Mark scheme
June 2003

GCSE

Modern Hebrew

3676
Writing

WRITING TEST

MARK SCHEME PART ONE

Principles of Marking

- All marking is to be done in accordance with the published Criteria for Assessment.

- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.

- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

MARK ALLOCATION

	Communication	**Quality of Language**	**Total**
List	2		2
Message	12	8	20
Letter	8	12	20
Text	8	12	20
Total	30	32	62

QUESTION 1 - List Question

This question will be assessed for Communication only.

Marks	**Degree of Communication**
1	1 - 2 words correct, without ambiguity.
2	3 - 4 words correct, without ambiguity.

Maximum mark – 2

QUESTION 2 - Message Question

This question will consist of six tasks and will be assessed for Degree of Communication and Quality of Language.

DEGREE OF COMMUNICATION

For each of the six tasks, the following criteria will be used.

Marks	Degree of Communication
0	Required message not communicated.
1	Comprehension difficult or ambiguous. Some relevant information conveyed.
2	Required message conveyed without ambiguity even if not totally correct.
6 x 2 = 12 marks	

QUALITY OF LANGUAGE

A global mark out of 8 will be awarded. The mark awarded for Communication will determine the mark range available for Quality of Language according to the following criteria.

Marks awarded for Communication	Marks available for Quality of Language	Quality of Language
0 - 1	0	Inaccuracy is almost always a barrier to communication.
2 - 4	1 - 2	Some of the messages are intelligible but the frequency of serious error makes communication difficult.
5 - 6	3 - 4	Several of the messages are intelligible, despite frequent error which creates ambiguity and requires effort from the reader.
7 - 8	5 - 6	Errors occur regularly but most intended messages can be understood, with hesitation but without undue difficulty.
9 - 12	7 - 8	Despite various errors, the piece is more accurate than inaccurate; intended meanings are usually clear.

Maximum mark 12 + 8 = 20

QUESTION 3 - Letter Question

This question will consist of eight tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum mark of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task.
- You should not take into account the quality of the language used, unless it interferes so much that communication would not take place.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 3 marks. This means that the candidate will have added an additional detail (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be only **one** Development per task in this question.

Tasks to Marks - Degree of Communication

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1	1		Communicates *a little* basic information (e.g. simple facts).
2	2		
3 - 8 (0 / 1 Dev)	3		*Some* basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
3 - 8 (2 Dev)	4		
5 - 8 (3 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly *quite a lot* of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
5 - 8 (4 Dev)	6	Must include an opinion, if not, revert to 4 marks	
7 - 8 (5 Dev)	7	Must include justification of an an opinion, if not, revert to 6 marks	Communicates *a lot* of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
7 - 8 (6 Dev)	8	Must include justification of an an opinion, if not, revert to 6 marks	

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.

- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.

- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	**0**	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	**1**	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	**2**	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	**3**	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	**4**	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	**5**	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	**6**	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

QUESTION 4 – Text Question

This question will consist of *four* tasks and will be assessed for Degree of Communication, Range/Complexity and Accuracy, giving a maximum of 20.

DEGREE OF COMMUNICATION

- The assessment of Communication depends upon recognising an attempt to write something about the task. The candidate's response should be self-contained and comprehensible without reference to the rubrics.
- Candidates will be expected to go beyond the minimum level of response in order to score at least 2 marks. This means that the candidate will have added an additional piece of information, in the form of a phrase or clause (hereafter called a **Development**), which goes beyond the minimum required by the task.
- For a Development to be accepted, the quality of language should be the same as that which is required for a Communication task.
- Developments cannot be credited for a task which has been rejected.
- There can be *up to* **two** developments per task in this question.

Tasks to Marks - Degree of Communication

Tasks	Marks	Requirement	Degree of Communication
0	0		Nothing of merit; fails to communicate OR occasional words are recognisable within sentences but no complete messages are communicated.
1 - 2 (0 Dev)	1		Communicates *a little* basic information (e.g. simple facts).
1 - 2 (1 Dev)	2		
2 - 4 (2 Dev)	3		*Some* basic information is conveyed; occasional additional details conveyed (e.g. description, simple opinion).
2 - 4 (3 Dev)	4		
3 - 4 (4 Dev)	5	Must include an opinion, if not, revert to 4 marks	Communicates clearly *quite a lot* of relevant information, including personal opinions; regularly goes beyond a basic response to give more detailed information relating to descriptions and accounts.
3 - 4 (5 Dev)	6	Must include an opinion, if not, revert to 4 marks	
4 (6 Dev)	7	Must include justification of an opinion, if not, revert to 6 marks	Communicates *a lot* of relevant information; candidate can narrate events, give full descriptions and can express and justify ideas and points of view.
4 (7 - 8 Dev)	8	Must include justification of an opinion, if not, revert to 6 marks	

QUALITY OF LANGUAGE

- Marks will be awarded out of 6 for each of Range/Complexity and Accuracy. The marks will be added to make a total out of 12 for Quality of Language.

