



General Certificate of Education

Modern Hebrew 2675 *Specification*

MHEB2 Reading and Writing

Report on the Examination *2010 examination - June series*

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Unit 2

General Comments

This year saw the first new style A2 examination.

The main changes were:

- 20% awarded both to Section 1 and Section 2.
- 30% awarded to each essay question in Section 3.
- One extra short exercise added to Section 1.
- Three new topics were introduced to section 3.
- Section 3 consists from now on of 4 topics only.

Most candidates were clearly at ease with the new format of the examination. There were some outstanding examples of a very high standard of response. There were a small percentage of poor papers.

All candidates but one completed the paper within the time allowed. Some questions were partially answered.

In Section 3, one candidate attempted to answer both questions in their selected topic areas. Teachers are urged to remind their pupils that only **one question** in each of the two selected topics should be answered.

Also in Section 3, many candidates wrote far more than the required number of words, while few wrote under the required number of words. A sizeable majority of those who wrote a large amount wrote either irrelevant information or repeated many points in their essays. Teachers should stress that answers are not awarded higher marks for their length.

The work of several candidates was outstanding but there were also a few examples of less able candidates who clearly had neither sufficient language ability nor enough knowledge of the subjects to perform well in Section 3.

This year, again, a number of candidates who sat the exam clearly did so only on the strength of being native speakers, assuming that they would manage to answer the questions in section 3. This, of course, resulted in a very poor response. Both candidates and teachers must be aware of the specification requirements before pupils attempt to sit the exam.

Section 1

This year the passage's topic seems to have been one that candidates could really relate to. Almost all candidates tackled the questions successfully. There were very few cases of partially answered questions or answers which strayed from the question. It was interesting to note that the one question which seems to have caused some difficulty was Q1, which carried only one point. The new extra short exercise added to Section 1 was tackled by candidates with ease.

It should be emphasised to candidates that the answers should be full, but relevant and to the point. The marking system is such that when the answer is correct and the candidate answers almost entirely in his/her own words, full marks can usually be awarded.

Section 2

This section contained a passage for translation into Hebrew. Although the passage had some complexities, most candidates were able to find wordings which were acceptable. There were a few examples of near perfect translations but also a few examples of very weak ones. The passage for translation provided an appropriate challenge to candidates at this level.

Section 3

The reduction in the number of topics from 6 to 4 seems not to have had any adverse effect on candidates' performance. This year saw an increase in the number of candidates who answered questions from the literary topics. It seems that the greater freedom which teachers have in choosing the literature studied has paid off.

A wide range of ability was demonstrated in this section. At times there was a wide discrepancy between the candidates' standard of language demonstrated in Section 1 and 2 and that of the 'here is one I've prepared earlier' essays, mainly in the non-literary part of section 2.

This year there were only a few answers of those answering questions from the literary section that wrote generic essays which had been clearly taught to them as part of their teacher led exam preparation. Such essays cannot be awarded high marks.

Teachers are reminded to teach their students how to assess what the question asks, give them a set of literary terminology which in turn will enable them to use their knowledge and give focused answers.

There were also some who wrote very little literary analysis and concentrated more on recounting the story.

Those who chose to answer questions from topic 4-5 demonstrated a good knowledge of the subjects in the majority of cases. There still were those candidates, mainly those who answered Q1 of topic 4, who had clearly not evaluated the requirements of the question. Teachers should ensure that candidates are taught to read and evaluate questions before making their choices

As already mentioned, being a native speaker of the target language did not guarantee a good performance in this section.

Mark Ranges and Award of Grades

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