

# GCE

AS and A Level Specification

## Modern Hebrew

AS exams 2009 onwards

A2 exams 2010 onwards

רונית רוזן היא עיתונאית בעיתון המקומי של חיפה. הפגנה, תערוכה חדשה, פתיחת מרכז רפואי, ישיבות בעירייה- אלה רק כמה מהנושאים שרונית כותבת עליהם.

רונית אוהבת את העבודה שלה. היא טוענת, שבמדינה דמוקרטית יש לעיתונות תפקיד חשוב. היא יודעת שלדעת הקהל יש הרבה כוח והשפעה. הביקורת הציבורית יכולה לשנות החלטות ותוכניות של פוליטיקאים בנושאים הקשורים לציבור. רונית מאמינה, שזכות הציבור לדעת, ולכן הוא זקוק למידע נכון כדי לפעול ולהגיב.

לפני הבחירות ראינה רונית אנשים העובדים בעירייה וקשורים לפוליטיקה. היא בדקה את דעת- הקהל וכתבה על המועמדים. הם התווכחו וצעקו, והיא כתבה.

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Vertical black lines indicate a significant change or addition to the previous version of this specification.

# 1 Introduction

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## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Modern Hebrew?

- To enable students to develop and build on the skills acquired at GCSE.
- To enhance employment prospects.
- To facilitate foreign travel.
- To provide an insight into another culture and society.
- To provide students with a sound basis for further study.

## 1.3 How do I start using this specification?

### Already using the existing AQA Modern Hebrew specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website **[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

## 2 Specification at a Glance

### AS Examination

#### Unit 1 – MHEB1

##### Reading and Writing

100% of AS, 50% of A Level

2 hour 30 minutes written examination

100 marks

Written paper consisting of reading comprehension, translation into English and writing in Modern Hebrew.

Available in June only

AS  
Award  
1676

### A2 Examination

#### Unit 2 – MHEB2

##### Reading and Writing

50% of A Level

3 hour written examination

100 marks

Written paper consisting of reading comprehension, translation into Modern Hebrew and two essays on topics or texts in Modern Hebrew.

Available in June only

A Level  
Award  
2676

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

# 3 Subject Content

## AS Topics

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### Day-to-day issues

- media
- transport and communication
- food, drink, health and fitness

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### Contemporary Society

- family
- religion
- free-time activities
- social issues

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### Environment and Citizenship

- environmental issues
- urban and rural life
- science and society
- crime and punishment

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### Working World

- education and training
- employment and unemployment
- commerce and industry

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### The International Context

- holidays and travel
- impact of tourism
- aspects of life/culture of foreign countries

## A2 Topics

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### Day-to-day issues

- media and advertising
- transport
- communication technology
- health and wellbeing

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### Contemporary Society

- family and relationships
- religion
- leisure activities
- social issues

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### Environment and Citizenship

- protecting the planet
- urban and rural life
- impact of scientific and technological progress
- law and order

## Working World

- education and employment
- commerce and industry
- economic issues

## The International Context

- impact of travel and tourism
- aspects of life/culture of foreign countries
- the developing world
- wealth and poverty

## Literary Topics

The questions in Section 3 of Unit 2 are based on the following topics. Please note that the texts and source material listed under the following literary and non-literary topics are not prescriptive. They are examples of the sorts of works that candidates should study.

**Please note that candidates may not take texts or a dictionary into either the Unit 1 or Unit 2 examination.**

יהיד מול עצמו ובחברה

### 1. Individuals in the mirror and in society

היבמה, נעימה ששון, מישהו לרוץ איתו, סרוויס צ'כי

Coming of age

העיוורת, בת ישראל, סוגרים את הים

Women in patriarchal societies

שמישהו יסגור את השער, אדושם, סרוויס צ'כי, מומנט מוסיקלי

In the family

פרנהיים, האדונית והרוכל, בדרך אל החתולים,

Alienation

העיוורת, בת ישראל, בת הרב, הינומה, חצוצרה בואדי, בדרך אל החתולים

Struggling with social and national norms

דויד גרוסמן

מישהו לרוץ איתו, 2000

עמליה כהנה כרמון

נעימה ששון כותבת שירים (בכפיפה אחת, 1971) 'הינומה, (שדות מגנטיים, 1977)

מירה מגן

'שמישהו יסגור את השער', (כפתורים רכוסים היטב, 1994)

סמי מיכאל

חצוצרה בואדי, 1987

שמואל יוסף עגנון

'פרנהיים' (עד הנה, 1960), 'האדונית והרוכל (סמוך ונראה, 1960)

