

**2005 HSC Notes from  
the Marking Centre  
Modern Hebrew Continuers**

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# 2005 NOTES FROM THE MARKING CENTRE

## MODERN HEBREW CONTINUERS

### Introduction

This document has been produced for teachers and candidates of the Stage 6 Continuers Course in Modern Hebrew. It provides comments with regard to the 2005 Higher School Certificate examination, indicating the quality of candidates' responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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.

In 2005, 29 candidates attempted the Modern Hebrew Continuers examination.

### Oral Examination

#### Part A – Conversation

Markers were impressed with the standard of responses in the Conversation. Candidates were well prepared and very few candidates were unable to give appropriate responses. Candidates spoke with confidence and fluency. In the better responses, candidates were able to demonstrate depth and detail and to use sophisticated vocabulary. These responses showed a high level of grammatical accuracy and candidates were able to express opinions and justify their points of view.

Candidates should be encouraged to practise expanding upon their answers and using a range of vocabulary and structures.

Since the examination is not a prepared monologue but a conversation, candidates should be able to maintain a consistent level of grammatical accuracy and express themselves with depth and detail over a range of questions and topic areas.

In the weaker responses, translation from English to Hebrew was sometimes evident. Examples of this are *ani ochel bari* instead of *ani ochel ochel bari*, and *lalechet leyisrael* instead of *linsoa leyisrael*.

Candidates should take care to use the Construct State *smichut* correctly, particularly with the definite article eg *tnuat hanoar* rather than *hatnuat noar* or *tilboshet ha'achidah* rather than *hatilboshet achidah*. They should be aware of noun-adjective agreement, particularly with reference to the verb 'to be': *tiheyeh pachot avodah* instead of *yiheyeh pachot avodah*. Candidates should familiarise themselves with the use of prepositions together with verbs to avoid using the wrong preposition: *mishtamesh be* and not *mishtamesh im*.

Other common grammatical errors included the incorrect use of numbers (*shlosa pe'amim* instead of the correct *shalosh pe'amim*) and the incorrect use of the verb *yachol* with an impersonal subject *stami – yecholim lefarsem et zeh* instead of the correct *efshar lefarsem et zeh*.

## **Part B – Discussion**

This section comprises a discussion between the examiner and the candidate on a topic that has been chosen by the candidate for in-depth study. In the Discussion, candidates make reference to the texts they have studied.

In general, most candidates were well prepared for this section and able to engage in meaningful discussion. Candidates chose a wide range of topics from the syllabus. However, the better candidates chose topics that were well defined yet not too broad. These topics allowed candidates to discuss the topic in depth, identify issues and present points for and/or against. It is important for candidates to choose their topics carefully. They are reminded that the discussion is of a topic that they have studied in-depth. They should present information from their research and not simply recall personal experiences as was sometimes the case in the weaker responses. Candidates should ensure that there are enough resources available for their topic to enable them to explore it in-depth and that they make reference to the texts they have studied.

At the start of the discussion, candidates should make the parameters of their study known to the examiner to allow for a meaningful discussion and to enable the candidate to demonstrate the depth of his/her knowledge.

In the better responses, candidates were able to justify and substantiate a point of view. They spoke with a high level of grammatical accuracy and a range of sophisticated vocabulary and structures.

In the weaker responses, candidates were not always aware of the correct terminology associated with their topic of discussion. They should take care to familiarise themselves with the necessary vocabulary.

## **Written Examination**

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

#### **General Comments**

In general, candidates were well prepared and demonstrated a thorough understanding of the syllabus topics in the examination.

The better responses comprised well-developed answers showing depth and detail and including general and specific aspects of texts.

Candidates should ensure that they write down as much detail as possible in the Candidate's Notes Column during the reading of the texts in order to write a well-structured and detailed answer in the time given after the second reading. They should also note down any words they do not understand so that they can use their dictionaries to look up the necessary words.

Candidates should be familiar with linguistic techniques and rhetorical devices and their effects and purpose in order to comment on or analyse the language of the texts.

#### **Specific Comments**

**Questions 1 – 4** were for the most part well handled.

### **Question 5**

- (a) This was answered correctly by most candidates.
- (b) In some responses, candidates discussed the speaker's views of Israeli society without reference to the use of language. In other responses, candidates referred to the use of language but did not provide appropriate examples or quotations from the text. In the better responses, candidates discussed the speaker's use of language to express her views and referred to the rhetorical or stylistic devices used, explaining their effect and providing examples from the text.

