

2019 HSC Modern Hebrew Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1

Criteria	Marks
• Identifies what is unusual about the wedding invitation	2
• Provides some relevant information	1

Sample answer:

The invitation is unusual because both the time and place for the wedding are not fixed – they are dependent on the weather: whether it rains or is fine.

Question 2 (a)

Criteria	Marks
• Identifies the issue raised by the speaker	2
• Provides some relevant information	1

Sample answer:

The issue raised is that there are too many cyclists who do not wear helmets and hence there are many serious accidents.

Question 2 (b)

Criteria	Marks
• Explains fully the conclusion reached by the speaker	3
• Provides some explanation of the conclusion reached by the speaker	2
• Provides some relevant information	1

Sample answer:

The speaker reaches the conclusion that police should enforce the law by fining cyclists who do not wear helmets, because the fear of losing money may motivate them to wear helmets. This is necessary because education has failed to change cyclists' behaviour and wearing helmets could prevent 90% of cyclists' injuries.

Question 3

Criteria	Marks
• Demonstrates a comprehensive understanding of how Shira's views and feelings are reflected in the language she uses	4
• Demonstrates a sound understanding of Shira's views and feelings with some reference to the language she uses	3
• Demonstrates some understanding of Shira's views and/or feelings and/or the language she uses that show her views/feelings	2
• Provides some relevant information	1

Sample answer:

Shira feels passionately that the exhibition should not have been cancelled and that freedom of expression has been violated. She is angry and frustrated. She uses hyperbole 'it's the most terrible thing that could happen . . .' to express the extent of her disappointment. She also uses sarcasm 'Oh yes, I forgot, we need a referendum before every exhibition to make sure that no-one is insulted!' to express her view that art should be displayed even if there is a chance that it offends someone.

The metaphors 'a mirror . . .' 'an alarm clock . . .' show her view that the function of art in society is sometimes to make people feel uncomfortable.

Question 4

Criteria	Marks
• Provides a summary of the main points	4
• Provides details of the main points	3
• Demonstrates some understanding of some of the main points	2
• Provides some relevant information	1

Sample answer:

- Having a smaller army will save money for other programs.
- New technologies mean that security need not be dependent on conscripted soldiers.
- Society benefits if people choose work or careers that best suit them.

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive comparison of the way the speakers present their points of view 	5
<ul style="list-style-type: none"> Provides some comparison of the way the speakers present their points of view 	4
<ul style="list-style-type: none"> Demonstrates some understanding of the way the speakers present their point(s) of view OR <ul style="list-style-type: none"> Provides an attempt to compare the speakers' point(s) of view 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the speakers' points of view 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Both speakers use provocative/rhetorical questions to challenge one another's views. Rachel believes that there is discrimination against women in the workplace. She supports her arguments with statistics, eg 'so how is it that women represent only 25% . . .' to make her point. She also uses a cynical and sarcastic tone 'in another world, maybe . . .', 'so now you also know what women prefer?' in response to Yigal's arguments and to refute them.

Yigal, on the other hand, believes that things have changed and there is no longer discrimination. He feels that if women earn less, it is because they work less and they are not in top positions because they take time off from work to have a family. He is condescending and patronising towards Rachel, eg 'Oh, come on, not that old argument again!', 'Are you sure your figures are correct?' His arguments are based on opinion and generalised assumptions 'everyone knows that women are a risk . . .'.

Section I — Listening and Responding

Part B

Question 6 (a)

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

Sample answer:

סטודנטים שמחפשים עבודה במשרה חלקית שהיא שונה, יצירתית ומהנה.

Sample answer (translation):

Students who are looking for a different, creative and enjoyable job.

Question 6 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the positive and negative aspects of the opportunity	3
• Demonstrates a sound understanding of the positive and negative aspects of the opportunity	2
• Provides some relevant information	1

Sample answer:

הליכה על קביים יכולה להיות מאתגרת בהתחלה אבל אפשר ללמוד לעשות אותה עם אימון קל. עבודה עם ילדים יכולה להיות מהנה, מספקת והשכר גבוה. אולם עבודה כזאת יכולה להיות מסוכנת מכיוון שאפשר לשבור יד או רגל אם נופלים מהגובה ולא תמיד קל לקום אם נופלים.

Sample answer (translation):

Walking on stilts may be challenging at first but it can be learned with little practice. Working with/entertaining children should be fun and satisfying and pays well. However, it can be dangerous because you may break a limb if you fall from a height and it is not always easy to get up if you do fall.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of how successful Galit is likely to be, with comprehensive reference to the text	5
• Demonstrates a sound understanding of how successful Galit is likely to be, with detailed reference to the text	4
• Demonstrates some understanding of how successful Galit is likely to be, with some reference to the text	3
• Demonstrates some understanding of how successful Galit is likely to be	2
• Provides some relevant information	1

Sample answer:

למרות שגלית חושבת שהיא עצמאית והסיכויים שהיא תצליח הם גבוהים, סביר להניח שהיא לא תצליח לחיות חיים עצמאים. לפי רועי, היא לא תצליח לדאוג לעצמה, מכיוון שהיא לא הצליחה כהוא וההורים נסעו והשאירו אותה לשמור על הבית. היא גם מצפה לקבל עזרה כספית מההורים שלה למרות שיש סיכוי שהם לא יוכלו לממן אותה. נראה שהיא לא אחראית מבחינה כספית כי היא לא החזירה את הכסף שהיא לוותה בעבר. רועי אומר שהיא גם תהיה זקוקה לתמיכה מהמשפחה אם היא תהיה חולה.

