

# GCSE

Specification

## Modern Hebrew

**Full Course – for exams June 2014 onwards  
and certification June 2014 onwards**

**Short Course – for exams June 2014 onwards  
and certification June 2014 onwards**



# **GCSE**

**Specification**

# **Modern Hebrew**

## **4675**

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# 1 Introduction

1

## 1.1 Why choose AQA?

AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why is AQA so popular?

AQA understands the different requirements of each subject by working in partnership with teachers. Our GCSEs:

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students of all levels of ability
- lead to accurate results, delivered on time
- are affordable and value for money.

AQA provides a comprehensive range of support services for teachers:

- access to subject departments
- training for teachers including practical teaching strategies and approaches that really work presented by senior examiners
- personalised support for Controlled Assessment
- 24-hour support through our website and online *Ask AQA*
- past question papers and mark schemes
- comprehensive printed and electronic resources for teachers and students

AQA is an educational charity focused on the needs of the learner. All our income goes towards operating and improving the quality of our specifications, examinations and support services. We don't aim to profit from education – we want you to.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose Modern Hebrew?

- To develop language skills in a variety of contexts.
- Choice of contexts in Speaking and Writing tests.
- Examinations in Listening and Reading carry forward the structure of the existing specification,

- offering continuity for teachers, while removal of tiering in Writing and Speaking offers students of every level the chance to do the best they can.
- Builds on the KS3 study and prepares students for further study, eg GCSE to AS; AS to A2 etc.

## 1.3 How do I start using this specification?

### Already using the existing AQA Modern Hebrew specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**  
Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**[http://www.aqa.org.uk/admin/p\\_entries.php](http://www.aqa.org.uk/admin/p_entries.php)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aca.org.uk](mailto:centreapproval@aca.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly-asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

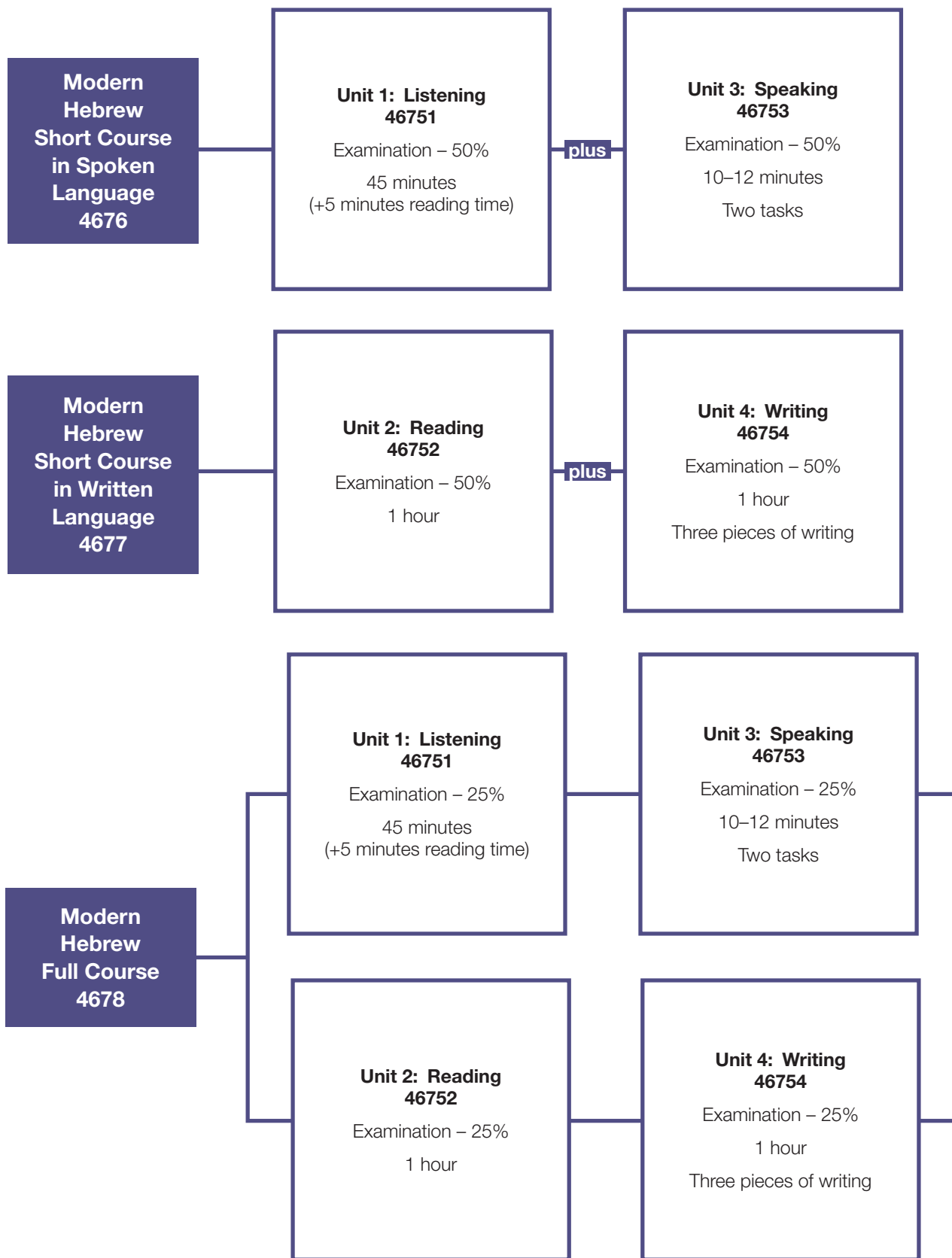
### Teacher Support

Details of the full range of current Teacher Support and CPD courses are available on our web site at **<http://web.aqa.org.uk/qual/cpd/index.php>**

There is also a link to our fast and convenient online booking system for all of our courses at **<http://coursesandevents.aqa.org.uk/training>**



# 2 Specification at a Glance



For assessments and subject awards after June 2013 there is a requirement that 100% of the assessment is terminal.

# 3 Subject Content

## 3.1 Contexts and Purposes

The Contexts and Purposes below apply to all four units, although for Speaking and Writing students may select from a choice of contexts and purposes.

The purposes are presented according to the contexts and topics in which they may occur. It will be possible for students to carry out these purposes using the linguistic structures and vocabulary listed in the specification together with the communication strategies.

The purposes are not defined by ability level and all purposes should be seen as available for all candidates, at differing levels of fulfilment. Some purposes assume situations where requirements and responses are generally predictable and use familiar language. Other purposes involve general issues and opinions which can be treated in more or less complex ways with different groups of learners and allow for differentiated levels of response from mixed ability groups. For all purposes, students will be expected, as they progress linguistically, to:

- cope with a greater degree of unpredictability;
- deal with a widening range of potential problems;
- understand and use more accurately a widening range of vocabulary and structures, including some unfamiliar language;
- understand issues and opinions;
- discuss issues and give opinions;
- give full descriptions and accounts.

The purposes are described with respect to individual contexts (eg Lifestyle) and within particular topics (eg Relationships and Choices). Purposes should be considered transferable, as appropriate, to any other context or topic.

**Understand and provide information and opinions about these contexts relating to the student's own Lifestyle and that of other people, including people in countries/communities where Modern Hebrew is spoken.**

### Lifestyle

#### Health

- Healthy and unhealthy lifestyles and their consequences

#### Relationships and Choices

- Relationships with family and friends
- Future plans regarding: marriage/partnership
- Social issues and equality

**Understand and provide information and opinions about these contexts relating to the student's own Leisure and that of other people, including people in countries/communities where Modern Hebrew is spoken.**

### Leisure

#### Free Time and the Media

- Free time activities
- Shopping, money, fashion and trends
- Advantages and disadvantages of new technology

#### Holidays

- Plans, preferences, experiences
- What to see and getting around

**Understand and provide information and opinions about these contexts relating to the student's own Home and Environment and that of other people, including people in countries/communities where Modern Hebrew is spoken.**

### Home and Environment

#### Home and Local Area

- Special occasions celebrated in the home
- Home, town, neighbourhood and region, where it is and what it is like

#### Environment

- Current problems facing the planet
- Being environmentally friendly within the home and local area

**Understand and provide information and opinions about these contexts relating to the student's own Work and Education and that of other people, including in countries/communities where Modern Hebrew is spoken.**

### Work and Education

#### School/College and Future Plans

- What school/college is like
- Pressures and problems

#### Current and Future Jobs

- Looking for and getting a job
- Advantages and disadvantages of different jobs



## 3.2 Unit 1: Modern Hebrew listening 46751

25% of the marks

45 minutes

60 marks

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English. Students will be allowed to make notes during the test. Students will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

The test will consist of items of varying length which will not place an undue burden on memory. Comprehension of announcements, short conversations, instructions, short news items and telephone messages will be required, together with some material which will be longer and may include reference to past, present and future events. The material will also include some complex, unfamiliar language in a range of registers, together with non-factual and narrative material.

Students will be expected to understand discussion of a wide range of issues. They will also need to understand gist and detail, identify and extract main points, use context and other clues to interpret meaning, to draw conclusions and summarise what they have heard.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his/her understanding even though the response may contain some errors.

## 3.3 Unit 2: Modern Hebrew reading 46752

25% of the marks

1 hour

65 marks

Only material which is appropriate to the written language will be used in the test. Students' comprehension will be tested by a range of question types, normally requiring non-verbal responses or responses in English.

