



General Certificate of Education

Modern Hebrew 2676 *Specification*

MHEB2 Reading and Writing

Mark Scheme

2010 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Unit 2

The assessment objectives will be allocated in the following way.

		% of A2	Marks
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	TOTAL	100	100

The marks will be allocated in the following way.

	AO2	AO3
Section 1	20	
Section 2	15	5
Section 3	40	20

Section 1

Question 1 (a)

Answers should indicate that:

(a) candidates are able to identify the relevant information in the passage.

(b) candidates are able to convey this information in their own words.

Question 1

הדילמה של הורים היא האם להעניש את הילדים על התנהגות רעה או לנסות לגרום להם להתנהג יותר יפה על-ידי הבטחת פרס.

Or anything to that effect

1 mark

Question 2

ההורים צריכים לחשוב על כמה דברים: מהו העונש הנכון, האם יש קשר בין העונש למה שהילד עשה והאם הילד ילמד מהעונש ולא יעשה את מה שעשה שוב.

Or anything to that effect

3 marks

Question 3

המחבר חושב שעונש אינו בהכרח/תמיד התגובה הטובה ביותר למה שהילד עשה. לדעתו הרבה פעמים אין קשר בין העונש לבין מה שהילד עשה. העונש גם לא גורם לילד לשנות את התנהגותו. העונש עלול לגרום למאבק כוחות בין ההורים לילד ועלול גם/ לגרום לילד לאבד את בטחונו/ לפגוע בכבוד הילד/להרחיק את הילד מהוריו.

Any three of these

3 marks

Question 4

כשהילד הוא "רע" ההורים מרגישים שהם לא כל כך יודעים מה לעשות. הם מרגישים שהם חייבים להעניש את הילד. הם חסרי אונים/כח. הם נמצאים במאבק עם הילד והוא בעצם החזק ביניהם.

Or anything to this affect

2 marks

Question 5

המומחים טוענים ש.../לדעת המומחים נתינת פרס אינה טובה לטווח ארוך, מכיוון שהילד לומד שכדאי לו להיות ילד טוב/להתנהג יפה רק מפני שהוא מקבל פרס על התנהגות טובה. הוא אינו מתנהג יפה כתוצאה מהבנה שזו הדרך הנכונה להתנהג.

Or anything to that effect

2 marks

Question 6

השיטה שעליה ממליץ מחבר המאמר אומרת שכל מה/דבר שהילד עושה יש לו תוצאה הגיונית. אם ההתנהגות שלו טובה, זה הגיוני שהתוצאה של התנהגותו תהיה טובה. אם התנהגותו רעה, זה הגיוני שהתוצאה תהיה רעה. הילד, דרך התנהגותו, גורם לתוצאות

Or anything to that effect

2 marks

Question 7

הילד יודע שאם יעשה מעשה שטותי/בלתי אחראי/חסר אחריות הוא ישלם בעד זה. הוא זה שאחראי למעשיו.

Or anything to that effect

2 marks

Question 1 (b)

Q1 = ל 1 mark

Q2 = נ 1 mark

Q3 = ל 1 mark

Q4 = נ 1 mark

Q5 = נ 1 mark

Total marks for this Section = 20 marks

Section 2

Passage for translation.

Total = 20 marks

For Section 2 the following criteria will be used for response to written language (AO2)

Response to Written Language (AO2)	
12-15	Very good understanding of the original and translated accurately in a language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	Shows good understanding of the original and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-7	Shows satisfactory understanding of the original and translated in a language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension. Meaning is substantially conveyed; good to excellent command of the main areas of awareness of appropriate style.
2-4	Shows poor understanding of the original and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-1	Little or nothing of merit.

For Section 2 the following criteria will be used for knowledge of grammar (AO3)

Knowledge of Grammar (AO3)	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary

Section 3

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Reaction/Response = 20 marks (AO2)
 Knowledge of Grammar = 10 marks (AO3)

Reaction/Response (AO2)	
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinions. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero source will automatically result in a zero score for the answer as a whole.

Knowledge of Grammar (AO3)	
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension

Total for Section 3 = 30 marks x 2 = 60 marks
Total for Unit 2 = 100 marks