

2014 HSC Modern Hebrew Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1

Criteria	Marks
• Provides details of who the intended audience is	2
• Provides some relevant information	1

Sample answer:

Sydney students who would like to participate in the Perth Sports Festival and don't have the money to do so.

Question 2 (a)

Criteria	Marks
• Identifies the correct response	1

Sample answer:

(C)

Question 2 (b)

Criteria	Marks
• Provides a good understanding of what passengers need to do	2
• Provides some relevant information	1

Sample answer:

Go to the bus terminal at the train station and use their train ticket for the bus.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of what Nili is likely to do • Supports answer with detailed reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates a good understanding of what Nili is likely to do • Supports answer with reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of what Nili is likely to do • Supports answer with some reference to the text 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Nili would probably take Adam's advice and call back.

He has said that she needs to know why she was rejected and she agrees.

Since Adam has offered to help her to prepare for the conversation, she feels she may be more confident as he will guide her on how to do it.

On the other hand, Nili may decide that it is just too embarrassing, and that she does not have the confidence to make the call.

Although she agrees that his advice is good, in her responses we see that she still sounds doubtful (give examples from the conversation) and at the end she leaves it unresolved by saying that she will think about.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of why Ben's experience has been more positive 	4
<ul style="list-style-type: none"> • Demonstrates a good understanding of how Ben's experience has been more positive 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how Ben's experience has been more positive 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Ben's experience has been more positive because of his attitude. He is enthusiastic and is making the most out of every opportunity. He is willing to learn new things, do different things eg he is learning a new sport, softball, which he is finding fun, he is listening to new music and enjoying it. He is trying to learn Hebrew and is even learning slang.

Dinah, on the other hand, is homesick and is not interested in engaging with the Israeli girls or their interests. She's not trying to learn.

Question 5 (a)

Criteria	Marks
• Identifies the correct response	1

Sample answer:

(D)

Question 5 (b)

Criteria	Marks
• Provides a perceptive assessment of the extent to which Rachel is effective	6
• Provides a good assessment of the extent to which Rachel is effective	4–5
• Provides some assessment of the extent to which Rachel is effective	2–3
• Provides some relevant information	1

Sample answer:

As Rachel responds in a constructive manner to each one of Tom's complaints he slowly begins to understand the other people's perspectives including the teacher's.

She points out to him that the others are capable of defending themselves and adds that they interrupt all the time as well. He concedes that she is correct.

When he mentions that part of the reason is that they are bored she points out that the teacher is bored too. She is able to answer him in a logical and reasonable manner and he is unable to argue with her.

Rachel deflects this point by referring to the paper aeroplane incident. Tom is forced to admit that he had not witnessed this and she points out that that is because he was talking.

By answering him factually and showing him logically that the teacher's behaviour was justified Rachel succeeds in getting Tom to assume responsibility for his and the group's actions and Tom decides to talk to the group about changing their behaviour from the next lesson.

Section I — Listening and Responding

Part B

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of what the conversation reveals about the differences between the two people	5
• Demonstrates a good understanding of what the conversation reveals about the differences between the two people	4
• Demonstrates some understanding of what the conversation reveals about the two people	2–3
• Provides some relevant information	1

Sample answer:

Shelley believes that appearance, punctuality, being interesting in learning what the position entails, trying to impress the interviewer in terms of past experience, switching off a mobile phone etc are all essential to impress the panel and get the position.

David on the other hand does not attach much importance to his appearance or punctuality. He says they should see him as he really is. He is more concerned with finding out how much he will earn and when the holidays are than in knowing what the job entails. His social life is a priority and he talks to his friend on his mobile during the interview and does not see this as being inappropriate.

Question 7

Criteria	Marks
• Provides a thorough comparison of Margaret's and David's opinions	5
• Provides a good comparison of Margaret's and David's opinions	4
• Provides some comparison of Margaret's and David's opinions	2–3
• Provides some relevant information	1

Sample answer:

Margaret loved the film. She thought it was one of the best movies of the year. She loved the relationship between the boy and the dolphin. She thought it was thought-provoking.

David liked the cinematography and the music. He thought the relationship was well done. But he thought the movie was long and boring and had no storyline.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Provides a good explanation of why work has stopped	2
• Provides some relevant information	1

Sample answer:

The builders working on the building site in Jerusalem have encountered archaeological remains. These are believed to be the foundations of a house from the time of the Second Temple. Council has decided that all works must stop until the site can be investigated.

