

**2008 HSC Notes from
the Marking Centre
Modern Hebrew Continuers**

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2008 HSC NOTES FROM THE MARKING CENTRE

MODERN HEBREW CONTINUERS

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 2008 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 2008 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

Responses in the conversation were generally impressive. Candidates were well prepared and spoke with depth and a high level of grammatical accuracy. In the better responses, candidates used sophisticated vocabulary and a range of sentence structures. They demonstrated an ability to express and justify a point of view.

In some responses, there was confusion in use of the words *levakesh* and *lishol*.

There was also incorrect usage of the verb *haya*: In some cases, *haya* was left out of past tense (*ka'asher ani bat chamesh*). *Haya* was also incorrectly used with nouns (*haya mishpacha, hayu ra'ayon*).

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

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

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. Topics were generally well selected and allowed for discussion. However, in the better responses, the topics chosen were well defined and not too broad, allowing candidates to explore their topics with the examiner with depth.

In the better responses, candidates discussed their topics with insight and made reference to their sources. 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. In some cases, they did not pronounce words correctly. Candidates should ensure that they are familiar with the correct pronunciation of words that are specific to their topics.

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 questions that use other terms. 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(b)

In the better responses, candidates explained the reasons for the salesman's success. In the weaker responses, candidates related what the salesman said but did not infer the reasons for his success.

Question 4(b)

In the better responses, candidates analysed the structure of the speech as well as the language and explained how these were used to make the speech convincing. In the weaker responses, candidates did not fully understand the main focus of the speech. Some candidates referred to language techniques. However, they did not refer to the structure of the speech and did not always show how the language techniques were used to make the speech convincing.

Question 6(b)

Most candidates made reference to the language used in the text. However, in the weaker responses, candidates did not always refer to the cynical or sarcastic tone of the text.

Section II – Reading and Responding

Part A

Question 7(a)

In the better responses, candidates provided examples from the text to support their answers. In the weaker responses, candidates identified the emotional state of the writer but did not provide quotations from the text to support their answers.

Question 8(c)

In the better responses, candidates referred to their knowledge of Israeli society as taught in the course to infer and explain the writer's meaning. In the weaker responses, candidates did not offer a likely explanation of the writer's meaning and simply paraphrased parts of the text.

Question 8(d)

Most candidates offered some explanation as to how the text succeeds in terms of purpose and impact. In the better responses, candidates used the title of the text to provide information as to the writer's purpose. They also made reference to general and specific details in the text when discussing its impact. In the weaker responses, candidates did not take note of the title of the text, thereby missing the writer's purpose. In some cases, candidates focused only on the finer details of the language used in the text but did not examine the text as a whole, thereby missing some of the general techniques used to create impact.

Part B

Question 9

In the better responses, candidates made reference to the main points of the text. Responses were clear and, for the most part, grammatically accurate. However, in some cases, candidates did not read the question carefully and did not use the text type specified. Some candidates did not write the correct diary entry, writing as Aviva, instead of David or Rivka as required. In some cases, candidates wrote a letter instead of the required diary entry. Candidates should pay careful attention to the instructions in the question. They should pay attention to the gender of nouns and to verb–noun and noun–adjective agreement. Candidates 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 10

Most responses were relevant, showing depth, a good knowledge of sentence structure and a range of vocabulary. Most candidates structured their responses coherently, with the better responses showing clear planning and a knowledge of the conventions of text types. In most cases, responses were interesting and creative. In the weaker responses, candidates manipulate language to meet the specific 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 likelihood of grammatical and other mistakes being made.

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

Common errors included confusion with gender of nouns: *mekomot yafot*, and the use of *chaim* as a singular noun.

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

The preposition *et* was sometimes omitted.

