



2012 HSC Modern Hebrew Continuers '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

Answers could include:

- They discuss their future plans – They both want to study and will volunteer, but Neta will study first and then volunteer while Rafi will volunteer and then study.
- Neta will have to live at home because of high rentals but Rafi would like to live with friends.

Question 2

Answers could include:

- Mrs Barzilai remains strong, strict, curt and aloof but finally softens a bit, becoming more personal when she realises that Yoram is a hard worker.
- Yoram starts off polite, then becomes defensive as his boss criticises his work, and then is angry and sarcastic. When she acknowledges his achievements, he returns to his friendly, polite self.

Question 3

Answers could include:

- The audience is made up of parents who are worried and even angry about the use and abuse of school computers, eg the number and tone of emails and phone calls.
- They are especially worried about the dangers of internet use.
- They think the school has a duty to monitor internet use.
- They are busy people, who perhaps are not aware of internet usage at home.

Question 4

Answers could include:

The advertisement is effective because it contains wording that could entice students of ancient history and archaeology. The use of rhetorical questions and imperative verbs creates the atmosphere. It is enticing as it offers free board and lodging, educational opportunities, experience and social life. Financial help is suggested.

Question 5

Sample answer:

The interviewer generalises about young people and is very negative. He has influence over his listeners and seems to promote this negative attitude. The interviewer kept interrupting her and didn't believe her. He is condescending towards Talia. She feels she has been set up and the interview was a waste of time as she got nowhere.

Section I — Listening and Responding

Part B

Question 6

Sample answer:

The main issues are:

- (1) Privacy of one's affairs
- (2) Consideration for those around you
- (3) The negative effect on socialising
- (4) The negative effect on health

Question 7 (a)

Sample answer:

NA

Question 7 (b)

Answers could include:

- They are teacher and pupil.
- He feels comfortable enough to ask for personal advice.
- She admires his diligence and ability.
- We gather that the relationship is one of mutual respect and admiration.

Question 7 (c)

Answers could include:

- Alberto is diligent/hardworking – he works hard during the day but comes weekly for his lesson. He does his homework during his breaks at work.
- He is appreciative and respectful – I thank you – Ani modeh lach.
- He is a spiritual young man – he reads the Tanach.

Section II — Reading and Responding

Part A

Question 8 (a)

Sample answer:

In a bus in Jerusalem/Israel
and
In Sydney Australia

Question 8 (b)

Sample answer:

He is an ex-Australian who made aliyah. He has been in Israel for many years. He is an excellent doctor with a good reputation in both Israel and Australia.

Question 8 (c)

Sample answer:

The events are coincidental and link the same man, Dr Peled, to Rachel, in two different places in the world – Israel and Australia.

Rachel knows Dr Peled's sister in Australia and has met him. The driver knows Dr Peled and met his sister in Jerusalem.

The final link is when Rachel meets Dr Peled's son in Sydney.

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

They played together, went to the same school and travelled together.

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

Benjamin needs advice urgently because he has to give a speech next week. He is hoping and trying to persuade David to help him.

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

He is hurt that Benjamin contacts him only when he needs him. He is sarcastic and not particularly friendly. He is using their full names rather than friendly abbreviations.

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

David's comments are essential if Benjamin's speech is to be successful and acceptable.

Benjamin's tone is too casual and is not serious as he is addressing students who are diligent and serious about their future.

According to David, there are some errors that Benjamin has made – about his mentor and the year they left school. If he is to be taken seriously, he must have his facts correct. David has also advised him about the content of the speech because as it stands, he has not fulfilled his brief.

Section II — Reading and Responding

Part B

Question 10

Sample answer:

NA

Section III — Writing in Modern Hebrew

Sample answer:

NA