

## 2018 HSC Modern Hebrew Continuers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Provides why Avi is only being informed at the last minute	2
• Provides some relevant information	1

**Sample answer:**

The baby had been sick / there was doubt about whether the brit could take place the next day. The doctor has only now cleared the baby so the brit can go ahead the next day.

#### Question 1 (b)

Criteria	Marks
• Provides how the arrangements differ from the usual	2
• Provides some relevant information	1

**Sample answer:**

The ceremony and celebration are happening at around noon at a Chinese restaurant instead of as is usual in the synagogue after morning prayers.

## Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of how Shmulik tries to convince Chana	4
• Demonstrates a sound understanding of how Shmulik tries to convince Chana	3
• Demonstrates some understanding of how Shmulik tries to convince Chana	2
• Provides some relevant information	1

**Sample answer:**

He points out that she will get into trouble with the teacher. He also points out the long-term health benefits of exercising. He appeals to their friendship and begs her not to leave him with the annoying kids. He reminds her of the fun they have together during the classes.

## Question 3

Criteria	Marks
• Demonstrates a comprehensive understanding of what the conversation reveals about what the speakers value, with support from the text	5
• Demonstrates a sound understanding of what the conversation reveals about what the speakers value, with some support from the text	4
• Demonstrates some understanding of what each speaker values, with some support from the text	3
• Demonstrates some understanding of the text	2
• Provides some relevant information	1

**Sample answer:**

While they both value family, Sarah values making a difference in the world more than material wealth. She doesn't care about public opinion as long as what she is doing is important. Teachers shape the future and money isn't everything and there are more important things in life.

Alon values money and the freedom it gives, 'to buy what I want and travel where I want'. He values status and public opinion and thus wants a job that others view as 'a real career'. Alon thinks he has to have a lot of money to provide well for a family.

**Question 4 (a)**

Criteria	Marks
• Provides correct answer	1

**Sample answer:**

C

**Question 4 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Tom's feelings change in the course of the conversation, with detailed reference to content and language	6
• Demonstrates a sound understanding of how Tom's feelings change in the course of the conversation, with reference to content and language	5
• Demonstrates some understanding of how Tom's feelings change in the course of the conversation, with some reference to content and language	4
• Demonstrates some understanding of Tom's feelings with some reference to content and/or language	2–3
• Provides some relevant information	1

**Sample answer:**

Initially Tom is confused/frustrated by his family who have always pressured him to go into the family business but have now stopped doing so 'zero, nothing, complete silence'.

But he then feels torn/sentimental/loyal and feels that he should be contributing as the business was started by his grandfather and has supported the family well. He uses a rhetorical question 'Is it not my turn to give back?'.

After Dalia points out that he is young and that he is in a position to make up his own mind, he becomes more confident, hopeful and excited about his future, saying 'My future is in my hands'.

## Section I — Listening and Responding

### Part B

#### Question 5

Criteria	Marks
• Provides a comprehensive explanation of how Motti's opinion has changed	3
• Demonstrates some understanding of Motti's opinion	2
• Provides some relevant information	1

**Sample answer:**

קודם הוא צחק על כדורת דשא. הוא חשב שהשחקנים היו מטומטמים ושהיה משחק משעמם רק לזקנים. הוא גם האמין שזה משחק קל.

עכשיו אחרי ששחק משחק זה, הוא מבין את המשחק טוב יותר ומבין שזה משחק די קשה ולא פשוט בכלל. המשחק דורש ריכוז ורמה של מיומנות, כושר גופני ובכלל לא משעמם. עכשיו הוא מעריץ את השחקנים ואת המשחק.

**Sample answer (translation):**

Previously he ridiculed lawn bowls and thought that the players were fools and that it was a boring game for old people. He thought it was easy but now thinks it is quite difficult.

But, having played it, he now understands that it requires concentration, some level of skill, fitness and is not at all boring. He now admires the players and the game.

### Question 6 (a)

Criteria	Marks
• Provides why Edana feels like her brother has been away for two years	2
• Provides some relevant information	1

**Sample answer:**

שנה שלמה האח למד והיא לא ראתה אותו ובשנה שעברה הוא היה בחו"ל.

**Sample answer (translation):**

For a whole year he was studying and she didn't see him and this past year he has been overseas.

### Question 6 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speakers feel about the coming year, with detailed justification from the text	5
• Demonstrates a sound understanding of how the speakers feel about the coming year, with some justification from the text	4
• Demonstrates some understanding of the speakers' feelings about the coming year	2-3
• Provides some relevant information	1

**Sample answer:**

בן מודאג כי הוא ראה כמה אחותו הלחיצה על חברי המשפחה כאשר היא למדה לקראת הבגרות. הוא פוחד שזה יהיה המצב גם איתו בשנת הבגרות. הוא לא כל כך הצליח בכיתה י"א ודואג לגבי כיתה י"ב. הוא גם פוחד שיאכזב את ההורים שרוצים שהוא יתקבל לאוניברסיטה.

עדנה רגועה לגבי השנה הבאה. היא ראתה איך האח שלה התמודד עם הבגרות ללא כל השפעה על המשפחה. היא הצליחה בכיתה י"א ומלאת בטחון ומתרגשת לקראת האתגר של כיתה י"ב.

**Sample answer (translation):**

Ben is worried as he saw his sister stressing the whole family while doing the HSC. He is scared that this will also be the case for him. He has not been doing well in Year 11 and is worried about Year 12. He is also worried about letting his parents down as they have been pushing him to go to uni.

