

2016 HSC Modern Hebrew Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1

| Criteria | Marks |
|---|-------|
| • Provides a full explanation of the reason why Romi has rung Edna | 3 |
| • Provides a partial explanation of the reason why Romi has rung Edna | 2 |
| • Provides some information relevant to the question | 1 |

Sample answer:

Romi has rung to complain that:

- The music disturbs her daughter's studying.
- The garbage cans left out all week make it difficult for her daughter to take the car out.

Question 2

| Criteria | Marks |
|---|-------|
| • Demonstrates a thorough understanding of what the conversation reveals about the personalities of the speakers | 4 |
| • Demonstrates a good understanding of what the conversation reveals about the personalities of the speakers | 3 |
| • Demonstrates some understanding of what the conversation reveals about the personalities of either or both speakers | 2 |
| • Demonstrates some relevant information | 1 |

Sample answer:

We learn that Alon has a very competitive streak and wants to win at any cost. He is prepared to work hard to achieve this and wants to be acknowledged for his achievement.

We learn that while his mother appreciates how hard Alon has worked, she is not as competitive as her son, and she values teamwork and friendship above winning.

Question 3

| Criteria | Marks |
|--|--------------|
| • Demonstrates a comprehensive and perceptive understanding of the impact of Motti's decision on him | 6 |
| • Demonstrates a thorough understanding of the impact of Motti's decision on him | 5 |
| • Demonstrates a good understanding of the impact of Motti's decision on him | 4 |
| • Demonstrates satisfactory understanding of Motti's situation | 3 |
| • Demonstrates some understanding of Motti's situation | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Motti's life and lifestyle have changed for the worse since deciding to move back home. His decision has affected his social life and it has caused him to lose his independence. For example, he cannot invite friends over because his mother treats them like children, and he limits how much he goes out because she waits up for him and does everything for him.

His decision has also affected his work life because his mother intrudes on him there by ringing him several times a day.

Additionally, he is now more worried/anxious that instead of helping his elderly parents, his decision to move back home may be contributing to his mother's deteriorating health.

Question 4 (a)

| Criteria | Marks |
|--------------------------------------|-------|
| • Identifies the purpose of the text | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The advertisement tries to convince/entice people to go (on holiday, specifically) to Israel.

Question 4 (b)

| Criteria | Marks |
|--|-------|
| • Identifies the language techniques and provides a comprehensive and perceptive explanation of how they are used to convince the listener | 5 |
| • Identifies the language techniques and provides a comprehensive explanation of how they are used to convince the listener | 4 |
| • Identifies most of the language techniques and provides a sound explanation of how they are used to convince the listener | 3 |
| • Identifies some language techniques and provides some explanation of how they are used to convince the listener | 2 |
| • Gives some relevant information | 1 |

Sample answer:

The advertisement begins with rhetorical questions to immediately attract listeners to the idea of a holiday – eg ‘*Why stay home this winter?*’ / ‘*Are you looking for the holiday of a lifetime?*’.

Contrast and parallelism are used to entice listeners to the varied experiences on offer – eg ‘*skiing and scuba diving on the same day*’ / ‘*a land of mountains and valleys, rivers and springs, brown hot desert and green cool forests*’.

Wordplay is also used (as a form of wit and) to add interest – eg use of the word “levalot” with two meanings, one of which is ironic/sarcastic, and the use of the verb “lehagiya” with two different meanings, one literal, one metaphorical.

Answers could include:

Throughout the advertisement there is repetition of ‘*Come to Israel . . .*’, to emphasise the message of Israel as a holiday destination.

Hyperbole/exaggeration is used to create strong impressions and to evoke a feeling of frustration with other holidays – eg ‘*. . . millions of travellers*’ and ‘*entire days in taxis . . .*’.

Section I — Listening and Responding

Part B

Question 5

| Criteria | Marks |
|---|-------|
| • Demonstrates a thorough understanding of Iris's reactions to Noam's suggestions | 4 |
| • Demonstrates a good understanding of Iris's reactions to Noam's suggestions | 3 |
| • Demonstrates some understanding of Iris's reactions and/or Noam's suggestions | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Noam wants to celebrate Iris's birthday by giving her a book. However, Iris rejects this idea because she has already read it. He then suggests going to a movie, but Iris thinks that they can't really talk at a movie. Finally, she accepts his invitation/suggestion to go to dinner as she is available that night.

Question 6 (a)

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of why Oded feels he has to give up on his original plans | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Oded feels he has to give up his own plans as his mother has already booked a restaurant to celebrate his birthday with the extended family who are flying in.

Question 6 (b)

| Criteria | Marks |
|---|-------|
| • Demonstrates a thorough understanding of how both speakers' feelings change in the course of the conversation | 4 |
| • Demonstrates a good understanding of how both speakers' feelings change in the course of the conversation | 3 |
| • Demonstrates some understanding of how either or both speakers' feelings change in the course of the conversation | 2 |
| • Provides some relevant understanding | 1 |

Sample answer:

Ruti reacts angrily, and cannot believe that Oded would back out of a camping weekend for a Chinese dinner (eg 'Are you kidding?', 'Why can't your mother change the booking?').

