



AQA Qualification support

GCSE Modern Hebrew

Preparing to teach

Candidate materials

BOOKLET 2

Published date: summer 2017 version 1.1

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Listening and Reading tests

Notes on the Mark Scheme

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- A. Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or in the target language. A separate assessment of spelling, punctuation and grammar is not required on these papers because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
- B. Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea or make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
- C. Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.

2. In questions where students are asked to give, for example, a list of three items, only the first three items they write down should be considered.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea, where this is appropriate.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../...Means that these are acceptable alternative answers. (.....) Means that this information is not needed for full marks.

6. The following general principles should be applied:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question.
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In the target language (TL) questions and answers sections, this means that even if the spelling error results in the creation of a word in another language, including English, then, provided it is a recognisable attempt at a spelling in the TL, it will get the mark.

GCSE Modern Hebrew Listening exemplar work

Foundation Tier - Question 20

שיחת טלפון.

החבר הישראלי שלך דניאל מספר לך על הטיול שהוא ערך עם בית הספר לרומא באיטליה.

מהם הנושאים שהוא דיבר עליהם

1	קניות
2	ספורט
3	תחבורה
4	אוכל
5	מזג אוויר
6	תפילה
7	אתרים היסטוריים
8	קונצרט

כתבו את המספרים המתאימים במשבצות

[4 marks]

Transcript

בכל שנה בית הספר מארגן טיולים במקומות שונים בעולם. השנה בחופשת הקיץ נסענו לרומא. הטיול לרומא היה נהדר ומרשים מאד. השמש זרחה, היה נעים ולא ירד גשם. ביקרנו בכל המקומות החשובים בהיסטוריה של רומא. נסענו באוטובוסים וברכבות ובגלל הצפיפות העדפנו ללכת ברגל רוב הזמן. בשבת הלכנו לבית הכנסת הגדול ברומא זה היה מרגש. בקיץ הבא ניסע לצפות במשחק כדורגל בברצלונה.

M1 20

Mark Scheme

Qu	Accept	Mark
20	3 5 6 7 (in any order)	4

Higher Tier Listening - questions 26 and 27

הודעות

הקשיבו להודעות לציבור הנוסעים בישראל.
כתבו על איזה כלי תחבורה כל הודעה מדברת.
ענו בעברית

דוגמא: אוטובוס

2 6

רק קת

[1 mark]

2 7

מטוס

[1 mark]

Transcript

זוהי הודעה לכל הנוסעים לתל אביב. הרכבת תצא מרציף מספר שלוש.

M1 26

שלום, מדבר הטייס. אנחנו ננחת בעוד כמה דקות בשדה התעופה בן גוריון.

M2 27

Mark Scheme

Qu	Key idea	Accept	Reject	Mark
26	רכבת			1

Qu	Key idea	Accept	Reject	Mark
27	מטוס	אווירון		1

GCSE Modern Hebrew Reading exemplar work

Foundation Tier - Question 9

Section B

Questions and answers in Modern Hebrew

09

אגדת שלושה וארבעה

קראו את הטקסט הבא, על פי הסיפור "אגדת שלושה וארבעה" מאת הסופר חיים נחמן ביאליק וענו על השאלות בעברית.

בת המלך עלתה על הגג וראתה נער זר.

"מי אתה?!", היא שאלה.

"אני נער עני", אמר הנער.

בת המלך נתנה לו בגדים ללבוש ואוכל לאכול.

היא חשבה בליבה שהוא יפה וגם נעים.

09 . 1

מה בת המלך ראתה על הגג?

נער עני

[1 mark]

09 . 2

מה אמר הנער?

אני עני

[1 mark]

09 . 3

מה בת המלך נתנה לנער? (שני פרטים)

אוכל וקלדים

[2 marks]

09 . 4

מה בת המלך חשבה על הנער? (פרט אחד)

שהוא יפה

[1 mark]

Mark Scheme

Qu	Key idea	Accept	Reject	Mark
09.1	נער זר	ילד זר	נער/ילד	1
09.2	אני נער עני	אני עני	אני נער	1
09.3	1 = נתנה לו בגדים ללבוש 1 = אוכל לאכול	בגדים אוכל מזון		2
09.4	שהוא יפה / שהוא נעים	יפה / נעים	בליבה / שהוא טוב	1

Translation

Foundation Tier - Question 13

Section C

Translation into English

1 3

Your Israeli friend has sent you an email telling you about an argument he had with his parents. Your parents asked you to translate his message into English.

