



**General Certificate of Education (A-level)  
June 2013**

**Modern Hebrew**

**MHEB2**

**(Specification 2675)**

**Unit 2: Reading and Writing**

***Mark Scheme***

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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 2**

The assessment objectives will be allocated in the following way.

		<b>% of A2</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	20	
Section 2	15	5
Section 3	40	20

## Section 1

1(a)(i)	Accept	Marks
	שאלת המפתח שבגללה נכתב המאמר היא האם תהיה בישראל רעידת אדמה בקרוב/האם צופים רעידת אדמה בישראל. Or anything to this effect	1

1(a)(ii)	Accept	Marks
	לפי הסטטיסטיקה יש /מתרחשת בישראל רעידת אדמה כל 80 שנה בערך. בישראל לא היתה רעידת אדמה כבר יותר מ-80 שנה. זאת הסיבה שהמדענים מודאגים, כי הם חושבים שתהיה רעידת אדמה בעתיד הקרוב. Or anything to this effect	2

1(a)(iii)	Accept	Marks
	תמיד היתה בעיה קשה לדעת/לחזות בדיוק/במדויק מתי תהיה/תתרחש רעידת אדמה. הבעיה הזאת קיימת גם היום למרות ש.../אבל היום אפשר לדעת/לחזות יותר את ההסתברות/האפשרות לרעידת אדמה אבל לא את זמנה המדויק Or anything to this effect	2

1(a)(iv)	Accept	Marks
	מכיוון שיפן וארצות הברית סובלות מאוד מרעידות אדמה, הן פתחו שיטות שונות שמראות/מצביעות על התקרבות רעידת אדמה. למשל הם מודדים את תנועות העליות והירידות בתנועת הקרקע/האדמה. אם העליות והירידות חזקות במיוחד זה עלול להצביע על רעידת אדמה מתקרבת Or anything to this effect	3

1(a)(v)	Accept	Marks
	המילה "נשימה" כתובה במרכאות מכיוון שהיא אינה מתכוונת/מדברת על נשימה אמיתית. הקרקע אינה נושמת. Or anything to this effect	2

1(a)(vi)	Accept	Marks
	<p>סין מצאה דרך חדשה/מיוחדת לחזות/לחיזוי רעידות אדמה על ידי התבוננות בהתנהגות של בעלי חיים. אם ההתנהגות שלהם מתחילה להשתנות/להיות שונה מהרגיל זה אומר שיתכן שרעידת אדמה מתקרבת.</p> <p>Or anything to this effect</p>	1

1(a)(vii)	Accept	Marks
	<p>הגורם הראשון שמקשה על חיזוי רעידות אדמה הוא שזיהוי התופעות האלה הוא יקר וקשה/מסובך. גורם נוסף הוא שהתופעות אינן זהות/משתנות ממקום למקום/מאזור לאזור</p> <p>Or anything to this effect</p>	2

1(a)(viii)	Accept	Marks
	<p>למדענים אסור לגלות לקהל הרחב את תוצאות חיזוי רעידות האדמה. יתכן מאוד שהחיזוי שלהם מוטעה. כל מה שיקרה הוא שהחיזוי יגרום לחרדה/פניקה בין האנשים/בקהל</p> <p>Or anything to this effect</p>	2

1(b)(i)	Accept	Marks
	עדויות	1

1(b)(ii)	Accept	Marks
	רמת	1

1(b)(iii)	Accept	Marks
	תופעות	1

1(b)(iv)	Accept	Marks
	מיותרת	1

1(b)(v)	Accept	Marks
	להגן	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).

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

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

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

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

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

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of our Website

### **Converting Marks into UMS 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](http://www.aqa.org.uk/umsconversion)