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and websites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

The material will also include some complex, unfamiliar language in a range of registers, together with non-factual and imaginative material including narrative.

Students will be expected to use their knowledge of grammar and structure in demonstrating understanding of specific points and of gist/the main message. They will also be expected to recognise points of view, attitudes and emotions and to draw conclusions.

The use of dictionaries will not be permitted.

The tests will consist of a number of discrete items and will be marked according to a detailed mark scheme.

The student's performance will be assessed according to the effectiveness with which he/she is able to carry out the tasks based on what he/she has heard.

The appropriate mark(s) will be awarded if the student has satisfactorily communicated his/her understanding even though the response may contain some errors.

## 3.4 Unit 3: Modern Hebrew speaking 46753

25% of the marks

10–12 minutes

40 marks

Students will attend one session of between 10 and 12 minutes. This test will be conducted by the teacher, recorded and marked by an AQA examiner.

The test will consist of two sections

- Presentation and discussion** based on a stimulus provided by the student and prepared prior to the date of the test. Students will be expected to speak for between 30 and 90 seconds and to answer questions on their presentation for a further 30 to 90 seconds (up to approximately 3 minutes in total). The topic of the presentation may be drawn from the contexts published in this specification. Alternatively, students may prefer to choose context of their own.
- General conversation** on 2 contexts of the candidate's choice. These topics must avoid the topic chosen by the candidate for the presentation and discussion. The topics of the conversation may be drawn from the contexts published in this

20 marks

specification. Alternatively, students may prefer to choose contexts of their own. Students aiming at Grade C or above will be expected to express personal opinions, present information and show an ability to deal with unpredictable elements and to use a variety of structures.

20 marks

Students may take into the examination room for this part of the test a cue card, containing a maximum of five short headings, for each of the two contexts chosen by the student. There must be no conjugated verbs or full sentences on the card.

As students will have done their preparation beforehand, they do not need any preparation time before the test.

Students must not have access to a dictionary during the test.

No specified period will be timetabled for Speaking Tests and centres are free to conduct them at any time. All tests must be despatched to the AQA examiner on or before 15 May.

Detailed instructions for the teacher-examiner will be issued prior to the examination.

3

### Assessment Criteria

	Communication	Range of Language	Accuracy	Interaction and Fluency	Total
Presentation & Discussion	8	4	4	4	20
Conversation	8	4	4	4	20
<b>Total</b>	16	8	8	8	40

Marks	Communication (Presentation & Discussion and Conversation)
7–8	A good range of information and points of view are conveyed. Responses are developed/explained with confidence. Can narrate events.
4–6	A fair amount of information and points of view conveyed. Responses are regularly developed beyond the minimum.
1–3	Some simple information and opinions conveyed. Some responses rarely developed beyond the minimum.
0	No relevant information conveyed.

Marks	Range of Language (Presentation & Discussion and Conversation)
4	A wide range of vocabulary, complex structures and a variety of verb tenses.
3	A range of vocabulary; some complex structures.
2	Limited vocabulary; sentences short and simple.
1	Very limited vocabulary – just isolated words and occasional phrases.
0	No recognisable words.

Marks	Accuracy (Presentation & Discussion and Conversation)
4	All messages are clear and errors usually appear only in more complex structures. Accent and intonation consistently good.
3	Messages are clear in spite of some errors. Accent and intonation generally good but some inconsistency.
2	Most messages are communicated though errors are quite frequent. Accent and intonation sometimes delay communication.
1	Some messages are communicated but errors are very frequent. Accent and intonation make comprehension difficult.
0	No messages are communicated.

Marks	Interaction and Fluency
4	Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.
3	Ready responses; some evidence of an ability to sustain a conversation; may sometimes take the initiative.
2	Some reaction. Sometimes hesitant, little natural flow of language.
1	Little reaction. Very hesitant and disjointed.
0	No language produced is worthy of credit.

- The marks awarded for Range of Language, Accuracy, Interaction and Fluency must not be more than one mark higher than the mark awarded for Communication.
- A mark of zero for Communication will automatically result in a zero score for the task as a whole.

## 3.5 Unit 4: Modern Hebrew writing 46754

25% of the marks

1 hour

50 marks

Students will be required to write in Modern Hebrew

- a short list or to complete a form, which demonstrates their ability to write words or phrases (Question 1)
- a text, which offers the opportunity to use a variety of structures, expressing their personal opinions (Question 2)
- a text which offers the opportunity to write descriptively or imaginatively, expressing and explaining ideas and points of view, eg. an article, a letter, publicity material (Question 3)

Students are offered a choice of contexts and purposes for Question 2 and for Question

3. Question 2 (a) is drawn from the context

Lifestyle; 2 (b) is drawn from Work and Education.

Students answer either 2 (a) or 2 (b). Question 3 (a)

is drawn from the context Leisure; 3 (b) is drawn from

Home and Environment. Students answer either 3 (a)

or 3 (b).

Students must have access to a dictionary in the Writing test.

Stimuli will be in Modern Hebrew and suggested

content points will be in English. Question 2 and

Question 3 are likely to require approximately

100 words each. However, provided the task is

completed, the number of words is not important.

### Assessment Criteria

	Content	Range of Language	Accuracy	Total
Question 1	2	—	—	2
Question 2	14	5	5	24
Question 3	14	5	5	24
<b>Total</b>	30	10	10	50

### Question 1 – Content

Marks	Content
0	No understandable words.
1	1–2 words conveyed without ambiguity.
2	3–4 words conveyed without ambiguity.

For Question 2 and Question 3 the following criteria will be used.

Content	
Marks	Criteria
13–14	<b>Very Good</b> Fully relevant and detailed response to the task. Sound ability to convey information clearly, express and explain ideas and points of view. Well organised structure.
10–12	<b>Good</b> Mostly relevant response to the task and shows ability to convey a lot of information clearly, express and explain ideas and points of view.
7–9	<b>Sufficient</b> Response to the task is generally relevant with quite a lot of information clearly communicated. Points of view are expressed and ideas are developed.
4–6	<b>Limited</b> Limited response to the task with some relevant information conveyed. Simple opinions are expressed and there is some development of basic ideas.
1–3	<b>Poor</b> Very limited response to the task with little relevant information conveyed. No real structure.
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

Range of Language	
Marks	Criteria
5	Wide variety of appropriate vocabulary and structures. More complex sentences are handled with confidence and verb tenses are used successfully.
4	Good variety of appropriate vocabulary and structures used. More complex sentences are attempted and are often successful.
3	Some variety of vocabulary and structures used, including attempts at longer sentences using appropriate linking words which are sometimes successful.
2	Vocabulary is appropriate to the basic needs of the task and structures are mostly simple.
1	Inappropriate vocabulary with little understanding of language structure.
0	No language produced which is worthy of credit.

Accuracy	
Marks	Criteria
5	Largely accurate, although there may still be some errors especially in attempts at more complex sentences. Verbs and tense formations are secure.
4	Generally accurate with errors occurring in attempts at more complex sentences. Verb and tense formations are usually correct.
3	More accurate than inaccurate. Verb forms and tense formations are sometimes unsuccessful. The intended meaning is clear.
2	Many errors which often impede communication. Verb forms are rarely accurate.
1	Limited understanding of the most basic linguistic structures. Frequent errors regularly impede communication.
0	No language produced which is worthy of credit.

3

- The mark awarded for Range of Language must not be more than one band higher than the mark awarded for Content. (See table opposite).
- The mark awarded for Accuracy must not be more than one band higher than the mark awarded for Content. (See table opposite)
- If a mark is awarded for Content, this will inevitably lead to the award of a mark for Range of Language and for Accuracy.
- If a mark of zero is awarded for Content, this will automatically result in a zero score for Range of Language and for Accuracy.

Content Mark	Marks for each of Range of Language and Accuracy
0	0
1–3	1–2
4–6	1–3
7–9	1–4
10–12	1–5
13–14	1–5



## 3.6 Grammar

For an individual to be able to communicate effectively the ability to use the structures and grammar of the language is essential. It is important to note, however, that not all structures are equally important. The use of certain structures may well far outweigh the use of others for purposes of practical communication and some structures may be required for understanding only whereas others will need to be used productively.

In order to write answers in the target language to reading and listening comprehension questions, candidates may have to make active use of a wider range of structures and grammatical concepts than in the past.

The list of structures should be seen in conjunction with other sections of the syllabus to get a clear picture of the level and range of use of language expected of the candidate when performing the tasks set.

It will be possible to complete all the tasks set, and to earn maximum marks, by the correct use of the structures contained in the list at the level indicated. Candidates who go beyond the range of structures in the list will not be in any way disadvantaged.

### Notes on Grammar and Usage

#### Grammar

Grammar will contain those features in morphology and syntax which the candidate will be expected to understand and to use orally as well as in writing.

Since the morphology of the Hebrew noun and verb systems is extremely diverse, candidates cannot be expected to familiarise themselves with all patterns and paradigms. It is more realistic to expect a candidate to understand and to be able to use a given number of features, whereas the majority should be memorised without going into lengthy explanations, when in some cases wrong answers will not result in losing marks. For example: the vocalisation of verbs containing guttural consonants ( **אהחער** ) should be taught in passing, and if a candidate says in the oral examination *a'asof* or *te'esfi* this would not be seen as an error.

#### Usage

'Usage' should emphasise to the student the correct forms of morphology in relation to syntax and style. Thus, attention should be given to e.g.