שלום,

אבא ואמא שלי אומרים שאני צריך ללמוד, אם אני רוצה למצוא עבודה טובה.

אמרתי להם שאני אוהב לשחק כדורגל כל יום, עם החברים והחברות שלי.

לא למדתי לבחינות, כי אחרי הלימודים אני רוצה להיות כדורגלן.

[9 marks]

My mother and father say I have to learn, if I want to get a good job. I said to them ^{that} I ~~love~~ love to play football ^{every} day with my friends. I did not learn, because after school I want to be a footballer.

Mark Scheme

Qu	Key idea	Accept	Reject	Mark
13	אבא ואמא שלי אומרים	My father and mother/parents say		1
	שאני צריך ללמוד	that I need to study/to learn		1
	אם אני רוצה	if I want		1
	למצוא עבודה טובה.	to find a good job/work.		1
	אמרתי להם שאני רוצה לשחק כדורגל	I told them that I like to play football	Wrong tense	1
	כל יום, עם החברים והחברות שלי.	every day, with my (girl and boy) friends.		1
	לא למדתי לבחינות,	I didn't study/learn for the exams	Wrong tense	1
	כי אחרי הלימודים	because after (I finish) school/my studies		1
אני רוצה להיות כדורגלן.	I want to be a footballer/a football player.		1	

Higher Tier Reading - Question 12

מנורת-החנוכה

1 2

הקטע הבא נכתב לפי הסיפור "מנורת-החנוכה" מאת הסופר י. ל. פרץ.

שלמה ואשתו גרו בפולין. הם היו עניים. כשהגיע חג החנוכה, הם מצאו כמה נרות, אבל לא היתה להם מנורת-חנוכה. שלמה נזכר שפעם, לפני שנים הוא זרק מנורת-חנוכה ישנה בפינת הבית.

הוא מצא את המנורה, ניקה אותה, הדליק את הנרות ובירך עליהם.

שמונה ימים, שלמה ואשתו ישבו בבית ולא אכלו, כי לא היה להם כסף לקנות אוכל. פתאום הם שמעו דפיקה בדלת. בפתח עמד איש אנגלי. הוא נכנס לבית ואמר שהוא בא כדי לקנות חפצים ישנים. כאשר הוא ראה את מנורת-החנוכה, הוא לקח אותה בידו ושאל: "כמה היא עולה?"

שלמה מכר את המנורה לאנגלי. עכשיו היה לו כסף לקנות אוכל והוא גם מצא עבודה והרויח כסף.

יום אחד הגיע מכתב. הבן של שלמה מתחתן עם אישה ממשפחה טובה. הוא מבקש שאבא ואמא יבואו לחתונה שלו, בלונדון.

אחרי החתונה, שלמה ואשתו טיילו בלונדון. הם הלכו להצגה בתאטרון, לקונצרט וגם ביקרו במוזיאון, והנה, באחד החדרים במוזיאון, הם ראו את מנורת-החנוכה הישנה שהם מכרו בפולין, לסוחר האנגלי.

1 2 . 1

מה הייתה הבעיה של שלמה בחג-החנוכה?

לא הייתה להם מנורת חנוכה.

[1 mark]

1 2 . 2

מה שלמה עשה, כדי לפתור את הבעיה?

הוא נזכר שהייתה לו מנורה.

[1 mark]

1 2 . 3

איך הרגישו שלמה ואשתו, בזמן שמונת ימי החנוכה?

כש ישבו בבית ולא אכלו.

[1 mark]

1 2 . 4

מה האיש האנגלי רצה משלמה?

שקנות את המנורה.
[1 mark]

1 2 . 5

למה שלמה ואישתו נסעו ללונדון?

כס נסעו לחתונה.
[1 mark]

1 2 . 6

איפה בלונדון, שלמה מצא את מנורת-החנוכה הישנה שלו?

