

## 2021 HSC Modern Hebrew Continuers Marking Guidelines

### Section I — Listening and Responding Part A

#### Question 1

| Criteria  | Marks |
|---|-------|
| • Demonstrates a thorough understanding of the advice given | 3     |
| • Demonstrates a good understanding of the advice given     | 2     |
| • Provides some relevant information                        | 1     |

**Sample answer:**

Yoni would suggest that one should meditate, eat dinner at least two hours before going to bed, and not watch TV.

#### Question 2

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of the son's purpose and the structure used to achieve this purpose | 3     |
| • Demonstrates a basic understanding of the son's purpose and the structure used to achieve this purpose | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

The son wants his mother's approval for his tattoo. To achieve that, he asks a series of questions which he knows will elicit a positive response. He is hoping to gradually lead his mother to a positive response regarding the tattoo.

### Question 3 (a)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides correct answer</li> </ul> | 1     |

**Sample answer:**

D

### Question 3 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of the differences in Daniel's and Ronit's opinions</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of the differences in Daniel's and Ronit's opinions</li> </ul>       | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information about the differences in Daniel's and Ronit's opinions</li> </ul> | 1     |

**Sample answer:**

Ronit believes that because the book is written in simple language, it is suitable for teenage readers. However, Daniel believes that simple language is not enough because the book should not contain violence or offensive language to be suitable for teenage readers.

### Question 4

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of the obstacles that Gal faced</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Demonstrates a good understanding of the obstacles that Gal faced</li> </ul>          | 3     |
| <ul style="list-style-type: none"> <li>Demonstrates some understanding of the obstacles that Gal faced</li> </ul>            | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information about the obstacles</li> </ul>                     | 1     |

**Sample answer:**

The obstacles were that Gal did not have money to buy a lawnmower and tools. He was also concerned that he would need to buy or hire a car/ute to get from garden to garden. He would need money for petrol for the car and the lawnmower and would also need money to advertise his business.

**Question 5 (a)**

| Criteria   | Marks |
|--|-------|
| • Summarises all the changes made by the council   | 4     |
| • Demonstrates a good understanding of the changes made, without summarising all the changes | 3     |
| • Demonstrates some understanding of the changes made, without summarising                   | 2     |
| • Provides some relevant information about the changes                                       | 1     |

**Sample answer:**

- Suitable public facilities/amenities installed for those with disabilities
- Easy access to facilities for those with disabilities from the parking area to all areas of the park
- Playground equipment suitable for those with disabilities.

**Question 5 (b)**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a sound understanding of the benefits of the changes    | 2     |
| • Provides some relevant information about the benefits of the changes | 1     |

**Sample answer:**

Children with and without disabilities can play together with equality. A person with disabilities can accompany a child to the park, help the child, take care of him/her and provide him/her with a feeling of security.

## Section I — Listening and Responding

### Part B

#### Question 6

| Criteria   | Marks |
|--|-------|
| • Demonstrates a perceptive understanding of Dalia's personality with detailed reference to the text | 5     |
| • Demonstrates a thorough understanding of Dalia's personality with some reference to the text       | 4     |
| • Demonstrates good understanding of Dalia's personality with some reference to the text             | 3     |
| • Demonstrates a limited understanding of Dalia's personality with limited reference to the text     | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

אפשר ללמוד שדליה הרפתקנית - היא השתתפה בקבוצת טיפוס הרים אוסטרלית.  
 היא נקייה ומסודרת - לא אוהבת את הבלאגן והידיים המלוכלכות של החברות.  
 היא בעלת חוש הומור - לוקחת בקלות גם כשצוחקים עליה.  
 היא ביקורתית - בדרך כלל יש לה ביקורת על דברים.  
 היא חברותית - יש לה הרבה חברים.  
 היא קרובה למשפחה - מאוד מתרגשת לראות את סבא וסבתא.