Sample answer (translation):

While Galit thinks she is independent and likely to succeed in her move, it is unlikely that she will be successful and able to live independently. According to Roy, she will not be able to look after herself because she did not manage well when he and the parents were away. She is expecting to rely financially on her parents even though they may not be able to support her. She appears to be (financially) irresponsible because she has not paid back the money she borrowed in the past. Roy also suggests that she will need the family's support and care if she gets sick.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Identifies what led to Yael's decision	2
• Provides some relevant information	1

Sample answer:

Yael decided to homeschool her son because he was bored and under-achieving at school. She also heard a lecture by Professor Ilan Goldberg about the benefits of homeschooling.

Question 8 (b)

Criteria	Marks
• Demonstrates a sound understanding of the reason for Moshe's reaction	3
• Demonstrates some understanding of Moshe's reaction	2
• Provides some relevant information	1

Sample answer:

Moshe reacts in an angry/indignant/frustrated/shocked manner about homeschooling as he feels that children should be taught by qualified teachers, and that parents are not qualified. He feels insulted that education is seen as being simple and that anyone can teach.

Question 8 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Liat agrees with Yael's choice	4
• Demonstrates a sound understanding of the extent to which Liat agrees with Yael's choice	3
• Demonstrates some understanding of the extent to which Liat agrees with Yael's choice	2
• Provides some relevant information	1

Sample answer:

Liat agrees to some extent with Yael. She supports Yael's view that schools cannot always meet the educational needs of each child in terms of programs and pace of learning.

However, she raises questions around the development of children's social skills when they are homeschooled. She believes that schools may provide more opportunities for children to socialise and also to learn the social skills needed in order to get on with others.

Question 9 (a)

Criteria	Marks
• Identifies what made this a special event	2
• Provides some relevant information	1

Sample answer:

It was their 55th wedding anniversary, friends came from all over, it was held at a special venue.

Question 9 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the way in which the purpose of the brochure is conveyed by the language used	4
• Demonstrates a sound understanding of the way in which the purpose of the brochure is conveyed by the language used	3
• Demonstrates some understanding of the language used and/or the purpose of the brochure	2
• Provides some relevant information	1

Sample answer:

The purpose of the brochure is to persuade people to join this tour to Israel. It depicts the tour as exciting and interesting.

Hyperbole 'once in a life-time' 'the most beautiful city . . .' is used to whet prospective travellers' appetites for the tour.

The metaphor 'the city that never sleeps' is used to excite prospective travellers and emphasise how vibrant the city is.

The sensory imagery (the sound of the waves . . .) creates a clear and appealing image of the sea in the minds of readers.

The use of juxtaposition creates contrast: 'holy and secular, spiritual and material, ancient and new'. It shows the diversity of Jerusalem and that it appeals to everyone.

Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the suitability of the tour for the couple with detailed support from the text	5
• Demonstrates a sound understanding of the suitability of the tour for the couple with some support from the text	4
• Demonstrates some understanding of the suitability of the tour for the couple with some support from the text	3
• Demonstrates some understanding of the features of the tour and/or of the needs of the couple	2
• Provides some relevant information	1

Sample answer:

The tour is suitable to some extent in that the couple is interested in seeing sites that they have read about (historical, archaeological) and the tour will include visits to many historical and archaeological sites (eg the Western Wall, the Southern Excavations, the City of David, Masada).

The tour also takes in the Israel Museum which houses an art exhibition, and the Tel Aviv Museum of Art. This may suit the couple who love art, 'our favourite art gallery'.

However, the tour may not be suitable because it demands a high level of physical fitness as there are activities such as bike riding, hiking, walking, river rafting and jeep tours. These may not be suitable for the couple who are not physically fit. The husband has back problems and his wife has had heart surgery. She found it hard to climb the stairs at the party.

Section II — Reading and Responding

Part B

Question 10

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

Answers could include:

Points to be addressed by students:

- Exams and the exam
- Must be negative about some aspects of the idea – expresses worries – afraid of change, not a great haircut, moving train
- Free train ticket
- Celebrities
- 20th August
- What happened with Ilana
- What she already does/contributes
- Comment on why advertising free haircuts/donate to those who have lost their hair.

Section III — Writing in Modern Hebrew

Question 11

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

2019 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	2	Personal identity — telephone conversation	H3.1
2 (a)	2	Leisure and lifestyle/social issues — radio editorial	H3.3
2 (b)	3	Leisure and lifestyle/social issues — radio editorial	H3.4
3	4	Art and entertainment — telephone conversation	H3.6
4	4	Current historical perspective/ways of life in Israel — interview	H3.2
5	5	World of work/social issues — face-to-face conversation	H3.5

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
6 (a)	2	World of work — advertisement (radio)	H3.3
6 (b)	3	World of work — advertisement (radio)	H3.1
7	5	Personal identity — face-to-face conversation	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Education and future aspirations — chatroom/forum	H3.1
8 (b)	3	Education and future aspirations — chatroom/forum	H3.6
8 (c)	4	Education and future aspirations — chatroom/forum	H3.4
9 (a)	2	Hospitality and tourism — email — attachment	H3.1
9 (b)	4	Hospitality and tourism — email — attachment	H3.6
9 (c)	5	Hospitality and tourism — email — attachment	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	10	Social issues — email	H1.2, H1.3, H2.1, H2.3, H3.1

Section III — Writing in Modern Hebrew

Question	Marks	Content	Syllabus outcomes
11 (a)	15	Relationships — email	H2.1, H2.2, H2.3
11 (b)	15	Social issues — email	H2.1, H2.2, H2.3