

2015 HSC Modern Hebrew Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates a comprehensive understanding of what we learn from the message	3
• Demonstrates some understanding of what is in the message	2
• Identifies some relevant information	1

Sample answer:

There's going to be a surprise party (for Ilan).
Neta bakes great (famous) chocolate cakes (that Ilan likes).
Ilan and Neta are not speaking.

Question 2

Criteria	Marks
• Demonstrates a comprehensive understanding of why Mrs Levy feels justified in giving Tommy a lower mark	4
• Demonstrates a good understanding of why Mrs Levy feels justified in giving Tommy a lower mark	3
• Demonstrates some understanding of why Mrs Levy feels justified in giving Tommy a lower mark	2
• Identifies some relevant information	1

Sample answer:

She feels justified because Tommy handed in his work very late and she had given him warnings, and she is following the school rules. She also feels that other team members managed to meet the deadline, and she helped other people to catch up, and he didn't bother to come. He didn't answer questions properly and he didn't bother to catch up.

Question 3

Criteria	Marks
• Demonstrates a comprehensive assessment of how the speaker tries to achieve his purpose with this audience	6
• Demonstrates a sound assessment of how the speaker tries to achieve his purpose with this audience	5
• Demonstrates a good assessment of how the speaker tries to achieve his purpose with this audience	4
• Demonstrates some assessment of how the speaker tries to achieve his purpose with this audience	3
• Demonstrates limited assessment of how the speaker tries to achieve his purpose with this audience	2
• Provides some relevant information	1

Sample answer:

The purpose of the speech is to inform and explain to new parents why the school's decision to ban the use of disposable plastic bottles from school was introduced. He is logical and presents the steps the school has taken to help implement this policy eg providing bubblers outside the classrooms. Regarding plastic bottles he links the policy to environmental concerns which should appeal to the audience. He gives advice on choice of bottle and labelling to help parents. He is firm and persuasive ie 'invested a great deal of money', 'I don't need to remind you', 'We ask you to ensure that . . .'.

Question 4 (a)

Criteria	Marks
• Identifies the correct response	1

Answer:

(B)

Question 4 (b)

Criteria	Marks
• Demonstrates a comprehensive and perceptive understanding of how the interviewer's use of language conveys the changes in her emotions	6
• Demonstrates a comprehensive understanding of how the interviewer's use of language conveys the changes in her emotions	5
• Demonstrates a good understanding of how the interviewer's use of language conveys the changes in her emotions	4
• Demonstrates some understanding of how the interviewer's use of language conveys the changes in her emotions	3
• Demonstrates limited understanding of how the interviewer's use of language conveys the changes in her emotions	2
• Identifies some relevant information	1

Sample answer:

Her emotions initially reflect excitement and enthusiasm. She uses the expression 'butterflies in my tummy' and 'I couldn't wait like a little girl for her birthday'.

Her emotions change to reflect disbelief about his lack of consideration for his fans and to reassure him that it won't take long, using rhetorical questions 'do you know . . .'.

Finally her emotion becomes anger and she says 'Shame on you'. She uses the simile of behaving like a little boy and hyperbole, e.g. 'I have interviewed the best', 'You are the most arrogant . . .'.

Section I — Listening and Responding

Part B

Question 5

Criteria	Marks
• Demonstrates a comprehensive understanding of why Tamar is so angry	4
• Demonstrates a good understanding of why Tamar is so angry	3
• Demonstrates some understanding of why Tamar is so angry	2
• Identifies some relevant information	1

Sample answer:

Tamar is angry because Rami didn't return her notes before the weekend as promised.

Nor did he return her calls all week. Consequently she couldn't go out on the weekend because she had to redo her notes for the test.

He doesn't take her seriously/he doesn't see that he has done anything wrong.

Question 6 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of why Daniel decided to interview Shoshanna	2
• Demonstrates some understanding of why Daniel decided to interview Shoshanna	1

Sample answer:

Daniel decided to interview Shoshanna because he knew she had been a passionate actress and now is a very successful radio interviewer. He was interested in how she had made the transition.

Question 6 (b)

Criteria	Marks
• Explains comprehensively to what Shoshanna attributes her success	4
• Gives a good explanation to what Shoshanna attributes her success	3
• Gives some explanation to what Shoshanna attributes her success	2
• Identifies some relevant information	1

Sample answer:

Shoshanna attributes her success to a number of things:

- She has freedom to choose who she interviews.
- She is committed to her work and is a curious person.
- She does a lot of preparation to find interesting people and to ask the right questions to get a meaningful interview.
- She embraces and is enthusiastic about challenges and is willing to work hard.

