



## **2011 Modern Hebrew Continuers HSC Examination 'Sample Answers'**

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

## **Section I — Listening and Responding**

### **Part A**

#### **Question 1 (a)**

*Sample answer:*

The bus was swept away and the bridges were destroyed.

#### **Question 1 (b)**

*Sample answer:*

The hikers were generally responsible. They were experienced and carried extra food and clothing, but the guide was not local and was surprised at the speed and size of flooding. However, walking in a flood-prone area at that time of year was probably not wise.

#### **Question 2**

*Sample answer:*

Yaron is likely to enter the competition. He isn't ashamed of making a fool of himself. He has been taking singing and dancing lessons, and is looking for an avenue to showcase his talents. Her comments and attitude help him make this decision.

#### **Question 3**

*Sample answer:*

- C

#### **Question 4**

*Sample answer:*

Her political view. To explain what is radical. Description of the black people at her time, description of the black people today. According to her view, the young ones today are not able to do what she and her friends did at her time.

#### **Question 5**

*Sample answer:*

He starts off by helping the audience to identify with him. He shows some empathy towards them with regard to what they will do after school or university. He describes the life-changing nature of his volunteer work and stresses the importance of this work to others. He uses humour to make his point, but also to encourage them to do what he did. He concludes by making a direct appeal to his audience, anticipating that they will rise to the challenge.

## Part B

### Question 6 (a)

*Sample answer:*

- C

### Question 6 (b)

*Sample answer:*

He writes with pain and anger that people don't come and visit and have forgotten/forsaken the Jewish heritage of the town.

### Question 6 (c)

*Sample answer:*

Old town goldmine, was a Jewish centre, synagogue, Jewish cemetery, and museum with the menorah as written in the Torah.

### Question 7

*Answers could include:*

- Who you are and how you met
- That they are best friends
- A reference to this conversation
- Something funny
- Something serious
- A 'thank you' to Mr and Mrs Cohen

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

*Sample answer:*

Yosef and Shmuel worked together 20 years ago in the cow shed in a kibbutz.

#### Question 8 (b)

*Sample answer:*

It is exactly 20 years since they last saw each other. Yosef wondered whether Shmuel remembered him and the discussions they had had. He also feels he has to tell him about what's been happening in Israel with the kibbutzim. He does not want their friendship to die in the same way that the kibbutz movement has.

**Question 8 (c)*****Sample answer:***

What has happened to the kibbutzim are an example of the trend that the world is only all about money. The changes happening in kibbutzim mirror the broader changes from simpler, happier to more complex changes, and also in the loss of an ideology that embraced partnership, friendship and equality. Yosef doesn't want their friendship to end in the same way that the kibbutzim have, that is, through neglect.

**Question 9 (a)*****Sample answer:***

- There aren't really any heroes today.
- The media creates them.
- They will be forgotten.

**Question 9 (b)*****Sample answer:***

Ruth expresses her contempt and disregard for Mr Cohen's article through:

- the use of sarcasm and rhetorical questions to show how old-fashioned and outdated he is
- referring to her grandmother when likening Mrs Cohen's views to those of old people
- the use of inverted commas '*chinuchit*' to express irony
- referring to Charlie Sheen, who is the epitome of the kind of hero Mr Cohen denounces
- the accusation of jealousy as Mr Cohen's motivation
- using the rhetorical question 'Is Judah the Macabee not a sporting team?' to show how little Mr Cohen's heroes mean to her.

**Question 9 (c)*****Sample answer:***

- Noam and Gill agree in general about the articles, but disagree on the way it was written. Noam's view is that the article was well written, but Gill thinks it was a bit tough.
- They agree that young people lack role models, but Noam thinks it's not just a problem with the young. The role models being presented to them are not appropriate. They are concerned where and how young people are looking for heroes.
- They disagree about the nature of heroes in the past and the present.