1. Differentiation between masculine and feminine forms, especially in numerals, e.g. **שלושה ילדים** instead of **שלוש ילדים** **עקור** instead of **עקור**  
**שמונה עשרה** instead of **שמונה**
2. correct use of prepositions in relation to verbs, nouns and particles, e.g. **אכל במזון** instead of **תלוי על** instead of **אכל עם מזון** – **תלוי ב** (depending on)
3. Correct pronunciation of words: **לא יכולתי** instead of: **לא יכלתי**

The structures which the candidate will be expected to understand and produce are shown below. Candidates aiming above Grade C will be expected to cope with all the points indicated up to Grade C, in addition to the points indicated for above Grade C.

## Up to Grade C

**Nouns:**

## 1. Nouns

## (a) Gender:

Masculine: **בֵּית, יָלֵד**

Feminine:

Words ending in **תָּה** or **תָּת**(except **לֵילָה**): e.g. **אחות, ילדה**

Words which do not end in

**תָּה** or **תָּת** but which are feminine:1. Feminine 'by nature'. **אָם**

2. Thin singular of limbs/parts of the body which are more than one:

**אוזן, אצבע, יד, כף, כנף, כתף,  
עין, ציפורן, רגל, עין.**

3. Names of countries and cities

4. Choice of extraordinary nouns:

**אבן, אות, ארץ, בטן, גדר  
כוס, לשון, עיר, פעם, ציפור**

5. Choice of nouns which are both masculine and feminine, but in MH usually used as feminine:

**אש, דרד, פנים, רוח, שמש**(b) Dual: **עיניים, ידיים, רגליים.****שבועיים, מספריים, מנטיים,  
יומיים, גרביים, שתים**

(c) Plural:

Masculine: ending **ים**Feminine: ending **ות**Extraordinary forms: **ות**

Masculine ending

**אבות, שולחנות, שמות, ירקות...**Feminine ending **ים****נשים, אבנים, ביצים, לבנים...**(d) Declension of nouns: (the student should know of the two forms current in Hebrew and may select the one he/she prefers,; Noun + **של** or Noun + pronominal suffix)

1. Nouns ending in long vowels which therefore do not change:

e.g. **דור, סוס, תלמיד, תינוק.**  
**רשות, אב, אח ..**

2. Nouns in which the vowels change:

**דבר, גרון, פה, מורה,  
אם...**

## Up to Grade C

3. Nouns in the feminine ending  
in **הָ** changing into **תָּ**  
**שמלה, ילדה ...**
4. Nouns in the feminine in which  
vowels change: **מתנה...**  
**משפחה,**
5. The Segolites: **ספר, בגד,**  
**חלק, רגל, ילד, עין, בית,**  
**כתובת, גברת, מחברת**
- (e) Construct state:  
unchanged forms: **דוד, תלמיד**  
changed forms:  
**ילדה, דבר, פקיד,**  
**בית, ארצות, ילדים, משפחה,**  
**משמרה, שנה, בעלים,**

Up to Grade C	Above Grade C
<p>2. <b>Verbs</b></p> <p>(a) Conjugation of the sound verb in Qal, Nif'al, Pi'el Hitpa'el and Hif'il of common verbs only.</p> <p>Prefixes, infixes and suffixes</p> <p>(b) Conjugation of the weak verb: A selection of most useful verbs:</p> <p>e.g. <b>אכל , עמד, ברח, שאל, שמע, וסע, נתן, ישב, קום, קנה, מצא, בוא</b></p>	<p>1. The forms Pu'al and hof'al.</p> <p>2. Changes of consonants in the Hitpa'el: <b>(a) הסתלק, השתלם, העתכר</b> <b>(b) הצמער, הצמלם</b> <b>(c) הזרקו</b></p> <p>3. The Quadrilaterals – <b>פרסם, שכלל, בלבל,</b> <b>(in Pi'el Pu'al and Hitpa'el).</b></p>
<p>3 <b>Adjectives</b></p> <p>(a) A selection of most common adjectives, e.g. <b>יפה, חזק, גדול,</b> <b>אדום</b> Plurals: masculine <b>ים X</b> ; feminine <b>ות X</b>, always.</p> <p>(b) Elative: positive, comparative and superlative.</p> <p><b>( הכי, יותר, כמו )</b></p>	
<p>4 <b>Adverbs</b></p> <p>A selection of most common adverbs according to their syntactical <b>Functions, (see below under Syntax).</b></p>	
<p>5 <b>Pronouns</b></p> <p>(a) Personal pronouns: <b>אני, אתה ...</b></p> <p>(b) Possessive Pronouns: (See above: declension of nouns) <b>של - שלי, שלך ...</b></p> <p>(c) Pronominal particle – <b>את - אותי, אותך ...</b></p> <p>(d) Demonstrative pronouns: <b>הזוה, (הזאת, האלה), ההוא, ההיא, ההם, ההן</b></p> <p>(e) Relative pronouns: <b>ש, אשר, כי ...</b></p>	

Up to Grade C	Above Grade C
<p>6 <b>Particles</b></p> <p>(a) <b>The article:</b> <b>ה</b> (with, nouns and adjectives).  <b>(1) הילד</b>  <b>(2) הגדול</b>  <b>(3) הילד הגדול</b></p> <p>(b) <b>Prepositions:</b> (Passive knowledge of declined prepositions only)  <b>ב. כ. ל. מ. אל. על. אחרי.</b>  <b>על ידי (ע"י). לפני. בין. מול.</b>  <b>עם. תחת. בתוך. מחוץ ...</b></p> <p>(c) <b>Conjunctions:</b>  <b>ו. גם. אפילו. אלא. או ...</b></p>	<p>Active knowledge of declensions</p>
<p>(d) <b>Interrogatives:</b>  <b>האם. איך. למה. מתי. כמה. מי.</b>  <b>מדוע. מה. איזה. איפה. לאן ...</b></p> <p>Note: Interrogative expressed by intonation should be accepted</p> <p>(e) <b>Condition:</b> <b>אם</b></p> <p>(f) <b>Negation:</b> <b>לא. אין. לא</b></p> <p>(g) <b>Reason or Result:</b> <b>לכן</b></p> <p>(h) <b>Contrastive:</b> <b>אבל. זאת. אבל</b></p> <p>(i) <b>Indefinite:</b> <b>(מישהי) מישהו. משהו</b></p> <p>(j) <b>Interjection:</b> <b>הלו! אוי ואבוי!</b></p>	<p>More particles:  Prepositions with  Interrogatives etc: <b>עם מי.</b>  <b>עד מתי. ממתי. מאיזה.</b>  <b>מאיפה...</b></p> <p><b>לו. אילו.</b></p> <p><b>עדיין לא</b></p> <p><b>בגלל. משום כך</b></p> <p><b>למרות. אנפ"כ</b></p>

Up to Grade C	Above Grade C
<p>7 <b>Numerals</b></p> <p>(a) Cardinal numbers: masculine and feminine. (1-20; 30, 40, 50, 60, 70, 80, 90, 100; 1000)</p> <p>(b) Ordinal numbers: 1-10 (from 11 onward cardinal preceded by the article)</p> <p>(c) Days of the week</p> <p>(d) Time</p>	<p>Composite numbers (21, 37, etc) 10,000..., 100,000... 1,000,000</p>
<p>8 <b>Syntax (Word order)</b></p> <p>(a) Elements of the sentence: Subject, verb, object, adverbs. <b>גד עבר את הבחינה בהצלחה</b> Attributes e.g. <b>גד <u>החרוץ</u> עבר את הבחינה בעברית בהצלחה.</b></p> <p>(b) Types of sentences: simple and complex (basic forms only).</p> <p>(c) Word order (basic structures): e.g. 1. Subject + verb <b>הילד כתב</b> 2. Subject + Predicate <b>הילד גדול</b> 3. Noun + Adjective <b>בית גדול</b> <b>הבית הגדול</b></p> <p>(d) Possession / <b>יש לי זמן</b> <b>אין לי סבלנות</b></p>	<p>Special Structures: 1. Usage of the infinitive as unspecified subject <b>צריך לדבר עם המורה</b> <b>רצוי לקחת את התרופה</b> <b>אסור לעשן</b></p>



## 3.7 Communication strategies

While recognising that it is helpful to teachers and learners to have a defined specification, it is accepted that it would be impossible to include in the specification all the words and structures which they may meet in an examination which uses authentic texts. Candidates cannot be expected to have met and mastered all the linguistic elements they will meet when reading and listening to authentic Modern Hebrew.

There are many circumstances – listening to a radio broadcast or participating in a conversation, for instance – where the learner may not have time to consult a dictionary or indeed may not have a dictionary available. Hence the need to develop communication strategies that can be used to cope successfully with unknown words. There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

These strategies will greatly increase candidates' ability to cope when they meet, or need, language which they have not previously met or have forgotten. It is not intended that the examination will attempt to assess these strategies systematically. The examination may, however, include items for listening and reading comprehension which contain language not included in the defined specification, provided that this language is capable of being coped with by the use of one of the strategies in the specification.

While the English speaking student of other European languages, such as French and German, is familiar with many linguistic features and vocabulary which are in common with his/her own mother tongue, the learner of Modern Hebrew is in a different situation. Being a Semitic language, Hebrew has no relation to English or any other European language, except for some "international" vocabulary and a number of words and phrases which belong to the substandard layer of the language.

