



**General Certificate of Secondary Education
June 2012**

Modern Hebrew

46753

(Specification 4675)

Unit 3: Speaking

Report on the Examination

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General Comments

This was the second year of the current GCSE Modern Hebrew specification. Many teachers and examiners obtained good results for their students, but some centres did not follow the requirements of the current specification. 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.

Teachers should aim to put students at their ease from the outset to ensure students feel confident and able to perform to the best of their ability. It is also important that teachers ask students questions they should be able to answer.

It is essential that teachers and examiners check the conditions for recording and do a test recording beforehand. Some speaking tests had not been recorded, although the students and teachers had not realised this. During other tests, the microphone was not facing the student and therefore the recording could not be heard in parts. 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 year of examination only need to 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 be stored electronically. If a recording is then found to be missing, it is easy to ask centres to send this again. Individual tests must be saved as separate files and the filenames must contain the student's full name and candidate number.

Presentation and Discussion

When preparing students for their chosen topic for Presentation, teachers should ensure that this does not sound pre-rehearsed. Once again, if what the students 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 they can be given feedback on how clear their diction is. Teachers can then check that the student is speaking and enunciating clearly. Marks will be lost if students use Ashkenazi accents, repeat themselves, do not enunciate clearly and respond to questions with memorised answer. To gain maximum marks, students need to answer using full, complex sentences that are grammatically correct and avoid using Yiddish or Biblical terms.

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 candidate the same question more than once (without noticing), thereby confusing the students 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 there are mistakes which may be considered the fault of the teacher, students still lose marks.

The purpose of the course and, subsequently, the examination is to provide the students with a good, rounded knowledge of Modern Hebrew and not just to pass the examination. At one centre, 15 candidates were all asked the same questions during the General Conversation from the same two topics and all gave identical answers. Examiners can tell when a student has learnt a response by heart and this will result in a lower mark.

Teachers are reminded that 2013 will be the last year when recordings on tape cassette will be accepted.

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