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AS-LEVEL

# Modern Hebrew

Unit 1 Reading and Writing

Mark scheme

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MHEB1

June 2015

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V1 Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

**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
1(a)	3-א	1	
	1-ב	1	
	2-ג	1	
	3-ד	1	
	3-ה	1	
	2-ו	1	
	2-ז	1	
	3-ח	1	
	2-ט	1	
	3-י	1	
		<b>Total</b>	<b>10</b>

**Total = 10 marks**

Question	Accept	Marks	Reject
1(b)	1 משמעות	1	
	2 יכולת	1	
	3 תהליך	1	
	4 נסיכה	1	
	5 מפורסמים	1	
	<b>Total</b>	<b>5</b>	

**Total = 5 marks**

**Section 1 (c)**

Q1 = 1 mark

Q2 = 2 marks

Q3 = 3 marks

Q4 = 2 marks

Q5 = 3 marks

Q6 = 2 marks

Q7 = 4 marks

Q8 = 2 marks

Q9 = 1 mark

Correct answers for (c) are:

1. המאמר מדבר על חלומות של ילדים חולים במחלות מסכנות חיים.  
2. הארגון קם בארצות הברית ב-1980 בעקבות בקשתו של ילד חולה מאוד שביקש להיות שוטר.

Or anything to that effect  
3. אמו של הילד החליטה לעזור לו להגשים את חלומו. היא פנתה ל/דברה עם מפקד משטרת/מפקד המשטרה של ניו-יורק, שעזר לילד לקבל מדים של שוטר ולהיות שוטר ליום אחד.

4. כן, גם בארץ יש ארגון דומה. כתוב בטקסט שבשנת 1996 קם בארץ ארגון דומה בשם "משאלת לב"  
Or anything to that effect

5. משפחתו של הילד החולה עוברת איתו את כל התהליך הקשה/את כל הקשיים של הטיפולים שהילד מקבל. המשפחה רואה אותו מבלה בבית החולים במקום לשחק עם החברים שלו. הגשמת משאלה/כשמשגשימים משאלה של הילד, זהו זמן מנוחה גם לילד וגם למשפחה/ זהו זמן שבו המשפחה יכולה לנוח קצת מהבעיות של המחלה

Or anything to that effect

6. הגשמת משאלה עוזרת לילד החולה מבחינה רפואית מכיוון שאם חלום שלו מתגשם/מתמלא זה נותן לו כוחות חדשים/נפשיים להמשיך להילחם במחלה שלו/במחלתו.

Anything to this effect

7. יש ארבעה סוגים שונים של משאלות של ילדים חולים: משאלה שבה הילד אומר מה הוא רוצה להיות/אני רוצה להיות; משאלה שבה הילד אומר מה הוא רוצה לקבל/אני רוצה לקבל; משאלה שבה הילד אומר לאן הוא רוצה לנסוע/אני רוצה לנסוע למקום מסויים; משאלה שבה הילד אומר את מי הוא רוצה לפגוש/אני רוצה לפגוש את...;

Or anything to that effect (all 4 points)

8. ברוב המקרים הפגישה היא חד-פעמית. בטקסט כתוב/הטקסט אומר שקשה לשמור על הקשר הזה ברוב המקרים.

Or anything to that effect

9. מנהלת הארגון חלמה/החלום של מנהלת הארגון היה לעזור לאנשים. החלום שלה אמנם התגשם.

Or anything to that effect

**Total 20 marks + 10 marks for Grammar  
(45 marks for this section)**

**Section 1**

<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 (AO2)</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 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 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 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>Response to Written Language (AO2)</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 (AO3)</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****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)