יהושע קנז

בדרך אל החתולים, 1991, 'מומנט מוסיקלי' מומנט מוסיקלי, (1990)

יהודית קציר

'סוגרים את הים' (סוגרים את הים, 1990)

יעקב שבתאי

'אדושם', 'סרוויס צ'כי' (הדוד פרץ ממריא, 1972)

יעקב שטיינברג

'העיוורת', 'בת ישראל', 'בת הרב' (כל כתבי יעקב שטיינברג או יעקוב שטיינברג: ילקוט סיפורים, יחדיו 1978)

## ייצוגים ספרותיים של ארועים ונושאים היסטוריים

## 2. Literary representations of historical events and topics

	אהרון אפלפלד המצוד, 'אביב קר' (כמאה עדים, 1975) או באדנהיים עיר נופש יוסף חיים ברנר המוצא, 'עצבים' (כל כתבי יוסף חיים ברנר, זכיר)
	א.ב. יהושע מול היערות (9 סיפורים, 1970), בתחילת קיץ 1970, 1974 סביון ליברכט 'הגיגת הארושין של חיותה' (תפוחים מן המדבר 1986), 'כריתה' (סוסים על כביש גדה, 1988), 'ילדת התותים' (סינית אני מדברת אליך, 1992)
	נאוה סמל מסע לשתי ברלין, 'אבל המוסיקה אינה מכסה' (כובע זכוכית, 1988)
	שולמית לפיד גיא אוני יהושע סובול גטו' (מחזה) יזהר סמילנסקי השבוי, 'חרבת חיזעה' (7 סיפורים, 1971)
	עמוס עוז דרך הרוח, 'נוודים וצפע' (ארצות התי, 1976)
	אלי עמיר תרגול כפרות, בנימין תמוז תחרות שחייה' (חולות הזקב, 1950)
Aliyah/immigration	המוצא, עצבים, גיא אוני, תרגול כפרות
Confronting the trauma of the Holocaust	המצוד, אביב קר, באדנהיים עיר נופש, גטו
The writing of the second generation of Holocaust survivors	הגיגת הארושין של חיותה, כריתה, ילדת התותים, אבל המוסיקה אינה מכסה
Generational gap	דרך הרוח, בתחילת קיץ, 1970 כריתה, תרגול כפרות, הגיגת הארושין של חיותה
At war	השבוי, חרבת חיזעה, נוודים וצפע, מול היערות, תחרות שחייה
Jewish/Israeli identity	המוצא, תרגול כפרות, מסע לשתי ברלין, המצוד



## Non-Literary Topics

## דמוקרטיה ואזרחות בישראל

**1. Democracy and citizenship in Israel**

דתיים וחילוניים בישראל, מלחמת תרבות? אביעזר רביצקי, בהוצאת הישראלי לדמוקרטיה 1997  
 דמוקרטיה ישראלית, עיקרים חוקתיים במשטר מדינת ישראל\זאב סגל. בהוצאת משרד הבטחון 1998  
 לא אדוני נציב. מאחורי הקלעים של הפוליטיקה והמנהל בישראל. יצחק גלנור. בהוצאת ידעות אחרונות, ספרי חמד 2003

Democratic principles and their implementation.

The military in Israel and its status and social implications.

The status of religious minorities ('המיעוטים') in Israel.

Religion and state in Israel.

The Israeli judicial system and the roles of its various courts.

The functions of government in Israel (including political parties, the electoral system and the Knesset).

## קהילות, קבוצות אתניות ודתות בישראל

**2. Communities, ethnic groups and religions in Israel**

עדות בישראל ומקומן החברתי\ שמואל אייזנשטט ומשה ליסק. בהוצאת מכון ירושלים לחקר ישראל. 1993  
 מרוסיה לישראל. זהות ותרבות במעבר\ בעריכת משה ליסק ואליעזר לשם. בהוצאת הקבץ המאוחד 2000  
 דור התמורה. שנוי והמשכיות בעולמם של יוצאי צפון אפריקה\ משה שקד. בהוצאת יד יצחק בן צבי 1999  
 המאבק המזרחי בישראל. בין דכוי לשחרור, בין הזדהות ואלטרנטיבה 1948-2003\ סמי שלום שטרית. בהוצאת עם עובד 2004  
 אדילינק, מאגר ישראל ראשי-דתות

History of communities before and after the establishment of the state of Israel.

Traditional values in modern Israel in at least one community.

The concepts of Israel as a 'melting pot' of peoples or a multicultural society.

The significance of 'The Holy Land' and the shaping of inter-faith relationships in Israel.

