



General Certificate of Education

Modern Hebrew 6676

HEB2 Culture and Society

Mark Scheme

2005 examination – June series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

Unit 2

The assessment objectives will be allocated in the following way.

		% of A2	Marks
A02	Response to written language	45	45
A03	Knowledge of grammar	25	25
A04	Knowledge of society	30	30
	TOTAL	100	100

The marks will be allocated in the following way.

	A02	A03	A04
Section 1a	10		
Section 1b	5	5	
Section 2	30	20	30

Section 1

Question	Accept	Marks	Reject
a)	Q1	2	
	Q2	2	
	Q3	2	
	Q4	2	
	Q5	2	
	Total	10	

Answers should indicate that:

- (a) candidates are able to identify the relevant information in the passage
- (b) candidates are able to convey this information in their own words.

The answer to Question 1 should be:

פרופסור זיו אומר שבתקופת/בגיל ההתבגרות הילדים וההורים הם כמו בני זוג שמתגרשים/כאילו מתגרשים אלה מאלה. הם חיים בבית אחד, אבל אין בכלל תיקשורת ביניהם./התיקשורת ביניהם גרועה.

The answer to question 2 should be:

פרופסור זיו חושב שלצעירים יש יכולת אינטלקטואלית גבוהה/טובה מאוד. הם יודעים הרבה בגלל לימודיהם בבית הספר. הם עושים תוכניות לעתיד. יכולים לחשוב/חושבים על בעיות פילוסופיות וחברתיות, ועל החיים שלהם.

The answer to question 3 should be:

בעבר ההורים הישפיעו על בני הנוער/היתה להורים השפעה גדולה על בני הנוער. היום החברים שלהם משפיעים עליהם.

The answer to question 4 should be:

גם ההורים וגם בני הנוער עוברים משבר. בני הנוער עוברים את גיל ההתבגרות, וההורים עוברים את משבר גיל הארבעים. שניהם שואלים את עצמם אותן שאלות: "מי אני?", "מה עשיתי עם החיים שלי?" ו"מה אני רוצה לעשות עכשיו?" (או כל וריאציה על תשובה זו)

The answer to question 5 should be:

פרופסור זיו מציע ל/אומר להורים להתחיל להתעניין בעולם של הילדים שלהם. להקשיב למוסיקה שלהם, לנסות להנות ממנה, לנסות להבין למה הילדים מדברים שעות בטלפון, ולנסות לזכור איך היו הדברים כשהם היו צעירים.

(b) Passage for translation.

Total = 10 marks

When Knowledge of Grammar (AO3) is assessed in Section 1, the following criteria will be used.

	Knowledge of Grammar (A03)
0-1	Errors are elementary and so numerous as to impede comprehension.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.

(b) Passage for translation. Total marks 10

For section 1b the following criteria will be used for response to written language (A02)

	Response to Written Language (A02)
0-1	Passage inaccurately translated; overall meaning not conveyed successfully; the sentences are mainly a 'word for word' translation, poor spelling.
2-3	Many contain a number of errors, 3-4 substantial ones, but central meaning is conveyed. The sentences reveal some fluency and some awareness of appropriate style.
4-5	May contain a few errors in style, but central meaning is substantially conveyed; good to excellent command of the main areas of awareness of appropriate style.

For section 1b the following criteria will be used for knowledge of grammar (A03)

	Knowledge of Grammar (A03)
0-1	Errors are elementary and so numerous as to impede comprehension.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
3	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
4	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.

Section 2

Each answer = 40 marks

Total = 80 marks

	Knowledge of Society (A04)
0-1	The answer shows no relevance to the topics/texts/question. A zero score will automatically result in a zero score for the answer as a whole.
2-4	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence.
5-7	Superficial examples.
8-11	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used.
12-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used and the answer is generally relevant to the topics/question.
	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.

	Reaction / Response (A02)
0-1	Little or no reaction. No real illustration or justification.
2-4	Little relevant reaction / opinion / evaluation, generally factual or descriptive, lacks structure and order.
5-7	Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
8-11	Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
12-15	A good range of points evaluated with conclusions. Clear evidence of personal reaction, well illustrated / justified. Well balanced and coherent.

	Knowledge of Grammar (A03)
0-2	Errors are elementary and so numerous as to impede comprehension.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
5-6	The grammatical structures are known but success in applying them is inconsistent, especially in less common structures.
7-8	Grammar is sound. Tenses and agreements are reliable and errors occur only in the most difficult areas.
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.