המזכאון.
[1 mark]

Mark Scheme

Qu	Key idea	Accept	Reject	Mark
12.1	לא היתה/אין לו מנורת-חנוכה	חנוכייה	הוא היה עני	1
12.2	הוא מצא מנורת-חנוכה ישנה (שהוא זרק)	חנוכייה	הדליק את הנרות	1
12.3	רעבים (כי לא היה להם כסף לקנות אוכל)		עצובים / עניים	1
12.4	לקנות את המנורה / לקנות חפצים ישנים	שןמכור לו את...	להכנס לבית	1
12.5	כי הבן שלהם התחתן (עם אישה ממשפחה טובה)	לחתונה	כי הם קיבלו מכתב	1
12.6	(באחד החדרים) במוזיאון		בפולין/בתיאטרון/בקונצרט	1

Higher Tier Reading - Question 13

Translation

- 1 3** Your Israeli friend has sent you an email telling you about herself and her plans. Your British friends have asked you to translate her message into **English**.

חיים שלום,
 אני גרה על יד האוניברסיטה בדירת סטודנטים. אני לומדת משפטים באוניברסיטה, כי אני
 רוצה להיות עורכת דין בעתיד.
 לפני שנה, אחרי שסיימתי את הלימודים, עבדתי כמדריכה במחנה קייץ לילדים. מאוד אהבתי
 לשחק עם הילדים ולספר להם סיפורים.
 בחופשת הקייץ הבאה, אולי אטוס ללונדון ואבקר את החברים שלי, שגרים במרכז העיר.
 נירה

[9 marks]

Hello

I live next to the uni with students. I study law in the
 university because I want to be a lawyer in the future.
 Last year, after school I worked in a summer camp for
 children. I liked very much to play with the children
 and to ~~read~~^{tell} them stories. Next summer holiday, I will
 maybe go to London ~~to~~ and visit ^{my} the friends that live in town.

Mark Scheme

Qu	Key idea	Accept	Reject	Mark
13	אני גרה על יד האוניברסיטה	I live next to the university		1
	בדירת סטודנטים	in a student flat/apartment.		1
	אני לומדת משפטים באוניברסיטה,	I learn/study Law in the university	sentences	1
	כי אני רוצה להיות עורכת דין בעתיד.	because I want to be a lawyer in the future.		1
	לפני שנה, אחרי שסיימתי את הלימודים,	A year ago/last year, after I finished my studies,		1
	עבדתי כמדריכה במחנה קיץ לילדים.	I worked as a guide/leader in a summer camp for children.		1
	מאוד אהבתי לשחק עם הילדים ולספר להם סיפורים.	I liked very much to play/playing with the children and to tell/telling them stories.		1
	בחופשת הקיץ הבאה אולי אטוס ללונדון	Next summer holidays/vacation, maybe I will fly to London		1
	ואבקר את החברים שלי שגרים במרכז העיר.	and (will) visit my friends who/that live in the city centre.		1

GCSE Writing Foundation Tier

Question 1

0 1



המשפחה בישראל שלחה לכם תמונה.

מה בתמונה? כתבו ארבעה משפטים בעברית.

0 1 . 1

המשפחה אוכלת ארוחת בוקר

[2 marks]

0 1 . 2

סגא וסבתא אוכלים עם המשפחה

[2 marks]

0 1 . 3

הם אוכלים סירוז

[2 marks]

0 1 . 4

הם אוכלים סגולת

[2 marks]

Mark Scheme

Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

Question 01

For this question, students are required to write four sentences. Each sentence is marked according to the following criteria. The maximum mark is 8.

[8 marks]

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

The following indicative content is an example of the responses that students may give to this question.

	2 marks	1 mark	0 marks	
01.1	משפחה אוכלת ארוחת – בוקר.	ארוחה בבית.	ארוחת - בוקר	[2 marks]
01.2	הם אוכלים סלט ירקות.	הם אוכלים .	אוכלים	[2 marks]
01.3	על השולחן יש לחם ופירות .	לחם ופירות .	לחם	[2 marks]
01.4	הילד יושב ליד סבתא.	הילד ליד סבתא.	ילד	[2 marks]

Writing Foundation Tier - Question 2

אתם כותבים לתברים בישראל על החופשה שלכם.

כתבו:

- איפה החופשה
- מזג האוויר
- המלון
- מה אתם עושים בחופשה.

כתבו כ-40 מילים בעברית.