The following web addresses will be helpful to candidates:

<http://www.learn.snunit.k12.il>

[http://www.education.gov.il/tochniyot\\_limudim](http://www.education.gov.il/tochniyot_limudim)

<http://www.amalnet.k12/media/sifrut>

## 3.1 Unit 1 MHEB1 Reading and Writing

**2½ hours**  
**100 marks**

### Section 1

A passage or passages of authentic, printed material in Modern Hebrew amounting to between 300 and 350 words in total, on which a variety of questions are set which require either non-verbal or short answers in Modern Hebrew.

### Section 2

A passage of between 100 and 120 words in Modern Hebrew for translation into English.

### Section 3

A short, printed stimulus in Modern Hebrew of between 50 and 100 words, requiring a letter, report or article to be written as a response in Modern Hebrew. Candidates should write at least 200 words.

The marks are allocated in the following way.

	AO2	AO3	Total
Section 1	35	10	45
Section 2	10		10
Section 3	30	15	45

3

### Section 1

35 AO2 marks, 10 AO3 marks (see grid below)

	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

10 AO2 marks (see grid below)

	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 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

30 AO2 marks, 15 AO3 marks (see grids below)

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.

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

## 3.2 Unit 2 MHEB2 Reading and Writing

**3 hours**  
**100 marks**

### Section 1

A passage or passages of authentic, printed material in Modern Hebrew on which a variety of questions are set which require either non-verbal or short answers in Modern Hebrew.

### Section 2

A passage of approximately 150 words in English for translation into Modern Hebrew.

### Section 3

Two literary and two non-literary topics are set for study. Two alternative questions are set on each topic. Candidates are expected to write at least 200 words in answer to each of **two** questions in Modern Hebrew. Candidates must refer to at least one source in their answer.

The marks are allocated in the following way.

	AO2	AO3	Total
Section 1	20		20
Section 2	15	5	20
Section 3	40	20	60

## Section 1

20 AO2 marks

Total for Section 1: 20 marks

## Section 2

15 AO2 marks, 5 AO3 marks (see grids below)

<b>Response to Written Language (AO2)</b>	
12–15	Very good understanding of the original, and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8–11	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.
5–7	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.
2–4	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.
0–1	Little or nothing of merit.

<b>Knowledge of Grammar (AO3)</b>	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
3	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0–1	Errors are elementary and so numerous as to impede comprehension.

Total for Section 2: 20 marks

## Section 3

20 AO2 marks (x2), 10 AO3 marks (x2) (see grids below)

<b>Response to Written Language (AO2)</b>	
16–20	Demonstrates a thorough knowledge and understanding of the topics/texts, with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated, with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11–15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6–10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1–5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole.

<b>Knowledge of Grammar (AO3)</b>	
9–10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7–8	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
5–6	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
3–4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0–2	Errors are elementary and so numerous as to impede comprehension.

Total for Section 3: 30 x 2 = 60 marks

### 3.3 Grammatical Structures

AS and A Level candidates are expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to use actively and accurately grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into AS and A level. The examples in *italics* are indicative, not exclusive.

#### AS

##### The scripts and phonetics

- Letters and consonants
- Vowel-letters (eg *bati, rosh, rishon, deshe; ra`ah, morah, moreh; yachol, qol, la-qum, sagur; la-shir, mi; ein, lifney*)
- The vowels (**not** vocalisation)
- Accent and pronunciation (eg *.ta`am – .>ta`am; pa`h >ad – >pa`had; rats>ah – >ratsah*)

#### Morphology

##### The noun

Singular

Gender

Masculine

Feminine

- Words ending in AH (eg *yaldah/ishah* except *layla* and the numerals 3-10, eg *sheloshah, arba`ah* (which are masculine))
- Most words which end in T (eg *geveret, a`hot, mechonit*) (but not when T is the third radical of the root, eg *sherut, zayit, tut*)
- Words which do not end in AH or T but which are feminine
  - Feminine 'by nature' (eg *em, aton*)
  - The singular of limbs/parts of the body which are more than one (eg *ozen, ayin, shen, yad, regel etsba`, kanaf, katef, kaf, tsiporn*)
  - Names of countries and cities (eg Israel, Jerusalem, London)
  - Choice of extraordinary nouns (eg *even, esh, erets, be`ten, kos, lashon, na`al, `ir, pa`am, tsipor*)
  - Nouns which are both masculine and feminine but are usually used in Modern Hebrew as feminine (eg *derech, ruwah, shemesh*). There are a few nouns which are used either in the feminine or masculine (eg *matbea`, sakkin, panim*)

Dual (suffix *-ayim*)

