

## 2020 HSC Modern Hebrew Continuers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1

Criteria	Marks
• Identifies how this year's graduation ceremony differed from that of previous years	2
• Provides some relevant information	1

**Sample answer:**

This year, the speeches were shorter and there was plenty of food.

#### Question 2

Criteria	Marks
• Describes all the differences between Israelis and Australians as presented in the text	2
• Provides some relevant information	1

**Sample answer:**

In Israel, people are expected to arrive at their hosts a little later than the specified time whereas in Australia, people are expected to arrive at the time specified. Israeli's tend to over-cater where Australians would cater for the number of people expected.

### Question 3 (a)

Criteria	Marks
• Identifies the purpose of the advertisement	2
• Provides some relevant information	1

**Sample answer:**

The purpose is to encourage people to come to the stadium without using their cars.

### Question 3 (b)

Criteria	Marks
• Identifies all the changes made	4
• Identifies most of the changes made	3
• Identifies some of the changes made	2
• Provides some relevant information	1

**Sample answer:**

The changes that have been made are that a new shuttle service has started to transport people between parking lots and the stadium. The number of buses has been increased and the bus fare has been reduced. There are special parking spaces for bicycles and storage for helmets.

### Question 4

Criteria	Marks
• Summarises the main benefits of studying in the library	4
• Shows a good understanding of the benefits of studying in the library without summarising OR • Summarises most of the main benefits	3
• Shows some understanding of the benefits of studying in the library OR • Attempts to summarise	2
• Provides some relevant information	1

**Sample answer:**

- There are no distractions at the library
- Opportunities to learn with others
- Access to technology and educational resources.

## Question 5

Criteria	Marks
• Provides a perceptive account for the changes in David's emotions during the course of the conversation	6
• Provides a comprehensive account for the changes in David's emotions during the course of the conversation	5
• Provides a thorough account for the changes in David's emotions during the course of the conversation	4
• Provides a sound account for the changes in David's emotions during the course of the conversation	3
• Attempts to account for the changes in David's emotions during the course of the conversation	2
• Provides some relevant information	1

### **Sample answer:**

At the beginning of the conversation, David is very excited to speak again with his old friend Tali because he has not seen her for a long time as he was away.

His excitement changes to surprise because she tells him that she does not want to go the steak house which used to be their favourite restaurant as she has become a vegan.

His surprise changes to disappointment because she does not want the leather bag he has bought for her as a gift.

His disappointment turns to anger and hurt because he realises that she does not approve of his career or respect him and will not go with him to the horserace to watch his horse running.

## Section I — Listening and Responding

### Part B

#### Question 6

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive account of the things Danny should do to improve his chances of success in his next audition</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a full account of the things Danny should do to improve his chances of success in his next audition</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a sound account of the things Danny should do to improve his chances of success in his next audition</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a limited account of the things Danny should do to improve his chances of success in his next audition</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

בעקבות המשוב דני צריך להראות יותר התלהבות ותשוקה בעת ביצוע האודישין. הוא צריך לדבר ולשיר בקול רם יותר, וללמוד היטב את התסריט. דני צריך לשפר את הכושר הגופני שלו ולשמור על קשר עין עם הקהל.

**Sample answer (translation):**

Danny's feedback suggested that he should show more enthusiasm and passion/be less boring during the audition. He should speak and sing in a louder voice/project his voice better and learn the script well. Danny should work on his physical fitness and maintain eye contact with the audience.

**Question 7**

Criteria	Marks
• Demonstrates a comprehensive understanding of Yael's personality with detailed reference to the text	5
• Demonstrates a full understanding of Yael's personality with some reference to the text	4
• Demonstrates a sound understanding of Yael's personality with some reference to the text	3
• Demonstrates a limited understanding of Yael's personality	2
• Provides some relevant information	1

**Sample answer:**

ניתן ללמוד שיעל אופטימית כי היא תמיד האמינה ביוזמה שלה כנגד כל הסיכויים. היא בעלת כושר התמדה והיא לא ויתרה והמשיכה להילחם כנגד כל הסיכויים. יעל כריסמטית / בעלת כושר שכנוע מפני שהצליחה לשכנע 90% מהורי בית הספר להצטרף ליוזמה שלה. היא לא נתונה ללחץ חברתי והיא מוכנה ללכת נגד הזרם למרות מה שאנשים יגידו. יעל, אכפתית / בעלת מצפון חברתי / בעלת מודעות חברתית כי היא רוצה להגן על כל הילדים מפני סכנות הטלפונים החכמים ולא רק על הילדים שלה.

