

2017 HSC Modern Hebrew Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates a thorough understanding of the mixed emotions the speaker conveys in her speech	4
• Demonstrates a good understanding of the mixed emotions the speaker conveys in her speech	3
• Demonstrates some understanding of the emotions the speaker conveys in her speech	2
• Provides some relevant information	1

Sample answer:

The speaker is very excited but disbelieving about being chosen to represent Australia as she comes from a small outback town.

She is also grateful for/acknowledges the contribution of both her parents and friends to her success. She expresses how much she is appreciative of their support and will miss them/their support while she is away.

Finally she expresses some doubt/concern that she might not succeed and/or might let them down.

Question 2

Criteria	Marks
• Demonstrates a thorough understanding of why Debbie feels the course was beneficial	5
• Demonstrates a sound understanding of why Debbie feels the course was beneficial	4
• Demonstrates a good understanding of why Debbie feels the course was beneficial	3
• Demonstrates some understanding of how Debbie feels	2
• Provides some relevant information	1

Sample answer:

Debbie feels that the course was very beneficial. She feels that she has learnt to see objectively what happens during her day and to be able to recognise bad habits and avoid repeating them.

She also believes that through the course she has been able to make some significant changes in her life. She has reconciled with a friend she has not spoken to for a year, and has finally been able to move on from a horrible job and go back to university.

Question 3

Criteria	Marks
• Demonstrates a thorough understanding of what Dov is likely to do	5
• Demonstrates a sound understanding of what Dov is likely to do	4
• Demonstrates a good understanding of what Dov is likely to do	3
• Provides some understanding of Dov's situation	2
• Provides some relevant information	1

Sample answer:

It is most likely that Dov will not go to Shimi's party because he has so many concerns/doubts. Although he appears to be keen to meet up with Shimi's sister, he is concerned that he will not know how to behave (in the new setting). He is also nervous about having to speak English. He does not want to monopolise Shimi and doubts that Shimi will have time for him. He also fears that perhaps he and Shimi have grown apart and are no longer such good friends. He makes the excuse of being jet-lagged.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough and perceptive understanding of the speaker's feelings and how they are influenced by his past and present experiences with detailed reference to the text 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the speaker's feelings and how they are influenced by his past and present experiences with appropriate reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates a good understanding of the speaker's feelings and how they are influenced by his past and present experiences with some reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the speaker's feelings and how they are influenced by his experiences with limited reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the speaker's feelings and/or his experiences 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The speaker has very fond memories of time spent/experiences in the past with his grandparents as a child. He feels nostalgic for the past and regretful that his grandchildren are not having the same experience, eg learning from him playing in the backyard, making things together.

The speaker feels ambivalent because while he regrets that his grandchildren prefer computers to the physical activities he did with his grandparents, he realises that he and his grandchildren can still form close bonds through different experiences while using technology.

For example he did find that dancing and playing football with them on the computer was fun. He is grateful that his grandchildren enjoyed the time spent with him and that they will have memories of him when they grow up (just as he has fond memories of times spent with his grandfather), even though their experiences together are different.

Section I — Listening and Responding
Part B

Question 5 (a)

Criteria	Marks
• Provides an explanation of why Isaac is interested in things related to Israel	2
• Provides some relevant information	1

Sample answer:

הוא למד עברית והוא השתתף בתוכנית חלופי סטידנטים בארץ. והוא אהב להיות בארץ.

Sample answer (translation):

Isaac has studied Hebrew and participated in an exchange program in Israel and he loved being there.

Question 5 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what Isaac thinks the festival offers Australian audience	3
• Demonstrates some understanding of what Isaac thinks the festival offers an Australian audience	2
• Provides some relevant information	1

Sample answer:

פסטיבל הסרטים הישראלי מאפשר לקהל האוסטרלי לפתח הבנה יותר עמוקה על אנשי ישראל ודרך החיים שלהם. זה מאפשר לאנשים האוסטרליים לראות את האתגרים העומדים לפני אנשי ישראל ולראות שיש להם הרבה דברים במשותף, אותם הדאגות ואותם החלומות.

Sample answer (translation):

The film festival allows the Australian audience to develop a better understanding of the Israeli people and their lifestyle. It allows Australians to see the challenges experienced by the Israeli people and that they share the same interests and concerns as people in Australia.

Question 6 (a)

Criteria	Marks
• Provides correct answer	1

Sample answer:

B

Question 6 (b)

Criteria	Marks
• Demonstrates a thorough understanding of Rina's personality as seen through the conversation, with reference to the text	4
• Demonstrates a good understanding of Rina's personality as seen through the conversation, with some reference to the text	3
• Demonstrates some understanding of Rina's personality as seen through the conversation	2
• Provides some relevant information	1

Sample answer:

אנחנו לומדים שרינה לא מתיחסת להתחייבויות שלה ברצינות. היא לא אחראית ותמיד שוכחת. היא לא משלימה את המטלות שלה בבית.

היא מזלזלת, אנוכית ושתלטנית. היא מאמינה שהחזרה שלה והסדורים שלה יותר חשובים מאלה של חברי המשפחה שלה. אפילו כאשר רון מנסה להיות הגיוני, היא ממשיכה להאשים אותו ועושה תירוצים ומנסה להתחמק מהתחייבויותיה.