- Nouns denoting time (eg *she`atayim, yomayim, shevu`ayim, hodshayim, shenatayim; mo`horatayim*).
- Nouns denoting number (eg *shenayim, shetayim; matayim, alpayim, pa`amayim*)
- Nouns denoting dual as well as plural:
  - The parts of the body which are 'double' (eg *einayim, oznayim, yadayim, raglayim*) [to distinguish between the dual and the plural the numeral *shetey* (in the feminine construct) is annexed to these nouns denoting the dual (eg *shetey einayim/oznayim/yadayim*)]
  - Clothes worn on limbs which are 'double' (eg *garbayim, na`alayim, michnasayim*)
  - Some tools or devices (eg *misparayim, mishkafayim*)

Note: there are nouns which have the suffix *-ayim* but they are not dual (eg *mayim, shamayim, tsohorayim, kirayim, shinayim, me`ayim*). Also, there are some proper names ending in *-ayim*, but they are not dual (eg *Yerushalayim, Efrayim, Mitsrayim*)

## Plural

Masculine ending in *im* (eg *yeladim*)Feminine ending in *ot* (eg *yeladot*)

Extraordinary forms:

masculine ending in *ot* (eg *avot*, *shulhanot*, *shemot*, *yeraqot*, *halonot*)feminine ending in *im* (eg *nashim*, *avanim*, *beitsim*, *pe'amim*, *'arim*)Note: The unusual plurals *anashim* (sing. *ish*); *imahot* (sing. *ém*); *ahayot* (sing. *ahot*)Declension of nouns (students should be aware of the two forms current in Modern Hebrew, eg *ahoti* or *ha-ahot sheli*, and may select the one they prefer)

## 1. Nouns which do not change when declined

- Nouns ending in long vowels (eg *dod* – *dodi*; *sus* – *susi*; *kis* – *kisi*; *'et* – *'eti*; *biqqur* – *biqquri*; *talmid* – *talmidi*; *reshut* – *reshuti*; *michtav* – *michtavi*)
- nouns ending in short vowels (eg *gan* – *gani*; *estba`* - *estba`i*)
- nouns in the feminine ending in AH have their H changed into T (eg *simlah* – *simlati*; *dodah* – *dodati*)

Note: When declined, the nouns *av* and *aḥ* have an *i* added: *av* – *avicha*, *ahinu*

## 2. Nouns which, when declined, have their vowels changed

- peh* – *pi*; *moreh* – *mori*
- em* – *imi*; *rofeh* – *rofi*
- davar* – *devari*; *garon* – *geroni*
- mishpaḥah* – *mishpaḥti*; *shechenah* – *shechent*
- the Segolites: *begeh* – *bigdi*; *regel* – *ragli*; *neched* – *nechdi*; *sefer* – *sifri*; *ḥeleq* – *ḥelqi*; *ba'al* – *ba'ali*; *bayit* – *beiti*; *ketovet* – *ketovti*; *geveret* – *gevirti*; *maḥberet* – *maḥbarti*; *mitpaḥat* – *mitpaḥti*

The Construct state (*beit ha-yeled* for *ha-bayit shel ha-yeled*)1. Unchanged forms as first part of the construct (eg *dod ha-yeled*; *talmid ha-kittah*)

## 2. Changed forms as first part of the construct

- feminine forms ending in AH (eg *kalbah kalbat ha-shachen*; *ishah eshet ha-shachen*; *mishpaḥah mishpaḥat kohen*; *shanah shenat alpayim*)
- masculine forms in which minor changes occur in the construct (eg *davar davar ha-moreh*; *nasi* – *nesi ha-medinah*; *bayit beit ha-talmid*; *mishṭarah mishṭeret Tel-Aviv*)
- changes in the masculine plural: the omission of the M and the turning of the l into El (eg *susim susei rechivah*; *talmidim talmidei ha-kittah*)
- changes in the internal vocalisation of the masculine plural (eg *yeladim yaldei hakittah*; *be'alim ba'alei ha-mechoniyot*)
- changes in the internal vocalisation of the feminine plural (*yeladot yaldot ha-kittah*; *aratsot artsot ha-`olam*)

**The Verb**

1. Introduction
  - a. The three radical root (the triliterals) (eg k t v; g m r; a ch l)
  - b. The four radical root (the quadrilaterals) (eg p r s m; t r g m; b l b l)
  - c. The tenses (eg past, present, future)
  - d. The forms: active: *qal, pi`el, hifil*  
passive: *nifal, pu`al, hofal*  
reflexive: *hitpa`el*
  - e. The imperative: (eg *ketov!*)
  - f. The infinitive (eg *li-chtov*)
  - g. The verbal noun (eg *ketivah*)
  - h. Active and passive participles (eg *kotev – katuv*)
2. Conjugation of the 'sound verb' (where the three radicals are always retained) (eg *SaGaR, niSGaR, SiGeR, SuGaR, hiStaGeR, hiSGiR, hoSGaR*) including *histaleq, hishtalem, hitsʔalem, hizdaqen*.
3. Conjugation of common verbs in the various forms (eg *achal, amar, ahav; `amad, berech, shama, salaḥ; laqaḥ, nasa, natan; nafal; halach; yashav; qam; qanah; matsa; ba; yachol; hayah; hit`orer; hodah*).

