



General Certificate of Education

Modern Hebrew 1675 *Specification*

MHEB1 Reading and Writing

Report on the Examination *2010 examination - June series*

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Unit 1

General Comments

All the candidates completed the paper within the time allowed. There were some outstanding examples of a very high standard of response, and these were clearly the work of native speakers. There were a very small percentage of poor papers.

Section One – Short Response to Passages

Most candidates scored well on this section.

Part (a, 1b) – Multiple choice questions: This part started quite well for most candidates. The majority scored moderate to high marks although very few scored full marks. Only 19% of candidates scored full marks in the part (1b). This was surprising again, like last year, as candidates are familiar with this type of question from the GCSE exam. Teachers should encourage their pupils to read the questions/text carefully and not just assume that this is an easy part as it is similar to the GCSE. None of the questions proved awkward or ambiguous.

Part (b) – Demonstrated that the majority of candidates understood the passage given without too much difficulty. Although there were candidates who wrote the answers in their own words, there were still many answers which were copied from the text. This included copying only partial sentences or stopping at the wrong places. Teachers are encouraged to instruct students to give full but relevant answers. Out of 29 marks, 19 were given for Response to Written language (AO2) and the other 10 were given for Grammar and Structure (AO3). Teachers need to remind candidates that it is very difficult to award AO3 marks to candidates who just ‘copy and paste’. Those who used their own words (wholly or partially) were awarded marks for their effort.

Section Two – Translation into English

This year a number of candidates found this section challenging. Although most candidates were familiar with most of the vocabulary, at times they were thrown by the combinations/blends of these words. Candidates were also less familiar with the correct term or nuance in English. Many of the words that proved difficult for the candidates were those which had more than one meaning in English. When a word had more than one possible translation, candidates interpreted the word incorrectly. Teachers should encourage students to consider the different possibilities within the sentence when making their choices. A sizeable proportion of candidates failed to ‘listen to the English’ when translating. They translated the Hebrew words literally, not noticing that this makes no sense in English. Teachers should ensure they instruct candidates to re-read their translation.

There were also candidates who tried to paraphrase rather than produce an accurate translation. Here, candidates were rewarded in cases where the translation did not deviate very much from the general sense of the passage.

There were a small number of candidates who were unable to understand the passage well enough to give a coherent translation. Some candidates made spelling mistakes in their English. However, they were not penalised, except for more serious mistakes.

Section Three – Response to Stimulus

This section clearly showed the ability of candidates to express themselves freely. The stimulus passage subject matter was no doubt very close to the hearts of the candidates and triggered their imagination. However, in their haste to start writing many candidates only dealt with part of the three aspects which made up the question.

Teachers need to impose upon their pupils the need to read the question/stimulus very carefully, ensuring when planning, that they have dealt with all aspects raised in the question. In this section there were also some outstanding examples of an excellent response using rich and vivid language as well as using the appropriate register.

Many candidates wrote much more than the required number of words. In some of these cases there were repetitions and ambiguities. There were, however, few candidates who failed to write the minimum number of words requirement. Teachers are advised to emphasise to their students that longer answers are not necessarily awarded more marks.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.