### **Question 6**

Candidates found this question challenging. They needed to identify the speaker's emotions and explain the way in which the various images or rhetorical devices used reflect these emotions.

### **Question 7**

- (a) Most candidates were able to relate the title of the exhibition to Yosef.
- (b) Candidates had great difficulty relating the title of the exhibition to the collection exhibited. Some candidates related the title to Yosef once again, while others described the collection with little reference to the title of the exhibition. In the better responses, candidates were able to find some link between the works in the collection and the title of the exhibition eg the love for the Israeli landscape shown in some of the earlier work in the collection and the obsession or lack of balance in some of the very colourful, abstract works.

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

### **Part A**

#### **General Comments**

In line with the mark allocation, Question 9 was more challenging than Question 8 and candidates appeared to be more comfortable with the subject matter and vocabulary of Question 8.

Candidates should be familiar with stylistic and rhetorical devices and their effects and should ensure that they provide examples or quotations from the texts when answering questions about the use of language. They should explain the purpose and effects of the identified features of language and not simply translate the text.

The better responses:

- identified and reflected upon key words and issues in the questions
- provided quotations or examples from the texts
- were expressed with clarity
- thoroughly explained their interpretations rather than simply paraphrasing or translating the text
- reflected clear understanding of common stylistic and rhetorical devices and an appropriate grasp of the effects of these devices within set texts.

## Specific Comments

### Question 8

- (a) Most candidates were able to understand the ambivalent feelings of the writer towards her diary.
- (b) Most candidates were able to explain the relationship, making reference to the text to support their answer.
- (c) Not all candidates answered this question well. In the better responses, candidates gave a number of examples, identifying the language features and explaining their effects in conveying the emotional impact of the experience. The use of exclamation, emotive words, repetition and juxtaposition were some of the devices quoted.

### Question 9

- (a) Most candidates were able to explain the relationship between the schoolyard and the airport lounge.
- (b) Most candidates were able to identify some of the issues raised in the text. In the better responses, candidates gave a detailed response, explaining all of the issues.
- (c) Some candidates experienced difficulty with this question. Some responses referred to the writer's feelings towards the issues without referring to the language of the text. In the better responses, candidates analysed the language used, referred to the stylistic/rhetorical devices, offered examples from the text and related them to the writer's use or purpose in expressing his feelings.

## Part B

### Question 10

#### General Comments

Most candidates were able to respond to the email effectively, although some candidates did not fully understand the nature of the problem.

In the better responses, candidates explained the reasons for arriving at work late and offered a few suggestions to solve the problem in the future. They were also able to use a variety of vocabulary and sentence structures accurately and to write in the appropriate register.

#### Specific Comments

Some candidates experienced difficulty in writing the response in the masculine gender.

Language aspects requiring greater attention include gender, use of verbs followed by the correct preposition (*do'eg le*, *ozer le*) correct use of numbers and correct use of the construct state *smichut*, particularly when used with the definite article.

## **Section III – Writing in Modern Hebrew**

### **Question 11**

#### **General Comments**

Most candidates handled this section well. In some cases, the word count was disregarded. While most candidates wrote at least 150 words, some candidates wrote a lot more than the suggested 150 – 200 words, at times disadvantaging themselves by repeating information, including irrelevant information and risking a greater number of inaccuracies.

Candidates are advised to write in depth and detail, adhering to the topic, and to avoid repetition. They are advised to adhere to the word limit and use any extra time they have to check spelling and sentence structure.

Candidates should ensure that they plan their responses before putting pen to paper. Better responses were planned, well structured, demonstrated a knowledge of conventions of text types and showed an awareness of register. In the better responses, candidates used a variety of sophisticated vocabulary and a range of sentence structures accurately to express themselves.

#### **Specific Comments**

Both topics were from the world of the candidates and both options were attempted. In most cases, candidates were able to express themselves well, showing a good knowledge of vocabulary and sentence structure and manipulating the language to meet the requirements of the task.

