

**2006 HSC Notes from
the Marking Centre
Modern Hebrew**

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2006 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 provides comments with regard to responses to the 2006 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 2006 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

Conversation

Markers commented favourably on the overall standard of responses in the Conversation. Candidates were well prepared and relatively few candidates were unable to give appropriate responses. Candidates spoke with fluency and confidence. In the better responses, candidates were able to use sophisticated vocabulary and a variety of sentence structures to provide detailed, in-depth responses. These responses showed a high level of grammatical accuracy and candidates were able to express opinions and justify their points of view.

In this section of the examination, 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 some responses, there were inaccuracies in the use of the construct state, *smichut*, particularly with the definite article eg *hashiurei bayit* instead of *shiurei habayit*. Candidates should be aware of noun-adjective agreement, particularly with reference to the verb 'to be': *hayitah lo hatkafat lev* instead of *hayah lo hatkafat lev*, or *hayitah be'ayah* instead of *hayah be'aya*. In some responses, the incorrect prepositions were used with verbs and candidates should familiarise themselves with the use of prepositions and particular verbs eg *taluy be* and not *taluy al* or *lid'og le* and not *li'og al*.

There were some errors in the use of numbers (*chamesh-esreh benei no'ar* instead of the correct *chamishah-asar benei no'ar* or *chamisha peamim* instead of *chamesh peamim*) and in some responses, the incorrect use of the verb *yachol* with an impersonal subject (*stami*) was evident eg *yecholim lifnot* instead of the correct *efshar lifnot*. In some responses, candidates started a sentence with *gam yesh* instead of the correct *yesh gam*. The incorrect use of gender with respect to the demonstratives was also evident: *zeh tilboshet* instead of the correct *zot tilboshet*. In some responses, candidates confused the plural use and gender of irregular nouns eg *rechovim arukim*.

Some candidates omitted the preposition *et* before the definite direct object eg *he siyemah beit hasefer*.

Discussion

This section involves 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 are required to 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, in the better responses, the topics chosen were well defined and not too broad, allowing candidates to discuss them in depth, identifying issues and presenting points of view for and/or against. It is important for candidates to choose their topics carefully. Candidates should ensure that there are enough resources available relating to their topics and that the resources chosen provide the required depth and detail for their research.

In the better responses, candidates indicated the parameters of their research to the examiner to allow for meaningful discussion and to enable them to demonstrate the depth and breadth of their knowledge. These candidates were also able to justify and substantiate their points of view. They spoke with a high level of grammatical accuracy and used a range of vocabulary and structures, providing depth and detail.

In the weaker responses, candidates provided a superficial account of their research and their responses lacked depth. These candidates were not always familiar with the correct terminology associated with their topics of discussion and had not mastered 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. The better responses were well-developed, showing depth and detail, and included general and specific aspects of the texts. In these responses, candidates were able to infer information from the texts where appropriate.

Candidates are advised to write down as much detail as possible in the Candidate's Notes during the reading of the texts to enable them to provide a well-structured and detailed response. They should also be familiar with linguistic techniques and rhetorical devices and their effects and purpose, to enable them to analyse the use of language effectively.

Question 2

Some candidates were able to provide information about Moshe but did not comment on his attitude. In the better responses, candidates were able to infer from the text, and thus provide information about Moshe's attitude.

Question 3

In the better responses, candidates provided a detailed analysis of the use of language and its effect, giving examples from the text to substantiate their answers.

Question 4 (b)

In the better responses, candidates were able to explain the link between Abraham and Irena's life. In the weaker responses, candidates commented on the reference to Abraham but did not link it to Irena.

Question 5

The better responses were able to demonstrate how the development of the sport reflected the development of the society. In the weaker responses, candidates referred only to developments in the sport or in the society.

Question 6

In the weaker responses, candidates described the discussion between the speakers, without inferring information about their characters and the reasons for their inability to agree. However, in the better responses, candidates were able to provide insight into the personalities of the speakers and the reasons for the inability to reach an agreement.

Question 7

This question was well answered by most candidates. However, in the better responses, candidates quoted examples from the text and noted details in the invitations that reflected aspects of Israeli society eg the date (secular or Hebrew calendar), the change of name to reflect the religious side of society, the formal and informal use of language and the religious inferences or lack thereof.

Section II – Reading and Responding

Part A

General Comments

In general, candidates showed a sound understanding of the two texts. However, candidates are advised to familiarise themselves with stylistic and rhetorical devices and their effects, and should ensure they provide examples from the texts when answering questions about the use of language. In the better responses about language, candidates were able to explain the purpose and effects of the identified features of language. In the weaker responses, candidates paraphrased the texts without identifying the language features and their purpose.

Specific Comments

Question 8 (b)

In the better responses, candidates were able to grasp the irony behind the title and the implications of moving to Byron Bay for the Jewish Community. In the weaker responses, candidates missed the irony and did not understand the editor's reasons for writing about the subject.

Question 9 (a)

Many candidates referred to Sarah and to Nir as the speakers but forgot to mention the writer. Aside from that, the question was well handled.

