
A-LEVEL

Modern Hebrew

Unit 2 Reading and Writing
Mark scheme

2676
June 2016

Version: 1.0 Final

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

Unit 2

The assessment objectives will be allocated in the following way.

		% of A2	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	20	
Section 2	15	5
Section 3	40	20

Section 1 (a)

1	(a)(i)	Accept	Marks
		בשנים האחרונות חלה ירידה במספר מועדוני הנוער שהעיריות מפעילות מכיוון שבני הנוער מבליים את רוב זמנם ליד המחשב, במשחקים או באתרים חברתיים. Or anything to this effect	2

1	(a)(ii)	Accept	Marks
		למועדוני נוער יש חשיבות בכמה מישורים/תחומים : הם משפרים את/ מועילים במערכת היחסים בין בני הנוער, הם מלמדים את הצעירים לפתח יחסים בלתי פורמליים עם מבוגרים ונותנים לצעירים אפשרות/הזדמנות להיות חלק ממשוהו מיוחד/ייחודי שלהם All 3 of the above points	3

1	(a)(iii)	Accept	Marks
		לקבוצת בני הגיל יש חשיבות רבה בחיי הצעירים/האדם הצעיר. קשר איתם גורם לצעיר להרחיב אופקים חברתיים, מפתח את אישיות הצעיר ומעודד אותו לפעול באופן עצמאי ולנסות תפקידים חדשים. Or anything to this effect	2

1	(a)(iv)	Accept	Marks
		במועדוני הנוער הצעירים פוגשים מבוגרים שהם מדריכי נוער. ברוב המקרים מבוגרים אלה מתייחסים אל הצעירים כאל מבוגרים. לעומת זאת, בבתי הספר הצעירים פוגשים מבוגרים סמכותיים/בעלי סמכות. מבוגרים אלה מתייחסים אל הצעירים כאל ילדים. Or anything to this effect	2

1	(a)(v)	Accept	Marks
		תפקידם של המבוגרים במועדוני הנוער הוא להיות נגישים/שם בשביל/ לבני הנוער שצריכים ייעוץ והדרכה דיסקרטיים בבעיותיהם ולעזור להם במעבר מצעיר/ מתבגר לבוגר. Or anything to this effect	2

1	(a)(vi)	Accept	Marks
		מועדוני הנוער מאפשרים/נותנים אפשרות לצעירים לעשות דברים בעצמם ובשביל עצמם. זאת בעיקר על ידי/דרך הצעות מה ואיך לעשות דברים במועדון שלהם. המועדון גם מאפשר לצעירים לפתח מעמד/את מעמדם במועדון. Or anything to this effect	2

1	(a)(vii)	Accept	Marks
		<p>המועדון הראשון נפתח בבריטניה/אנגליה בחצי השני של המאה ה-19 על ידי איש כנסיה. הוא טען שלצעירים יש צרכים מיוחדים, הם צריכים פעילויות מיוחדות בערבים וחברויות מיוחדות. בשביל כל אלה הם צריכים מקום מיוחד כמו מועדון נוער.</p> <p>Or anything to this effect</p>	2

Section 1(b)

1(b)(i)	Accept	Marks
	C	1

1(b)(ii)	Accept	Marks
	D	1

1(b)(iii)	Accept	Marks
	E	1

1(b)(iv)	Accept	Marks
	B	1

1(b)(v)	Accept	Marks
	F	1

Total marks for this part = 20 marks

Section 2: Passage for Translation.**Total marks = 20**

For section 2, the following criteria will be used for response to written language (AO2).

Response to Written Language (AO2)	
12-15	Very good understanding of the original, and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	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.
5-7	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.
2-4	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.
0-1	Little or nothing of merit.

For section 2, the following criteria will be used for knowledge of grammar (AO3).

Knowledge of Grammar (AO3)	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
3	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary and so numerous as to impede comprehension.

Section 3

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Response to Written Language	=	20 marks	(AO2)
Knowledge of Grammar	=	10 marks	(AO3)

Response to Written Language (AO2)	
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts, with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated, with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole.

Knowledge of Grammar (AO3)	
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
5-6	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension

Total for Section 3 = 30 marks x 2 = 60 marks
Total for Unit 2 = 100 marks