**Adjectives**

1. A selection of common adjectives: (eg *gadol, qaṭan, ḥazaq, ḥalash, yafeh, tov*)
2. Colours (eg *adom yaroq, shaḥor, lavan*)
3. Elative: positive, comparative and superlative (eg *gadol kmo, yoter gadol mi, hachi gadol/hagadol beyoter*)

**Adverbs**

A selection of common adverbs (eg *me`od, heitev, yafeh, beqoshi, betsa`ar rav*) (see below under Syntax).

**Pronouns**

Personal pronouns: *ani, attah, att*, etc  
 Possessive pronouns: *sheli, shelcha, shelach*, etc (see above under Declension of nouns)  
 Pronominal suffixes: *re`iticha (=ra`iti otcha), hircizani (=hu hirciz oti)*  
 Demonstrative pronouns: *(ha) zeh, (ha)zot/zo, (ha) eleh, elu; hahu, hahi, hahem, hahen*  
 Relative pronouns: *she-, asher, ki*

**Particles**

1. The article HA (with nouns and adjectives (eg *ha-yeled ha-gadol*)
2. Prepositions
  - a. *b, k, l, m*, (eg *ba-bayit, ka-yom, le-Angliah, mi-sham*)
  - b. *el, `al, `im, min et (itti...)*
  - c. *bein, mul, taḥat, etsel*
  - d. *lifnei, aḥarei*
  - e. (combined): *lefi, `al-pi, betoch, `al-yad, `al-yedey, biglal, bishvil, liqrat, odot, mipnei, meaḥorei, misaviv*
3. Conjunctions: *v, gam, ela, az, afilu*
4. Interrogatives: *mah, mi matai, lamah, eich, eizeh, eifoh, maduwa, ha`im, leán, meáin, lemi, `ad matai, `im mi, meéifo, mimatay*
5. Condition: *im, lu, ilu*
6. Negation: *lo, ein, `adayin lo, ṭerem, (of imperative) ál...!*
7. Result: *lachen, mishum kach, biglal zeh (lefichach)*
8. Contrastive: *aval, ulam, bechol zot, lamrot, af-`al-pi-chen*
9. Indefinite: *mishehu/mishehi, mashehu*
10. Interjections: *Hallo, Oy, Oy va-avoy, nu, ichs*



**Numerals**

1. Cardinal numbers (*eḥad, shenayim...*)
2. Ordinal numbers (*rishon, sheni...*)
3. Days of the week

**Syntax**

1. Elements of the sentence:  
subject, verb, predicate, direct object, indirect object, attribute, adverbs  
eg    *yosi*      *laqaḥ*      *et aḥiv*      *haqaṭan*      *im ḥavero*      *bimichonito*  
       $\wedge$              $\wedge$              $\wedge$              $\wedge$              $\wedge$              $\wedge$   
      subject    verb        d. object    attribute    ind. object    adverb
2. Types of sentences
  - a. simple (eg *Yosi oved qasheh*; *Yosi yeled tov*)
  - b. compound (eg *Yosi qoreh ve-David kotev*; *tilfanti le Yosi, aval hu lo haya babayit*).
  - c. complex (eg *Yosi tsiyyer et aḥiv, she-yashav lefanav*; *mi she'oved qasheh – matsliaḥ*; *ha-mis.haq lo ne'erach, mipnei she-yarad geshem*; *im tiréḥ et Yosi, mesor lo dash*; *bo levaqer oti ke-she-yihyeh lecha zeman*)

**Usages**

3. Word order
  - a. Subject + verb (eg *Yosi katav*)
  - b. Subject + predicate (eg *Yosi nehmad*; *Yosi talmid*; *Yosi babayit*)
  - c. Adverb + verb + subject or Adverb + subject + verb (eg *keshe-Yosi ba* or *kesheba Yosi/matay Yosi halach?* or *matay halach Yosi?*)
  - d. Noun + adjective (eg *bayit gadol/ha-bayit ha-gadol*)
  - e. Adverb + adverb (eg *besimhah rabah, betsa'ar rav, hu medaber ivrit yafeh/tov me'od (=heitev)*)