Therefore, the strategies which the teacher and learner of Modern Hebrew should develop may only generally be comparable with those used for the teaching of European languages. Hence, the teacher should always endeavour to devise his/her own strategies which should assist the student to acquire the necessary skills, in addition to those listed below.

### Strategies for Understanding

- a **Using the visual and verbal context.** The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures. That is why texts are presented, wherever possible, in the examination in their original format. When reading and listening, pupils can learn to infer the meaning of new words from the verbal context in which the new words themselves are set.

So, **מְשַׁאֵיִת** for example, someone who did not know the word might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle:  
**הַמְשַׁאֵיִת סִטְתָה מִן הַכְּבִישׁ וְהִתְנַשֶּׂה בַעֵץ.**

- b **Ignoring words which are not needed for a successful completion of the task set.** Many tasks contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the learner may not understand a point in one form of words and understand it fully in another. Learners can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and complete communication tasks, and to ignore the rest.
- c **Making use of audio-visual context.** Pictures, films, videos, illustrations, sound, mime and gestures can all help the learner understand content and consequently memorise new words and expressions. Teachers should therefore use and also encourage the students to use audio-visual techniques which will improve the learner's understanding. This is a strategy which can help learners in the classroom and also bring benefits to candidates in terms of improved performance in the examination.
- d **Making use of intonation.** Although this method can mainly be used in Listening, some punctuation marks can be used in a text instead of intonation (e.g. question and exclamation marks). The teacher should therefore ensure that students benefit from these to improve their understanding.
- e **Making use of grammatical and semantic markers.** When reading and listening, pupils can learn to infer the meaning of unknown words by deduction from roots they are familiar with. The teacher should therefore draw the attention of the student to other derivatives of the same root which are close to the basic meaning of the root and encourage the student to "guess" the meaning whenever coping with a new text. For example,

**נִלְיִנוּ עַל הַגַּג בְּמַעֲלִית = (שׁוֹרֵשׁ) עֵלָה**

or

**וּמִכְתָּב כְּתוּב בְּכַתֵּב-יָד כְּרוּר = (שׁוֹרֵשׁ) כָּתַב**

Moreover, through proper training the students will develop an awareness of grammatical rules and forms by memorising prefixes, infixes and suffixes or specific formations and patterns which will help them understand a verbal utterance or a written text, for example:

The prefix **ה** is usually used as the article “the”;

The prefix **ו** or **וּ** is usually used as the conjunction “and”;

The prefix **ב** or **בּ** is usually used as the prepositions “in” or “by”;

The prefix **ל** or **לַ** is very often used as the preposition “to”;

The prefix **מ** or **מִ** is very often used as the preposition “from”;

The prefixes **א.ת.ו.** are usually used to indicate the future tense;

The prefix **ש** is used to indicate “that”; “which”; “who”; “whose” and “whom” in statements in the affirmative;

The suffix **ה** usually denotes a feminine form;

The suffix **שׁוּ.מ.י.ם.י.ם.י.ם.** usually denotes the dual except e.g.;

The suffixes **ים** and **ות** usually denote the plurals of masculine and feminine nouns and adjectives respectively (with some exceptions – see 7.3 Linguistic Structures – above);

The pronominal suffixes of the verb in the past tense  
(e.g. **וּ / תְ / יְ / תְ**)

The pronominal suffixes of the noun and prepositions

(e.g. **יְ / יָ / יָ**)

Noun patterns which accommodate words belonging to certain “semantic fields”.

e.g.

the pattern MIF’AL or MIF’ALAH usually denotes a place;

the pattern MAF’EL or MAF’ELAH usually denotes a tool;

the pattern PA”AL usually denotes a profession;

the pattern PA”ELET” usually denotes an illness;

the pattern PA’OL accommodates all basic colours;

the verb patterns which are used to denote forms, tenses and moods.

#### f **Making use of social and cultural contexts.**

Learners are normally familiar with many concepts about which they hear or read in their own mother tongue, and which occur in Modern Hebrew too. Those broadly include social, economic, legal, political, recreation (e.g. sport) terminology and titles, and the like. Also, many words and expressions in English have found their way into Modern Hebrew slang, and should easily be recognised by students of Modern Hebrew (e.g. fantasti(c), perfect, bye). On the other hand, a learner of

**Cognates:** there are very many words which have the same form, and essentially the same meaning, in Modern Hebrew and in English (e.g. anecdota, astronauta, badminton, dieta, defekt, genera) When such words occur in a context and the learners can be expected to understand them in English, they will be expected also to understand them in Modern Hebrew.

Modern Hebrew has usually a small vocabulary of words, terms and concepts which have entered the English language from Modern Hebrew (e.g. Shalom, Bar-Mitzvah, Mazal Tov). Teachers should therefore encourage learners to identify, memorise and actively use these words both orally and in writing.

- g **Using cognates and near-cognates.** Teachers should, especially in the early stages of study, assist the learner by using as many cognate and near-cognate words as possible to train the student in identifying familiar words in order to help him/her understand the context.

For example:

common terminology pronounced exactly as in English **מלפנו. רדיו. צק**

common terminology which is slightly differently pronounced

**מלוויזיה. טמפרטורה. גז**

proper names pronounced as in English

**דן. אמריקה. סקוטלנד**

names pronounced in a slightly different way

**אברהם. רבקה. ירושלים**

## Strategies For Production

People who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies in order to get meaning across in spite of their imperfect command of the language. Students who use communication strategies which help them successfully to express themselves will be given credit.

The writing and speaking tests based on this specification will all be capable of totally satisfactory completion using only the language which this specification indicates as required for productive use. However, individual candidates may have failed to learn, or have forgotten, language items required by some test items, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: verbal and non-verbal. The non-verbal strategies described below are clearly of limited value to the candidate in the oral tests of this examination. They may, however, prove useful to the learner in the classroom.

### Non-Verbal Strategies

- a **Making use of gesture and mime.** Learners should be encouraged to use gestures and mime to express themselves verbally if they cannot remember a word or an expression. These strategies can also be used by the teacher in the class to help learners memorise a word or an expression, since learners will associate the word with the gesture. Although this strategy can help to maintain communication in the classroom, it has obvious limitations in the Speaking Test which is recorded on tape and where candidates are assessed on the basis of the language they produce.
- b **Expression and intonation,** accompanied where appropriate with sounds (eg *Ah!*) which, with appropriate intonation, facial expression and gestures can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration.
- c **Drawing** can be an efficient strategy with some tasks (especially written) and can convey both attitude and information eg ☺ or ☹ or a diagram showing how to get from point (eg a station) to another (eg a home).

### Verbal strategies

- d **Making use of synonyms or words from a cognate “semantic field”.** Students should be encouraged and trained to use, when appropriate, synonyms or a word which belongs to a cognate “semantic field”. This strategy will enable the learner to make up for the forgotten word, and to learn to distinguish between meanings and nuances e.g.
- אני רוצה לומר / להגיד / לספר / לנלוות...לך**
- e **Using a word which refers to a similar item** to the one the speaker/writer wishes to refer to, but for which he has forgotten the word. This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context in the examination.
- f **Request for help** can include requests for translation e.g. **איר אומרים בעברית...?** and questions which make no reference to English eg. **איר קוראים לזה בעברית?** While these strategies are obviously useful in authentic situations, they are likely to be less helpful to candidates in the examination. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly.

- g **Simplification,** when a student avoids the use of a form of which he is unsure, by using a form which he finds simpler. When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded. A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in candidates failing to demonstrate fully their linguistic capabilities.

- h **Making use of intonation and punctuation.** Intonation is used in any conversation to demonstrate feelings and attitudes. Hence, students should be encouraged to use intonation when speaking Modern Hebrew, and punctuation (eg. question and exclamation marks) in writing.

These will of course add the necessary emphasis and flavour to the utterance and style. Teachers too should make use of these in the classroom eg.

**מה אתה רוצה ממני?  
בא הנה!**

- i **Paraphrase,** where the candidate conveys words and phrases in acceptable Modern Hebrew, instead of words which he has forgotten. When used well, this strategy can communicate the message effectively to a sympathetic native speaker and avoid the breakdown of communication. Its use in the examination would be assessed according to the effectiveness of the strategy in the context of the task.

- j **Reference to specific features,** when the candidate uses a phrase or sentence to refer to the specific features of an item for which he/she has forgotten the correct word eg.

**1. ביקרתי את דוד בבית החולים =  
הלכתי לראות את דוד בבית החולים.**

**2. הכתובת שלי היא =  
אני גר ב...**

**3. החיה בעלת האוזניים הגדולות =  
האיש במדים הכחולים**

This is a commonly used strategy which can be effective in communicative terms. Its use in the examination would be assessed according to its effectiveness in relation to the task and context.

- k **Topic avoidance,** when the candidate ignores or abandons a topic because of inability to deal with it. Use of this strategy in the examination is likely to lead to loss of marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the learner's repertoire. It is, therefore, a strategy which should be discouraged. Approaches which lay more stress on correctness than on communication can tend to encourage the use of avoidance strategies.

## 3.8 Vocabulary

The minimum core Vocabulary Lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The Listening and Reading assessment tasks aimed at all grades will be based on the Vocabulary List and the General Vocabulary List in the specification. In questions aimed at grades A\*/A/B students should also expect to encounter in addition some unfamiliar vocabulary, and may be tested on it, provided that it can be assessed through communication strategies.

Vocabulary listed in the Grammar Section can also be tested but it is not listed in the minimum core Vocabulary Lists.