Modern Hebrew Continuers

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Written Examination			
Section I — Listening and Responding			
Part A			
1	4	Personal identity/education and future aspirations – conversation	H3.1, H3.3
2 (a)	2	Relationships/ personal identity – conversation	H3.1
2 (b)	3	Relationships/ personal identity – conversation	H3.1, H3.3
3	5	Relationships – conversation	H3.2
4 (a)	1	Social issues – speech	H3.1
4 (b)	5	Social issues – speech	H3.1, H3.2, H3.3
Section I — Listening and Responding			
Part B			
5	4	World of work – interview	H3.3
6 (a)	2	Leisure and lifestyles – editorial	H3.1
6 (b)	4	Leisure and lifestyles – editorial	H3.2
Section II — Reading and Responding			
Part A			
7 (a)	3	Relationships – song	H3.1, H3.2
7 (b)	5	Relationships – song	H3.1, H3.2, H3.3
8 (a)	2	Life in Israel – article	H3.1
8 (b)	2	Life in Israel – article	H3.1
8 (c)	3	Life in Israel – article	H3.3
8 (d)	5	Life in Israel – article	H3.2, H3.3
Section II — Reading and Responding			
Part B			
9	10	Relationships – letter/diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Modern Hebrew			
10 (a)	15	Hospitality and tourism – narrative account	H2.1, H2.2, H2.3
10 (b)	15	Personal identity – speech	H2.1, H2.2, H2.3
10 (c)	15	World of work – report	H2.1, H2.2, H2.3



2008 HSC Modern Hebrew Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Modern Hebrew Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Listening and Responding

Part A

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of David's motive for calling Sarah	4
• Demonstrates some understanding of David's motive for calling Sarah	2–3
• Provides some relevant information	1

Sample answer:

David has heard from Sarah's parents that she is stressed about her HSC (which is 10 months away) and that she is working hard. He feels she may burn out from the stress and tension and fail to achieve her aim, as did many of his friends. He wants her to know that if she doesn't get into Medicine, she can always take another course and then reapply for Medicine later. It's what he did when he didn't get into Law and he is enjoying his studies. He is advising her to have a balance for her own good.

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the conversation	2
• Provides some relevant information	1

Sample answer:

The woman is looking for a birthday present for her son who has everything and it is difficult to find a present. She is desperate to find something.

Question 2 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the salesman is successful	3
• Demonstrates some understanding of why the salesman is successful	2
• Provides some relevant information	1

Sample answer:

He is a very good salesman as he appears sympathetic and understanding. He has a sense of humour. He is very willing to help the woman – he says he will print the book himself if he has to.

He has creative ideas, is friendly and willing.

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

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between Rachel and her father	5
• Demonstrates a good understanding of the relationship between Rachel and her father	4
• Demonstrates some understanding of the relationship between Rachel and her father	2–3
• Provides some relevant information	1

Sample answer:

Rachel takes for granted that she can use the car. She believes she has let him know. She has also promised her friends a ride. She is rude and he reacts aggressively. He lets her know that he does not entirely trust her. She feels this is not justified as she has always done the right thing. She returns the car on time for her father's use and has maintained good marks. Both become more conciliatory at the end of the conversation.

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

Criteria	Marks
• D	1

Question 4 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the way the speaker presents his topic • Identifies the speaker's use of information and language features	5
• Demonstrates a good understanding of the way the speaker presents his topic • Identifies some of the speaker's language features	3–4
• Demonstrates some understanding of the way the speaker presents his topic	2
• Provides some relevant information	1

Question 4 (b) (continued)**Sample answer:**

The speech is effective. The speaker makes clear what his intent is and engages his audience to act. He structures the speech using 3 power questions and he speaks to each question. He uses powerful images of disaster and makes the point that change is dramatic and widespread. He also makes the point that we contribute to these problems and finally demands that they act to change. The word 'change' occurs often, the speech reinforcing his points of view. Repetition is used effectively 'change is in your hands,' 'the future is in your hands,' which also links the change that is being caused with the need to change.

