

**2004 HSC Notes from
the Marking Centre
Modern Hebrew Continuers**

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2004 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 provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 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.

Section I – Listening and Responding

Part A

Question 1

This question was well answered by all candidates.

Question 2

- (a) This question elicited a variety of responses.
- (b) This question proved to be more challenging with many candidates not explaining the irony in the phrase.

Question 3

This was well answered by many candidates. However, there was some confusion with the name Michal. A number of candidates interpreted Michal as a boy's name, Michael, thus commenting on the wrong person's response.

Question 4

- (a) This question was generally well handled.
- (b) In this question, some candidates did not refer to the language used and commented instead on the content. Candidates seemed confused by the quotation from the book the speaker read.

Question 5

- (a) This question was correctly answered by the majority of candidates.

- (b) In this question, most candidates explained Rami’s personality and many referred accurately to the language and expressions used.

Part B

Question 6

This question was generally well handled by most candidates.

Question 7 (a), (b) and (c)

These questions were correctly answered. However, some candidates had difficulty describing the relationship between the mother and her son and many did not provide accurate evidence from the text in Question 7 (d). In the better responses candidates grasped the innuendo and irony implied in the words of the speakers.

Section II – Reading and Responding

Part A

Question 8 (a) and (b)

These questions were well answered by most candidates.

Question 9

- (a) The majority of candidates answered this question correctly.
- (b) In this question, most candidates identified one social problem. However, the second problem was not always identified.
- (c) Most candidates could describe the writer’s attitude to technology. However, in some cases candidates did not provide enough evidence from the text.
- (d) This question proved challenging to most candidates. Some candidates did not refer to the language and style of Text 8 and referred rather to the content of the text. In Text 9 the language techniques used by the author were more apparent and candidates were able to refer to them more effectively.

Part B

Most candidates handled this question well, providing relevant responses and demonstrating an excellent control of grammar and a sophisticated use of vocabulary.

Section III – Writing

The writing was particularly well handled by candidates. Their responses showed depth, relevance, excellent grammar in many cases and a range of sophisticated vocabulary. The writing was for the most part well structured and to the point. In a small number of cases, candidates did not adhere strictly to the requirements for the text type.

Question 11

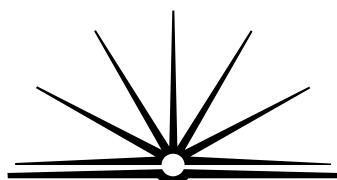
Question 11 (a) was the most popular choice.

Modern Hebrew Continuers

2004 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 | 1 | Hospitality and tourism — announcement | H3.1, H3.2 |
| 2 (a) | 2 | Ways of life in Israel — conversation | H3.1, H3.2 |
| 2 (b) | 2 | Ways of life in Israel — conversation | H3.2, H3.3 |
| 3 | 3 | Arts and entertainment — review | H3.1, H3.2, H3.3 |
| 4 (a) | 2 | Relationships — editorial | H3.1 |
| 4 (b) | 4 | Relationships — editorial | H3.2, H3.3 |
| 5 (a) | 1 | Education and future aspirations — interview | H3.1 |
| 5 (b) | 5 | Education and future aspirations — interview | H3.1, H3.2, H3.3 |
| Written Examination | | | |
| Section I — Listening and Responding | | | |
| Part B | | | |
| 6 (a) | 1 | Personal identity — conversation | H3.1, H3.2, H3.3 |
| 6 (b) | 3 | Personal identity — conversation | H3.2, H3.3 |
| 7 (a) | 1 | The world of work — conversation | H3.1, H3.2, H3.3 |
| 7 (b) | 1 | The world of work — conversation | H3.1, H3.2, H3.3 |
| 7 (c) | 1 | The world of work — conversation | H3.1, H3.2, H3.3 |
| 7 (d) | 3 | The world of work — conversation | H3.1, H3.2, H3.3 |
| Written Examination | | | |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 8 (a) | 3 | Personal identity — letter | H3.1, H3.2, H3.3 |
| 8 (b) | 4 | Personal identity — letter | H3.1, H3.2, H3.3 |
| 9 (a) | 1 | Ways of life in Israel — report | H3.1 |
| 9 (b) | 2 | Ways of life in Israel — report | H3.1, H3.2, H3.3 |
| 9 (c) | 4 | Ways of life in Israel — report | H3.1, H3.2, H3.3 |
| 9 (d) | 6 | Ways of life in Israel — report | H3.2, H3.3, H3.4 |