Part B

Question 10

Most candidates understood the text and were able to write a relevant response. In the better responses, candidates made reference to the text and broadened the scope of the text to include healthy food and not only drinks. Responses were clear, and for the most part, grammatically accurate. However, candidates should pay attention to the gender of nouns, and verb-noun and noun-adjective agreement.

Section III – Writing in Modern Hebrew

Question 11

General Comments

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. The better responses showed 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 are advised to use any extra time they have to check spelling and sentence structure.

Specific Comments

An equal number of candidates chose Options (a) and (b).

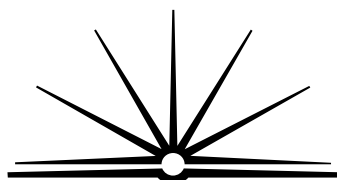
In Option (b), some candidates were not always able to substantiate their view and provide reasons for the movie being the worst they had seen. In some cases, candidates described the movie without reviewing it.

In both options, common errors included the incorrect use of the infinitive eg *ima lomar* and mistakes in the conjugations of verbs eg *ani ra'it seret*. There were errors in noun-verb agreement eg *haseret tzricha* and in the use of gender of numbers eg *shtay cochavim*. Some candidates confused the writing of the letter *gimel* with the letter *zayin*. There were also errors with irregular nouns eg *mekomot yafot* and evidence of direct translation from English eg *hem rotzim la'asot tinok*. In some cases, there were errors in noun-verb agreement eg *hamishpacha medabrim* instead of *hamispacha medaberet*.

Modern Hebrew Continuers

2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversational	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	3	Relationships – (radio) interview	H3.1, H3.2
2	3	Current and historical perspectives – conversation	H3.2, H3.3
3	4	Hospitality and tourism – advertisement	H3.1
4 (a)	2	Personal identity – interview	H3.3
4 (b)	3	Personal identity – interview	H3.1, H3.3
5	5	Leisure and lifestyle – (radio) announcement	H3.1, H3.3
Written Examination			
Section I — Listening and Responding			
Part B			
6	4	Future aspirations – conversation	H3.2, H3.3, H3.4
7	6	Personal identity – conversation	H3.2, H3.3, H3.4
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	4	Leisure and lifestyle – editorial	H3.1, H3.2, H3.3
8 (b)	5	Leisure and lifestyle – editorial	H3.1, H3.2, H3.3
9 (a)	5	Social issues – article	H3.1, H3.2, H3.3
9 (b)	6	Social issues – article	H3.1, H3.2, H3.3, H3.4
Written Examination			
Section II — Reading and Responding			
Part B			
10	10	Leisure and lifestyle – article/report	H1.2, H2.1, H2.3, H3.3
Written Examination			
Section III — Writing in Modern Hebrew			
11 (a)	15	Relationships – narrative account	H2.1, H2.2, H2.3
11 (b)	15	Arts and entertainment – review	H2.1, H2.2, H2.3



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

2006 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 sound understanding of Devorah's personality	3
• Demonstrates some understanding of Devorah's personality	2
• Demonstrates a limited understanding of Devorah's personality	1

Question2

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear and perceptive understanding of Moshe and his attitude towards the neighbours	3
• Demonstrates a clear understanding of Moshe and his attitude	2
• Demonstrates a limited understanding of Moshe and his attitude	1

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

Criteria	Marks
• Identifies the language and literary features that convey the message	4
• Identifies some language and some literary features	2–3
• Identifies some language only or some literary features only	1

Question 4 (a)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a good explanation in the context of the passage	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a sound understanding of the link between Abraham and Irina's paths to Judaism	3
• Demonstrates a good understanding of the similarities between Abraham and Irina	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of Israel's changing society, especially through sport	5
• Demonstrates a perceptive understanding of the development of women's sport without much reference to Israel's changing society	3–4
• Demonstrates some understanding of the development of women's sport or of Israel's changing society	1–2



Section I — Listening and Responding

Part B

Question 6

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of why the two speakers cannot agree• Includes appropriate supporting evidence	4
<ul style="list-style-type: none">• Demonstrates a good understanding of why the two speakers cannot agree• Includes some supporting evidence	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Question 7

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and comprehensive understanding of the language, quoting correct examples of the invitations	6
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the language, quoting some correct examples	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the language, quoting few examples	2–3
<ul style="list-style-type: none">• Provides some relevant information	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 perceptive understanding of the philosophy	4
• Demonstrates a good understanding of the philosophy	2–3
• Demonstrates some relevant information	1

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Makes reference to the title	5
• Provides the many implications of this trend to the community	
• Provides some implications of this trend to the community	3–4
• Provides limited information about the Jewish community in Byron Bay	1–2

Question 9 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a clear and perceptive understanding of the styles and language used and their effect	5
• Provides appropriate examples	
• Demonstrates a clear understanding of the styles and language used and their effect	3–4
• Provides few examples	
• Provides some relevant information	1–2



Question 9 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and comprehensive understanding of the passages in Texts 1 and 2• Writes a logical and detailed response with examples from both texts	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the passages• Writes a detailed response	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of both passages• Writes a limited response	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding• Writes a limited response	1

Section II — Reading and Responding

Part B

Question 10

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

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