



**General Certificate of Secondary Education  
June 2013**

**Modern Hebrew**

**46753**

**(Specification 4675)**

**Unit 3: Speaking**

**Pre-standardising**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

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**Assessment Criteria**

|                           | <b>Communication</b> | <b>Range of Language</b> | <b>Accuracy</b> | <b>Interaction and Fluency</b> | <b>Total</b> |
|---------------------------|----------------------|--------------------------|-----------------|--------------------------------|--------------|
| Presentation & Discussion | 8                    | 4                        | 4               | 4                              | 20           |
| Conversation              | 8                    | 4                        | 4               | 4                              | 20           |
| <b>Total</b>              | <b>16</b>            | <b>8</b>                 | <b>8</b>        | <b>8</b>                       | <b>40</b>    |

| <b>Marks</b> | <b>Communication (Presentation &amp; Discussion and Conversation)</b>   |
|--------------|---|
| 7-8          | A good range of information and points of view are conveyed. Responses are developed/explained with confidence. Can narrate events. |
| 4-6          | A fair amount of information and points of view conveyed. Responses are regularly developed beyond the minimum.                     |
| 1-3          | Some simple information and opinions conveyed. Some responses rarely developed beyond the minimum.                                  |
| 0            | No relevant information conveyed  |

| <b>Marks</b> | <b>Range of Language (Presentation &amp; Discussion and Conversation)</b>    |
|--------------|--|
| 4            | A wide range of vocabulary, complex structures and a variety of verb tenses. |
| 3            | A range of vocabulary; some complex structures.                              |
| 2            | Limited vocabulary; sentences short and simple.                              |
| 1            | Very limited vocabulary – just isolated words and occasional phrases.        |
| 0            | No recognisable words.   |

| <b>Marks</b> | <b>Accuracy (Presentation &amp; Discussion and Conversation)</b>   |
|--------------|--|
| 4            | All messages are clear and errors usually appear only in more complex structures. Accent and intonation consistently good. |
| 3            | Messages are clear in spite of some errors. Accent and intonation generally good but some inconsistency.                   |
| 2            | Most messages are communicated though errors are quite frequent. Accent and intonation sometimes delay communication.      |
| 1            | Some messages are communicated but errors are very frequent. Accent and intonation make comprehension difficult.           |
| 0            | No messages are communicated.  |

| <b>Marks</b> | <b>Interaction and Fluency (Presentation &amp; Discussion and Conversation)</b>                                   |
|--------------|---|
| 4            | Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently. |
| 3            | Ready responses; some evidence of an ability to sustain a conversation; may sometimes take the initiative.        |
| 2            | Some reaction. Sometimes hesitant, little natural flow of language.   |
| 1            | Little reaction. Very hesitant and disjointed.  |
| 0            | No language produced is worthy of credit.   |

- The marks awarded for Range of Language, Accuracy, Interaction and Fluency must not be more than one mark higher than the mark awarded for Communication.
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

**Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of our Website

**Converting Marks into UMS marks**

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](http://www.aqa.org.uk/umsconversion)