[16 marks]

אנחנו יש לנו חופש ואני עם משפחה שלי בארץ
 ישראל. אנחנו בירושלים והעיר והבירותים של
 חם ביום וקצת יותר קר בסדר. העיר של
 חם מאוד כל היום. החמונים העיר והבירותים
 מאוד. יש שניכם הרבה בחום והאכל את מאוד.
 החופשה כלל את אנו רק יושבים בהרבה ובי
 כל היום. אני מהנה מאוד.

Mark Scheme

Question 02

For this question there are four compulsory bullet points, which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A full coverage of the required information. Communication is clear.
4	7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Quality of language

Level	Marks	Response
3	5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Quality of language, but apart from that, the Content mark does not limit the mark for Quality of language.

Mark Scheme

Question 03

The translation is assessed for Conveying key messages (5 marks) and Application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. The maximum mark is 10. When awarding the marks, the student's response across all five sentences should be considered as a whole.

[10 marks]

Conveying key messages

Level	Marks	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

Application of grammatical knowledge of language and structures

Level	Marks	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

Mark Scheme

Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

Question 01

For this question, there are four compulsory bullet points which are assessed for Content (10 marks) and Quality of language (6 marks), as specified in the criteria below. The maximum mark is 16. The student is expected to produce approximately 90 words for this task. The number of words is approximate and you must mark all work produced by the student.

[16 marks]

Content

Level	Marks	Response
5	9-10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7-8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5-6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3-4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1-2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

Quality of language

Level	Marks	Response
3	5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3-4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1-2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Quality of language. Apart from that, the Content mark does not limit the mark for Quality of language.



Please turn over...

Higher Tier Writing – Question 2.2

OR Question 2.2

H 02.2 ג

אתם כותבים מאמר על בריאות לאתר אורח-חיים בישראל.
תארו:

- החשיבות של אורח חיים בריא
 - מה עשיתם לאחרונה כדי להרגע.
- כתבו כ-150 מילים בעברית. ענו על שתי הנקודות בשאלה.

[32 marks]

כדי להיות בריא לך הכרחי אולי איכס אונס בריא
 שטוב לאכול, אתה צריך לאכול אונס כמו ירקות
 ופירות כי יש להם ויטמינים, כה גם חסונם לאכול גשר
 וצ'יז כי יש להם חלבונים שאנחנו לא מנהג שריריים.

אם אונס בריא, אולי אם צריך לעשות כושר
 כש יום להיות בריא, אפשר לעשות כושר בבית
 עם אולי לא חובה להיות חגר במנוצ'ון כושר.
 אתה יכול לרוץ, כהרף ועוסק מתקן ספורט כמו
 כדורסל או כדורעף וקם טוב לאכול וקם גונין שריריים.
 אבל לך יותר מיני טוב להיות חגר במנוצ'ון כושר
 כי לך מאפשר לך לעשות כושר אם יורד לפי לחום
 אם לא לך יותר מיני חם או קר.

אולי אנשים לא יכולים לעשות כושר כש יום ולך

1169 לך מצוה חסד שבוש יקבלי לך בני. גלמן סל'ן
ש' און אורג עראר סרטי'ן ועקרוט סרטי'ן
136 אונז'ן און און אורג עקוית נעוץ ועקוית נעוץ

~~לך לך חסד עקוית עקוית און וקמפנה ש'ן~~
151 גוסען עקוית אורג עקוית יעלני גי'ת גי'סרעק גליכרן
נעק ו'ן גליכרן נעק חוץ גי'ס ו'ג'ים חס און יאני
168 עקוית ג'ו'ן ע'ן חוץ לך בני ו'און ע'ן ג'ו'ן
עקוית ע'ן ו'ק' מצוה טוב עקוית עקוית ו'ק' ע'ן

Mark Scheme

Question 02

For this question there are two compulsory bullet points, which are assessed for Content (15 marks), Range of language (12 marks) and Accuracy (5 marks), as specified in the criteria below. The maximum mark is 32. The student is expected to produce approximately 150 words over the whole question. The number of words is approximate and you must mark all work produced by the student.

[32 marks]

Content

Level	Marks	Response
5	13-15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10-12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7-9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4-6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1-3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

Range of language

Level	Marks	Response
4	10-12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.

