



**General Certificate of Education (A-level)  
June 2011**

**Modern Hebrew**

**MHEB2**

**(Specification 2675)**

**Unit 2: Reading and Writing**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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**Unit 2**

The assessment objectives will be allocated in the following way.

		<b>% of A2</b>	<b>Marks</b>
A02	Response to written language	75	75
A03	Knowledge of grammar	25	25
	<b>TOTAL</b>	<b>100</b>	<b>100</b>

The marks will be allocated in the following way.

	<b>A02</b>	<b>A03</b>
Section 1	20	
Section 2	15	5
Section 3	40	20

**Section 1**

Q	Accept	Marks
1 (a)(i)	עקרונות הבניה הירוקה אומרות שיש/שצריך לשמר את הסביבה, לחסוך אנרגיה ומים, למחזר לעזור/לטפח את הסביבה הטבעית ולבנות מחדש/לעזור לסביבה העירונית.	2
1 (a)(ii)	ה לבנות/הכוונה של ריינהולדס היתה לבנות בתים אקולוגיים. הוא השתמש בחומרים שהיו ריינהולדס רצ צוא אותם, שהיו זולים אבל גם חזקים. הוא ניצל את/השתמש בחומרים מקומיים ביחד בסביבה/ שהיה קל עם חומרים ממוחזרים	2
1 (a)(iii)	זה שהורס את הסביבה/מביא חורבן על הסביבה. האדם צריך להיות גורם חיובי בסביבה לאדם אסור להיות	2
1 (a)(iv)	חדש ישתמשו הרבה באנרגי סולארית/אנרגית השמש. מערכות האיוורור, החימום והמיזוג יעבדו בקניין החדש יש על/ישתמשו באנרגיה של השמש	3
1 (a)(v)	ו במים בסביבת הקניון היא חלק מהתכנון של הקניון/חלק מתכנון הקניון הם המים. יהיו הדרך שבה ישתמש בחזית הקניון תעלות מים, מפלי מים ובריכות	3
1 (a)(vi)	עיקריות לשמוש בבניהירוקה ולא בבניה קונוונציונלית: בניה ירוקה בדרך כלל/יכולה להיות ישנן שתי סבות פחות. באותה עת/בנוסף לזה הלקוח מקבל בסוף בניה עם איכות חיים טובה יותר, הבניה ותנן זולה/עולה יותר טובה לסביבה/ היא בניה הרבהיותר אקולוגית/היא נקיה ומנצלת את מה שיש בטבע. א מבזבזת אנרגיה/היא הרבה	2

Q	Accept	Marks
1 (b)(i)	שיטות שונות	1

Q	Accept	Marks
1 (b)(ii)	משקמת	1

Q	Accept	Marks
1 (b)(iii)	באותה עת	1

Q	Accept	Marks
1 (b)(iv)	תוכנן בקפידה/תיכנן בקפידה	1

Q	Accept	Marks
1 (b)(v)	מבנה סולרי	1

Q	Accept	Marks
1 (b)(vi)	משתלבת	1

**Total marks for this part = 20 marks**

(c) Passage for translation.

**Total marks = 20**

**Section 2**

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

<b>Response to Written Language (AO2)</b>	
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)

<b>Knowledge of Grammar (AO3)</b>	
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)

<b>Reaction/Response (A02)</b>	
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.

<b>Knowledge of Grammar (AO3)</b>	
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**

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)