**Sample answer (translation):**

We learn that Dalia is adventurous as she belonged to a mountain-climbing club.  
 She is clean and tidy evident in her dislike of mess and her 'friends' dirty hands'.  
 She has a sense of humour and is able to laugh at herself.  
 Dalia is very sociable and has many friends.  
 Dalia is very critical/judgemental – generally critical about everything.

**Question 7**

| Criteria  | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of how Yael convinces her grandfather to accept the present, with detailed reference to content and language | 5     |
| • Demonstrates a good understanding of how Yael convinces her grandfather to accept the present, with some reference to content and language              | 4     |
| • Demonstrates a sound understanding of how Yael convinces her grandfather to accept the present, with little reference to content and language           | 3     |
| • Demonstrates limited understanding of how Yael convinces her grandfather to accept the present, with no reference to content and/or language            | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

יעל נותנת לסבא דוגמאות כדי להראות לו את החסרונות של אוזניות עם חוט. ("יודע כמה זה מרגיז כשהחוט מסתבך. . .") היא משתמשת בשמות תואר (שלל דגמים) כדי להראות לו שהוא ימצא אוזניות אל חוטיות שיתאימו לצרכים שלו. היא משתמשת בדימוי (תפסיק להיות עקשן כמו פרד) כדי לשכנע אותו להיות יותר פתוח לרעיון של אוזניות על חוטיות. יעל גם משתמשת בהגזמה (אין סוף) כדי לשכנע את סבא שהוא בטוח ימצא את מה שהוא אוהב. היא גם משתמשת בביטוי (מתאים לכל כיס) כדי שהוא לא ידאג שהאוזניות יקריות מדי.

**Sample answer (translation):**

Yael gives examples to make her grandfather see the disadvantages of headphones with cords. (You surely know the feeling of frustration when the headphones get tangled . . .). She uses descriptive language/expression (a very wide range of models) to show that he will definitely find something to suit his needs. She uses a simile to convince him to be more open to the idea of cordless headphones (stop being as stubborn as a mule). Yael also uses hyperbole to make her grandfather see that he will definitely find something to suit his needs (endless models). She uses an idiom (suit every pocket) to make him see that the phones are not all expensive and to allay his concerns about the expense.

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

| Criteria  | Marks |
|---|-------|
| • Provides a sound description of the candidate's day with reference to the text      | 3     |
| • Provides a basic description of the candidate's day with some reference to the text | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

I put on glasses, which took me to a world of virtual reality. In this world, I watched short video clips depicting real-life situations and I had to react/respond to the situations.

#### Question 8 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a thorough understanding of the disadvantages of the old system of selection | 3     |
| • Demonstrates a sound understanding of the disadvantages of the old system of selection    | 2     |
| • Provides relevant information regarding the old selection system                          | 1     |

**Sample answer:**

The old system was expensive, time-consuming and was not objective.

#### Question 8 (c)

| Criteria  | Marks |
|---|-------|
| • Shows a perceptive understanding of the writer's opinion about the change, with detailed evidence from the text | 4     |
| • Shows a good understanding of the writer's opinion about the change, with some evidence from the text           | 3     |
| • Shows some understanding of the writer's opinion about the change, with some evidence from the text             | 2     |
| • Provides some relevant information about the writer's opinion   | 1     |

**Sample answer:**

The writer sees the change as a positive thing. The use of the words, 'finally moves into the modern world' indicates that the change is overdue, and the words 'after an unnecessary delay of a few years' show that the change should have happened sooner. The writer's opinion is also reflected in the title, in the words, 'in the garbage bin, where they belong', to show agreement with the change to get rid of the old system of testing.

### Question 9 (a)

| Criteria  | Marks |
|---|-------|
| • Provides a good explanation of the purpose of the email           | 2     |
| • Provides some relevant information about the purpose of the email | 1     |

**Sample answer:**

To give students who are studying a course on creative thinking, an example of its application.