3	7-9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4-6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1-3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

Accuracy

Level	Marks	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

Higher Tier Writing – Question 3

Translation

H 0 3

Translate the following passage into **Modern Hebrew**.

On Shabbat, I invited friends to my house. We ate tasty food and after the meal we sang songs. I prefer meals with family and friends because it is more interesting. Next Sunday, I will visit my grandfather and we will go to a museum in the town centre to see a new exhibition of paintings by a famous artist.

[12 marks]

בשבת, אני הזמנתי חברים לבית שלי. אנו אכלנו אוכל טעים
 ובערב הארוחה, אנו ~~היו~~ שרו שירים. אני מעדיף ארוחות
 עם משפחה וחברים כי הן יותר מעניינות. ביום ראשון הבא, אני אבקור
 סבתא שלי ואנחנו נלך למרכז העיר לראות תערוכה חדשה
 של ציורים של אמן מפורסם.

Mark Scheme

Question 03

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]

Conveying key messages

Level	Marks	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

Application of grammatical knowledge of language and structures

Level	Marks	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

GCSE Modern Hebrew Speaking Foundation Tier

Part 1

Role-play 6 (Foundation Tier)

Candidate's role

Instructions to candidates

Your teacher will play the part of your Israeli friend and will speak first.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.

אנחנו מדברים על חופשות

- חופשה - איפה
- !
- פעילות – [פרט אחד]
- האוכל – [פרט אחד]
- מלון – דעה ?

Role-play 3 (Foundation Tier)

Teacher's role

- You begin the role-play.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: שלום. אנחנו מדברים על חופשות. אני החברה שלך.

- 1 Ask the candidate where he/she likes to go on holiday.
לאן אתה אוהבת לצאת לחופשה?
- 2 Allow the candidate to say where he/she likes to go on holiday.
! Ask the candidate with whom he/she likes to go on holiday.
עם מי אתה אוהבת לצאת לחופשה?
- 3 Allow the candidate to say with whom he/she likes to go on holiday.
Ask the candidate what his/her favourite activity is. (Elicit **one** activity).
מה אתה אוהבת לעשות בחופשה [פרט אחד]
- 4 Allow the candidate to say what his/her favourite activity is.
Ask the candidate about food on holiday. (Elicit **one** detail).
מה אתה אוהבת לאכול בחופשה?
- 5 Allow the candidate to give **one** detail about food on holiday.
יפה.
- ? Allow the candidate to ask for your opinion about hotels.
Give an appropriate answer.

Role-play 12 (Higher Tier)

Candidate's role

Instructions to candidates

Your teacher will play the part of your Israeli friend and will speak first.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question.

אנחנו מדברים על לימודים ועבודה בעתיד. אני החבר/ה שלך.

- תוכנית לספטמבר הבא [פרט אחד]
- !
- לימודים בחוץ לארץ – דעה וסיבה
- חשיבות של כסף
- עבודה בישראל ?

Teacher's Role

- You begin the role-play.
- You may change the target language phrases given below **only** if the candidate's response makes them inappropriate.
- Remember that if you supply key vocabulary, candidates cannot be rewarded for it.

You must begin the role-play by using the introductory text below.

Introductory text: שלום. אנחנו מדברים על לימודים ועבודה בעתיד. אני החברה שלך.

- 1 Ask the candidate what he/she intends to do next September. [Elicit one detail]

מה אתה מתכוון/מתכוונת לעשות בחודש ספטמבר הבא? [פרט אחד]

- 2 Allow the candidate to tell you what he/she intends to do next September.

- ! Ask the candidate why he/she thinks exams are important.

מדוע, לדעתך, בחינות חשובות?

- 3 Allow the candidate to say why he/she thinks exams are important.

Ask the candidate if he/she would like to study abroad and why.

האם תרצה/תרצי ללמוד בחוץ לארץ?
מדוע?

- 4 Allow the candidate to say if he/she would like to study abroad and why.

Ask the candidate if money is important or not and why.

הסבר/י האם לדעתך כסף חשוב?

- 5 Allow the candidate to say if money is important or not and to give **one** reason.

אני מבין/מבינה.

- ? Allow the candidate to ask you about employment in Israel.

Give an appropriate answer.

