



**General Certificate of Education (A-level)
June 2012**

Modern Hebrew

MHEB1

(Specification 2675)

Unit 1: Reading and Writing

Mark Scheme

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 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
a)	2- א	1	
	3- ב	1	
	2- ג	1	
	3- ד	1	
	1- ה	1	
	3- ו	1	
	3- ז	1	
	2- ח	1	
	3- ט	1	
	1- י	1	
	Total	10	

Total = 10 marks

Question	Accept	Marks	Reject
b)	Q1 - ב	1	
	Q2 - ב	1	
	Q3 - ג	1	
	Q4 - ב	1	
	Q5 - ג	1	
	Q6 - ב	1	
	Total	6	

Total = 6 marks
Total = 16 marks

Section 1 (c)

Q1 = 1 mark

Q2 = 1 mark

Q3 = 3 marks

Q4 = 2 marks

Q5 = 2 marks

Q6 = 2 marks

Q7 = 3 marks

Q8 = 2 marks

Q9 = 3 marks

Correct Answers for (c) are:

1. הצעירים יוצאים לטייל אחרי/בגמר/אחרי שגמרו את/השרות הצבאי/את הצבא.

Or anything to that effect

2. הטיול נקרא הטיול הגדול/כך כי זהו טיול שבו יוצאים הצעירים לראות את העולם

Or anything to that effect

3. הצעירים יוצאים לטיול כי הוא הפך למסורת, זהו זמן להתנסות בדברים חדשים, הם מחפשים תוכן לחיים, מחפשים מגע עם אנשים חדשים, מחפשים רעיונות חדשים או תרבויות חדשות. הטיול הוא שנוי מהחיים הרגילים/מהשיגרה. הצעירים רוצים להרחיב את אופקיהם והטיול מאפשר זאת.

4. הצעיר אינו עצמאי בזמן השרות הצבאי /בצבא מכיוון שהוא תלוי בהוריו מבחינה כלכלית/כספית ונפשית.

Or anything to that effect

5. הקטע משווה בין הצעיר הישראלי והאמריקאי מכיוון ששניהם נעשים עצמאיים. מפסיקים להיות תלויים בהורים בשלב מסוים בחייהם הצעירים .

Or anything to that effect

6. בזמן השרות צעירים רבים עברו משבר בגלל שהיו צריכים להקשיב/לציית /לחיות לפי חוקים קשים/ברורים ולעשות מה שהמפקדים אומרים להם.

Or anything to that effect

7. הטיול הגדול נותן לצעירים הרגשה של חופש מוחלט, הם יכולים למרוד בחברה שבה חיו עד עכשיו. זה מאפשר לתת/ נותן להם אפשרות לברוח מהחיים האלה, לנוח ולהנות. לחלקם זה מספק אתגרים והרפתקאות

Any three to that effect

8. בתי חב"ד נותנים לצעירים אפשרות לשמור על חיי הדת היהודיים, על המנהגים היהודיים ועל המסורת היהודית

Or anything to that effect

9. הצעירים הישראליים לא רוצים להתנתק לגמרי מהמסורת הישראלית. רואים זאת בעובדה שהם מגיעים הרבה לבתי חב"ד, השפה העברית נמצאת בכל מקום שאליו מגיעים הצעירים. למשל בהודו יש שלטים בעברית, מסעדות עם תפריטים בעברית, אוכל ישראלי ועוד.

Any three to that effect

**Total 19 marks + 10 marks for Grammar
(45 marks for this section)**

Section 1

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 for Section 1 = 45 marks

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	Response to 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

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