Students will be expected to understand words which have the same or very similar form in the language as in the English, provided that such words have essentially the same meaning in both languages. Such words are not listed in the minimum core Vocabulary Lists.

Students will be expected to be familiar with inflected forms of nouns/adjectives where these are not given.

### General Vocabulary

Students will be expected to use and understand the general vocabulary listed below. The vocabulary is not restricted to specific settings and can occur in any of the topic areas listed in the specification.

#### Languages

אנגלית  
איטלקית  
גרמנית  
הולנדית  
יוונית  
יידיש  
יפנית  
סינית  
ספרדית  
עברית  
ערבית  
פולנית  
פורטוגזית  
צרפתית  
רוסית

#### Weather

אפור  
כתום  
ורוד  
אדום  
סגול  
לבן  
סתיו  
אקלים  
השמיים מעוננים  
קר  
חושך / חשוך  
כפור  
קפוא  
חם  
לח  
לחות  
קרח  
אור  
יורד גשם

עונה  
יורד שלג  
אביב  
קיץ  
השמש זורחת  
הרוח נושבת  
חורף  
אביב  
אור  
אקלים  
השמיים מעוננים  
חושך / חשוך  
חם  
יורד גשם  
יורד שלג  
ערפל  
קפוא  
קרח  
תחזית מזג האוויר  
תנאי מזג האוויר

#### Colours

שחור  
כחול  
חום  
ירוק

## LIFESTYLE

## Health

אבטיח	דג ממולא	ירקות
אגוזי מלך	דגנים	יש לי כאב(ראש, בטן, גב)
אגס	דובדבן	כאב
אוכל / מזון	דיאטה	כבאי
אורז	דכאון	כבד
אח / אחות	דם	כביש צר
אימון	האכיל	כביש רטוב
אכל	הודעה	כדור
אכל ארוחת ערב	הזיק / הרס	כוס
אלכוהול	החליק	כף
אלכוהולי	היה בכושר	כפית
אלכוהולי זם	הלך לישון	כרוב
אמבולנס	הצטננות	כרובית
אני חולה	הרגיש בכושר	כתף
אננס	הרגיש טוב	לא מבושל
אספירין	הרגיש רע	לב
אפה	הרגל גרוע / רע	לחם
אפוי	הריח	לחמניה
אפרסק	השתמש בסמים / לקח סמים	לימון
אצבע	השתעל	לימונדה
ארוחה	התמכרות	לקח
ארוחת בוקר	התעמלות	לקח תרופה
ארוחת ערב	התקיים	מאמן
ארוחת צוהוריים	ויטמינים	מאמץ
אשכולית	ויתר	מבושל
בטן / קיבה	זית	מבושל היטב
ביסקוויט	זרוע	מברשת שיניים
ביצה		מהירות גבוהה מאוד
ביצה "עין" / ביצייה	זריקה	מוח
ביצה מקושקשת	חביתה	מזיק
ביצה קשה	חולה	מזלג
ביצה רכה	חום	מחלה
בירה	חומץ	מטבח
בישל	חזק	מטוגן
בית חולים	חזר להכרתו	מי שתייה / מים מהברז
בית מרקחת	חטיף	מים
בכושר	חלב	מים מנרליים
בלי	חלבון	מיץ פירות
בננה	חלה	מכור לסמים
בעיות נשימה	חם / חמים	מלא
בצל	חם לי / קר לי	מלוח
בריא	חמאה	מלון
בריאות	חמוצים	מלח
ברך	חסה	מלפפון
בשר	חסר עבודה / מובטל	ממותק
בשר בקר	חציל	ממתקים
גבינה	חתר (בסירה)	מסוכן
גבס	טוב	מסעדה
גוף	טונה	מעייף
גזר	טיפול	מעלה עשן / מלא עשן
גלידה	טיפות אף	מעשן
גלידה בטעם	טעים	מר
גרון	טעם	מרכז גמילה מסמים
דג	יבש	מרק
דג מלוח	יד	מירפאה
	יוגורט	משחה
	יין	משטרה
		משמש

מת / נפטר	קפה הפוך	אח חורג
מתובל	קר	אחות
מתוק	קרה	אחות חורגת
נגמל מסמים	קרח	אחיון
נהיה חולה	ראש	אחינית
נהיה יותר גרוע	רגל	אחראים
נזק	רופא / רופאה	אים
נח	רופא שיניים	איך קוראים לך / מה שמך
ניתוח	רוקח	אירוח / הכנסת אורחים
נכנע / ויתר	ריאה	איש / גבר
נפל	ריבה	אישה
נראה	ריק	אלגנטי / מהודר / הדור
נרגע	רעב	אלימות / הרס
נרדם	רשימה	אלמן
נשאר	רתח	אלמנה
סבל	שום	אם
סוכר	שומן	אמא
סוכריה	שוקו	אני בן / בת .... שנים
סיגריה	שוקולד	אנשים
סכו"ם	שיזף	אף
סכין	שיעול	ארוך
סכנה	שיקום	ארוס
סלט	שירותי הצלה / שירותים	בטוח / ודאי
סם	שירותים / בית שימוש	ביטחון עצמי
ספגטי	שמן	ביישן / ביישנית
סרטן	שמר על הכושר	ביצע
עגבניה	שן	בכה
עגל	שעועית	בן
עוגה	שפעת	בן / בת כמה
עוף / תרנגולת	שתה	בן דוד / בת דודה, דודן
עזב	שתייה / משקה	/ דודנית
עזרה	שתייה אלכוהולית / משקה אלכוהולי	בן זוג אידיאלי
עזרה ראשונה	שתיין / שתיינית	בת זוג אידיאלית
עייף	תאונה	בני נוער
עישן	תאונת דרכים	בעל
ענבים	תה	בת
עצר / הפסיק	תוכנית שיקום	גבוה
עשן	תות שדה	גברת
פחד	תפוז	גזענות
פחית	תפוח אדמה	גיל
פטריות	תפוח עץ	גיס
פיצה	תרד	גיסה
פלאפל	תרופה	גרוש
פלפל		גרפיטי
פסטה		דג (זהב)
פצוע		דוד
פרוסה / פרוסת עוגה		דודה
פרי		דומה ל
צ'יפס	אב	דרכון
צלוי	אבא	הורה
צלי	אדם / בן אדם	הזמין
צמא	אהב	הזמנה
צרוך	אוגר	היה עד ל(גזענות)
צריכה / תיצרוכת	אוהב לעזור / אוהבת לעזור	הכיר
קול	אוזניים	הנהלה
קופסה	אומלל / מסכן	הסתדר עם
קוקה קולה	אופי	העדיף
קילקול קיבה	אורח	הפלייה
קמח	אזרח	הפלייה אתנית
קפה	אזרחות	הפלייה גזענית
	אח	

### Relationships and Choices



הציג	מאושר	עצבני / עצבנית
הקדיש	מארח / מארחת	עצוב / עצובה
הקשיב לאחרים	מבוגר	עצלן / עצלנית
הרגשה	מבוגר / מבוגרת	עקשן / עקשנית
השגחה	מדהים	עשיר / עשירה
השתנה	מהגר	פגישה
התארס	מושפל	פה
התגרש	מכוער	פיטפט
התווכח	מלא חיים / מלאת חיים	פנים
התחתן	/ מלא מרץ	פנסיונר / גמלאי
התנגד	ממוצע / בינוני	פעיל
התנדב	מסמך	פעילות אלימה
התערב	מעניין / מעניינת	פתרון
ויכוח	מפורסם / מפורסמת	ציפור
זקן / זקנה	מצב רוח	צעיר
חבר	מצחיק / מצחיקה	צעירה
חברותי / ידידותי	מקום לידה	צרכים של אחרים
	מר / אדון	קורס הדרכה
חד הורי	מרגיז / מרגיזה	קטן
חוויה / ניסיון	משכיל / משכילה	קליטה חברתית
חותן / חם	משעמם / משעממת	קצר / נמוך
חותנת / חמות	משעשע / מהנה	קרא
חזק / חזקה	משפחה	קרוב / קרובה
חיוך	משפחה בעלת נפשות	קרובים
חיה / בעל חיים	משפחה חד- הורית	קרחת
חיות בית	משקפיים	קשיים כלכליים
חכם / חכמה	מתנדב	רגש
חמוד / נחמד	נאה / יפה	רווק
חנות צדקה	נאמן / נאמנה	רזה
חסר ביטחון / חסרת ביטחון	נהדר / נהדרת	רציני / רצינית
חסר בית	נולד	שובב / שובבה
חסר עבודה / מובטל	נורמלי / רגיל	שוה
חרוץ / חרוצה	נחמד / נחמדה	שוויון
	ניפרד מ...	שוויון הזדמנויות/
חתול	נישק	אפשרויות
חתונה	ניתן להשיג / פנוי	שיניים
חתימה	ניתק קשרי משפחה	שיער
חתם	נכד	שיער חלק
חתן	נכדה	שיער מתולתל
טבעת אירוסים	נער / מתבגר	שיער שיבה
טבעת נישואים	נפגע / נעלב	שכן
טוב / טובה, חביב		שם
/ חביבה	נקרא	שם משפחה
טיפוס / סוג	נשוי / נשואה	שם פרטי
טיפש / טיפשה	נשיקה	שמח / שמחה
		מאושר / מאושרת
יום הולדת	סבא	שמן / שמנה
יחסים	סבלנות	שפם
ילד	סבתא	שפן / ארנבת
ילדה	סוס	שקט / שקטה
יפה	סיכוי עבודה	שקרן / שקרנית
יקר / יקרה	סיכון	תאום / תאומה
ישר	סלח	תאור
כועס / כועסת	ספורטיבי / ספורטיבית	תאריך (לידה)
כלב	סקר	תוכי
כלבים עזובים	עבודה בהתנדבות	תושב
כלה	עדיפות	תינוק / ת
כלוב	עולה חדש (ישראל)	תינוק / תינוקת
כתב	עוני	תלתלים
כתובת	עור	תנועת נוער
מאורס	עיניים	תעודת זהות
תשומת לב	עני	תרם ל / השתתף ב

