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AS

# Modern Hebrew

Unit 1 Reading and Writing  
Mark scheme

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1676  
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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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)

**Unit 1****Criteria for Assessment**

The assessment objectives will be allocated in the following way.

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

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>
Section 1	35	10
Section 2	10	
Section 3	30	15

## Section 1

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

Total = 10 marks

Question	Accept	Marks	Reject
1(b)	1 נכון	1	
	2 לא נכון	1	
	3 נכון	1	
	4 לא נכון	1	
	5 נכון	1	
	6 נכון	1	
	<b>Total</b>	<b>6</b>	

Total = 6 marks

**Section 1 (c)**

Q1 = 1 mark

Q2 = 2 marks

Q3 = 3 marks

Q4 = 2 marks

Q5 = 1 marks

Q6 = 1 marks

Q7 = 3 marks

Q8 = 2 marks

Q9 = 2 marks

Q10 = 2 marks

Correct answers for (c) are:

1. כשאבטלה משפיעה על/מקיפה אנשים רבים ומקומות רבים במדינה, היא מפסיקה להיות עניין פרטי של האדם.

Or anything to that effect

2. כשיש מצב כלכלי קשה במדינה/כשהמצב הכלכלי במדינה קשה, יש עליה במספר המובטלים/באבטלה והחברה הופכת לפחות יעילה/יותר אנשים זקוקים לתמיכה כספית מהמדינה.

Or anything to that effect

3. ישנן כמה דרכים/דרכים שונות לחזור לעבודה/למצוא עבודה חדשה: לחפש עבודה בתחום שונה מהתחום שבו עבדו קודם/לחפש עבודה במקצוע שונה מהקודם/מהמקצוע שלהם. לחפש עבודה בארץ אחרת/בחו"ל או ללכת/לפנות ללשכת התעסוקה.

Or anything to that effect

4. לשכת התעסוקה מנסה למצוא למובטל עבודה חדשה/עבודה שמתאימה לו על ידי בדיקה של יכולות המובטל/ מה המובטל יכול לעשות, השכלת המובטל וכישוריו.

Or anything to that effect

5. המדינה נותנת/מעניקה לאדם המובטל סכום כסף שעוזר לו/יעזור לו עד שימצא עבודה חדשה.

Or anything to that effect

6. להיות מובטל הוא מצב קשה מאוד. אדם שאין לו עבודה הוא אדם מודאג עצוב ומדוכא/חוסר עבודה גורם לאדם להיות מודאג, עצוב ומדוכא.

Anything to this effect

7. החברה שופטת את האדם על פי כמה דברים/בכמה דרכים/על פי עבודתו/מקצועו, כי זה מלמד/ מראה/מעיד על יכולת האדם, השכלתו ומעמדו בחברה.

Or anything to that effect (all 3 points)

8. אבטלה גורמת לאדם לחוסר יציבות/להיות לא יציב מפני שהוא לא מקבל משכורת/ לא מרוויח ולכן לא יודע איך יצליח לשלם/איך ישלם את חשבוניותיו ואיך יהיה לו מספיק כסף לגמור את החודש/ואיך יגמור את החודש.

Or anything to that effect

9. לאדם שעובד יש הרגשת ביטחון ואמונה בחשיבותו וביכולותיו. אדם מובטל מאבד את ביטחונו ואת האמונה בעצמו. הוא מרגיש נחות.

Or anything to that effect

10. כשבן משפחה מובטל, בני משפחה אחרים צריכים לצאת לעבודה כדי לעזור בפרנסת המשפחה. הם מרגישים שאבטלה היא גורם הרסני למשפחה.

Or anything to that effect

**Total 19 marks + 10 marks for Grammar  
(45 marks for this section)**

**Section 1**

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
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.

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
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 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 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 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**

<b>Marks</b>	<b>Response to Written Language (AO2)</b>
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.

<b>Marks</b>	<b>Knowledge of Grammar (AO3)</b>
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**