



General Certificate of Education (A-level)
June 2011

Modern Hebrew

MHEB1

(Specification 2675)

Unit 1: Reading and 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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Unit 1

Criteria for Assessment

The assessment objectives will be allocated in the following way.

		% of AS	Marks
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	TOTAL	100	100

The marks will be allocated in the following way.

	AO2	AO3
Section 1	35	10
Section 2	10	
Section 3	30	15

Section 1

Question	Accept	Marks	Reject
a)	2- א	1	
	3- ב	1	
	3- ג	1	
	2- ד	1	
	1- ה	1	
	1- ו	1	
	2- ז	1	
	2- ח	1	
	1- ט	1	
	3- י	1	
	Total	10	

Total = 10 marks

Question	Accept	Marks	Reject
b)	Q1 – ז	1	
	Q2 – ו	1	
	Q3 – ו	1	
	Q4 – ו	1	
	Q5 – ז	1	
	Total	5	

Total = 5 marks

Section 1 (c)

Q1 = 1 mark

Q2 = 3 marks

Q3 = 1 mark

Q4 = 3 marks

Q5 = 3 marks

Q6 = 3 marks

Q7 = 2 marks

Q8 = 2 marks

Q9 = 2 marks

Correct Answers for (c) are:

1. הבעיה הראשונה שעומדת בפני מארגני האולימפידה היא ליצור/לתכנן אולימפידה טובה יותר/מרשימה יותר מזו שהיתה בסין/מהאולימפידה בסין

Or anything to that effect

2. מתכנני האולימפידה רוצים/מקווים שבעקבות האולימפידה אנגליה תהיה אחת הארצות הטובות ביותר/ מובילות בתחום הספורט. הם רוצים/מקווים שיותר אנשים יעסקו בספורט וכך תשתפר בריאות הציבור. עיסוק בסוגי ספורט שונים יגרום לקשרים/יחסים טובים יותר בין הקהילות השונות של לונדון.

Or anything to that effect

3. ךהאתלטים האנגלים צריכים להיות אלה שיאמנו/יכינו/ילמדו את הדור הצעיר של הספורטאים לקחת את מקומם/ להיות האתלטים הטובים של אנגליה בעתיד

Or anything to that effect

4. איזור מזרח לונדון היום הוא איזור מקופח/ איזור שלא זכה עד עכשיו לתשומת לב. הוא לא איזור טוב לחיות בו, השכונות לא בטוחות, אין הרבה גנים, אין הרבה בניה חדשה ואין מספיק עבודה

Any 3 of these

5. מתכנני האולימפידה רוצים לשנות לגמרי את פני האיזור. הם רוצים לבנות הרבה בתים חדשים, לתכנן שכונות חדשות ובטוחות עם גנים, ולהבטיח/לספק הרבה עבודה לתושבים באיזור

Any 3 of these

6. לתושבים המקומיים יהיו שירותי בריאות טובים יותר, שירותי חינוך/בתי ספר ומתקני ספורט לשמוש בשעות הפנאי.

Or anything to this effect

7. מתכנני האולימפידה מאמינים שבעקבות האולימפידה עסקים רבים/הרבה עסקים יגיעו לאיזור הכפר האולימפי.

Or anything to that effect

8. מתכנני האולימפידה רוצים להוריד/להפחית את רמת זיהום האוויר, לגרום ל/לעודד את התושבים לחסוך באנרגיה ולמחזר יותר

Or anything to that effect

9. המארגנים לא לגמרי בטוחים שהם יכולים להשיג את כל מה שהם רוצים להשיג/את שאיפותיהם. בטקסט כתוב 'מים יגידו' מה שאומר/זה אומר שרק בעתיד נוכל לראות אם הם הצליחו.

Or anything to that effect

Total 20 Marks + 10 marks for Grammar
(45 marks for this section)

Section 2

This section = 10 marks

Section 3

This section = 45 marks

Marks	Knowledge of Grammar (AO3)
9-10	The knowledge and use of most structures is good. There are still some inaccuracies but these are usually in attempts at more complex structures.
7-8	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-6	There is some awareness of structure. There are still basic errors but communication is generally maintained.
3-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-2	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Section 1 = 45 marks

Section 2

For the translation, the following criteria will be used.

Marks	Response to Written Language (AO2)
9-10	Very good understanding of the original and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
7-8	Shows good understanding of the original and translated in a language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-6	Shows satisfactory understanding of the original and translated in a language that has a limited range of vocabulary. Errors in spelling punctuation and grammar are intrusive and affect comprehension.
3-4	Shows poor understanding of the original and translated in a language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-2	Little or nothing of merit.

Total for Section 2 = 10 marks

Section 3

Marks	Knowledge of Written Language (AO2)
25-30	Relevant points are clearly made. The answer is focused on the question and offers ideas which are logically and clearly developed. Good personal reaction, usually justified
19-24	The answer is generally on the subject with a number of relevant points, but not always appropriately supported.
13-18	Some relevant points are made, ideas are not clearly organised. Some reaction is evident, but points made are not always justified or illustrated. The answer generally lacks a clear focus.
6-12	A limited number of points made, many of which are vague or irrelevant. No justification for points made.
0-5	There is little or nothing of relevance. A zero score will automatically result in zero for the question as a whole.

Marks	Knowledge of Grammar (AO3)
12-15	The knowledge and use of most structures is good. There are still some inaccuracies, but these are usually in attempts at more complex structures.
8-11	The manipulation of basic structures is generally sound. There are attempts to use more complex structures, but not always successfully.
5-7	There is some awareness of structure. There are still basic errors but communication is generally maintained.
2-4	The level of manipulation of structures and the number of errors make comprehension difficult.
0-1	Shows very limited grasp of grammatical structure. Errors are such that communication is seriously impaired.

Total for Section 3 = 45 marks

Total for Unit 1 = 100 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