



**General Certificate of Secondary Education
June 2011**

Modern Hebrew

46754

(Specification 4675)

Unit 4: Writing

Report on the Examination

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General Comments

In general, students were well prepared for the examination in its new form. Relatively few students answered both parts (a) and (b) from the choice they had in questions 2 and 3.

The other significant change this year was the permission students were given to use a dictionary. There were clearly occasions when students chose words they did not understand which resulted in major mistakes. In addition, there was often misuse of frequently used words which suggested students habitually made these same mistakes, eg the confusion of 'many' םאָרפּ with סטױ 'very'.

Question 1

This question was well answered by all students.

Questions 2(a), 2(b) and 3(a) 3(b)

Students gave full answers to all these questions. They expressed their ideas and points of view, gave reasons for their opinions and used vocabulary appropriate to each topic. Problems arose when students chose to ignore the bullet points and wrote a prepared essay instead. On these occasions students often failed to express opinions, give reasons for their opinions or use a variety of time frames, concentrating on just one aspect of the subject. For example, those who did not refer to the bullet points, often using only the Modern Hebrew stimulus material as their guide, wrote only in the present tense.

Question 3

Question 3(a) was the most frequently attempted question while 3(b) was the least attempted. It is evident that the context of Home and Environment is more challenging to students, and teachers and students are advised to give more attention to this topic.

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 All marking must be done in accordance with the published criteria for assessment.
- 1.2 The stress is on effective communication. Credit should be given for the language successfully conveying the target message without ambiguity.
- 1.3 In Questions 2 and 3 there is no need to count the number of words used to answer each question. The sole criterion is completion of the two tasks.

2 Mechanics of Marking

2.1 Question 1 Content

Marks	Content
0	No understandable words
1	1-2 words conveyed without ambiguity
2	3-4 words conveyed without ambiguity

- 2.2 Question 2 - Suggested content points are not compulsory. No automatic penalty can be applied if candidates choose not to address these particular points in their answer.
- 2.3 Question 3 – Suggested points are not compulsory. No automatic penalty can be applied if students choose not to address those particular points in their answer.
- 2.4 Assessment Criteria for Questions 2 and 3

Content	
Marks	Criteria
13-14	Very Good Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10-12	Good Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7-9	Sufficient Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4-6	Limited Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1-3	Poor Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Mark	Criteria
5	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
4	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are often successful.
3	Some variety of vocabulary and structures used. Including attempts at longer sentences using appropriate linking words which are sometimes successful.
2	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy	
Mark	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

- 2.5 The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table below)
- 2.6 The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table below)
- 2.7 If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy. (See table below)
- 2.8 If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy. (See table below)

2.9

Content	Marks for each of Range of Language and Accuracy
0	0
1-3	1-2
4-6	1-3
7-9	1-4
10-12	1-5
13-14	1-5

2.10 To score a mark of 5 for Range of Language, the candidate needs to use successfully a minimum of two verb tenses.