



**General Certificate of Education**

**Modern Hebrew 2675**  
*Specification*

**MHEB1      Reading and Writing**

**Mark Scheme**

*2009 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.

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 1**

**Criteria for Assessment**

The assessment objectives will be allocated in the following way.

		<b>% of AS</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	35	10
Section 2	10	
Section 3	30	15

**Section 1**

Question	Accept	Marks	Reject
a)	2-ח	1	
	3-ב	1	
	3-ג	1	
	2-ד	1	
	1-ה	1	
	2-ו	1	
	3-ז	1	
	2-ח	1	
	1-ט	1	
	2-י	1	
		<b>Total</b>	<b>10</b>

**Total = 10 marks**

Question	Accept	Marks	Reject
b)	Q1 - ה	1	
	Q2 - ו	1	
	Q3 - ז	1	
	Q4 - ח	1	
	Q5 - ט	1	
	Q6 - י	1	
	<b>Total</b>	<b>6</b>	

**Total = 6 marks**

**Section 1(c)**

Q1 = 4 marks

Q2 = 2 marks

Q3 = 2 marks

Q4 = 2 marks

Q5 = 2 marks

Q6 = 3 marks

Q7 = 2 marks

Q8 = 2 marks

Correct Answers for (c) are :

1. היום ילדים משחקים הרבה פחות משחקים שצריך לשחק בחוץ/משחקי חצר/בחצר או ברחוב. הסיבות לכך הן שהמבוגרים פוחדים ממעשי אלימות. בבית אין מספיק מקום למשחקי כדור לכן ילדים משחקים הרבה פחות במשחקי כדור. הם גם לא משחקים הרבה במשחקי מים, כי בשבילם צריך בריכה או חצר וגם פיקוח/שמירה של מבוגר. למבוגרים אין זמן לזה.  
any two games, any two causes
2. המילה "לבזבז" כתובה במרכאות מכיוון שלמרות שהמבוגרים אולי רואים בפיקוח/שמירה על ילדים שרוצים לשחק בזבוז זמן, זה אינו/לא בזבוז זמן בכלל.  
or anything to this effect
3. הסכנות הן שילדים פעילים/פעילים מבחינה גופנית הרבה פחות היום, הם נמצאים היום הרבה פחות עם/בחברת ילדים ואין להם הרבה קשר לטבע.  
or anything to this effect. Any of the following
4. יש חשיבות רבה/חשוב מאוד לילדים לשחק עם בני גילם. זה עוזר להם להתפתח מבחינה רגשית, הם לומדים להבין את עצמם וגם את האחרים יותר טוב, הם לומדים על העולם שמסביב. הם גם לומדים לתקשר יותר טוב עם אנשים אחרים.  
or anything to this effect. Any two of the following
5. דרך משחקי דמיון הם מביעים רעיונות וגם רגשות שקשורים לחברה שמסביבם/לעולם החברתי שלהם הם מבטאים את הידע שלהם על העולם והאנשים שבו, וגם את הבקשות/שאיפות שלהם  
or anything to this effect. Any two of the following
6. בגיל חמש ילדים מתחילים לשחק במשחקים שיש בהם חוקים וכללים/במשחקים מאורגנים למשל משחקי לוח. במשחקים כאלה משחקים שני משתתפים או יותר, יש תחרות ויודעים מראש איך מנצחים ואיך מפסידים. או: בסביבות גיל חמש ילדים משחקים במשחקי תפקידים. מה שמאפיין את המשחקים זה שהילדים משחקים לבד או עם חברים ודרכם הוא מביע את הידע שלו על העולם, על הדמויות שהוא מכיר, ואיך הוא רואה ומבין אותן.  
or anything to this effect
7. המשחקים המאורגנים חשובים להתפתחות הילד כי דרך המשחק בהם/כשהילד משחק בהם הוא לומד איך לנצח או להפסיד בלי לכעוס או לשנוא.  
or anything to this effect
8. למבוגר יש תפקיד חשוב בהקשר של משחקים מאורגנים. הוא צריך ללמד את הילד לשחק במשחקים כאלה הוא צריך לשחק עם הילדים במשחקים האלה, הוא צריך לעודד את הילדים אם הם משחקים יפה.  
or anything to this effect. Any two of the following

Total 19 Marks + 10 marks for Grammar

**Section 2**

This section = 10 marks

**Section 3**

This section = 45 marks

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
9-10	The knowledge and use of most structures is good. There are still some inaccuracies but these are usually in attempts at more complex structures.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Section 1 = 45 marks**

**Section 2**

For the translation, the following criteria will be used.

<b>Marks</b>	<b>Response to Written Language (A02)</b>
9-10	Very good understanding of the original and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
7-8	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.
5-6	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.
3-4	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.
0-2	Little or nothing of merit.

**Total for Section 2 = 10 marks**

**Section 3**

<b>Marks</b>	<b>Knowledge of Written Language (A02)</b>
25-30	Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
13-18	Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but points made are not always justified or illustrated. The answer generally lacks a clear focus.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.

<b>Marks</b>	<b>Knowledge of Grammar (A03)</b>
12-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
8-11	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-7	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

**Total for Section 3 = 45 marks**

**Total for Unit 1 = 100 marks**