
A-LEVEL

MODERN HEBREW

Unit 2 Reading and Writing
Report on the Examination

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General Comments

All students completed the paper within the time allowed. Very few questions were partially answered. No students attempted to answer both questions in their selected topic areas in Section 3 or wrote under the recommended number of words. However, many students wrote far more than the required number of words, often including irrelevant information. Teachers should remind students that longer answers do not necessarily score higher marks.

As always, there were some students whose work was outstanding, and many of these were clearly native or semi-native speakers. Almost all showed good knowledge of their chosen topics.

Section 1 Comprehension

This year's reading comprehension proved accessible to all students. The majority tackled the longer questions successfully. There was one question, part (a)(iii), which proved a little more challenging. Students needed to read the text carefully, select the correct information and use their own words to give an appropriate answer. Teachers should remind students of the importance of reading the text carefully and not just finding and copying a familiar word which appears in both the text and the question. It should be emphasised to students that their answers should be full, but relevant and to the point.

Section 2 Translation

This section contained a passage for translation into Hebrew. Most students performed well, but there were only a few really outstanding translations. Unfortunately, there were some basic linguistic mistakes which were seen in many translations, for example, the incorrect use of ...ש rather than ...מתי ש, or incorrect translations of 'however'.

Section 3 Literary and non-literary essays

Students displayed a wide range of abilities in this section this year. The proportion of students who chose to answer questions from the literary topics this year was similar to last year. No students wrote wholly narrative-based answers. However, not enough students used pure literary terminology in their essays. Teachers should teach their students to use such terms to answer questions on these topics.

As in previous years, a very large number of answers appeared to be generic, pre-prepared essays. There were examples where several students from a centre wrote exactly the same essay which failed properly to address the question set. This happened in both the literary and the non-literary topics. Teachers are reminded to teach their students how to assess what the question asks, and to give them a range of appropriate terminology which will enable them to use their knowledge to write answers which fully address the questions set in the exam.

Again as in previous years, being a native speaker of the target language did always not guarantee a good performance in this section. A good knowledge of the language was not always matched by a good knowledge of the topics set in the specification, which is required to achieve the higher marks in AO2, Response to Written Language.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.
[UMS conversion calculator](#)