**Sample answer (translation):**

We learn that Yael is optimistic, as she always believed her idea would succeed, against all odds. She is persistent because she was not prepared to give up. Yael is charismatic / persuasive because she managed to convince 90% of the parents to adopt the scheme, and she does not give in to peer pressure or is not easily intimidated / she is prepared to go against the flow / is not afraid of what people may say. Yael has a social conscience / caring / socially responsible as she cares about all young children and not just her own and wants to protect them from the dangers of smartphones.

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Demonstrates a sound understanding of the reasons for the manager's proposal	2
• Provides some relevant information	1

**Sample answer:**

The manager has proposed these changes because of continued low sales over the last few years, in an attempt to save money on salaries. (He believes that people can achieve the same level of productivity in fewer hours.)

#### Question 8 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the option that Chana and Moshe will choose and the reasons for the choice	4
• Demonstrates a good understanding of the option that Chana and Moshe will choose and some of the reasons for the choice	3
• Demonstrates some understanding of the option that Chana and/or Moshe will choose and attempts to give a reason for the choice	2
• Provides some relevant information	1

**Sample answer:**

Chana will opt for the five-day week, working almost one hour less each day. This will allow her to save money on babysitters and give her more time to spend with her children.

Moshe will choose a four-day working week. This will allow him to work as a ride-share driver one day a week since his wife will not need the car and thus he can supplement his income.

### Question 8 (c)

Criteria	Marks
• Provides a thorough explanation of the way in which Daniel's response may influence Ron	4
• Provides a sound explanation of the way in which Daniel's response may influence Ron	3
• Provides a limited explanation of the way in which Daniel's response may influence Ron	2
• Provides some relevant information	1

**Sample answer:**

Ron is very stressed by the proposal as he feels that he will not be able to complete the same amount of work in less time nor will he be able to work harder. Daniel's response may calm Ron down as he uses research to explain that he will not have to work harder. When working fewer hours he can be more focused and when a worker is focused they will be more productive.

### Question 9 (a)

Criteria	Marks
• Provides full explanation of the initiative	2
• Provides some relevant information	1

**Sample answer:**

The initiative aims to designate a separate lane on busy roads to people travelling with more than one traveller per car and public transport in order to reduce the traffic congestion on the roads and improve travel time.

### Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the title and its relevance to the new initiative	3
• Demonstrates some understanding of the title and its relevance to the new initiative	2
• Provides some relevant information	1

**Sample answer:**

The title 'He who drives alone gets there slowly' refers to the new initiative on the roads. It aims to inform drivers that if they choose to travel alone, they will be stuck in traffic because three lanes have been reduced to two for those travelling alone.

**Question 9 (c)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the complaints that may have been raised by drivers	5
• Demonstrates a thorough understanding of the complaints that may have been raised by drivers	4
• Demonstrates sound understanding of the complaints that may have been raised by drivers	3
• Demonstrates some understanding of the complaints that may have been raised by drivers	2
• Provides some relevant information	1

**Sample answer:**

Complaints that could have been raised by drivers:

No need to have dedicated lanes operating at night when traffic congestion is not an issue.

Public transport is also inconvenient because buses and trains are not frequent enough.

Buses and trains are not comfortable, safe, well-ventilated or accessible for disabled people and are expensive.

There is not enough parking at train stations, making it difficult to use the trains/difficult to access.

The information pertaining to bus and train travel is not always correct and is not easily available or it is complicated and inconvenient to use trains/tickets are expensive.

## Section II — Reading and Responding

### Part B

#### Question 10

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

## Section III — Writing in Modern Hebrew

### Question 11

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

# 2020 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 — face-to-face conversation	H3.1
2	2	Ways of life in Israel — face-to-face conversation	H3.6
3 (a)	2	Leisure and lifestyles — radio advertisement	H3.3
3 (b)	4	Leisure and lifestyles — radio advertisement	H3.1
4	4	Education and future aspirations — radio advertisement	H3.2
5	6	Relationships — telephone conversation	H3.6

#### Section I — Listening and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
6	5	Arts and entertainment — audition feedback	H3.5
7	5	Personal identity — interview	H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	The world of work — blog/chatroom	H3.1
8 (b)	4	The world of work — blog/chatroom	H3.4
8 (c)	4	The world of work — blog/chatroom	H3.5
9 (a)	2	Social issues — article	H3.1
9 (b)	3	Social issues — article	H3.5
9 (c)	5	Social issues — article	H3.5

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
10	10	Hospitality and tourism — article	H2.1, H2.2, H2.3

#### Section III — Writing in Modern Hebrew

Question	Marks	Content	Syllabus outcomes
11 (a)	15	Education and future aspirations — script for speech	H2.1, H2.2, H2.3
11 (b)	15	Leisure and lifestyles — script for speech	H2.1, H2.2, H2.3