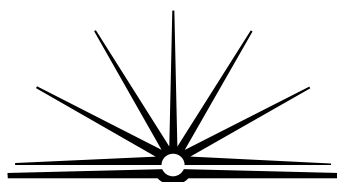
Common errors included lack of noun-verb agreement, incorrect use of prepositions, incorrect use of the infinitive, incorrect use of the construct state and errors with nouns with irregular plurals.



# Modern Hebrew Continuers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	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	3	World of work — discussion	H3.1, H3.2
2	4	Leisure and lifestyle — interview	H3.1, H3.2, H3.3
3 (a)	1	Personal identify — conversation	H3.1
3 (b)	4	Personal identify — conversation	H3.1, H3.2, H3.3
4	1	Social issues — interview	H3.1, H3.3
5 (a)	2	Religious and national celebrities — announcement	H3.1
5 (b)	5	Religious and national celebrities — announcement	H3.1, H3.2, H3.3, H4.2, H4.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
6	4	Relationships — poem	H3.1, H3.2, H3.3
7 (a)	2	Art and entertainment — conversation	H3.1, H3.2, H3.3
7 (b)	4	Art and entertainment — conversation	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	2	Leisure and lifestyle — diary entry	H3.1
8 (b)	3	Leisure and lifestyle — diary entry	H3.1, H3.2, H3.3
8 (c)	4	Leisure and lifestyle — diary entry	H3.1, H3.2, H3.3
9 (a)	2	Education and future aspirations — editorial	H3.1, H3.3
9 (b)	3	Education and future aspirations — editorial	H3.3
9 (c)	6	Education and future aspirations — editorial	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	10	World of work — email/email	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	Education — letter	H2.1, H2.2, H2.3
11 (b)	15	Education, lifestyle and leisure — editorial	H2.1, H2.2, H2.3



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

## **2005 HSC Modern Hebrew Continuers Marking Guidelines — Oral Examination**

### **Conversation**

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

#### **MARKING GUIDELINES**

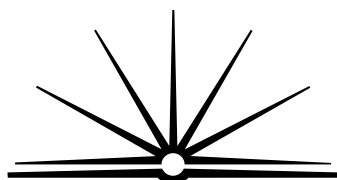
<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments</li><li>• Responds with a high 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 comments</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: H1.3, 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

## **2005 HSC Modern Hebrew Continuers Marking Guidelines — Written Examination**

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

#### **Question 1**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the reasons for the argument	3
• Demonstrates an understanding	2
• Identifies some relevant information	1

#### **Question 2**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the link between wall-climbing and school	4
• Demonstrates a good understanding	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the speakers in the text	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the purpose of including this text in the broadcast	4
• Demonstrates a good understanding	2–3
• Identifies some relevant information	1

**Question 4***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Shows a perceptive understanding of the reason for the announcement	2
• Shows a basic understanding	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3, H4.2, H4.3***MARKING GUIDELINES**

Criteria	Marks
• Shows a perceptive understanding of the way in which the speaker uses language to express her views of Israeli society	5
• Shows a good understanding	3–4
• Shows basic understanding of the text	2
• Shows poor understanding of the text	1

## Section I — Listening and Responding

### Part B

#### Question 6

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a perceptive understanding of the images/rhetorical devices used by the speaker to express his feelings	4
• Shows a good understanding	2–3
• Shows a basic understanding of the text	1

#### Question 7 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between the title of the exhibition and Yosef	2
• Demonstrates an understanding	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship of the title of the exhibition and the collection	4
• Demonstrates some perceptive understanding of the relationship	2–3
• Identifies some relevant information	1

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the writer's feelings towards her diary	2
• Demonstrates a basic understanding	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a perceptive understanding of the relationship	3
• Shows a good understanding of the relationship	2
• Shows a basic understanding of the relationship	1

#### Question 8 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Shows a perceptive understanding of the use of language to convey emotional impact	4
• Shows a good understanding	2–3
• Shows a basic understanding	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a good understanding of the reference to the airport lounge	2
• Shows an understanding	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a perceptive understanding of the issues raised	3
• Shows a good understanding	2
• Identifies basic issue	1

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

<b>Criteria</b>	<b>Marks</b>
• Shows a perceptive understanding of how the writer's feelings are expressed in the language used	6
• Shows a good understanding	4–5
• Shows understanding	2–3
• Shows a basic understanding of the text	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