

**2007 HSC Notes from  
the Marking Centre  
Modern Hebrew**

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# 2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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.

### Oral Examination

#### Conversation and Discussion

##### Part A – Conversation

Markers were impressed with the standard of responses in the Conversation. Candidates were generally well prepared. Candidates spoke with depth demonstrating a range of vocabulary. In the better responses, candidates used more sophisticated vocabulary and a range of sentence structures. These responses showed a high level of grammatical accuracy and demonstrated the candidates' ability to express an opinion and justify a point of view.

In some responses, there was confusion in use of the words *levakesh* and *lishol* as well as *lehakir* and *lada'at*: *lishol ezrah* and *ani yodea otam*.

There was also incorrect usage of the word *bishvil*: *ani nosea bishvil shana* or *ani ochelet daysa bishvil aruchat boker*.

Mistakes were also made in the use of verbs with prepositions: *Ledaber al hatelfon*; *la'azor im ima*.

There were inaccuracies in the use of the construct state, *smichut*, particularly with the definite article, eg *hashiurei bayit* instead of *shiurei habayit*.

In some responses, candidates used the noun *mishpacha* with the masculine plural form of the verb: *hamishpacha osim*.

The incorrect use of the verb *yachol* with an impersonal subject (*stami*) was also evident in some responses, eg *yecholim lirot seret* instead of the correct *efshar lirot seret*.

##### 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, candidates were well prepared for this section and able to engage in a meaningful discussion. Candidates chose a wide range of topics from the syllabus. However, in the better responses, the topics chosen were well defined and not too broad, allowing candidates to discuss them 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 In-depth Study has been designed to enable students to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table on page 15 of the syllabus document or to explore links between two or more of the topics or sub-topics. It is important, therefore, that the topics chosen relate to the syllabus topics. Candidates should also ensure that there are enough sources including a range of texts available and that the sources chosen provide the required depth and detail for their research.

In a minority of cases, the topics chosen had no relation to the syllabus topics or did not lend themselves to an in-depth discussion.

In the better responses, candidates responded to the questions asked with care and insight and did not simply relate the details of their study. They were able to justify and substantiate their points of view, speaking with a high level of grammatical accuracy and using a range of vocabulary and structures. Their discussions demonstrated depth in the study of their chosen topic.

In the weaker responses, candidates provided a superficial account of their research and their responses lacked depth. They were not always able to answer questions with a high level of grammatical accuracy.

Errors included the incorrect use of locative *hey*, *shama*, instead of *sham: ani garti shama*.

There were also mistakes made in the use of the verb *haya*, *hayita*, *hayu*: *haya lo harbeh sipurim; haya anashim; hamishpacha hayu*.

## **Written Examination**

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

#### **General Comments**

In general, candidates were well prepared and demonstrated a thorough understanding of the syllabus topics. The better responses comprised well-developed answers showing depth and detail and included general and specific aspects of texts. In the better responses, candidates inferred and analysed information, emotions, points of view and attitudes from the 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 to enable them to provide a well-structured and detailed response. They should also be familiar with the glossary of key words to ensure that they understand the requirements of the questions. Candidates should take care to explain quotations from the texts in English when answering Part A, to show that they have understood the quotations.

## **Specific Comments**

### **Question 2**

Most candidates were able to provide information about the news report. However, in many responses too much information was given, with answers including main points together with supporting information and simply paraphrasing the text. In the better responses, only the main points were identified in briefly written dot points.

### **Question 3**

In the better responses, candidates provided an explanation for the change in the relationship between Yael and Alon. In the weaker responses, candidates simply described the conversation, without providing reasons for the changes.

### **Question 4**

In the better responses, candidates were able to infer and analyse the attitudes and moods of the interviewer and David Cohen and thereby offer an explanation of his feelings.

### **Question 5 (b)**

The better responses demonstrated what this exchange revealed about the attitudes of the speakers not only to technology but also to one another. However, the weaker responses did not demonstrate the ability to infer attitudes and feelings of the speakers towards one another.

### **Question 6**

Most candidates provided some reasons for the artist being invited on to the program. In the weaker responses, candidates did not provide enough detail in their answers.

### **Question 7**

This question discriminated well. In the better responses, candidates analysed the language and provided examples from the text to support their answers. In some cases, candidates confused tone with the quality of the speaker's voice.

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

### **Part A**

#### **Question 9**

- (a) In the better responses, candidates grasped the irony in the title and explained it in the context of the text. In the weaker responses, however, candidates did not refer to the irony or explain the title in any other way.
- (c) In some cases, candidates confused the two brothers in the text, describing the character of Daniel instead of Joshua.

- (d) In the better responses, candidates made close reference to the text. However, the weaker responses bore little reference to the text. These responses demonstrated some imagination but little understanding of the text.

## Part B

### Question 10

In the better responses, candidates made reference to the text, commenting on most of the assertions made by the principal. Responses were clear and, for the most part, grammatically accurate. However, candidates should pay attention to the gender of nouns and to verb–noun and noun–adjective agreement. They should also take care to adhere to the word limit to ensure that their response has enough depth but that they do not waffle or make an increased number of mistakes by writing too much.

## Section III – Writing in Modern Hebrew

### Question 11

Most responses were relevant, showing depth, a good knowledge of sentence structure and a range of vocabulary. Most candidates were able to structure their responses coherently, with the better responses showing clear planning and a knowledge of the conventions of text types and register. In the weaker responses, candidates were not always able to manipulate the language to meet the requirements of the task.

Candidates should try to adhere to the word limit provided, to ensure their writing has enough depth. However, they should avoid writing responses that are far in excess of the word limit. Such responses often lack structure and can be repetitive in terms of ideas. They also increase the possibility of grammatical and other mistakes being made.