| Question | Marks | Content | Syllabus outcomes |
|---|-------|--|------------------------------|
| Written Examination | | | |
| Section II — Reading and Responding | | | |
| Part B | | | |
| 10 | 10 | Social issues — editorial/letter | H1.2, H1.3, H2.1, H2.3, H3.1 |
| Written Examination | | | |
| Section III — Writing in Modern Hebrew | | | |
| 11 (a) | 15 | Personal identity — journal entry | H2.1, H2.2, H2.3 |
| 11 (b) | 15 | Education and future aspirations — speech | H2.1, H2.2, H2.3 |
| 11 (c) | 15 | Tourism in Australia and overseas — report | H2.1, H2.2, H2.3 |
| 11 (d) | 15 | Leisure and lifestyle — article | H2.1, H2.2, H2.3 |



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

2004 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

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

Discussion

Outcomes assessed: H1.3, H4.2, H4.3

MARKING GUIDELINES

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



2004 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

| Criteria | Marks |
|---|-------|
| • Demonstrates a clear understanding of the target audience of the text | 1 |

Question 2 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Demonstrates a clear understanding of the speaker's approach to his new life | 2 |
| • Identifies some relevant information | 1 |

Question 2 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a clear understanding of how the phrase is used in the context | 2 |
| • Demonstrates an understanding of the phrase | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Shows an accurate understanding of Michal's doubts about the exhibition | 3 |
| • Shows an understanding of Michal's concerns | 2 |
| • Identifies some relevant information | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Clearly identifies the issue | 2 |
| • Identifies some relevant information | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Demonstrates a sophisticated understanding of the methods used to create an impact | 4 |
| • Shows a good understanding of the text • Identifies with four responses | 2–3 |
| • Demonstrates a limited understanding of the text • Identifies at least one method | 1 |

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

| Criteria | Marks |
|-----------------|--------------|
| • (C) | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Demonstrates a perceptive understanding of the personality of Rami • Makes some reference to language use | 5 |
| • Demonstrates a good understanding of the concerns that Rami has • Makes some reference to language use | 3–4 |
| • Demonstrates some understanding of the concerns that Rami has | 2 |
| • Demonstrates a limited understanding of the text | 1 |

Section I — Listening and Responding

Part B

Question 6 (a)

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

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Show a clear understanding of the expectation of the parents vs the child | 1 |

Question 6 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of the emotions expressed in the text | 3 |
| • Demonstrates some understanding of the emotions expressed in the text | 2 |
| • Identifies some relevant information | 1 |

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--------------------------------------|-------|
| • Shows an understanding of the text | 1 |

Question 7 (b)

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

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (B) | 1 |

Question 7 (c)

Outcomes assessed: H3.2

MARKING GUIDELINES

| Criteria | Marks |
|-----------------------|-------|
| • Identifies the tone | 1 |

Question 7 (d)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| • Shows a clear understanding of the relationship between Guy and his mother | 3 |
| • Is able to describe in some detail the relationship | 2 |
| • Demonstrates some basic knowledge of the text | 1 |

Section II — Reading and Responding

Part A

Question 8 (a)

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

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a clear understanding of the issues raised in the text | 3 |
| • Demonstrates a basic understanding of some of the issues raised | 2 |
| • Demonstrates a basic understanding of what is being related in the text | 1 |

Question 8 (b)

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

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Shows a clear understanding of the text | 4 |
| • Shows an understanding of the text | 2–3 |
| • Attempts to show an understanding of the text | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Understands the health concern raised in the text | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Identifies both social problems associated with people who wear an earpiece | 2 |
| • Demonstrates one social problem associated with people who wear an earpiece | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Is able to fully identify writer's view on issues raised | 4 |
| • Is able to identify two or more issues raised by the writer | 3 |
| • Is able to assess writer's attitude but identifies only one issue | 2 |
| • Is able to accurately identify writer's attitude without giving example | 1 |

Question 9 (d)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| • Shows a clear understanding of the styles and language used | 6 |
| • Shows a good understanding of the styles and language used | 5 |
| • Shows an understanding of the styles and language used | 4 |
| • Shows a basic understanding of the styles and language used | 3 |
| • Shows a poor understanding of the styles and language used | 2 |
| • Shows very little understanding of the styles and 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"> • 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 11

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 |