**Phonetical**

Intonation: affirmative versus interrogative statement: (eg *attah kotev/ attah kotev?*; *hi poh/hi poh?*; *kacha/kacha?*)

Repetition: repetition of words usually for emphasis (eg *kacha-kacha*; *leát-leát, yom-yom*)

**Morphological**

Fixed patterns of the noun

- a. *Pa`al* – usually denotes a profession (eg *naggar, ḥazzan, gannav*)
- b. *PI`EL* – usually denotes disability (eg *illem, `ivver, ṭippesh*)
- c. *PA`OL* – usually denotes a colour (eg *adom, yaroq, kaḥol*)
- d. *PO`EL* – usually denotes a profession (eg *sofer, moreh, shoter*)
- e. *PA`ELET* – usually denotes an illness (eg *nazelet, sha`elet, daleqet*). Also denotes a profession of females (eg *ḥayelet, zameret, ganenet*).
- f. *PA`LAN* – usually denotes a characteristic (eg *'atslan, shaqran, qamtsan*). Also denotes a profession (eg *safran, raqdan, yarqan*)
- g. *MIFAL/AH* – usually denotes a place (eg *misrad, miqdash, mifal, mirpa`ah, mis`adah, midrachah*)
- h. *MIFELET* – usually denotes a tool (eg *mivreshet, miqteret, mishqefet*)
- i. *MAFEL* – usually denotes a tool (eg *maghets, mazleg, masreq*)
- j. *PEAL`AL* – usually denotes a small size, a young animal, a shade of a colour, etc (eg *qeṭanṭan, kelavlav, sheḥarḥar, `agalgal*)

**Syntactical**

Fixed patterns of the verb

- NIFAL* – usually denotes passive voice (eg *nishbar, nimsar, nilqah*); also denotes a reflexive action (eg *nichnas, nifgash, nishba*)
- PI`EL* – usually denotes strong action (eg *shibber*); also denotes causative action (eg *(lamad)/limmed*)
- PU`AL* – denotes passive of *PI`EL* (eg *supar*)
- HITPA`EL* – usually denotes a reflexive action (eg *hitlabesh, hitrahet, hitpashef*); also denotes a reciprocal action (eg *hitkatev, hitvakeiaf, hitkasher*)
- HIFIL* – usually denotes causative action (eg *hichnis, hilbish, hitshiq*);
- HOFAL* – denotes passive of *HIFIL* (eg *Holbash*)

The infinitive

- Infinitive as direct object (eg *nissah lichtov*)
- Infinitive expressing purpose (eg *ba laqaḥat*)
- Infinitive used after verbs denoting wish, intention or decision (eg *ratsa lalechet, hitkaven laqum, hashav ledaber, hehliṭ lilmod*)
- Infinitive used after words denoting ability or lack of it, interest (eg *yachol lirqod, mesugal lashir, asuy lich`os alul lehaziq, efshar lehishtageia, mutar laqaḥat, asur le`ashen, me`anyen lada`at*)
- Infinitive used after words denoting need or lack of need (eg *tsarich ledaber, lo tsarich ledaber, ratsuy lishmoa, yesh lechabed, ein lehitpalea*)

Possession or lacking

*yesh li sefer – ein li sefer*

*yesh li ha-sefer – ein li ha-sefer* (many Hebrew speakers wrongly say *yesh li et ha-sefer – ein li et ha-sefer*, nevertheless it is tolerated)

Distinction between complete and incomplete sentences

complete sentence: *ha-yeled gadol; zeh yeled / zeh hayeled.*

incomplete sentences: *yeled gadol / ha-yeled ha-gadol; yeled zeh / ha-yeled ha-zeh*

Plural after 'all' or 'most' (eg *kol / rov ha-yeladim halchu*)

Uses in sentences of: *aval, eizeh* (in the affirmative), *ach, ela-im-ken, afilu, be`ofen, betsurah, beli, le-lo, ke`ilu, ad, od, raq*

**Word order**

- Direct object and adverbs may appear at the beginning of the sentence for emphasis: (eg *et ha-ugah ani achalti, bahatḥalah lamadnu liqroa, ha-yom qaniti sefer*)
- The place of *gam* in the sentence
  - ani katavti gam sefer* (= I wrote (poetry) as well as a book)
  - gam ani katavti sefer* (= I, like others, wrote a book)
  - ani gam katavti sefer* (= I not only read during the holiday but I wrote a book too)
- Simple sentence turns into compound sentence: eg *ha-badran sipper bediḥot ve-hitshiq et ha-qahal – ha-badran sipper bediḥot ve-ha-qahal tshaḥaq*

**A LEVEL**

All grammar and structures listed for AS, plus:

Morphology – more noun patterns; more irregular verbs

Syntax – the use of *ilmaleh*; periodic sentence; condition expressed by imperative

Usage – the various functions of the prepositions

# 4 Scheme of Assessment

## 4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

AS and A Level specifications in Modern Hebrew should enable students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

AS and A Level specifications should also:

- provide a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

In addition, A Level specifications in Modern Hebrew should:

- provide a sufficient basis for the further study of languages at degree level or equivalent.