**Section I — Listening and Responding
Part B****Question 5**

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Completes all sections of the form correctly and demonstrates a good understanding of the interview	4
• Completes some sections of the form correctly and demonstrates a basic understanding of the interview	2–3
• Provides some relevant information	1

Sample answer:

1. 51–60.
2. Israel. (1)
3. No. He has worked since the age of 16. (1)
4. Everyone should work to pay off the national debt. The unemployed mean nothing to him and he takes no notice of them. (2)

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what prompted the editorial	1

Sample answer:

His unpleasant weekend into the countryside was spoiled by too many people.

Question 6 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the way in which the speaker conveys his attitude towards ‘people’• Identifies the tone and a range of language features	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the way in which the speaker conveys his attitude towards ‘people’• Identifies aspects of tone and/or language features	4
<ul style="list-style-type: none">• Identifies some aspects of tone and language features and demonstrates some understanding of the way in which the speaker conveys his attitude	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

He uses strong language and is quite rude – idiots and louts. He uses sarcasm – ‘Isn’t it just wonderful.....?’ ‘So-called countryside’. He exaggerates – hundreds of children. He is condescending – place their beautiful shoes. He shows contempt for these people even though he is one of them – nouveaux riches. He is a snob and is quite arrogant. His use of questions conveys his negative attitude towards the multitudes.

**Section II — Reading and Responding
Part A****Question 7 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the emotional state of the poet, with reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the poet’s emotional state with reference to the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The poet is afraid – Come, ima, take the fear. He does not want her to change and is nostalgic. He is very loving and respectful.

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the poetic devices and language used by the poet• Explains fully the effectiveness of these devices	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the poetic devices and language used by the poet• Comments on their effectiveness	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2

Sample answer:

She is always at his side – letzidi – loving and he wants her to be like that always. He asks rhetorical questions eg. Mi letzidi holechet. His answer to his own question is simple one word answer that speaks volumes ie. Ima. In the 3rd verse, he emphasises his yearning for her to stay with him always – repetition of le’ olam. In the 9th verse, he uses the simile of a shining sun to show her importance in his life. Certain words convey his emotions eg. Verse 2 – bechom sheloh nigmar.

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive description of the writer	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

He is a staunch Zionist. He is very organised – he and his wife prepared themselves thoroughly for their aliyah – a tour to Israel before their aliyah; bought suitable furniture.

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the writer’s culture shock, especially in relation to ‘fryer’	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

He and his wife had to learn quickly to adapt to this new culture and learn a new commandment – thou shall not be a fryer, ie a gullible person, someone who allows others to take advantage.

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

Criteria	Marks
• Demonstrates a good understanding of what the writer means by this quote	3
• Demonstrates some understanding of what the writer means by this quote	2
• Provides some relevant information	1

Sample answer:

Israel's past history has formed the Israeli character. Israelis are not an easy people as they have lived under tension from the beginning of their history. Despite the difficulties and although they appear to be rude, Israelis are generous of spirit and want to be helpful

Question 8 (d)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the text in terms of its purpose and impact • Provides examples which express the understanding	5
• Demonstrated a good understanding of the text in terms of its purpose and impact • Provides some examples	4
• Demonstrates some understanding of the text in terms of its purpose and/or impact	2–3
• Provides some information	1

Sample answer:

The purpose is to help others assimilate into Israeli society and to point out the benefits and pitfalls/obstacles. The author describes his passing from 'outsider' to 'insider' as he explains the contradictions inherent in Israeli society. He uses examples that surprise and shock, eg. breaking someone's leg in the queue /way. He uses humour to make his point clear and beware. He engages the readers by directly addressing them, eg. Is anyone in the same situation? He starts to understand the contradictions and begins to think of himself as an Israeli. His guide can be helpful to new immigrants in their desire to assimilate.

Section II — Reading and Responding

Part B

Question 9

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

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 Modern Hebrew

Question 10

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