

**2003 HSC Notes from  
the Marking Centre  
Modern Hebrew Continuers**

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# 2003 HSC NOTES FROM THE MARKING CENTRE

## MODERN HEBREW

### Oral Examination

The Oral Examination was generally well handled and candidates were well prepared. Students spoke with confidence and fluency.

Most students spoke confidently and fluently in the Conversation. They were asked questions which gradually increased in difficulty, giving them the opportunity to express opinions and show the sophistication of their vocabulary and the depth of their language.

Students were well prepared for the Discussion and presented a variety of topics for the in-depth study. They coped well with questions asked.

In some cases, students were vague about the texts studied. Candidates need to be more specific when talking about the texts they have studied and analysed.

A small number of candidates chose topics that were beyond their linguistic ability. Students need to choose topics in which they are interested and with which they are comfortable, that they can discuss and that can be supported by the study and analysis of 'at least three different texts'.

In both the Conversation and the Discussion, students demonstrated knowledge of sophisticated vocabulary. However, they did not pronounce the words correctly in all instances.

Students experienced difficulty with prepositions, eg *ledaber oto*, *le'azor et*, *metapelet al*, *taluy al*, *lehakir echad le sheni*.

The preposition *et* was not always properly declined, eg *item*, *otchem*.

There were also problems with the declension of the preposition *ben*.

In some cases, students experienced difficulty with noun-adjective agreement, eg *tilboshet yafeh umoderni*, *Chayim tov*, *Tarbut Yisraeli*, *Komah hashlishi*.

There were also mistakes with noun-verb agreement, eg *hamishpacha holchim*, *Lo haya yechasim*.

The use of the construct state with the definite article was still problematic for some students, eg *habeit sefer*, *Hatsumet lev*, *Hachadar sheina*, *Hachof yam*.

Possession (*Yesh/Ein*) was not always properly used in all tenses, with students making mistakes in the past and future tenses, eg *Hayiti shana kasha me'od*, *Ki hayetah la Arus*.

Students continued to confuse the following verbs: *Nosea* and *holech*, *Makir* and *Yodea*, *Mevakesh* and *Sho'el*, *Lomed* and *melamed*.

The verb *oseh* was sometimes used incorrectly, eg *oseh* sport, *oseh* drama.

In some instances, students were not familiar with irregular plurals of nouns, eg *lekochot*, *tzdadim*.

Some students had difficulty using numbers in the correct gender, eg *shisha kitot*, *shisha shanim*, *chamesh Shavuot*.

A common error was to start a sentence with the word *gum*, eg *gum yesh harbeh*, *tnu'ah beshcunah sheli*.

Some students used the clause *biglal she* instead of *mipnei she*.

In most cases, students answered questions with depth of treatment. However, in a few cases, they gave 'yes'/'no' answers, without developing their answers or substantiating their points of view.

For the most part, students used a wide range of vocabulary and demonstrated a thorough knowledge of sentence structure, thus enabling them to express themselves in the Conversation and in the Discussion with fluency and confidence.

## Written Examination

### Section I – Listening and Responding

#### Part A (answered in English)

While candidates generally coped well with this section, some questions proved to be quite challenging. Some candidates did not analyse and interpret texts with enough depth to give a comprehensive answer.

In Question 1(a), most students understood the concern raised in the passage as to whether or not advertisements for cigarettes should be allowed, because smoking is unhealthy and other unhealthy products are advertised. However, very few students wrote that advertisements should be allowed for all products but should educate and inform the public about the risks associated with the products.

Most students answered Question 1(b) and Question 1(c) well.

In Question 2(a), most students were able to answer that parents believe that education begins and ends at school. Some students did not mention the influence of parents' behavior in the home on their children's education.

Most candidates were able to answer Question 2(c) correctly.

In Question 3, some candidates did not refer to the language used, nor did they quote from the text. They tended instead to discuss the reasons for Rachel's frustration.

In Question 4, most candidates understood the general meaning of the text. However, in some cases, students did not interpret the nuances of the speech accurately. Consequently they were unable to analyse the way in which it created impact. Some students did not understand who the speaker was.

Most candidates understood the general meaning of the text in Question 5. However, some students missed out on the finer detail, thus affecting their ability to answer the question accurately. Most students understood that the concerns expressed were relevant to the speaker as a resident of the city; however, some did not grasp that he was representing small business and that he was concerned too about the effects of the developments in the city on small business and on the business centre of the city.

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

Question 6(a) was answered well for the most part.

Question 6(b) was well handled by the majority of students.

In Question 7(a) most students understood the text; however, some had difficulty referring to the language used and the manner of speech in Hebrew.

Some students were unable to answer Question 7(b) correctly, misinterpreting the reason for the humour.

## **Section II – Reading and Responding**

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

Question 8(a) was well handled by the majority of students.

In Question 8(b), most students picked up aspects of Yoram's personality; however, some students misinterpreted the text, describing Yoram as confident.

Most students were able to analyse some aspects of the relationship between the writers in Question 8(c) from the language of the text; however, there were students who missed the one-sided nature of the relationship.

Questions 9(a), (b), (c), and (d) were well handled by most candidates.

Question 9(e), however, proved to be more difficult. Many candidates had difficulty identifying the various examples of sarcasm from the text and not all candidates were able to analyse the way in which the writer used sarcasm to support his argument.

## Part B (answered in Hebrew)

Students were asked to read a text and reflect on their own ‘very different experience of family celebrations’. The word ‘different’ was widely interpreted with some students citing negative yet different experiences, and others citing positive experiences. Some candidates attempted to analyse each element of the text and compare it with their own experiences; however, the text did not lend itself easily to this kind of treatment.