## 4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

**AO2** Understand and respond, in speech<sup>†</sup> and writing, to written language.

**AO3** Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

<sup>†</sup>Study through spoken sources and response in speech does not apply to this specification.

### Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in unit 1 by means of the transfer of meaning task.

### Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS unit.

Assessment Objectives	Unit Weightings (%)	Overall Weighting of AOs (%)
	Unit 1	
AO2	75	75
AO3	25	25
Overall weighting of units (%)	100	100

## Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the A Level units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO2	37.5	37.5	75
AO3	12.5	12.5	25
Overall weighting of units (%)	50	50	100

## 4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for Modern Foreign Languages
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

## 4.4 Prior Learning

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE Modern Hebrew course or equivalent.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

## 4.5 Synoptic Assessment and Stretch and Challenge

Synoptic assessment in Modern Hebrew is assessed in the A2 unit by tasks which require candidates to demonstrate understanding and the ability to use advanced level language skills. These tasks draw on both A Level Assessment Objectives. The requirement

that Stretch and Challenge is included at A2 is met by the application of marking criteria which enable differentiation by outcome rather than only by task.

## 4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates

will have a complete barrier to any part of the assessment.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all the competences had been addressed. A Level Modern Hebrew requires assessment of the skills of reading and writing. Some candidates may have difficulty in accessing aspects of the assessment, where reasonable adjustments cannot be applied, as follows:

- Reading – some candidates with a visual impairment who cannot read Braille.

This will be kept under review and may be amended in the future.

# 5 Administration

## 5.1 Availability of Assessment Units and Certification

Examinations and certification for this specification are available as follows:

	Availability of units		Availability of certification	
	AS	A2	AS	A Level
January 2009				
June 2009	✓		✓	
January 2010			✓	
June 2010	✓	✓	✓	✓
January 2011 onwards			✓	✓
June 2011 onwards	✓	✓	✓	✓

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 - MHEB1

Unit 2 - MHEB2

AS certification - 1676

A Level certification - 2676

## 5.3 Private Candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

## 5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of Examinations

We will provide units in English only.

## 5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in Modern Hebrew, and
- AQA Advanced Level GCE in Modern Hebrew.

## 5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A\*, A, B, C, D and E. To be awarded an A\*, candidates will need to achieve a grade A on the full A Level qualification and an A\* on the aggregate of the A2 units.

For AS and A Level, candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

## 5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates who wish to repeat a

qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

Candidates will be graded on the basis of the work submitted for assessment.

# Appendices

## A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### AS Performance Descriptions

	Assessment Objective 2	Assessment Objective 3
<b>Assessment Objectives</b>	Understand and respond, in writing, to written language.	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
<b>A/B boundary performance descriptions</b>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view</li> <li>c) are able to infer meaning with only a few omissions</li> <li>d) are able to develop their ideas, and express points of view, with some appropriate justification</li> <li>e) show the ability to organise and structure their response coherently</li> <li>f) offer relevant information which addresses the requirements of the task.</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a range of vocabulary and structures appropriate to the task</li> <li>b) The deployment of grammar, syntax and morphology is generally accurate</li> <li>c) are able to manipulate language appropriately when required.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language</li> <li>b) understand some of the main points and details, including limited points of view</li> <li>c) have a limited ability to infer meaning, where appropriate to the task</li> <li>d) are able to convey some basic information when transferring meaning</li> <li>e) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task</li> <li>f) show some ability to structure and organise their response, where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use a restricted range of vocabulary and structures</li> <li>b) have language characterised by frequent errors in grammar, syntax and morphology</li> <li>c) may be influenced by the first language</li> <li>d) demonstrate a very limited ability to manipulate language where required.</li> </ul>

