



**General Certificate of Secondary Education
June 2011**

Modern Hebrew

46753

(Specification 4675)

Unit 3: Speaking

Report on the Examination

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General Comments

Although this was the first year of the new GCSE Modern Hebrew specification, many teachers and examiners did adapt well to the changes and obtained good results for their students. Not all centres, however, had followed the requirements of the new specification and as a result, some students' marks suffered where the Presentation and Discussion were too long and the General Conversation was not long enough. It is also vital that teachers announce the end of the Presentation and Discussion and the beginning of the Conversation.

It is essential that teachers and examiners check the conditions for recording and do a test before recording begins. It was found that some Speaking tests had not been recorded, although the students and teachers had not realised this. There were other tests during which the microphone was not facing the student so that the recording was partially inaudible. The student can only be marked on what can be heard, so if there is interference on a recording, the marks awarded will be affected.

Teachers and examiners should remember to record the name and number of the student for each individual. The centre number and the year of examination need only be announced at the beginning of the first recording.

Teachers and examiners are strongly encouraged to record on a CD or memory stick, as the original recording can then be stored electronically. If a recording is then found to be missing, it is easy to ask centres to send this again.

Presentation and Discussion

Teachers and examiners are reminded that, when preparing students for their chosen topic for the Presentation, this should not sound pre-rehearsed. Once again, if what the student says is unintelligible, marks cannot be awarded. The errors in pronunciation indicated that some students did not actually understand what they had clearly learnt by heart. Teachers and examiners should check the content of the Presentation before the examination. If the student makes statements that are obviously incorrect, marks will be lost.

It is important to remember that the accent and stress in Modern Hebrew differs significantly from Ashkenazi liturgical pronunciation and students are penalised when this is evident. Students should be encouraged to record themselves, before the exam, so that their teacher can listen to this and provide feedback on their diction. Their teacher could then check that the student is speaking and enunciating clearly.

General Conversation

It is the teachers' responsibility to engage with students when conducting the General Conversation and ask pertinent questions in a logical and intelligent manner. Some teachers asked the same student the same question more than once (without noticing), thereby confusing the student and causing unnecessary anxiety. The Conversation should run smoothly, with the teacher listening to the responses given by the student and posing related questions. Examiners can only mark what they hear. If mistakes are made which may be considered the fault of the teacher, students still lose marks.

In many centres, the teachers and examiners questioned all the students on the same two or three topics, using the same questions. The purpose of the course and, subsequently, the examination is to provide the student with a good, rounded knowledge of Modern Hebrew. Teachers are reminded that students are being taught to communicate in the target language and not just to pass the examination.

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

Guidance Notes for Examiners

The following guidance, provided to examiners during the marking period, is reproduced below for information.

1. Principles of marking

- 1.1 The Speaking Tests are marked in accordance with the criteria for assessment published in the specification and given on subsequent pages of this booklet.
- 1.2 No allowances can be made for poor or incorrect teacher conduct of the tests.

2 Mechanics of Marking

Please ensure that the grids on the Detailed Mark Sheet are completed accurately. Please conform to the lay-out shown in the exemplar Detailed Mark Sheet given in this guide. **Please note in particular that the Presentation and Discussion and the Conversation marks should be recorded in order: Communication, Range of Language, Accuracy, Interaction and Fluency.**

3 Presentation and Discussion and Conversation

- 3.1 The Presentation and Discussion is marked separately from the Conversation. You must assess and award marks for each of the four categories (Communication, Range of Language, Accuracy, Interaction and Fluency) for the Presentation and Discussion and then again for the Conversation.

NB: In the Presentation and Discussion the mark for Interaction and Fluency is awarded on the basis of the Discussion element only.

- 3.2 If the Presentation or Discussion is missing, a maximum of 4 marks can be awarded for Communication.
- 3.3 You may need to listen to each candidate more than once, especially in the early stages of your marking to ensure that you are marking each category individually.
- 3.4 The marks awarded for Range of Language, Accuracy and Interaction and Fluency must not be more than one mark higher than the mark awarded for Communication.
- 3.5 A mark of zero for Communication will result in a zero score for the task as a whole.
- 3.6 If a mark is awarded for Communication this will inevitably lead to the award of marks for Range of Language, Accuracy and Interaction and Fluency.
- 3.7 To score a mark of 4 for Range of Language the candidate needs to use a minimum of two verb tenses.
- 3.8 You should stop marking the Presentation and Discussion approximately 3 minutes after the start of the test. You should stop marking the Conversation approximately 9 minutes from the start of that section of the test.

- 3.9 If a candidate speaks on only **one** topic throughout the Conversation, you should find the appropriate band for Communication and then adjust the mark as shown in the table below. Marks have been halved and half marks rounded up.

For example, if a candidate would have scored 8 marks for Communication for two topics, this mark would then be reduced to 4 marks for one topic only; if a candidate would have scored 4 marks for two topics then this would be reduced to 2 marks for one topic only. Please see table below for illustration of the full range of marks which can be awarded in these circumstances.

Communication Marks	
Two Topics	One Topic
8	4
7	4
6	3
5	3
4	2
3	2
2	1
1	1
0	0