



**General Certificate of Secondary Education
June 2013**

Modern Hebrew

46754

(Specification 4675)

Unit 4: Writing

Mark Scheme

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.

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Assessment Criteria

| | Communication | Range of Language | Accuracy | Total |
|--------------|----------------------|--------------------------|-----------------|--------------|
| Question 1 | 2 | - | - | 2 |
| Question 2 | 14 | 5 | 5 | 24 |
| Question 3 | 14 | 5 | 5 | 24 |
| Total | 30 | 10 | 10 | 50 |

| Question | Accept | Marks | Reject / Notes |
|-----------------|--|--------------|---|
| 1 | 3 or 4 words conveyed without ambiguity eg אחות, סבא, סבתא, אח | 2 | 1 or 2 conveyed without ambiguity = 1 mark No understandable words = 0 marks |

Question 2 and Question 3

Content

| Marks | Criteria |
|--------------|---|
| 13-14 | Very Good Fully relevant and very 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 some 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

| Marks | 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

| Marks | 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. |

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

| Content Mark | Maximum Mark 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 |

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