כנראה שאי אפשר לסמוך עליה מחוץ לבית גם כן, כי אנו שומעים שעומדים להפטר ממנה ולבעוט אותה מהמופע המוסיקלי אם היא תאחר שוב.

Sample answer (translation):

We learn that Rina does not take her responsibilities very seriously / is not very responsible / she is forgetful. She does not complete her chores at home.

She is dismissive/selfish/bossy – she feels that her rehearsal and her arrangements are more important than those of her brother. And even when Ron appeals / tries to be logical she continues to blame him / make excuses.

She is also unreliable outside the home and has often been late for rehearsals. She is at risk of being kicked out of the music performance if she is late again.

Section II — Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Provides the trend identified in the first paragraph	2
• Provides some relevant information	1

Sample answer:

The trend identified is that young people in Israel go overseas after military service to find themselves.

Question 7 (b)

Criteria	Marks
• Provides a summary containing the main reasons for the trend	3
• Provides details of the reasons for the trend	2
• Provides some relevant information	1

Sample answer:

- Young people want to have a break/want to enjoy themselves after doing military service and want to experience new things.
- Young people hope to better understand themselves and contribute by helping those of different cultures outside of Israel.

Question 7 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Malka conveys her point of view, with detailed reference to content and language	5
• Demonstrates a sound understanding of how Malka conveys her point of view, with reference to content and language	4
• Demonstrates a good understanding of how Malka conveys her point of view, with some reference to content and language	3
• Demonstrates some understanding of how Malka conveys her point of view, with reference to content and/or language	2
• Provides some relevant information	1

Sample answer:

Malka disapproves of young people going overseas to find themselves. She conveys this by beginning with sarcastic rhetorical questions, questioning why they still need time to find themselves, eg ‘Oh really...?’

By addressing young people directly, she wants to make them feel ashamed of themselves by suggesting that they are old enough to be more responsible. She uses repetition ‘Is it not time to ...?’ to suggest that they are not doing the right thing (at this age) – eg repay parents and society.

She thinks that young people do not have to go overseas to find themselves and uses the example of her own generation to support this idea. / She does not believe in the attraction of going overseas to grow up, saying that Israel has a lot to offer.

At the end she poses a rhetorical question to challenge young people to stay and contribute in Israel.

Question 8 (a)

Criteria	Marks
• Identifies the target audience	2
• Provides some relevant information	1

Sample answer:

Young people who do not know what to do (in the future) or those who are concerned about when and where they will be able to start their career.

Question 8 (b)

Criteria	Marks
• Demonstrates a good understanding of what the expression refers to	2
• Provides some relevant information	1

Sample answer:

By using the expression *the number of people at both ends of an expanding spectrum*, the author is referring to the population explosion and the increase in births as well as people's extended life expectancy through improvements in medicine (and therefore people living longer).

Question 8 (c)

Criteria	Marks
• Provides a comprehensive and perceptive explanation of how the author tries to engage with the audience, with detailed reference to the text	6
• Provides a comprehensive explanation of how the author tries to engage with the audience, with adequate reference to the text	5
• Provides a good explanation of how the author tries to engage with the audience, with some reference to the text	4
• Provides some explanation of how the author tries to engage with the audience, with reference to the text	3
• Demonstrates some understanding of what the author is saying	2
• Provides some relevant information	1

Sample answer:

The author engages his audience by addressing them directly in the singular with rhetorical questions. These questions enable him to connect with his audience, encouraging them to read further.

He further engages them by speaking about his personal experiences. He speaks to them directly, 'Believe me ...' / 'did you know that ...?' Saying, 'as the father of two children' gives him authenticity and credibility.

He produces facts to reassure them and support his ideas, eg saying that 60% of jobs that will exist in 10 years time do not exist today.

He also provides a range of new and exciting opportunities for young people while repeatedly addressing them in the singular eg 'if physical activity is more for you'.

He gives logical and interesting reasons for the growing number of opportunities and wider choice of careers eg '... people are living much longer ... imagine what opportunities this brings'.

He concludes by reassuring them directly 'remember that if you don't make the correct choice ...'.

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

2017 HSC Modern Hebrew Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	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	4	Education and future aspirations — speech	H3.6
2	5	Leisure and lifestyles — conversation	H3.1
3	5	Relationships — conversation	H3.5
4	6	Social issues — radio talk	H3.3

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5 (a)	2	Arts and entertainment — interview	H3.1
5 (b)	3	Arts and entertainment — interview	H3.5
6 (a)	1	Personal identity — conversation	H3.1
6 (b)	4	Personal identity — conversation	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Ways of life in Israel — article	H3.5
7 (b)	3	Ways of life in Israel — article	H3.2
7 (c)	5	Ways of life in Israel — article	H3.6
8 (a)	2	The world of work — article	H3.3
8 (b)	2	The world of work — article	H3.5
8 (c)	6	The world of work — article	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	10	Relationships — email	H2.1, H2.2, H2.3

Section III — Writing in Modern Hebrew

Question	Marks	Content	Syllabus outcomes
10 (a)	15	Personal identity — letter	H2.1, H2.2, H2.3
10 (b)	15	Education and future aspirations — letter	H2.1, H2.2, H2.3