies one aspect of way Ronen left the message	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the personality of the boss	2
• Identifies one aspect of the personality of the boss	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Channah is feeling	2
• Identifies one aspect of how Channah is feeling	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how Natalie has changed her lifestyle	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of what caused Natalie's lifestyle changes	3
• Demonstrates an understanding of what caused Natalie's lifestyle changes	2
• Identifies one aspect of what caused Natalie's lifestyle changes	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

**Question 4 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• States the answer correctly	1

**Question 4 (c)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way language is used	5
• Demonstrates some understanding of the way language is used	3–4
• Identifies some features of the language used with little explanation of their effect	1–2

## Section I — Listening and Responding

### Part B

#### Question 5 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 5 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of why this item is newsworthy	1

#### Question 5 (c)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of why the question is asked	2
• Identifies one reason for the question being asked	1

#### Question 6 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the person being interviewed	2
• Identifies an aspect of the person being interviewed	1

**Question 6 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the changes in Kibbutz life	4
• Demonstrates an understanding on the changes in Kibbutz life	3
• Identifies some of the changes in Kibbutz life	2
• Identifies a change in Kibbutz life	1

## Section II — Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies reference	1

#### Question 7 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the possible aids to solving the allergy problem	2
• Identifies one aid	1

#### Question 7 (c)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of why the mother uses the style to start her letter	4
• Demonstrates some understanding of why the mother uses the style to start her letter	2–3
• Identifies one aspect of the style of language	1

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1



**Question 8 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Professor Yagil's biography	4
• Demonstrates an understanding of Professor Yagil's biography	3
• Identifies aspects of Professor Yagil's personality	2
• Identifies one aspect of Professor Yagil's personality	1

**Question 8 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the advantages of the product	4
• Demonstrates an understanding of the advantages of the product	3
• Identifies some of the advantages of the product	2
• Identifies an advantage of the product	1

**Question 8 (d)***Outcomes assessed: H3.1, H3.3, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Professor Yagil	3
• Demonstrates some understanding of Professor Yagil	2
• Identifies one fact about Professor Yagil	1

## Section II — Reading and Responding

### Part B

#### Question 9

*Outcomes assessed: H1.2, H1.3, H3.1, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–2

## Section III — Writing in Modern Hebrew

### Question 10

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information effectively</li></ul>	10–12
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the task</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–3