## LEISURE

## Free Time and the Media

אהוב	הצעה מיוחדת / מבצע	כינוי
אומן	הקליט	כלי / מכשיר
אוסף	השאיר	כמות
אופנה	התחלה	כניסה
אחוזים	התלונן	כניסה חופשית
איבד	התנצל	כסף
איטליז	התעמלות	כפפות
איכות	זול	כרטיס
איצטדיון	זמר / זמרת	כרטיס אשראי
אמת	ז'קט	להיות אוהד של
אסף	זרק	להיות אופנתי / באופנה
ארנק (לכסף)	חבר	לווין
אתלטיקה	חגורה	לחן
אתר	חדר פטפוט	לירה שטרלינג
אתר אינטרנט	חדשות	לפי דעתי / לדעתי
בא	חולצה	לקוח / לקוחה
בגד ים	חולצת ספורט	מאפיה
בגדים	חופשי / חינם	מבחר
בושם	חזר / החזיר	מגזין
בחירה	חיכה	מגפיים
בחר	חינוכי	מדרגות נעות
בידור	חלון ראווה	מוכר / מוכרת
ביחד	חליפה	מוסיקה פופ / רוק
ביצוע / הופעה	חנווני / חנוונית	מוסיקה קלסית
בית מרקחת	חנות בגדים	מועדון ספורט
בית-דואר / משרד דואר	חנות דגים	מועדף
בנק	חנות ירקות	מזומן
בנקומט	חנות כל-בו	מחיר
בריכת שחייה	חנות לדברי חשמל	מחירים קבועים
גיטרה	חנות לכלי כתיבה	מחלקה
ג'ינס	חנות מקומית	מחלקת בגדים
גלריה לאומנות	חנות ספרים	מחלקת כלי בית
גרביים	חנות פרחים	מחשב
גרביונים	חנות רהיטים	מטבע
דחף	חנות תכשיטים	מטבעות / כסף קטן
דייג	חסרון	מידה
דיסקו	חצאית	מיוחד
דמי כיס	חשבון	מיותר
הוא היה זקוק ל.../הוא צריך	טיפוס על ההרים	מילא טופס
הוא המליץ על	טכנאי	מיסמך
הוציא כסף	טלוויזיה	מירוץ
הזמין	טניס	מכולת
הזמנה	טניס שולחן	מכוער
החליף	טען אל..., הוריד ל...	מכירת סוף העונה
החלקה על הקרח	טען מ..., הוריד מ...	מכנסים
היה לו זמן	יורו / אירו	מנצח
היה לו רעיון	יצא	מספרה
היפרמרקט	יצא לבלות	מעוניין ב
הלך	יצא לטייל	מעיל
הנאה	יציאה	מעיל גשם
הנחה	יקר	מעלית
הסכים	ישר	מצוין
הסכמה	יתרון	מצלמה
העדיף	כבד	מקבל
הפליג	כביסה	מקלדת
הפסקה	כדור	מרכז ספורט
הפתעה	כדור יד	משועמם
הצגה	כדור סל	משחק
הציע	כדור עף	משך
	כדורגל	משלוח הביתה
	כובע	משתמש
	כוכב	מתכנת (מחשבים)

	<b>Holidays</b>	
מתנה	צפה	אבידות ומציאות
נגן	צר	אגם
נהדר	קבוצה	אגרטל
ניגן	קבלה	אוטובוס
ניהל	קולנוע	אופנוע
ניחש	קונצרט	אור
ניצח	קופה	אזור כפרי / מחוץ לעיר
ניקוי יבש	קיבל	אחורה
נמאס לו	קיבל / הסכים	אי
נסיעה / טיול	קיוסק לעיתונים	איזור
נעליים	קנה	איזור להולכי רגל
נפלא	קניון / מרכז קניות	איחולים
נשאר	קצר	איחל
נתן	קרא	איים
סגור	קריאה	אירוסים
סוודר	ראה	אמבטיה
סופרמרקט	רדיו	אמצעי תחבורה
סיכון	רומנטי	אפיקומן
סיפור קצר	רכב	ארבע קושיות
סיפר / אמר	רעיון	ארוחה חגיגית
סנדלים	רץ	ארוחה עיסקית
ספורטאי / אתלט	רצה	ארון
ספק	רשימה	ארון ספרים / כוננית
ספרייה	רשימת קניות	ארונית
סרט	שביר	אריזה
סרט אימה	שוחח	ארמון
סרט אלים	שוק	אשפה / זבל
סרט דוקומנטרי	שחה	באיחור
סרט הרפתקאות	שחיה	בדק
סרט מדעי- דימוני	שחמט	בדרך כלל
סרט רומנטי	שחקן	בזמן
סרטים מצוירים	שטר (כסף)	בטוח
עבר	"שטרודל"	בילוי / בידור
עגילים	שיחה	בית
עגלה	שיחק	בית העירייה
עובדה	שילם	בית חרושת
עודף	שיר	בית כנסת
עטף	שלח חבילה / מכתב	בכל העולם
עיתון	שלט	בניין
עכבר	שמלה	בנק
עמד בתור	שמפו	בעייה
עניבה	שנא	בעייה סביבתית
ערך קניות	שנאה	בקבוק
פגישה	שקל	בקושי
פגש	שר	בקלות
פוטנציאל	תוכנית	בר / בת מצווה
פיג'מה	תועלת	ברגל
פיטפט	תור	בריאות
פינה	תחביב	בתים צמודים
פנאי / זמן חופשי	תחרות	גבעה
פעילות	תחתוני נשים	גג
פתוח	תחתונים	גדר
פתח חשבון	תיאטרון	גידול / עלייה
צבע	תיק	גיהץ
צחק	תלונה	גינה
צ'יק	תמונה / צילום	גשר
צליל	תערוכה	דו משפחתי
צלילים	תקליטור	דיסקו
צעף		דירה
צעצוע		

דירת גג	חוה	כיור
דלת	חור בשכבה של האוזון	כיכר
דמי שכירות	חורשה	כל כמה זמן
דפק / נקש	חזר	כמה זמן לוקח
דשא	חי	כניסה
האט	חיים	כניסה
הגיע	חיפש	כסא
הגעה	חלום	כסוי מיטה
הדיח כלים	חלון	כפר
הדליק	חללי צה"ל	כר
הוא הזמין	חלק	כרטיס הלוך ושוב
הול	חמצן	כרטיס לכיוון אחד
הוריד דברים מהשולחן	חנה	כריתת עצים
הזיק	חנוכה	לביבות
הזמין (מראש)	חנוכיה	ל'ג בעומר
הזמין שולחן	חנות	ליכלך
הזמנה	חסרון	לפעמים
החליף	חפץ חשוב	מאוחר
החליף בגדים	חצה	מאוכלס יתר
היטב	חצייה	מאכלי גבינה
היסטורי	חשבון	מברשת
הכין משהו לאכול	חשוב	מגדל
הכרזת המדינה	חשמלית	מגדל שער
הלך	חתינה	מגירה
הלך אחרי	טבע	מגרש חנייה
הלך לישון	ט'ו בשבט	מדורה
המשיך	טיפל בתינוק	מדיח כלים
הסביר	טלוויזיה	מדף
הסיר אבק	טלפון	מדרגות
הסתרק	טלפון נייד	מדריך
העיר	טלפן	מדרכה
הציל	יום הולדת	מהר
הר	יום הזיכרון	מודרני
הראה	יום העצמאות	מוזיאון
התחממות כדור הארץ	יום השואה	מונית
התלבש	יום ירושלים	מוסך
התעורר	יום כיפור	מועדון לילה
התפלל	יום צום	מועדון נוער
התקלח	ייצר	מוקף
התרחץ	ימינה	מורכב מ
וילונות	יעץ	מזנון
ורד	יער	מחבת
זיהום	יציאה	מחלקה (ראשונה / שנייה)
זיהום אוויר	ירד (למטה)	מחנות השמדה
זיהום מים	יריד	מחסן
זיהם	ישב	מטבח
זכוכית	ישן	מי ברז
זר	ישר	מידע
זרק	יתרון	מיהר
חג	כביש	מיחזר
חגג	כביש / רחוב	מיטה
חגורת בטיחות	כביש דו-סטרי	מיכל
חגיגי	כביש חד סטרי	מיכלית נפט
חדר	כביש מהיר	מיקוד
חדר אוכל	כביש צר	מיקרוגל
חדר אמבטיה	כביש ראשי / רחוב ראשי	מכונית
חדר המתנה	כדור הארץ	מלא
חדר כביסה	כדורת	מלוכלך
חדר עבודה	כורסה	מלצר
חדר שינה	כיבה	מנה אחרונה / קינוח
חדש	כיוון	מנה עיקרית
		מנה ראשונה

