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A-LEVEL

# Modern Hebrew

Unit 2 Reading and Writing  
Mark scheme

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2676  
June 2015

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V1 Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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**Unit 2**

The assessment objectives will be allocated in the following way.

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

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>
Section 1	20	
Section 2	15	5
Section 3	40	20

## Section 1 (a)

1	(a)(i)	Accept	Marks
		<p>הצעירים לא מבינים מהו מקצוע טוב או מתאים. אנו מבינים זאת כי נאמר/כתוב במאמר שהם נבוכים כששואלים אותם מה פרוש מקצוע טוב או מתאים/הם שותקים שתיקה של מבוכה כששואלים אותם מה פרוש מקצוע טוב או מתאים/ הם לא יכולים להסביר כששואלים אותם מה פרוש מקצוע טוב או מתאים.</p> <p>Or anything to this effect</p>	1

1	(a)(ii)	Accept	Marks
		<p>ישנן סיבות שונות שגורמות לצעירים לבחור מקצוע: הורים שרוצים להגשים חלום שהיה להם דרך ילדם; המלצה של חבר טוב; הצלחה של מישהו שאנחנו מכירים/של שכן במקצוע הזה; הצעיר שמע על המקצוע; חלום ילדות של הצעיר לעבוד במקצוע הזה.</p> <p>3 of the above points</p>	3

1	(a)(iii)	Accept	Marks
		<p>השאלות שצעירים צריכים לשאול את עצמם הן: מה טוב בשבילם, מה מעניין אותם ואילו צרכים/ מה הצעיר מקווה/ למלא/להשיג בבחירת המקצוע המסויים</p> <p><b>או:</b> השאלות שצעירים צריכים לשאול את עצמם הן: האם הם בדקו היטב/ לעומק את המקצוע שהם בחרו; האם זה אמנם/באמת מעניין אותם; האם זה מתאים לאופי שלהם; האם הם בחרו במקצוע מהסיבות הנכונות</p> <p>3 of the above points</p>	3

1	(a)(iv)	Accept	Marks
		<p>יש סיבות חיזוניות שונות שגורמות לצעירים להחליט על מקצוע מסויים. למשל, רצון להשיג מעמד/סטטוס חברתי מסויים; מקום עבודה טוב/יוקרתי או משכורת/שכר טוב/הגבוהה.</p> <p>Or anything to this effect (2 of the 3)</p>	2

1	(a)(v)	Accept	Marks
		<p>לדעת/הרבה פעמים צעירים מניחים דברים שאינם תמיד נכונים ומדויקים על מקצוע מסויים. לפעמים זהו דמוי חיובי מידי שנולד/שהם קבלו בגלל מידע מוטעה/תוכניות טלוויזיה/שמועות. כותב המאמר מנסה לגרום לצעירים לחשוב האם ההנחה שלהם לגבי המקצוע אמנם נכונה.</p> <p>Or anything to this effect</p>	2

1	(a)(vi)	Accept	Marks
		לכל אדם יש יכולות שונות. לא כל אחד יכול ללמוד כל מקצוע. הצעירים צריך/צריכים לבדוק היטב אם הוא/הם מתאימים ללמוד המקצוע שבחרו. למשל: האם יצליחו/ בבחינות הכניסה לקורס; האם יוכלו/ לשלם עבור הקורס והאם יוכלו/ להשקיע מספיק בלימודים כדי לגמור את הקורס. Or anything to this effect	3

1	(a)(vii)	Accept	Marks
		הצעירים יכולים לפנות למישהו/מוסד מקצועי שיכוון אותם/ יעזור להם להחליט את ההחלטה הנכונה. Or anything to this effect	1

**Section 1(b)**

1(b)(i)	Accept	Marks
	C	1

1(b)(ii)	Accept	Marks
	D	1

1(b)(iii)	Accept	Marks
	A	1

1(b)(iv)	Accept	Marks
	F	1

1(b)(v)	Accept	Marks
	G	1

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

**Section 2: Passage for Translation.**

**Total marks = 20**

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 language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	Shows good understanding of the original, and translated in 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 language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
2-4	Shows poor understanding of the original, and translated in 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 and so numerous as to impede comprehension.

**Section 3**

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

Response to Written Language	=	20 marks	(AO2)
Knowledge of Grammar	=	10 marks	(AO3)

<b>Response to Written Language (AO2)</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 opinion. 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 score 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**

### **Mark Ranges and Award of Grades**

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

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)