Ruti becomes more understanding when she learns that his grandmother, who she knows has been sick, is also joining the family for the dinner.

Oded's reaction at first is to be apologetic, because he knows how much effort Ruti has put into organising the weekend.

He gets frustrated/disappointed when Ruti keeps insisting.

Section II — Reading and Responding

Part A

Question 7 (a)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Provides the comparison | 1 |

Sample answer:

A “warm hug”

Question 7 (b)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Demonstrates a good understanding of the extent to which Sarah supports the opinions expressed by the editor | 3 |
| <ul style="list-style-type: none"> Demonstrates some understanding of the extent to which Sarah supports the opinions expressed by the editor | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

Sarah mainly agrees with the review. Her family watches the show too and she agrees that it is important to compete on ability. However, Sarah does not share the editor’s sympathy for those who fail because life will bring disappointment as well.

Question 7 (c)

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the concerns raised by Gila | 5 |
| <ul style="list-style-type: none"> Demonstrates a good understanding of the concerns raised by Gila | 4 |
| <ul style="list-style-type: none"> Demonstrates some understanding of the concerns raised by Gila | 3 |
| <ul style="list-style-type: none"> Demonstrates some understanding of the text | 2 |
| <ul style="list-style-type: none"> Provides some relevant information | 1 |

Sample answer:

Gila is concerned that parents are allowing their children to be part of such programs/environment.

She agrees that children should learn to cope with pressure, but feels that it is not healthy for children to compete under this condition, ie on national TV/cameras/large audience.

She also talks about the consequences after the competition. She feels that the winner will come away with the weight of unrealistic expectations on their shoulders for life. On the other hand, the losers will be labelled and stigmatised as a loser, which might affect them for life.

Question 8 (a)

| Criteria | Marks |
|---|-------|
| • Identifies what we learn about Margaret from the introduction | 2 |
| • Identifies some relevant information | 1 |

Sample answer:

Margaret Lee is an expert on climate change and is an author on this topic.

Question 8 (b)

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of what motivated Margaret to rewrite her book | 3 |
| • Demonstrates an adequate understanding of what motivated Margaret to rewrite her book | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Public response to the (before and after) photos of the island's devastation on her blog site made her realise that people were interested in the problem.

Margaret realised that people wanted more information on how to help.

She realised that her first book was not written in a way that everyone could understand.

Question 8 (c)

| Criteria | Marks |
|--|--------------|
| • Demonstrates a comprehensive understanding of what has contributed to an increased awareness of the book | 6 |
| • Demonstrates a sound understanding of what has contributed to an increased awareness of the book | 5 |
| • Demonstrates a good understanding of what has contributed to an increased awareness of the book | 4 |
| • Demonstrates some understanding of the increased awareness of the book | 3 |
| • Demonstrates some understanding of the text | 2 |
| • Gives some relevant information | 1 |

Sample answer:

Several factors have contributed to the increased awareness of the book.

For example, publicity came both at the conference and after the conference.

The subsequent TV interviews have also exposed the book to the public.

The fact that it is included in the school curriculum and translated into many languages has allowed access for a larger number of people.

The sponsorship leading to a reduced price also makes the book more affordable to a larger readership.

Section II — Reading and Responding

Part B

Question 9

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas | 5–6 |
| <ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text | 3–4 |
| <ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information | 1–2 |

Section III — Writing in Modern Hebrew

Question 10

| 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 |

2016 HSC Modern Hebrew Continuers Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|--------------|-------|--|---|
| Conversation | 10 | Conversation — covering student's personal world | H1.1, H1.2, H1.3, H1.4 |
| Discussion | 15 | | H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3 |

Written Examination

Section I — Listening and Responding

Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 1 | 3 | Social issues — telephone message | H3.2 |
| 2 | 4 | Leisure and lifestyle — conversation | H3.5 |
| 3 | 6 | Personal identity — call back radio | H3.5 |
| 4 (a) | 2 | Hospitality and tourism — radio advertisement | H3.3 |
| 4 (b) | 5 | Hospitality and tourism — radio advertisement | H3.6 |

Section I — Listening and Responding

Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|-------------------|
| 5 | 4 | Relationships — conversation | H3.4 |
| 6 (a) | 2 | Personal identity — phone conversation | H3.2 |
| 6 (b) | 4 | Personal identity — phone conversation | H3.6 |

Section II — Reading and Responding

Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 7 (a) | 1 | Arts/entertainment — review and letters | H3.1 |
| 7 (b) | 3 | Arts/entertainment — review and letters | H3.4 |
| 7 (c) | 5 | Arts/entertainment — review and letters | H3.5 |
| 8 (a) | 2 | Social issues — written interview | H3.1 |
| 8 (b) | 3 | Social issues — written interview | H3.2 |
| 8 (c) | 6 | Social issues — written interview | H3.4 |

Section II — Reading and Responding

Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-------------------------------|-------------------|
| 9 | 10 | Leisure and lifestyle — email | H1.2, H1.3, H3.1 |

Section III — Writing in Modern Hebrew

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-----------------------------------|-------------------|
| 10 (a) | 15 | Hospitality and tourism — article | H2.1, H2.2, H2.3 |
| 10 (b) | 15 | Personal identity — article | H2.1, H2.2, H2.3 |