Edana is very relaxed, confident and looking forward to it. She saw her own brother doing the HSC without any effect on the family. She has done well in Year 11 and is looking forward to the challenge of Year 12.

## Section II — Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Demonstrates a sound understanding of what Shoshana means by the quote	2
• Provides some relevant information	1

**Sample answer:**

Shoshana had no choice but to go because her parents had bought the ticket to go to Israel for her 18th birthday gift despite her not wanting to go/despite her being concerned about travelling alone.

#### Question 7 (b)

Criteria	Marks
• Provides a thorough explanation of why Shoshana considers herself to be lucky	3
• Provides a sound explanation of why Shoshana considers herself to be lucky	2
• Provides some relevant information	1

**Sample answer:**

Shoshana considers herself to be lucky because, as well as reconnecting with a former classmate, they got on very well as though they had always been friends. Additionally they were going to be on the same tour. Shoshana had been worried about being on her own, but now she would be travelling with someone she likes.

**Question 7 (c)**

Criteria	Marks
• Provides a thorough explanation of how Shoshana's attitude has changed, with detailed reference to the text	4
• Provides a sound explanation of how Shoshana's attitude has changed with reference to the text	3
• Provides some explanation of how Shoshana's attitude has changed with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Initially she was not interested in going to Israel. She did not understand why her parents missed it so much.

However, from the moment she arrived there she felt a strong/warm connection to it, 'she felt like she had come home'.

As she travelled around Israel she was filled with admiration for what had been achieved, for example, 'sand changed into green garden', and that they manage to grow crops for both domestic use and for export. She is also very impressed that for such a small country, Israel has become a forerunner in medical achievements.

She is now curious and keen to learn more.

### Question 8 (a)

Criteria	Marks
• Provides a comprehensive description of the changes that took place	3
• Provides some description of the change(s) that took place	2
• Provides some relevant information	1

**Sample answer:**

Initially parents lived apart from their children and didn't have a role in child rearing other than a daily visit.

Progressively parents began to be more involved as children moved to sleep with parents.

Initially it changed when a small number moved to family accommodation.

By the '90s most kibbutzim had changed to this arrangement. There were no more children's homes and they lived full time with their parents.

### Question 8 (b)

Criteria	Marks
• Makes an appropriate judgement about whether Tomer would raise his children in a children's house, with strong support from the text	3
• Demonstrates some understanding of how Tomer feels about children's houses and/or whether he would raise his children in one	2
• Provides some relevant information	1

**Sample answer:**

He would most likely not place his children in a children's house because his experiences were not positive.

While he had friends there, he was afraid of the dark and thus would wet his bed at night.

He feels that he missed out by not having his father around and this is affecting him now as a father because he did not have a father role model.

### Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the system of raising children in a children's house and its desirability for women and children, with support from the text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the system of raising children in a children's house and its desirability for women and children, with support from the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the system of raising children in a children's house and its desirability for women and children, with support from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the system of raising children in a children's house and/or its desirability for women and children</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

For women – the system was desirable because it promoted equal rights. Women were free to work if they chose to. The child-carers helped mothers to parent.

For some children – the arrangement wasn't desirable. Some children ran away or showed physical reactions to being separated from their parents (ie they would run away to their parents' apartments or vomit as soon as their parents left them or wet the bed).

However, according to studies, the children did learn tolerance and cooperation.

Children were able to spend more time with their fathers on kibbutzim, as compared to children in cities.

## Section II — Reading and Responding

### Part B

#### Question 9

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–2

**Answers could include:**

Points to be addressed:

- How different or similar to expectations
- Variety of activities
- Comment on exhibition of photography
- Comment on dance group/food/library/shop/cafeteria
- Comment on availability and hours.

## Section III — Writing in Modern Hebrew

### Question 10

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li> <li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Demonstrates the ability to sequence and structure ideas and information effectively</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the task</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

# 2018 HSC Modern Hebrew Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversat-ion	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 (a)	2	Personal identity — telephone message	H3.1
1 (b)	2	Personal identity — telephone message	H3.1
2	4	Leisure and lifestyles — face-to-face conversation	H3.5
3	5	The world of work — face-to-face conversation	H3.5
4 (a)	1	Education and future aspirations — telephone conversation	H3.5
4 (b)	6	Education and future aspirations — telephone conversation	H3.6

### Section I — Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
5	3	Leisure and lifestyle — conversation	H3.5
6 (a)	2	Relationships — face-to-face conversation	H3.1
6 (b)	5	Relationships — face-to-face conversation	H3.4

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Current and historical perspectives — diary entry	H3.1
7 (b)	3	Current and historical perspectives — diary entry	H3.1
7 (c)	4	Current and historical perspectives — diary entry	H3.5
8 (a)	3	Ways of life in Israel — article/report	H3.4
8 (b)	3	Ways of life in Israel — article/report	H3.4
8 (c)	5	Ways of life in Israel — article/report	H3.5

**Section II — Reading and Responding**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	10	Arts and entertainment — announcement/advertisement/invitation	H2.1, H2.2, H2.3

**Section III — Writing in Modern Hebrew**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10 (a)	15	Relationships — diary entry	H2.1, H2.2, H2.3
10 (b)	15	Personal identity — diary entry	H2.1, H2.2, H2.3