

2022 HSC Modern Hebrew Continuers

Marking Guidelines

Section I — Listening and Responding

Part A

Question 1

Criteria	Marks
• Identifies the advantages of having this type of wedding	2
• Provides some relevant information	1

Sample answer:

The wedding costs are significantly reduced for the bride and groom and for the guests.

Question 2

Criteria	Marks
• Provides a comprehensive comparison of the speakers' opinions about the change	4
• Provides a good comparison of the speakers' opinions about the change	3
• Demonstrates some understanding of the speakers' opinions about the change	2
• Provides some relevant information	1

Sample answer:

	Nurit	Gidon
<i>Similar</i>	Gidon and Nurit agree that the speed limit should be reduced.	
<i>Different</i>	<ul style="list-style-type: none"> • Nurit is happy that the law will be enforced within a week. • Nurit thinks that the fine is appropriate. 	<ul style="list-style-type: none"> • Gidon thinks that the council should wait a month or two before enforcing the law and imposing fines. • Gidon thinks that the fine is excessively high.

Question 3 (a)

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

Sample answer:

B

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none"> Identifies all the activities that take place in Israel to acknowledge Aliyah day 	3
<ul style="list-style-type: none"> Identifies some of the activities that take place in Israel to acknowledge Aliyah day 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

During the day, official ceremonies are held, schools dedicate the day to studies on immigration and absorption, new immigrants share their immigration stories with the public on social networks, radio and television.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of what would be the best advice to give Dan 	5
<ul style="list-style-type: none"> Demonstrates a good understanding of what would be the best advice to give Dan 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of what would be the best advice to give Dan 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what would be the best advice to give Dan 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

To buy things she would want and not things he would like to receive; to buy a gift with a replacement note; not to buy a gift that is too expensive; to give a card with the present; to buy something practical.

Question 5

Criteria	Marks
• Summarises the main characteristics of the school	5
• Summarises most of the main characteristics of the school	4
• Shows a good understanding of the main characteristics of the school without summarising OR • Summarises some of the main characteristics of the school	3
• Shows some understanding of the main characteristics of the school without summarising	2
• Provides some relevant information	1

Sample answer:

- Diverse student population
- Accessibility for students with disabilities
- A special program catered towards gifted students
- Advanced use of technology/computer.

Section I — Listening and Responding

Part B

Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker uses language to convey her message	4
• Demonstrates a good understanding of how the speaker uses language to convey her message	3
• Demonstrates some understanding of how the speaker uses language to convey her message	2
• Provides some relevant information	1

Sample answer:

האם מעוניינת לעודד את בנה ולתת לו עצות איך להצליח במהלך שנת הלימודים האחרונה שלו בבית הספר. היא משתמשת במטאפורה: "תיפתח את ליבך" כדי למשוך את תשומת ליבו ולשכנע אותו להיות פתוח להיכרויות חדשות. היא משתמשת ברשימות: "אופטימיות, הריצות, רצינות..." כדי להראות לו ולהדגיש אילו תכונות לדעתה עליו לאמץ כדי להצליח במהלך השנה.

האם משתמשת בציטוט מהתנ"ך: "הזורעים בדמעה ברינה יקצורו": כדי לחזק את טענתה שאם הוא יעבוד קשה הוא יצליח. האם משתמשת גם בהגזמה: "אין לי ספק..." כדי לתת לבנה ביטחון מלא שתהייה לו שנה נהדרת.

Sample answer (translation):

The mother is interested in congratulating her son and giving him advice on how he should behave and what he should do during his final year of school. She uses the metaphor 'Open your heart' to get his attention and convince him to be open to new acquaintances. She uses listing, 'Optimism, diligence, seriousness . . .', to show him and emphasise what qualities she thinks he should adopt in order to be successful during the year.

The mother uses the quote from the Bible, 'Those who sow in tears will reap with joy', to strengthen her claim that if he works hard he will succeed. The mother also uses the exaggeration 'I have no doubt . . .' to give her son full confidence that he will have a great year.

Question 7 (a)

Criteria	Marks
• Identifies all the differences in the way the two generations perceive the purpose of the trip	3
• Identifies most of the differences in the way the two generations perceive the purpose of the trip	2
• Provides some relevant information	1

Sample answer:

הסבתא חושבת שמטרת הטיול היא להכיר את ההיסטוריה שלה ושל המקומות בהם הן מבקרות. הנכדות חושבות שמטרת הטיול היא לקבל כמה שיותר "לייקים".

Sample answer (translation):

The grandmother thinks that the purpose of the trip is to get to know her history and the history of the places they visit. The granddaughters think the purpose of the trip is to receive as many 'likes' as possible.

