



BOARD OF STUDIES  
NEW SOUTH WALES

## 2013 HSC Modern Hebrew Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding Part A

#### Question 1

Criteria	Marks
• States Sarah's feelings and gives a reason	2
• Identifies some aspects of Sarah's feeling	1

***Sample answer:***

Sarah is happy for her friends but she is unhappy for herself as she is being left behind and is being left out.

***Answers may include:***

She has been friends since the age of 3 and is now being left behind. She is also worried about their future contact. She is worried that their relationship will change. She is feeling left out.

**Question 2 (a)**

Criteria	Marks
• Identifies the types of people	1

**Sample answer:**

Fitness and health fanatics, tourists, visitors, bike riders.

**Question 2 (b)**

Criteria	Marks
• Demonstrates thorough understanding of the use of language and tone with examples from text • Demonstrates an understanding of the elements that are attractive to listeners	3
• Demonstrates some understanding of the use of language and/or tone and/or elements of the advertisement	2
• Identifies some relevant information	1

**Sample answer:**

Catchy opening line or slogan eg 'a healthy body in a healthy environment'; short sentences and phrases eg 'rent and ride, simple'; positive lifestyle words eg 'healthy, enjoy, free yourself'. Information given about ease of access eg 'Simple to use, convenient', repetition of words, use of the imperative 'find', 'put', 'take'. The benefits of using the system. The way the advertisement is delivered ie tone of voice and enthusiasm.

**Question 3 (a)**

Criteria	Marks
• Gives ONE reason for the call	1

**Sample answer:**

To inform him that he has been accepted to work at camp.

**Question 3 (b)**

Criteria	Marks
• Identifies all that impressed the panel	4
• Identifies some of the points that impressed the panel	2–3
• Gives some relevant information	1

**Sample answer:**

He impressed the panel at the interview. He received glowing references from the previous year's counsellors who had worked with him including his ability to work in a team. The ideas that he had for the camp impressed them.

**Question 4**

Criteria	Marks
• Describes Yosef's possible feelings. Supports description with detailed reference to the tone and language	4
• Describes Yosef's possible feelings with some reference to the tone or language	3
• Shows some understanding of Yosef's feelings	2
• Gives some relevant information	1

**Sample answer:**

Some of the adjectives used might be: frustrated, angry, exasperated, annoyed, impatient. He feels this way because the secretary is totally inflexible and will not accommodate his special circumstances ie he does not want to pay the deposit as he is not even sure his son will go to this school.

He cannot be there for the interview a month before school starts and the secretary says this is the procedure and she will not negotiate or compromise.

An example of his exasperation and frustration is that he asks for the principal.

**Question 5**

<b>Criteria</b>	<b>Marks</b>
• Identifies all areas of justification of cost and relates Danny's reaction to the information	5
• Identifies most of the areas of justification of cost and gives some information about Danny's reaction	4
• Identifies some areas and/or gives examples	2–3
• Gives some relevant information	1

***Sample answer:***

Shula's explanation and justification are very convincing:

- Not for profit – charity event
  - Shula makes it clear that the profits are going to a worthy cause – street kids
- Many people are donating their services eg musicians, Botanic Gardens
- Costs
  - Insurance is expensive – other costs associated
- Value
  - World class international musicians
  - 24 hour festival

It is obvious from Danny's reactions that he did not know some of this information.

## Section I — Listening and Responding

### Part B

#### Question 6

Criteria	Marks
<ul style="list-style-type: none"><li>Shows comprehensive understanding of the text</li><li>Communicates relevant information and ideas in comprehensive Modern Hebrew</li><li>Relates the various possibilities presented by the trail</li></ul>	4
<ul style="list-style-type: none"><li>Shows a sound understanding of the text</li><li>Provides some relevant information and ideas in comprehensible Modern Hebrew</li><li>Relates some of the possibilities of the trail or gives examples</li></ul>	3
<ul style="list-style-type: none"><li>Shows a basic understanding of the text</li><li>Provides some possibilities presented by the trail</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

#### *Sample answer:*

Dear Asher,

Why don't we give the Israel Trail a go when we go to Israel? We could hire a couple of bicycles and cycle from the north where we'll be staying, to the south or this is a great way to see Israel by hiking on the trail.

I'd really like to see parts of the Negev and the archaeological ruins. You'll be able to do some bird-watching along the way.

Since we'll be there in summer we'll be able to stop and have a swim to cool off.

Points can relate to:

- Geographical scope, eg length of trail, variety of views and opportunities offered
- Variety of levels of difficulty thus appealing to people of different ages and levels of fitness
- Variety of possible activities appeals to people of different interests eg swimming, climbing and history
- Novel way to see the country eg hiking, 4-wheel drive, quads etc.

**Question 7**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Shows a comprehensive understanding of the difficulties, emotions, dilemmas and physical challenges expressed by the narrator</li><li>Communicates relevant information and ideas in comprehensible Modern Hebrew</li></ul>	6
<ul style="list-style-type: none"><li>Shows a good understanding of the difficulties, emotions, dilemmas and physical challenges expressed by the narrator</li><li>Communicates relevant information and ideas in comprehensible Modern Hebrew</li></ul>	5
<ul style="list-style-type: none"><li>Shows a sound understanding of the difficulties, emotions, dilemmas and physical challenges expressed by the narrator</li><li>Communicates some relevant information and ideas in comprehensible Modern Hebrew</li></ul>	4
<ul style="list-style-type: none"><li>Provides basic information and ideas relevant to the narrator's experience</li></ul>	3
<ul style="list-style-type: none"><li>Shows limited understanding of requirements of task</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

***Answers could include:***

- Acceptance and/or acknowledgement
- Description of difficulties, emotions, dilemma and physical challenges

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Identifies and elaborates fully, reasons for joining club	3
• Identifies some reasons for joining club	2
• Identifies some relevant information	1

#### *Sample answer:*

The family has enrolled in the club because they feel that Israeli culture is important. They want the children to relate to cousins in Israel. They want to experience Israeli culture as a family and understand that Israeli culture is more than just food.