Section II — Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Explains why Kobi has not been able to write more often	1

Sample answer:

Because it has been difficult to find places with internet access in these areas.

Question 7 (b)

Criteria	Marks
• Identifies fully what Ronit and Kobi had intended to do	2
• Provides some relevant information	1

Sample answer:

They had intended to travel around South America extensively and to mix with locals rather than with other tourists.

Question 7 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of what Kobi has learnt about Ronit through this experience	5
• Demonstrates a good understanding of what Kobi has learnt about Ronit through this experience	4
• Demonstrates some understanding of what Kobi has learnt about Ronit through this experience	3
• Demonstrates a partial understanding of what Kobi has learnt about Ronit through this experience	2
• Identifies some relevant information	1

Sample answer:

Kobi learnt that Ronit was fluent in Spanish and that she is much more outgoing than when she was at home. He also learns that she can be selfish/inconsiderate by inviting a stranger to join them without asking him. Further she was also insensitive in that she could not understand why this had upset him.

Kobi learns that Ronit can be ungrateful, never even thanking him when he voluntarily did things for them.

He also sees that Ronit can be naive, being easily persuaded by someone she does not know well to change their plans.

Question 8 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of why Esther entered this forum	2
• Demonstrates some understanding of why Esther entered this forum	1

Sample answer:

She entered to escape from her everyday problems because she was feeling stressed and nothing was helping. She wanted to find answers to her problems.

Question 8 (b)

Criteria	Marks
• Demonstrates a good understanding of the problems	2
• Provides some relevant information	1

Sample answer:

He has no computer at home. He has to ride his bicycle for an hour to get to the nearest town. The internet connection is unreliable and it costs him his weekly salary.

Question 8 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of what Tal's responses reveal about his personal qualities	4
• Demonstrates a good understanding of what Tal's responses reveal about his personal qualities	3
• Demonstrates some understanding of what Tal's responses reveal about his personal qualities	2
• Provides some relevant information	1

Sample answer:

Tal's responses show that he is materialistic, eg he talks about the latest gadgets and is unrealistic when he implies that everyone has access to the gadgets that he has.

He is rude when disagreeing with Esther and he is intolerant/arrogant when he puts her down 'you lower the tone with your whingeing'.

Tal is competitive/arrogant and confident when he talks about winners and losers and options for success.

Tal however shows some sensitivity when talking to Henry.

Question 8 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons for Esther's response	4
• Demonstrates a good understanding of the reasons for Esther's response	3
• Demonstrates some understanding of the reasons for Esther's response	2
• Identifies some relevant information	1

Sample answer:

Henry's responses make her realise how much and why the forum has grown. She believes that it has reached out and become important to young people from all over the world, who have different realities to hers and Tal's. His responses remind her of her initial reasons for joining the forum. Like Henry she has benefited from the forum in that it helps her to be less stressed and she values the support and feedback from the others.

Section II — Reading and Responding

Part B

Question 9

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 10

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

2015 HSC Modern Hebrew Continuers

Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	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	3	Relationships — telephone message	H3.1
2	4	Education and future aspirations — face-to-face conversation	H3.4
3	6	Social issues — announcement/speech	H3.5
4 (a)	1	Arts and entertainment — phone conversation	H3.1
4 (b)	6	Arts and entertainment — phone conversation	H3.6

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5	4	Personal identity — face-to-face conversation	H3.2
6 (a)	2	The world of work — radio interview	H3.3
6 (b)	4	The world of work — radio interview	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Relationships — email	H3.1
7 (b)	2	Relationships — email	H3.1
7 (c)	5	Relationships — email	H3.4, H3.5
8 (a)	2	Leisure and lifestyles — internet forum	H3.1
8 (b)	2	Leisure and lifestyles — internet forum	H3.1
8 (c)	4	Leisure and lifestyles — internet forum	H3.4, H3.5
8 (d)	4	Leisure and lifestyles — internet forum	H3.4, H3.6

Section II — Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
9	10	Hospitality and tourism — blog entry	H2.1, H2.2, H2.3

Section III — Writing in Modern Hebrew

Question	Marks	Content	Syllabus outcomes
10 (a)	15	Education and future aspirations — speech script	H2.1, H2.2, H2.3
10 (b)	15	Personal identity — speech script	H2.1, H2.2, H2.3