



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

Modern Hebrew

MHEB2

(Specification 2675)

Unit 2: Reading and Writing

Report on the Examination

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General Comments

All but two students completed the paper within the time allowed. Some questions were partially answered.

No students attempted to answer both questions in their selected topic areas in Section Two.

Also in Section Two, many students wrote far more than the required number of words, while only seven wrote fewer than the required number of words. A sizeable majority of those who wrote a large amount wrote either irrelevant information or repeated many points in their essays. Teachers should stress that answers are not awarded higher marks for their length.

The work of several students was outstanding, but there were also a few examples of less able students who clearly had neither sufficient language ability nor enough knowledge of the subjects to perform well in Section Two.

This year, only a few students who sat the exam clearly did so only on the strength of being native speakers. Most of those who are clearly native speakers actually showed proper knowledge of their chosen topics.

Section 1 (a)

Although the passage was of a demanding level, almost all students tackled the long questions successfully. There were, however, some cases of partially answered questions or answers which strayed from the question. It should be emphasised to students that the answers should be full, but relevant and to the point. The marking system is such that when the answer is correct and the student answers almost entirely in his/her own words, full marks can usually be awarded.

Section 1 (b)

This was the first year where the language section of the Reading Comprehension asked students to directly identify the meaning of individual words. Only 60% of students were completely at ease with this component. The rest coped with this section with different degrees of success.

Section 2

This section contained a passage for translation into Hebrew. Although the passage had some complexities, most students were able to find alternative wordings which were acceptable. It was interesting to note this time that most errors were not vocabulary related, rather they were mostly linguistic. Students made many basic mistakes using the wrong agreements and more complex language structures like the use of the passive form were clearly known by only a few. This section of the exam best reflects the true knowledge of the students' level of language. Teachers are urged to ensure that enough time is dedicated to both learning and revising of basic and more complex language structures. There were a few examples of near perfect translation but also a few examples of very weak ones. The passage for translation provided an appropriate challenge to students at this level.

Section 3

A wide range of abilities were demonstrated in this section. A worrying trend is the wide discrepancy between the students' standard of language demonstrated in Section 2 and that of the pre-prepared essays, mainly in the non-literary part of section 3.

The number of students who chose to answer questions from the literary topics this year was slightly higher than last year. This year there were only a few answers chosen from the literary section which were generic essays clearly taught as part of teacher led exam preparation. This resulted, as ever, in students being awarded very few marks, if at all, for these questions. Teachers are reminded to teach their students how to assess what the question asks and give them a set of literary terminology which in turn will enable them to use their knowledge and give focused answers.

There were also some who wrote very little literary analysis and concentrated more on recounting the story.

Those who chose to answer questions from topic 5 mainly demonstrated a good knowledge of the subject in the majority of cases.

In very many cases, students who answered questions from topic 6 had clearly memorised the essay which they had written in class previously. The use of pre-prepared essays is a worrying trend, as previously highlighted.

This year too, being a native speaker of the target language did not guarantee a good performance in this section.

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.