**A2 Performance Descriptions**

	<b>Assessment Objective 2</b>	<b>Assessment Objective 3</b>
<b>Assessment Objectives</b>	Understand and respond, in writing, to written language.	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
<b>A/B boundary performance descriptions</b>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show a clear understanding of a range of written texts</li> <li>b) understand the main points and details, including points of view, and are able to infer meaning</li> <li>c) demonstrate an ability to infer meaning</li> <li>d) are able to transfer meaning with only minor omissions</li> <li>e) are able to develop their ideas, and express and justify points of view effectively</li> <li>f) show the ability to organise and structure their response coherently.</li> </ul>	<p>In the context of materials appropriate to the A Level specification candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) make effective use of a wide range of vocabulary and a variety of complex structures as appropriate</li> <li>b) predominantly use grammar, syntax and morphology in an accurate way</li> <li>c) are able to manipulate language accurately and appropriately where required.</li> </ul>
<b>E/U boundary performance descriptions</b>	<p>In the context of materials appropriate to the A Level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language</li> <li>b) understand some of the main points and details, including basic points of view</li> <li>c) demonstrate a limited ability to infer meaning, where appropriate to the task</li> <li>d) are able to convey the basic information when transferring meaning</li> <li>e) may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task appropriately</li> <li>f) show some ability to structure and organise their response, where appropriate.</li> </ul>	<p>In the context of grammar and syntax listed in the A Level specification, candidates characteristically:</p> <ul style="list-style-type: none"> <li>a) use a restricted range of vocabulary and structures.</li> <li>b) the deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language.</li> <li>c) demonstrate a very limited ability to manipulate language correctly when required.</li> </ul>



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## B Spiritual, Moral, Ethical, Social and other Issues

The study of Modern Hebrew provides many opportunities to develop candidates' understanding of spiritual, moral and cultural issues.

Through the study of the topic areas for Modern Hebrew, candidates are able to explore the human condition in general. The content of the course encourages understanding of moral issues: candidates will face challenge in debate and study which will foster recognition and sympathetic awareness of others' beliefs and values.

Throughout the course candidates will be encouraged to form opinions and make judgements within the appropriate context, be these historical or contemporary, ethnic or religious.

The topics Contemporary Society, Environment and Citizenship and the International Context would contribute to candidates' understanding of these issues.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for Further and Higher Education" 1993 in preparing this specification and associated specimen units.

The topic Environment and Citizenship would contribute to candidates' understanding of environmental issues.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other Qualifications

There are no overlaps with other qualifications at Level 3 of the qualifications framework.

## D Key Skills - Teaching, Developing and Providing Opportunities for Generating Evidence

### Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of Communication, Application of Number and Information Technology.

The units for the 'wider' Key Skills of Improving own Learning and Performance, Working with Others and Problem Solving are also available. The acquisition and demonstration of ability in these 'wider' Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

The units for each Key Skill comprise three sections:

- What you need to know
- What you must do
- Guidance.

Candidates following a course of study based on this specification for Modern Hebrew can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving own Learning and Performance
- Problem Solving.

Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted on the next page.

The above information is given in the context of the knowledge that Key Skills at level 3 will be available until 2010 with last certification in 2012.

Key Skills Qualifications of Communication, Application of Number and Information and Communication Technology will be phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010 onwards. For further information see the AQA website:

**<http://web.aqa.org.uk/qual/keyskills/com04.php>**

## Key Skills Opportunities in Modern Hebrew

The broad and multidisciplinary nature of Modern Hebrew and its application to a wide range of current issues that call upon candidates' abilities to demonstrate the transferability of their knowledge, understanding and skills, make it an ideal vehicle

to assist candidates in developing their knowledge and understanding of the Key Skills and to produce evidence of their application.

The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of the Key Skills units at Level 3, in the units of this specification.

	Unit 1	Unit 2
<b>Communication*</b>		
C3.1a	✓	✓
C3.1b	✓	✓
C3.2	✓	✓
C3.3	✓	✓

\*NB. QCA have indicated that evidence for the internal assessment component for the Key Skill of Communication must be presented in English, Welsh or Irish.

<b>Information Technology</b>		
ICT3.1	✓	
ICT3.2	✓	
ICT3.3	✓	
<b>Working With Others</b>		
WO3.1	✓	✓
WO3.2	✓	✓
WO3.3	✓	✓
<b>Improving Own Learning and Performance</b>		
LP3.1	✓	✓
LP3.2	✓	✓
LP3.3	✓	✓
<b>Problem Solving</b>		
PS3.1	✓	✓
PS3.2	✓	✓
PS3.3	✓	✓

NB. The signposting in the five tables above represents opportunities to acquire and produce evidence of the Key Skills which are possible through this specification.

There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but such opportunities are dependent on the detailed course of study delivered within centres.



## GCE Modern Hebrew (2675) 2009 onwards

Qualification Accreditation Number: AS 500/2318/4 - A Level 500/2335/4

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