מנוע	נפט / דלק	קולנוע
מנורה	נרות	קום המדינה
מסגד	סביבה	קומה
מסוכן	סדין	קומה למטה
מסיבה	סדר יום	קומה למעלה
מסלול / קו	סוכה	קומה ראשונה
מסלול לאופניים	סוכות	קומת קרקע
מסעדה	סולם	קונצרט
מסעדה בשרית	סופגניות	קטן
מסעדה חלבית	סידר	קיר
מסעדה צמחונית	סידר את המיטות	קל
מסעדת מזון מהיר	סיר	קם
מסעדת שירות עצמי	סירה / אונייה קטנה	קסדה
מסרק	סלון / חדר אורחים	קרונ מסעדה
מעבורת	ספה	קשה
מעבר חצייה	ספורט מים	קתדרלה
מעורב	ספל	ראש השנה
מעלית	ספרייה	רגוע
מפה	עבר בית	רדיו
מפית	עוגת גבינה	רהיטים
מפת כבישים	עוגת דבש	רועש
מפתח	עולה	רחץ
מצה	עזב	רכבת
מקולקל	עזר	רכבת אקספרס
מקום פנוי	עירה	רכבת מהירה
מקום פתוח	עיצה	רכבת תחתית
מקום תפוס	עיר בירה	רכיבה על סוסים
מקומי	עלה	רמזורים
מקפיא	עלה (למעלה)	רעש
מקרר	עליית גג	רציף
מראה	עמוס / צפוף	רשיון נהיגה
מרוהט	עץ	שאב אבק
מרווח	ערך את השולחן	שבועות
מרחק	עשה	שבור
מרכז קניות	עשה אמבטיה	שבת
מרפסת	עשה קידוש / קידש	שואב אבק
מרתף	פארק / גן צבורי	שולחן
משאית	פונה ל / משקיף	שוק
משותף	פוסטר	שטיח
משקה / שתייה	פורים	שימוש
משרד דואר / בית דואר	פח אשפה	שימוש חוזר
משרד מודיעין לתיירים	פחית	שירות
נהג	פחם	שירותים
נהג / נהגת	פלסטיק	שכונה
נהדר	פסח	שכיר / שכירה
נהר	פסנתר	שכירת מכונית
נוח	פעילות תרבותית	שמאלה
נוסע	פקק תנועה	שמיכה
נוף	פרוור	שעון
נייר	פרוזדור / מסדרון	שעון מעורר
נייר טואלט	פרח	שקט
ניקה	פרטי	שקית פלסטיק
נכנס	צומת	שריפה
נמל	צחצח שניים	תוספת
נמצא	ציבורי	תוספת
נסיעה	צלחת	תושב / תושבת
נעלם	צמח / עציץ	תחבורה
	צריכה יומית	תחבורה ציבורית
	קבלת פנים	תחנה
	קדימה	תחנת אוטובוס

תחפושות	החליף בגדים	כיור
תיאטרון	היטב	כיכר
תמונה	היסטורי	כניסה
תנועה	הכין משהו לאכול	כנסייה
תנור	הלך	כסא
תנור גז	הלך לישון	כסוי מיטה
תנור חשמלי	הסיר אבק	כפר
תערוכה	הסתרק	כר
תפוח בדבש	העיר	לפעמים
תפריט (לתיירים)	הר	מברשת
תקליטור	הראה	מגדל
תריס	התלבש	מגדל שער
	התעורר	מגירה
	התקלח	מגרש חנייה
	התרחץ	מדיח כלים
	וילונות	מדף
	ורד	מדרגות
	חג	מדרכה
	חדר	מודרני
	חדר אוכל	מוזיאון
	חדר אמבטיה	מוסך
	חדר כביסה	מועדון לילה
	חדר עבודה	מועדון נוער
	חדר שינה	מוקף
	חדש	מורכב מ
	חווה	מחבת
	חורשה	מחסן
	חזר	מטבח
	חי	מידע
	חיים	מיהר
	חלום	מיטה
	חלון	מיקוד
	חלק	מכונית
	חנות	מלא
	חסרון	מנורה
	חשוב	מסגד
	חשמלית	מסיבה
	חתונה	מסרק
	טבע	מעבר חצייה
	טיפול בתינוק	מעלית
	טלוויזיה	מפה
	טלפון	מפית
	טלפון נייד	מפת כבישים
	טלפן	מפתח
	יום הולדת	מקום פתוח
	ימינה	מקפיא
	יער	מקרר
	יציאה	מראה
	ירד (למטה)	מרוהט
	יריד	מרווח
	ישב	מרכז קניות
	ישן	מרפסת
	ישר	מרתף
	יתרון	משותף
	כביש / רחוב	משרד דואר / בית דואר
	כביש ראשי / רחוב ראשי	משרד מודיעין לתיירים
	כדור הארץ	נהדר
	כדורת	נהר
	כורסה	נוח
	כיבה	נוף
	כיוון	

## HOME AND ENVIRONMENT

### Home and Local Area

אגם  
 אגרטל  
 אור  
 אזור כפרי / מחוץ לעיר  
 אחורה  
 אי  
 איזור  
 איחולים  
 איחל  
 אירוסים  
 אמבטיה  
 ארון  
 ארון ספרים / כוננית  
 ארונית  
 ארמון  
 בדרך כלל  
 בטוח  
 בילוי / בידור  
 בית  
 בית העירייה  
 בית חרושת  
 בניין  
 בנק  
 בר / בת מצווה  
 בתים צמודים  
 גבעה  
 גג  
 גדר  
 גיהץ  
 גינה  
 גשר  
 דו משפחתי  
 דיסקו  
 דירה  
 דירת גג  
 דלת  
 דמי שכירות  
 דפק / נקש  
 דשא  
 הדיח כלים  
 הדליק  
 הול  
 הוריד דברים מהשולחן



החלפה	מתמטיקה	אופה
הלך	מתעלל / מציק	אח / אחות
המשיך	נוכח	אפשרי
הסביר	נחוץ	בול
הסטוריה	ניגש לבחינות	בית מסחר / חברה
הסתכל	נייר	בעל
הפסקה	נכח	בקשה / פנייה (לעבודה)
הפריע	נעדר	בקשר עם
הקשיב	נעדר מבית הספר בלי רשות	גלוייה
השפיע על	סגר	דאגה
התחיל	סיכויים	דואר אלקטרוני
התנהגות אנטי חברתית	סירב	דורך
התעללות / הצקות	ספורט	הגיש בקשה / פנייה
התעללות מלולית	ספסל	הודעה
התעללות פיזית	ספר	החליט
התעמלות / חינוך גופני	ספרות	הכשרה
חדר אוכל	סרגל	הסבר
חדר מורים	עושה / הכין שעורי בית	הרוויח
חדר משחקים	עט	השכלה / חינוך
חוגים	עיפרון	השתתפות
חופש	עיתונאות	התלהבות
חוק / כלל	עמוד	התמחות
חזר על	ענה	וודאי
חיבור / נושא	פגע ב... / העליב	חבילה
חיובי	פיסיקה	חבר לעבודה
חינוך	פנימייה	חוק / משפטים
חשב	פעילויות אומנותיות	חייב / צריך
טיולים שבועיים	פעילויות ספורט	חייל / חיילת
כימיה	פעילויות תרבותיות	חנווני
כיתה	פרט	טבח
כלכלה	פתח	טלפן
כלכלת בית	ציון	טלפן / התקשר בחזרה
כתב	צריך	יושר
לוח	קורבן	כומר
לוח אלקטרוני	קורס הדרכה מקצועי	כנס
לחץ	קיבל ציון טוב / ציון רע	כרטיס ברכה
לימד	קל	לוח מודעות
למד	קפדן	לתת אחריות
למודי קודש	קריאה	מבחן בכתב
מבחן / בחינה	קשה	מברק
מגרש ספורט	שאל	מדים
מדים/תלבושת אחידה	שאלה	מדריך
(בית ספר)	שיחק	מהנדס
מדע	שיעור	מודעה
מוסיקה	שיעורי בית	מוכן
מורה	שיעורים בעזרת המחשב	מוכן ל
מותר	שכח	מוכר בחנות
מחברת	שלילי	מוסך
כימיה	שליש	מועמד
מחק	שנת הפסקה בלימודים	מזכירה
מחשבון	שפות זרות	מטרות
מילה	שקט	מכונאי
מילון	תואר	מכתב
מנהל / מנהלת	תוצאה	מלצר
מערכת שעות	תחרות ספורט	מלצרית
מצא	תיק / ילקוט	מנהל / מנהלת
מקהלה	תלמיד / תלמידה	מנתח
מקומות ישיבה נוחים	תפקיד	מעטפה
מקצוע	תשובה	מעניין
משפט		מעסיק

## Current and Future Jobs



מקף  
 מקצוע  
 מרצה  
 משכורת  
 משמרת  
 משעמם  
 משרד  
 משרה מלאה  
 מתורגמן  
 נהג משאית  
 נהיה  
 ניסה  
 נסיון עבודה  
 נקודה  
 סופר / סופרת  
 סטודנט  
 סטודנטית  
 ספר / ספרית  
 ספר טלפונים  
 עבד  
 עבודה  
 עבודה זמנית  
 עבודה מהבית  
 עבודה קבועה  
 עורך דין  
 עיתונאי / עיתונאית  
 עסק  
 עקר בית  
 עקרת בית  
 עתיד  
 פועל בית חרושת  
 פירסומת  
 פקיד  
 פקס  
 צייר  
 ציירת  
 צירף  
 קו נטוי  
 קו תחתי  
 קריירה  
 רב  
 רופא ווטרינרי  
 רוקח  
 שבתה  
 שוטר  
 שחקן  
 שחקנית  
 שיפר / השתפר  
 שלח  
 שמירת טף  
 שמרטף / שמרטפית  
 שעות עבודה  
 שעות עבודה גמישות  
 תורגמן / תורגמנית  
 תיבת דואר  
 תנאים

## 4 Scheme of Assessment

### 4.1 Aims and learning outcomes

GCSE specifications in Modern Hebrew should encourage learners to derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. Learners should recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society and also provide them with a suitable basis for further study and practical use of Modern Hebrew. GCSE specifications in Modern Hebrew should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE courses based on this specification should encourage candidates to:

- develop understanding of Modern Hebrew in a variety of contexts
- develop knowledge of Modern Hebrew and language learning skills
- develop the ability to communicate effectively in Modern Hebrew
- develop awareness and understanding of countries and communities where Modern Hebrew is spoken.