### Question 9 (b)

| Criteria   | Marks |
|--|-------|
| • Provides a sound explanation of the statement with reference to the text | 2     |
| • Provides some relevant information about the statement                   | 1     |

**Sample answer:**

This statement refers to the fact that for the first time, the exhibition was a mobile exhibition that would travel to all areas of the country and would thus cater for the needs of those living in the periphery.

**Question 9 (c)**

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides a perceptive explanation of the extent to which the title of the email is in keeping with the presentation of the exhibition, with detailed reference to the text</li> </ul>    | 6     |
| <ul style="list-style-type: none"> <li>Provides a comprehensive explanation of the extent to which the title of the email is in keeping with the presentation of the exhibition, with adequate reference to the text</li> </ul> | 5     |
| <ul style="list-style-type: none"> <li>Provides a sound explanation of the extent to which the title of the email is in keeping with the presentation of the exhibition, with reference to the text</li> </ul>                  | 3–4   |
| <ul style="list-style-type: none"> <li>Demonstrates limited understanding of the extent to which the title of the email is in keeping with the presentation of the exhibition described</li> </ul>                              | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>  | 1     |

**Sample answer:**

The title of the email, 'to think outside of the box', is in keeping with the presentation of the exhibition. One could have assumed that because of renovations, the international photographic exhibition would have been cancelled. However, the organisers thought 'outside of the box' and creatively found solutions to allow the exhibition to go ahead: they used an outside area and displayed the photographs on the fence of a building site in the main square of the city centre, turning the 740-metre fence into a makeshift gallery. To prevent the photographs from being destroyed in the rain, they printed them on plastic sheets. They ensured that the exhibition was accessible at all hours of the day and night by hanging lamps above the photographs. For the first time, visitors to the exhibition could get explanations about the photographs by scanning a barcode. They could also participate in online workshops with the different artists.

## 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   |

# 2021 HSC Modern Hebrew Continuers Mapping Grid

## Oral Examination

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

## Written Examination

### Section I — Listening and Responding

#### Part A

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1        | 3     | Leisure and lifestyles — face-to-face conversation | H3.1              |
| 2        | 3     | Personal identity — face-to-face conversation      | H3.3              |
| 3 (a)    | 1     | Arts and entertainment — interview                 | H3.1              |
| 3 (b)    | 3     | Arts and entertainment — interview                 | H3.5              |
| 4        | 4     | The world of work — face-to-face conversation      | H3.5              |
| 5 (a)    | 4     | Social issue — announcement                        | H3.2              |
| 5 (b)    | 2     | Social issue — announcement                        | H3.1              |

### Section I — Listening and Responding

#### Part B

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 6        | 5     | Personal identity/personality — telephone conversation | H3.5              |
| 7        | 5     | Relationships — face-to-face conversation              | H3.6              |

### Section II — Reading and Responding

#### Part A

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 8 (a)    | 3     | Leisure and lifestyles/technology — article/report | H3.1              |
| 8 (b)    | 3     | Leisure and lifestyles/technology — article/report | H3.1              |
| 8 (c)    | 4     | Leisure and lifestyles/technology — article/report | H3.6              |
| 9 (a)    | 2     | Arts and entertainment — email                     | H3.4              |
| 9 (b)    | 2     | Arts and entertainment — email                     | H3.1              |
| 9 (c)    | 6     | Arts and entertainment — email                     | H3.4              |

### Section II — Reading and Responding

#### Part B

| Question | Marks | Content  | Syllabus outcomes                              |
|----------|-------|--|--|
| 10       | 10    | Announcement — current and historical perspectives — article | H1.1, H1.2, H1.3,<br>H1.4, H2.1, H2.2,<br>H2.3 |

**Section III — Writing in Modern Hebrew**

| <b>Question</b> | <b>Marks</b> | <b>Content</b>                            | <b>Syllabus outcomes</b> |
|-----------------|--------------|---|--------------------------|
| 11 (a)          | 15           | Personal identity/family — letter         | H2.1, H2.2, H2.3         |
| 11 (b)          | 15           | Education and future aspirations — letter | H2.1, H2.2, H2.3         |