The Israeli club gives families the opportunity to experience together many activities related to the Israel experience eg stories, music and singing. She wants her children to experience what she experienced growing up. Gives family opportunity for quality time together.

**Question 8 (b)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of all the issues raised by the mother</li><li>• Clearly addresses these issues with detailed reference to the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the issues raised by the mother</li><li>• Addresses these issues with reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the issues raised by the mother</li><li>• Addresses these issues with some reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the issues raised by the mother</li><li>• Demonstrates limited ability to address these issues</li></ul>	3
<ul style="list-style-type: none"><li>• Responds to isolated information in the text</li></ul>	1–2

**Sample answer:**

Dear Abby,

I've just read my mother's letter and was very surprised by how much my mother does not understand about me or my situation.

My mother forgets that I am 16 already and living in Australia. I need to spend time with my friends here not with my little sisters and a bunch of other children.

I have been going to the Israeli Club for years and know exactly what they do there. I have sung the songs, seen the movies and my Hebrew is good.

I am not rejecting Israeli culture and I'm certainly not rejecting my family. I love them both very much but now is my time to do my own thing, and to do things that are more relevant to this stage of my life.



**Question 9 (a)**

Criteria	Marks
• Demonstrates an understanding of what parents fear	1

**Sample answer:**

Parents are afraid of the influences and damage that social networking sites have on their children.

**Question 9 (b)**

Criteria	Marks
• Identifies target audience and gives a full account of the aims of the playwrights	3
• Identifies target audience and gives an account of the aims of the playwrights	2
• Provides some relevant information	1

**Sample answer:**

Who:

The writers were targeting parents and children.

Aims:

- To present the problems inherent in social networking sites eg cyber bullying and humiliating young people
- To help parents to identify the signs of cyber bullying in their children
- To show kids what real friends are
- To show the difference between reality and the virtual world

**Question 9 (c)**

Criteria	Marks
• Clearly explains the play on words	2
• Explains the meaning in concrete terms	1

**Sample answer:**

A play on words or pun to fall into the net or web or trap – can be drawn into situations which are potentially dangerous.

Allusion to the world wide web and also to a spider's web and being caught in a net/web or trap.

**Question 9 (d)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised</li><li>• Clearly addresses points on both sides with detailed reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the issues raised in the text</li><li>• Addresses some points on both sides with reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the issues raised in the text</li><li>• Addresses some points with some reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of the issues raised in the text</li><li>• Provides some relevant information</li></ul>	1–2

**Sample answer:**

The psychologist in this text advises that parents who notice strange behaviour in their children should read their child's emails and internet pages. This is because children will not tell their parents when they are having problems.

On the one hand the psychologist has a point as it is very difficult to help a child when the parents don't know what's wrong. This is especially true because the consequences can be so terrible, eg the suicide quoted in the text. Often we don't tell our parents what is going on either because we think they won't understand or because we think they won't be able to help us anyway.

On the other hand, it is very embarrassing and even humiliating for anyone to have their parents snooping in their computer. It is also a matter of trust between the parents and child. There are some things that children especially teenagers don't want their parents to know about and this is an invasion of our privacy.

This is a serious problem, and parents need to be sensitive to their kids' needs, but snooping in our email may create more problems than it solves.

## 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

# Modern Hebrew Continuers

## 2013 HSC Examination 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	Education, future aspirations — telephone conversation	H3.1, H3.4
2 (a)	1	Leisure and lifestyle — advertisement	H3.3
2 (b)	3	Leisure and lifestyle — advertisement	H3.5
3 (a)	1	Leisure and lifestyle — telephone conversation	H3.1, H3.2
3 (b)	4	Leisure and lifestyle — telephone conversation	H3.1, H3.4
4	4	Relationships — telephone conversation	H3.6
5	5	Arts and entertainment — interview	H3.2, H3.4

#### Section I — Listening and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
6	4	Hospitality and tourism — radio travelogue	H3.1, H3.2, H3.4
7	6	Leisure and lifestyle — speech	H3.1, H3.4, H3.6

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

Question	Marks	Content	Syllabus outcomes
8 (a)	3	Relationships — letter	H3.1, H3.4
8 (b)	6	Relationships — letter	H3.1, H3.2, H3.4, H3.5, H3.6
9 (a)	1	Social media and internet technology — newspaper article	H3.1
9 (b)	3	Social media and internet technology — newspaper article	H3.1
9 (c)	2	Social media and internet technology — newspaper article	H3.5
9 (d)	5	Social media and internet technology — newspaper article	H3.1, H3.4, H3.5

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

Question	Marks	Content	Syllabus outcomes
10	10	Adolescence — blog	H2.1, H2.2, H2.3, H3.4, H3.5

**Section III — Writing in Modern Hebrew**

Question	Marks	Content	Syllabus outcomes
11 (a)	15	Education and future aspiration — email	H2.1, H2.2, H2.3
11 (b)	15	Education and future aspiration — email	H2.1, H2.2, H2.3