Question 8 (b)

Criteria	Marks
• Demonstrates a good understanding of Moshe Bar-Lev's views	2
• Provides some relevant information	1

Sample answer:

He opposes the stopping of the work and says that archaeological findings in Jerusalem are not something new.

He is concerned about the residents who have nowhere to live.

Question 8 (c)

Criteria	Marks
• Provides a thorough understanding of the extent to which Moshe Bar-Lev's position is justified	4
• Provides a good understanding of the extent to which Moshe Bar-Lev's position is justified	3
• Provides some understanding of the extent to which Moshe Bar-Lev's is justified	2
• Provides limited understanding of Moshe Bar-Lev's position	1

Sample answer:

Moshe Bar-Lev could be justified because he has deadlines to meet and occupants waiting to move in.

He also argues that there are already enough sites to study to be able to find out about Jerusalem's past.

However, he may not be justified because he is taking a short-term view. Recent discoveries have shed more light on Jerusalem's history, but there is universal acknowledgement that new discoveries do change findings.

As an experienced builder he should have taken this possibility into account as this is not something new. He appears to be more interested in making money than anything else and he is a property developer.

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of how Sofia is affected by the discoveries	2
• Provides some relevant information	1

Sample answer:

Sofia and her mother are two of the 500 people who have been affected by the halting of the progress of the housing development. They are waiting for their home to be finished in the development that has been stopped.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how effective Doron is in presenting his argument	4
• Demonstrates a good understanding of how effective Doron is in presenting his argument	3
• Demonstrates some understanding of how effective Doron is in presenting his argument	2
• Provides some relevant information	1

Sample answer:

Doron is effective in that he explains the relevance and importance of the past and how it contributes to the uniqueness of living in Jerusalem.

He talks of previous discoveries; this is not the first time that the city has developed alongside its historical component.

He is logical and thoughtful and is mindful of both the need for development as well as preserving the past.

Question 9 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of Sofia's and Asher's perspectives and use of language	6
• Demonstrates a thorough understanding of Sofia's and Asher's perspectives and use of language	4–5
• Demonstrates some understanding of Sofia's and Asher's perspectives / use of language	2–3
• Provides some relevant information	1

Sample answer:

Sofia is totally subjective and is only thinking about her situation. She has been living with her grandmother and there have obviously been some inter-generational clashes. Her reflections reflect the opinions of an impatient 16-year-old teenager with little perspective on or awareness of things of historical importance.

She wants to be in her own home, where she can do the things that she would like to be doing, including watching the TV programs that she likes and not her grandmother's. Her language reflects her age and she uses language such as

- I can't stand living here any more.
- I don't care about stones that are 1500 years old!
- . . . people who used to live here thousands of years ago can get lost!

Asher has the perspective and opinion of a mature adult who is living overseas and viewing the issue from afar. He is idealistic in his approach and is not personally affected by or involved in the discovery or the halting of the development.

His appeal is that each discovery should be seen as something unique and significant.

He uses the words excitement which turns to disbelief. He is shocked by the process.

He is appalled when he reads that Bar-Lev says "just more of the same and that the archaeological finds are disposable and unimportant".

He feels quite disillusioned by the whole incident and questions whether he still wants to go and live in Jerusalem.

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

Modern Hebrew Continuers

2014 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	Leisure and lifestyle – radio advertisement	H3.3
2 (a)	1	Hospitality and tourism – railway announcement	H3.1
2 (b)	2	Hospitality and tourism – railway announcement	H3.1
3	4	Education and future aspirations – telephone conversation	H3.4
4	4	Hospitality and tourism – telephone conversation	H3.4
5 (a)	1	Education and future aspirations – conversation	H3.5
5 (b)	6	Education and future aspirations – conversation	H3.5

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
6	5	Education and future aspirations – conversation	H3.1, H3.3
7	5	Arts and entertainment – film review	H3.1, H3.2, H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Current and historical perspectives – newspaper article	H3.1
8 (b)	2	Current and historical perspectives – newspaper article	H3.2
8 (c)	4	Current and historical perspectives – newspaper article	H3.4
9 (a)	2	Ways of life in Israel – letters to editor	H3.5
9 (b)	4	Ways of life in Israel – letters to editor	H3.1
9 (c)	6	Ways of life in Israel – letters to editor	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	10	Leisure and lifestyle – blog	H1.2, H1.3, 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	World of work – email	H2.1, H2.2, H2.3