



BOARD OF STUDIES
NEW SOUTH WALES

2010 HSC Modern Hebrew Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates a good understanding of the conversation• Lists in detail the people who will not be invited | 3 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the conversation• Lists with some detail the people who will not be invited | 2 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Question 2

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates a good understanding of the changing tone in the message | 3 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the changing tone in the message | 2 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Question 3

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues in the conversation | 4 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of the issues in the conversation | 2–3 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Question 4

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Demonstrates a good understanding of the conversation• Completes all the quiz questions correctly | 4 |
| <ul style="list-style-type: none">• Demonstrates understanding of the conversation• Completes some of the quiz questions correctly | 2–3 |
| <ul style="list-style-type: none">• Provides some relevant information | 1 |

Question 5 (a)

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• (B) | 1 |

Question 5 (b)

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the speaker uses content and language to create and maintain interest | 5 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of how the speaker uses content and language to create and maintain interest | 4 |
| <ul style="list-style-type: none">• Demonstrates some understanding of how the speaker uses content and language to create and maintain interest | 3 |
| <ul style="list-style-type: none">• Provides some relevant information | 1–2 |

Section I — Listening and Responding

Part B

Question 6

| Criteria | Marks |
|--|-------|
| • Demonstrates comprehensive understanding of the main points of the editorial | 4 |
| • Demonstrates a good understanding of the main points of the editorial | 3 |
| • Demonstrates some understanding of the main points of the editorial | 2 |
| • Provides some relevant information | 1 |

Question 7

| Criteria | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of Rafi's predicament • Writes appropriate detail in the letter to the Katz family | 6 |
| • Demonstrates a good understanding of Rafi's predicament • Writes an appropriate letter to the Katz family | 4-5 |
| • Demonstrates some understanding of Rafi's predicament • Writes a letter to the Katz family with some detail | 3-2 |
| • Provides some relevant information | 1 |

Section II — Reading and Responding

Part A

Question 8 (a)

| Criteria | Marks |
|--|-------|
| • Demonstrates a good understanding of why Shula is remaining in Holland | 3 |
| • Demonstrates some understanding of why Shula is remaining in Holland | 2 |
| • Provides some relevant information | 1 |

Question 8 (b)

| Criteria | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of why Shula sent the postcard to Dan | 4 |
| • Demonstrates a good understanding of why Shula sent the postcard to Dan | 2–3 |
| • Provides some relevant information | 1 |

Question 9 (a)

| Criteria | Marks |
|--|-------|
| • Demonstrates a good understanding of Shula's reason for contacting her friends | 3 |
| • Demonstrates some understanding of Shula's reason for contacting her friends | 2 |
| • Provides some relevant information | 1 |

Question 9 (b)

| Criteria | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of Shula's changing attitude to Yaron • Provides details from the text | 4 |
| • Demonstrates a good understanding of Shula's changing attitude to Yaron • Provides details from the text | 3 |
| • Demonstrates some understanding of Shula's changing attitude to Yaron | 2 |
| • Provides some relevant information | 1 |

Question 9 (c)

| Criteria | Marks |
|---|--------------|
| • Demonstrates a perceptive understanding of Dan's and Yaron's lives and behaviours | 6 |
| • Demonstrates a good understanding of Dan's and Yaron's lives and behaviours | 4–5 |
| • Demonstrates some understanding of Dan's and Yaron's lives and behaviours | 2–3 |
| • Provides some relevant information | 1 |

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

2010 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|---|-------|---|------------------------|
| Oral Examination | | | |
| Conversation | 10 | Conversation – covering student’s personal world | H1.1, H1.2, H1.3, H1.4 |
| Discussion | 15 | | H1.3, H4.2, H4.3 |
| Written Examination | | | |
| Section I — Listening and Responding | | | |
| Part A | | | |
| 1 | 3 | Personal identity, significant events – conversation | H3.5 |
| 2 | 3 | Education and future aspirations – message | H3.6 |
| 3 | 4 | Social issues, world of work – conversation | H3.2 |
| 4 | 4 | Personal identity, relationships – conversation | H3.5 |
| 5 (a) | 1 | Arts and entertainment – radio broadcast | H3.5 |
| 5 (b) | 5 | Arts and entertainment – radio broadcast | H3.5, H3.6 |
| Section I — Listening and Responding | | | |
| Part B | | | |
| 6 | 4 | Leisure and lifestyle – radio editorial | H3.2 |
| 7 | 6 | Hospitality and tourism – conversation | H3.1, H3.5 |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 8 (a) | 3 | Hospitality and tourism, personal identity – postcard | H3.1 |
| 8 (b) | 4 | Hospitality and tourism, personal identity – postcard | H3.4 |
| 9 (a) | 3 | Personal identity, tourism – chatroom conversation | H3.1 |
| 9 (b) | 4 | Personal identity, tourism – chatroom conversation | H3.3 |
| 9 (c) | 6 | Personal identity, tourism – chatroom conversation | H3.4, H3.5, H3.6 |
| Section II — Reading and Responding | | | |
| Part B | | | |
| 10 | 10 | Personal identity, social issues – emails/email | H1.2, H1.3, H3.1 |
| Section III — Writing in Modern Hebrew | | | |
| 11 (a) | 15 | Education and future aspirations – speech | H2.1, H2.2, H2.3 |
| 11 (b) | 15 | Personal identity – speech | H2.1, H2.2, H2.3 |