



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

**Modern Hebrew**

**MHEB1**

**(Specification 2675)**

**Unit 1: Reading and Writing**

***Report on the Examination***

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## **General Comments**

All students except one completed the paper within the time allowed.

Most students were clearly at ease with the level of examination. There were some outstanding examples of a very high standard of response, and these were clearly the work of native speakers. There were a small percentage of poor papers.

### **Part (a1, b1)**

#### **Section 1: Short Response to Passages**

Most students scored well on this section.

**Part (a, b)** – Multiple choice questions: this part started quite well for most students. The majority scored quite high marks although very few scored full marks (Only 9%). A similar percentage of students scored full marks in part 1b. This was slightly surprising as students are familiar with this type of question from the GCSE exam. Teachers should encourage their students to read the questions/text carefully and not just assume that this is an easy part as it is similar to the GCSE.

**Part (b)** – The answers to this part differed this year to all other years. Although the majority of students understood the passage given without too much difficulty, quite a number of them ignored the fact that the questions are given in the order of their appearance in the text and answered questions using information given much later or much earlier in the text. This was partly due to the fact that students did not read the questions carefully enough. Teachers are urged to remind their students of the sequence of questions and the importance of careful reading. As always there were students who wrote the answers in their own words, however, there were still many answers which were copied from the text. This included copying only partial sentences, stopping at the wrong places or copying irrelevant information. Teachers are encouraged to instruct students to give full but relevant answers. Out of 29 marks, 19 were given for Response to Written Language (AO2) and the other 10 were given for Grammar and Structure (AO3). Students who used their own words (wholly or partially) were awarded marks for their effort.

#### **Section 2: Translation into English**

It seems that this year a greater number of students performed quite well in this section in comparison with last year.

Most students were familiar with the words, but at times were less familiar with the correct term or nuance in English. Practically all the words that proved most difficult for the students were those which had more than one meaning, though close, in English. When a word had more than one possible translation, students interpreted the word incorrectly. Teachers should encourage students to consider the different possibilities within the sentence when making their choices.

There were students who tried to paraphrase rather than produce an accurate translation. Here, students were rewarded in cases where the translation did not deviate very much from the general sense of the passage.

There were a small number of students who were unable to understand the passage well enough to give a coherent translation. Some students made spelling mistakes in their English. However, they were not penalised, except for more serious mistakes.

### **Section 3: Response to Stimulus**

This section showed the ability of students to express themselves freely. The stimulus passage triggered the imagination of most students. Many seemed to enjoy writing the answers since the passage concerned was about a topic which impacts on many young people's lives.

In this section there were some outstanding examples of an excellent response using rich and vivid language as well as using the appropriate register.

Many students wrote much more than the required number of words. In some of these cases there were repetitions and ambiguities. There were only two students who failed to write the minimum number of words required.

Teachers are advised to emphasise to their students that longer answers are not necessarily awarded more marks. Teachers are also urged to remind students to leave some time for thoroughly checking how correct the use of language in the essay is.

### **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).