### 4.2 Assessment Objectives (AOs)

The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Understand spoken language  
 AO2 Communicate in speech  
 AO3 Understand written language  
 AO4 Communicate in writing

#### Quality of Written Communication (QWC)

In this specification quality of written communication in English will not be assessed.

#### Weighting of Assessment Objectives for GCSE Short Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Short Course units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1 or 2	Unit 3 or 4	
AO1 or AO3	50		50
AO2 or AO4		50	50
Overall Weighting of Units (%)	50	50	100

## Weighting of Assessment Objectives for GCSE Full Course

The table below shows the approximate weighting of each of the Assessment Objectives in the GCSE Course units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	25				25
AO2		25			25
AO3			25		25
AO4				25	25
Overall Weighting of Units (%)	25	25	25	25	100

### 4.3 National criteria

This specification complies with the following.

- The Subject Criteria for Modern Hebrew including the rules for Controlled Assessment
- Code of Practice
- The GCSE Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria
- The requirements for qualifications to provide access to Levels 1 and 2 of the National Qualification Framework.

### 4.4 Prior learning

There are no prior learning requirements.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

### 4.5 Access to assessment: diversity and inclusion

GCSEs often require assessment of a broader range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any candidates regardless of their ethnic origin, religion, gender, age, disability or sexual orientation. If this was the case, the situation was

reviewed again to ensure such competences were included only where essential to the subject. The findings of this process were discussed with groups who represented the interests of a diverse range of candidates.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Further details are given in Section 5.4.

# 5 Administration

## 5.1 Availability of assessment units and certification

Examinations and certification for this specification are available as follows:

	Availability of Units				Availability of Certification	
	Unit 1	Unit 2	Unit 3	Unit 4	Short Course	Full Course
June 2012	✓	✓	✓	✓	✓	✓
Jan 2013						
June 2013	✓	✓	✓	✓	✓	✓
Jan 2014						
June 2014	✓	✓	✓	✓	✓	✓

Ofqual's revisions to the Code of Practice mean that from June 2014: assessments (both external assessments and moderation of controlled assessment)

will only be available once a year in June with 100% of the assessment being taken in the examination series in which the qualification is awarded.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – 46751  
 Unit 2 – 46752  
 Unit 3 – 46753  
 Unit 4 – 46754

GCSE Short Course: spoken language certification – 4676  
 GCSE Short Course: written language certification – 4677  
 GCSE certification – 4678

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

5

## 5.3 Private candidates

This specification is available to private candidates. Private candidates should write to AQA for a copy of *Supplementary Guidance for Private Candidates*.

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## 5.4 Access arrangements and special consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access arrangements

We can make arrangements so that candidates with special needs can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

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## 5.5 Language of examinations

We will provide units for this specification in English only.

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## 5.6 Qualification titles

Qualifications based on this specification are:

- AQA GCSE Short Course in Modern Hebrew: spoken language
- AQA GCSE Short Course in Modern Hebrew: written language
- AQA GCSE in Modern Hebrew

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## 5.7 Awarding grades and reporting results

The GCSE and GCSE short course qualifications will be graded on an eight-grade scale: A\*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.

We will publish the minimum raw mark for each grade, for each unit, when we issue candidates' results. We will report a candidate's unit results to centres in terms of uniform marks and qualification results in terms of uniform marks and grades.

For each unit, the uniform mark corresponds to a grade as follows.

**Each unit** (maximum uniform mark = 100)

Grade	Uniform Mark Range
A*	90–100
A	80–89
B	70–79
C	60–69
D	50–59
E	40–49
F	30–39
G	20–29
U	0–19

We calculate a candidate's total uniform mark by adding together the uniform marks for the units. We convert this total uniform mark to a grade as follows.

**Short Course** (maximum uniform mark = 200)

Grade	Uniform Mark Range
A*	180–200
A	160–179
B	140–159
C	120–139
D	100–119
E	80–99
F	60–79
G	40–59
U	0–39

**Full Course** (maximum uniform mark = 400)

Grade	Uniform Mark Range
A*	360–400
A	320–359
B	280–319
C	240–279
D	200–239
E	160–199
F	120–159
G	80–119
U	0–79

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## 5.8 Examination series

Candidates have to enter all the assessment units at the end of the course, at the same time as they enter for the subject award.

As a consequence of the move to linear assessment, candidates will be allowed to carry forward their

controlled assessment unit result(s) following the initial moderation and aggregation during the lifetime of the specification. Candidates will not be allowed to carry forward unit results from a short course in order to aggregate to a full course.

# Appendices

## A Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (see Section 4) overall. Shortcomings in some aspects of the candidates' performance may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>



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## B Spiritual, Moral, Ethical, Social, Legislative, Sustainable Development, Economic and Cultural Issues, and Health and Safety Considerations

AQA has taken great care to ensure that any wider issues, including those particularly relevant to the education of students at Key Stage 4, have been identified and taken into account of in the preparation of this specification. They will only form part of the assessment requirements where they relate directly to the specific content of the specification and have been identified in Section 3: Content.

Understanding of spiritual, moral, ethical and social issues can be developed through the following contexts and topics: Lifestyle; Health; Relationships and Choices. It will not, however, be assessed.

Understanding of economic issues can be developed through the following contexts and topics: Leisure: Free Time and the Media. It will not, however, be assessed.

Understanding of cultural issues can be developed through the study of all contexts and topics. It will not, however, be assessed.

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report "Environmental Responsibility: An Agenda for Further and Higher Education" 1993 in preparing this specification and associated specimen units.

Understanding of environmental issues can be developed through the following contexts and topics: Home and Environment: Environment. It will not, however, be assessed.

### Avoidance of Bias

AQA has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

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## C Overlaps with other Qualifications

There are no overlaps with other qualifications at Levels 1 and 2 of the qualifications framework.

## D Wider Key Skills

### The replacement of Key Skills with Functional Skills

The Key Skills qualifications have been replaced by the **Functional Skills**. However, centres may claim proxies for Key Skills components and/or certification in the following series: January, March and June 2012. The **Administration Handbook for the Key Skills Standards 2012** has further details. All Examination Officers in centres offering AQA Key Skills and Wider Key Skills have been sent a letter outlining the details of the end dates of these subjects. Copies of the letters have also been sent to the Head of Centre and Key Skills coordinator. This is a brief outline of that information. It is correct as at August 2011 and replaces the information on the same subject found in other documents on the AQA website:

- **Key Skills Levels 1, 2 and 3 Test and Portfolio**  
The final opportunity for candidates to enter for a level 1, 2 or 3 Key Skills test or portfolio was June 2011 with the last certification in 2012.
- **Key Skills Level 4** The last series available to candidates entering for the Key Skills Level 4 test and portfolio was June 2010 with the last certification in the June series 2012.
- **Basic Skills Adult Literacy Levels 1 and 2, Adult Numeracy Levels 1 and 2** AQA Basic Skills qualifications will now be available until, at least, the June 2012 series.

### Funding

We have received the following advice on the funding of learners undertaking these qualifications:

- Currently the **Skills Funding Agency** funds Basic Skills in literacy and numeracy for adult, 19 plus, learners only. There are various support funds for learners aged 16-18 administered by the **Young People's Learning Agency (YPLA)**. These include EMA (until the end of the 2010/11 academic year), Care to Learn and discretionary learner support hardship funding for learners living away from home.
- This information is correct at the time of publication. If you would like to check the funding provision post-June 2011, please call the **Skills Funding Agency** helpdesk on 0845 377 5000.
- **Wider Key Skills** The AQA Wider Key Skills qualifications are no longer available. The last portfolio moderation took place in June 2011.

Further updates to this information will be posted on the website as it becomes available.

[http://web.aqa.org.uk/qual/keyskills/wider\\_noticeboard.php](http://web.aqa.org.uk/qual/keyskills/wider_noticeboard.php)



## GCSE Modern Hebrew Teaching from September 2012 onwards

**Qualification Accreditation Number: 500/4647/0, 500/4655/X (SC Written) and 500/4653/6 (SC Spoken)**

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 6030.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

To obtain free specification updates and support material or to ask us a question register with Ask AQA:

**[www.aqa.org.uk/ask-aqa/register](http://www.aqa.org.uk/ask-aqa/register)**

Support meetings are available throughout the life of the specification.

Further information is available at:

**<http://events.aqa.org.uk/ebooking>**

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