- The mark awarded under Range/Complexity must not be more than **one mark** higher than the mark awarded for Degree of Communication.

- The mark awarded under Accuracy must not be more than **one mark** higher than the mark awarded for Degree of Communication.

- If a mark is awarded for Communication this will inevitably lead to the award of a mark for Range/Complexity and for Accuracy.

Range / Complexity	Marks	Accuracy
Very little effective vocabulary. There are occasional recognisable words but they make little coherent sense.	**0**	There is little, if any, evidence of understanding of the most basic linguistic structures.
The vocabulary and structures used are simple, often repetitive, limited in range and may contain many cognates.	**1**	There is only limited understanding of the most basic linguistic structures and most sentences contain major errors.
Vocabulary is appropriate to the basic needs of the task. Structures are simple, often repetitive and are rarely linked.	**2**	Most sentences contain errors, many of a major nature, and verb forms are rarely accurate.
Vocabulary and structures are appropriate to the task with a little attempt at variety and there is some successful attempt to link structures together.	**3**	There are some major errors and frequent minor ones. Attempts at verb forms and tense formations are often unsuccessful.
There is some variety in the use of vocabulary and some successful attempts at a variety of structures including attempts at longer sentences using appropriate linking words. Some personal opinions are successfully expressed. There are successful attempts at using more than one time frame.	**4**	There are a number of minor errors and a few major ones, but the piece is more accurate than inaccurate. Verb forms and tense formations are not always correct, but the intended meaning is clearly recognisable.
There is a wider range of vocabulary and structure which communicates descriptions and opinions with some precision. Longer sentences, including the use of subordinate clauses, are used more regularly and with increasing success.	**5**	Inaccuracies are mainly of a minor nature although some major errors may occur when complex structures are attempted. Verb forms and tense formations are usually correct.
A wide range of vocabulary and structures appropriate to the topic is effectively used. Longer, more complex sentences are handled with confidence producing a fluent piece of coherent language.	**6**	There are hardly any major and a few minor errors even in more complex structures. The overall impression is of accuracy and verb forms and tense formations are secure.

The maximum mark for the paper is 62.

WRITING TEST

PART 2

Principles of Marking

- All marking is to be done in accordance with the published Criteria for Assessment.

- The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.

- There is no need to count the number of words used to answer each question. The sole criterion is completion of the tasks set.

Question 1

There is one task:

1	Four items of furniture		
2	**1**	**0**	
3 or 4 appropriate answers. Accept any reasonable items of furniture.	1 or 2 appropriate answers.	No appropriate answers.	

Question 2

There are six tasks:

1	What pet you have		
2	**1**	**0**	
יש לי _____	The verb is missing.	No appropriate answers.	

2	How long you have had it		
2	**1**	**0**	
יש לי את ה _____ שנה/חודש .. קבלתי את ה _____ לפני ... A verb is needed	The verb is missing.	The task is not fulfilled.	

3	Who gave you the pet		
2	**1**	**0**	
_____ נתן/נתנה לי את ה ____ Verb is needed	No verb is used.	The task is not fulfilled.	

4	Who looks after it		
2	**1**		**0**
מטפל/מטפלת ב _____ _____ One verb is needed	No verb used.		The task is not fulfilled.

5	What you do with your pet		
2	**1**		**0**
Any activity is acceptable One verb is needed	No verb used.		The task is not fulfilled.

6	Why you like your pet		
2	**1**		**0**
אני אוהב/ת את ה _____ כי _____ One verb is needed	No verb used.		The task is not fulfilled.

Question 3

Content

There are eight tasks

1   How you knew about this job

>   needs past tense
>   one detail is needed

2   Personal details

>   three details are needed
>   needs present tense

3   A hobby which can help you in this job

>   one opinion is needed
>   needs present tense

4   Why you are suitable for this job

>   one opinion
>   one reason is needed
>   present tense is needed

5   **Previous work experience**

>   two details are needed
>   past tense is needed

6   **Ask questions about the job**

>   two questions are needed
>   present tense/future tense needed

7   **When you will be able to start the job**

>   one statement is needed
>   future tense is needed/future implied

8   **For how long you will be able to work**

>   one statement is needed
>   future tense is needed/future implied

Question 4

Content

There are four tasks

1   **Your journey and reason for the traffic jam**

>   one detail about your journey
>   one reason for the traffic jam
>   past tense is needed, present tense may be used for the reason

2   **Ways to improve this situation**

>   one way to improve
>   one reason   **or** two ways
>   present tense

3   **Things which affect the environment**

>   two statements are needed
>   present tense

4   **Ways to improve your surroundings**

>   one statement is needed
>   present tense   **or** two statements
>   future tense acceptable
>   one reason