Common mistakes included incorrect use of the construct state (*Smichut*), incorrect noun-adjective agreement, especially in the case of irregular plurals (*zichronot tovot*) and the incorrect gender use of numbers.

## Section III – Writing in Modern Hebrew

The majority of candidates handled this section well. For the most part, responses were well written and interesting and creative ideas were developed. Many candidates were able to use a variety of vocabulary and complex sentence structures. However, there were instances in which candidates did not pay enough attention to the finer details of the question in terms of target audience and register.

All three options were chosen by students.

In Question 11(a), a small number of students did not pick up on the word ‘youth hostel’ and instead described the expectations one would have of a five star hotel.

In Question 11(b), in some instances, students did not pitch their speech at the correct level for primary school students, talking about ideology and aspects of youth movements that would not appeal to children of this age.

Question 11(c) was generally well handled.

Similar grammatical errors occurred in this question as in the previous one.

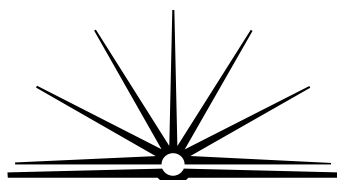


# Modern Hebrew Continuers

## 2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1 (a)	2	Personal identity – editorial	H3.1
1 (b)	1	Personal identity – editorial	H3.1, H3.2
1 (c)	1	Personal identity – editorial	H3.2, H3.3
2 (a)	2	Relationships – advertisement	H3.1, H3.2, H3.3
2 (b)	1	Relationships – advertisement	H3.1, H3.3
3	4	World of Work – discussion	H3.2, H3.3
4	4	Current and historical perspective – narrative account	H3.2, H3.3
5	5	Leisure and Lifestyle – report	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
6 (a)	1	Personal identity – radio report	H3.1
6 (b)	3	Personal identity – radio report	H3.1, H3.2, H3.3
7 (a)	4	Ways of life in Israel – conversation	H3.1, H3.3
7 (b)	2	Ways of life in Israel – conversation	H3.2, H3.3

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	2	Relationships – magazine article	H3.1, H3.2, H3.3
8 (b)	3	Relationships – magazine article	H3.1, H3.2, H3.3
8 (c)	3	Relationships – magazine article	H3.1, H3.2, H3.3, H3.4
9 (a)	2	Social issues – speech	H3.1, H3.2, H3.3
9 (b)	1	Social issues – speech	H3.1, H3.2, H3.3
9 (c)	1	Social issues – speech	H3.1, H3.2, H3.3
9 (d)	4	Social issues – speech	H3.1, H3.2, H3.3
9 (e)	4	Social issues – speech	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	10	Religious and national celebrations – diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Modern Hebrew</b>			
11 (a)	15	Leisure and lifestyle – speech	H2.1, H2.2, H2.3
11 (b)	15	Art and entertainment – review	H2.1, H2.2, H2.3
11 (c)	15	Hospitality and tourism – informal letter	H2.1, H2.2, H2.3



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

## **2003 HSC Modern Hebrew Continuers Marking Guidelines — Written Examination**

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

#### **Question 1 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an accurate understanding of concerns raised in the passage	2
• Demonstrates an understanding of concerns raised in the passage	1

#### **Question 1 (b)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an understanding of the text	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear understanding of the misconceptions the parents have and makes reference to the text	2
• Demonstrates an understanding of the misconceptions that parents have	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 3***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way in which language and expression convey the sense of frustration	4
• Demonstrates some understanding of the way in which language and expression convey the sense of frustration	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Interprets and analyses the passage giving clear examples from the text	4
• Interprets and attempts to analyse giving examples from the text	3
• Shows basic understanding of passage	2
• Attempts to explain the impact the speech has on listeners	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a clear and accurate understanding of the concerns of the speaker and why they are relevant to the speaker	5
• Shows an understanding of concerns of the speaker and why they are relevant	3–4
• Attempts to show an understanding of the concerns of the speaker and why they are relevant	2
• Shows a poor understanding of the concerns of the speaker	1

## Section I — Listening and Responding

### Part A

#### Question 6 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Shows an understanding of the passage	1

#### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the way Jonathan was honoured	3
• Identifies some understanding of the way Jonathan was honoured	2
• Identifies some relevant information	1

#### Question 7 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows an accurate understanding of how Lili uses language and manner to persuade Gil	4
• Shows an understanding of how Lili uses language and manner to persuade Gil	2–3
• Shows limited understanding of how Lili uses language and manner to persuade Gil	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a clear understanding of the text and situation	2
• Attempts to explain the situation	1

## Section I — Listening and Responding

### Part B

#### Question 8 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a clear understanding of the challenges that Yoram faces	2
• Attempts to show an understanding of the challenges	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a clear understanding of the text using examples	3
• Shows an understanding of the text	2
• Attempts to show an understanding of the text	1

#### Question 8 (c)

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Interprets and analyses the language used	3
• Attempts to interpret and analyse the language used	2
• Shows little understanding of the language used	1

#### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a clear and accurate understanding of the passage	2
• Displays an understanding of the passage	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows an understanding of the passage	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a clear and accurate understanding of the passage	4
• Shows an understanding of the passage	2–3
• Attempts to show an understanding of the passage	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates the ability to analyse the language used in the text	4
• Attempts to analyse the language used	2–3
• Poor analysis of the language used	1



## Section II — Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### 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 11

*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