Question 7 (b)

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

Sample answer:

סבתא מאוד מאורגנת ומסודרת, היא רוצה לתכנן כל רגע בטיול ולדעת בדיוק לאן הן ילכו, מה הן יעשו בכל מקום ומתי. סבתא גם פשרנית/בעלת ראש פתוח. היא מתפשרת ומוכנה לטייל כפי שהנכדות שלה רוצות ובלבד שתוכל גם לשלב סיפורי היסטוריה.

Sample answer (translation):

Grandma is very organised and orderly, she wants to plan every moment of the trip and know exactly where they will go, what they will do everywhere and when. Grandma is also compromising/open-minded. She compromises and is willing to conduct the trip in accordance with her granddaughters' wishes as long as she can also incorporate history stories.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Provides a comprehensive comparison between Yosef's and Rivka's opinions	3
• Provides some comparison between Yosef's and Rivka's opinions	2
• Provides some relevant information	1

Sample answer:

Both Rivka and Yosef are concerned for the environment. However, Rivka is totally against the use of private cars and believes that we should only be using public transport, whereas Yosef is not against people having their own cars.

Question 8 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Yosef uses language to express his opinion	3
• Demonstrates some understanding of how Yosef uses language to express his opinion	2
• Provides some relevant information	1

Sample answer:

Yosef believes that in Doron's case, it is better for the environment if he keeps his old car. Yosef addresses the other bloggers in second person, using the personal expression 'dear friends' in order to draw the reader closer. He also uses statistics, 35–50%, to support his opinion and strengthen his claims. Yosef also uses the metaphor, 'burning in your heart and soul', to attract the reader's attention and emphasise how important the subject is to him.

Question 8 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Yael responds to the issues raised by Gil	4
• Demonstrates a sound understanding of how Yael responds to the issues raised by Gil	3
• Demonstrates some understanding of how Yael responds to the issues raised by Gil	2
• Provides some relevant information	1

Sample answer:

Gil says that there are not enough charging stations and driving outside the city requires lots of planning because there is a lack of information about the location of charging stations. Yael responds that nowadays there are plenty of charging stations and more are constantly being added in every city, and there is a new app that provides updated information about the location of charging stations and how busy they are at the time.

Question 9 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of the reason for implementing the change	4
• Demonstrates a sound understanding of the reason for implementing the change	3
• Demonstrates some understanding of the reason for implementing the change	2
• Provides some relevant information	1

Sample answer:

The school implemented the change in order to prepare students for the world of work; to acquire and practise the skills of an independent learner; to learn and practise technological skills; and to prepare the school for students to continue to study as normal from home, even in emergencies such as weather damage, epidemics etc when learning will not be able to take place on campus.

Question 9 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which the school addresses Noam Gannon's concerns	6
• Demonstrates a thorough understanding of the extent to which the school addresses Noam Gannon's concerns	5
• Demonstrates a sound understanding of the extent to which the school addresses Noam Gannon's concerns	4
• Demonstrates some understanding of the extent to which the school addresses Noam Gannon's concerns	3
• Demonstrates limited understanding of the extent to which the school addresses Noam Gannon's concerns	2
• Provides some relevant information	1

Sample answer:

The school's response only partly addresses Noam Gannon's concerns. The email addresses Noam's fear regarding the correct balance between home study online and regular on-campus learning. The school believes that one day of online learning is the right balance but will continue to monitor progress and make changes if necessary. It also addresses Noam's fears about lack of social interaction as the school is allowing the students to work in groups. The email is also responding to the savings on resources and lack of teacher skills, explaining that this saving will be reinvested into training teachers how to conduct distance learning. The operational problems that may arise, and the fact that the children may not actually be learning, were not addressed.

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

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

2022 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	4	Leisure and lifestyles — face-to-face conversation	H3.1
3 (a)	1	Current historical perspectives — interview	H3.5
3 (b)	3	Current historical perspectives — interview	H3.1
4	5	Relationships — telephone conversation	H3.4
5	5	Education and future aspirations — advertisement	H3.2

Section I — Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
6	4	Education and future aspirations — voicemail	H3.6
7 (a)	3	Hospitality and tourism — radio broadcast	H3.5
7 (b)	3	Hospitality and tourism — radio broadcast	H3.4

Section II — Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	3	Social issues — blog	H3.5
8 (b)	3	Social issues — blog	H3.6
8 (c)	4	Social issues — blog	H3.5
9 (a)	4	Education and future aspirations — email	H3.5
9 (b)	6	Education and future aspirations — email	H3.4

Section II — Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
10	10	Email — world of work — email	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3

Section III — Writing in Modern Hebrew

Question	Marks	Content	Syllabus outcomes
11 (a)	15	Relationships — letter	H2.1, H2.2, H2.3

Question	Marks	Content	Syllabus outcomes
11 (b)	15	Leisure and lifestyles — letter	H2.1, H2.2, H2.3