Candidates should also take care to choose the correct word when using the dictionary and to avoid using the dictionary too much.

Candidates are advised to use any extra time they have to check spelling and sentence structure.

Common errors included the incorrect use of first person in future tense: *ani ya'aseh*, *ani yiheye*, *ani yagur*. There was also some confusion with gender of nouns: *hu tnu'ah*.

In some cases, candidates were not familiar with the correct preposition to use with certain verbs: *lid'og al*, *la'azor et*.

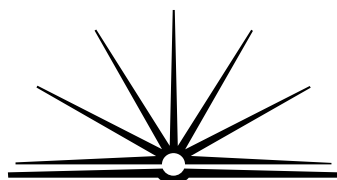
There was confusion between the words *nisayon* and *chavaya*, and errors were also made in respect of the construct state and the definite article: *hatnuat noar*.

# Modern Hebrew Continuers

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	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	3	Ways of life in Israel – interview	H3.1, H3.3
2	3	Leisure and lifestyles – news item	H3.1, H3.3
3	3	Relationships – conversation	H3.1, H3.2
4	4	World of work – interview	H3.1, H3.2, H3.3, H4.2
5 (a)	1	Relationships/leisure and lifestyles – conversation	H3.1
5 (b)	5	Relationships/leisure and lifestyles – conversation	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
6	4	Arts, entertainment/personal identity – conversation	H3.1, H3.2
7	6	Social issues – speech	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part</b>			
8 (a)	3	Leisure and lifestyles – series of letters	H3.1, H3.2, H3.3, H3.4
8 (b)	4	Leisure and lifestyles – series of letters	H3.1, H3.2, H3.3, H3.4
9 (a)	2	Relationships – short story	H3.1, H3.2
9 (b)	3	Relationships – short story	H3.1, H3.3
9 (c)	3	Relationships – short story	H3.1, H3.3
9 (d)	5	Relationships – short story	H3.1, H3.3
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	10	Education – article / letter	H1.2, H1.3, H2.1, H2.3, H3.1, H3.3
<b>Written Examination</b>			
<b>Section III — Writing in Modern Hebrew</b>			
11 (a)	15	Hospitality and tourism – speech	H2.1, H2.2, H2.3
11 (b)	15	Leisure and lifestyles – report	H2.1, H2.2, H2.3
11 (c)	15	Personal identity – diary entry	H2.1, H2.2, H2.3





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

## **2007 HSC Modern Hebrew Continuers Marking Guidelines — Written Examination**

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

#### **Question 1**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sound understanding of Moshe's unusual philosophy	3
• Demonstrates some understanding of Moshe's unusual philosophy	2
• Demonstrates a limited understanding of Moshe's life	1

#### **Question 2**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the three main points in the report	3
• Identifies some main points in the report	2
• Identifies some information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a clear perceptive understanding of the personalities of Alon and Yael	4
• Demonstrates some understanding of the personalities of Alon and Yael	2–3
• Demonstrates a limited understanding of the conversation	1

**Question 4***Outcomes assessed: H3.1, H3.2, H3.3, 4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the communication between the interviewer and David	4
• Identifies that David felt the questions were irrelevant and provocative	
• Demonstrates a good understanding of the difficult communication between the interviewer and David	2–3
• Demonstrates some understanding of the interview	1

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

<b>Criteria</b>	<b>Marks</b>
• D	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the differences between Gila and her grandfather</li><li>• Identifies that Gila does not understand her grandfather</li><li>• Demonstrates an understanding that the grandfather is not comfortable with modern technology</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the differences between Gila and her grandfather</li><li>• Identifies Gila's attitude to her Grandfather</li><li>• Demonstrates some understanding of the grandfather's attitude to technology</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the differences between Gila and her grandfather</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates some understanding</li></ul>	1

## Section I — Listening and Responding

### Part B

#### Question 6

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of why Aviva has been invited onto the program</li> <li>• Identifies how her style has changed dramatically</li> <li>• Identifies the reason(s) for the change in her style of painting</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of why Aviva has been invited onto the program</li> <li>• Identifies some changes in her style of painting</li> <li>• Partially identifies the reason(s) for the change</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of why Aviva has been invited onto the program</li> <li>• Provides some information about the change in style and reasons for this change</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding</li> </ul>	1

#### Question 7

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies the goal of the speaker i.e. to raise money for the education of the Bnei Menashe</li> <li>• Demonstrates a clear and perceptive understanding of the tone, imagery and vocabulary used and their effect</li> <li>• Identifies the imagery of “Exile and Return”</li> </ul>	6
<ul style="list-style-type: none"> <li>• Identifies the goal of the speaker i.e. to raise money for the education of the Bnei Menashe</li> <li>• Demonstrates a good understanding of the tone, imagery and vocabulary used and their effect</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Identifies part of the goal of the speaker</li> <li>• Demonstrates limited understanding of the tone, imagery and vocabulary used and serve effect</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies fully the attitudes of Peter Smith and David Brown, their obsession with sport and their participation	3
• Identifies some of the attitudes of Peter Smith and David Brown	2
• Provides some relevant information	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear and perceptive understanding on the letters of David and Sharon and their views	4
• Demonstrates a good understanding of the letters of David and Sharon and their views	3
• Demonstrates a limited understanding of the two letters	1–2

#### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a full explanation of the title	2
• Provides some information	1

#### Question 9 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides clear and perceptive examples of evidence	3
• Provides good examples of evidence	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear and perceptive understanding of Joshua's character</li><li>• Provides examples</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of Joshua's character</li><li>• Provides some examples</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some information</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a clear and perceptive understanding of the story</li><li>• Provides a logical and realistic sequence</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the story</li><li>• Provides a sequence of events</li></ul>	3-4
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1-2

## Section II — Reading and Responding

### Part B

#### Question 10

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