



General Certificate of Education

Modern Hebrew 1676
Specification

MHEB1 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.

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.

		% of AS	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	35	10
Section 2	10	
Section 3	30	15

Section 1

Question	Accept	Marks	Reject
1 (a)	2- א	1	
	2- ב	1	
	3- ג	1	
	3- ד	1	
	3- ה	1	
	3- ו	1	
	1- ז	1	
	1- ח	1	
	1- ט	1	
	2- י	1	
		Total	10

Total = 10 marks

Question	Accept	Marks	Reject
1 (b)	Q1 – א	1	
	Q2 – ב	1	
	Q3 – ג	1	
	Q4 – ד	1	
	Q5 – ה	1	
	Q6 – ו	1	
	Total	6	

Total = 6 marks

Question 1 (c)

Correct answers for **Question 1 (c)** are:

1. החלטת הוועדה מחייבת את בתי הספר להנהיג תלבושת אחידה. כתוב שבתי הספר יכולים לבחור את התאריך שבו הם ינהיגו את התלבושת האחידה אבל לא אם להנהיג או לא להנהיג תלבושת אחידה.
Or anything to this effect 3 marks
2. הסיבות שבגללן הוועדה החליטה להנהיג תלבושת אחידה הן, שלדעתה תלבושת אחידה גורמת לתלמידים להרגיש שייכות לבית הספר, גורמת למשמעת יותר טובה בבית הספר ומונעת את האפשרות לדעת מי תלמיד עשיר ומי תלמיד עני בבית הספר.
Or anything to this effect 3 marks
3. בארץ יש בעיות ביטחוניות. אם תהיה בבית הספר תלבושת אחידה יהיה קל לראות מהר אם מישהו לא שייך לבית הספר/לא צריך להיות שם. יש גם בעיות בטחוניות.
Or anything to this effect 2 marks
4. לא כל חברי הכנסת תמכו בהנהגת תלבושת אחידה. היו כאלה שחשבו שתלבושת אחידה תגרום למשפחות עניות הוצאות כספיות גדולות מידי.
Or anything to this effect 2 marks
5. חבר כנסת אחד הציע שהממשלה/משרד החינוך תשלם/ישלם עבור התלבושת האחידה. זאת מכיוון שהורים לא משלמים עבור חינוך הילדים. החינוך חופשי ולכן גם התלבושת האחידה צריכה להיות חופשית
Or anything to this effect 2 marks
6. טלי מתנגדת ל/לא תומכת בהנהגת תלבושת אחידה. היא אומרת שבגדים הם ביטוי לאישיות של כל אדם. תלבושת אחידה גם מכוערת מאוד.
Or anything to this effect 2 marks
7. לדעתה של טלי תלמידים לא יכולים ללבוש כל מה שהם רוצים לבית הספר. הם לא צריכים ללבוש חצאיות מיני, חולצות בטן או בגדים של מעצבים.
Or anything to this effect 2 marks
8. כשמנהל בית הספר אומר שתלבושת אחידה אינה חינוך, הוא טוען שתלבושת אחידה אינה מלמדת/לא מחנכת ילדים איך להתלבש בצורה נכונה מחוץ לבית הספר.
Or anything to this effect 2 marks
9. הדרך הקלה לדעת מנהל בית הספר, היא פשוט לומר לילדים בדיוק מה ללבוש/ ללבוש תלבושת אחידה.
Or anything to this effect 1 mark

Marks	Knowledge of Grammar (AO3)
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 19 Marks + 10 marks for Grammar (AO3)

(45 marks for this section)

Section 2

For the translation, the following criteria will be used.

Marks	Response to Written Language (AO2)
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

Marks	Knowledge of Written Language (AO2)
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.

Marks	Knowledge of Grammar (AO3)
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