GCSE MODERN HEBREW

F

Foundation Tier Paper 2 Speaking

Specimen 2019

Candidate's material – Photo card

To be conducted by the teacher-examiner

Time allowed: 7-9 minutes (+12 minutes' supervised preparation time)

Instructions

- During the preparation time you are required to prepare the Role-play card and Photo card stimulus cards given to you.
- You may make notes during the preparation time. **You must not write on this card.**
- Hand your notes and both stimulus cards to the teacher-examiner before the next part of the General Conversation. You must ask the teacher-examiner at least one question in the General Conversation.

Information

- The test will last a maximum of 9 minutes and will consist of a Role-play (approximately 2 minutes) and a Photo card (approximately 2 minutes), followed by a General Conversation (between 3 and 5 minutes) based on your nominated Theme and the Theme which has not been covered in the Photo card.
- You must **not** use a dictionary at any time during the test. This includes the preparation time.

Card B Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- תאר'י מה אתה רואה בתמונה?
- מה דעתך על עבודה במשרד?
- באיזה מקצוע תרצה\תרצי לעסוק בעתיד ומדוע?

Teacher's Notes

Card B Teacher's Notes

Theme: Current and future study and employment

Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **two minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'הם יראת ה/תא האור הנומתב?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **two minutes** for the questions and answers on the Photo card.

- תאר'י מה אתלה חואה בתמונה?
- מה דעתך על עבודה במשרד?
- באיזה מקצוע תרצה לתרצי לעסוק בעתיד ומדוע?
- במה עוסקים החברים שלך?
- איך אפשר למצוא עבודה?

Part 3 – General conversation

The questions on the Photo card are followed by a General conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General conversation should be **between three and five minutes** and a similar amount of time should be spent on each Theme.

Themes for the General conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is requirement for the candidate to ask you at least one question during the General conversation; this can happen at any time during this section of the test. If, towards the end of the General conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Modern Hebrew, 'Is there anything you want to ask me?'

GCSE MODERN HEBREW

H

Higher Tier Paper 2 Speaking

Specimen 2019

Candidate's material – Photo card

To be conducted by the teacher-examiner

Time allowed: 10-12 minutes (+12 minutes' supervised preparation time)

Instructions

- During the preparation time you are required to prepare the Role-play card and Photo card stimulus cards given to you.
- You may make notes during the preparation time. **You must not write on this card.**
- Hand your notes and both stimulus cards to the teacher-examiner before the General Conversation. You must ask the teacher-examiner at least one question in the General Conversation.

Information

- The test will last a maximum of 12 minutes and will consist of a Role-play (approximately 2 minutes) and a Photo card (approximately 3 minutes), followed by a General Conversation (between 5 and 7 minutes) based on your nominated Theme and the Theme which has not been covered in the Photo card.
- You must **not** use a dictionary at any time during the test. This includes the preparation time.

Card H Candidate's Photo card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **jobs, career choices and ambitions.**



Your teacher will ask you the following three questions and then **two more questions** which you have not prepared.

- תאר'י מה אתה רואה בתמונה?
- האם תרצה לתרצי לעבוד במשרד? מדוע?
- מה עדיף: עבודה או לימודים? מדוע?

Teacher's Notes

Theme: Current and future study and employment
Topic: Jobs, career choices and ambitions

The maximum time for this part of the test is **three minutes** but may well be less than that for some candidates.

Candidates may use any notes they have made during the preparation time.

You begin the conversation by asking the candidate the first question 'בתמונה רואה/את מה י/תאר?' You then ask the remaining four questions in order. You may paraphrase the questions provided the same meaning is maintained, and you may repeat or paraphrase a question that the candidate does not understand. You should allow the candidates to develop their responses as well as they are able. However, do not go over the maximum time of **three minutes** for the questions and answers on the Photo card.

- תאר/י מה את/ה רואה בתמונה?
- האם תרצה/תרצי לעבוד במשרד? מדוע?
- מה עדיף: עבודה או לימודים? מדוע?
- מה עשית לאחרונה כדי להרוויח כסף?
- מה חשוב בעיניך: משכורת טובה או עבודה מעניינת?

Part 3 - General conversation

The questions on the Photo card are followed by a General conversation. The first part of this conversation should be on the candidate's nominated Theme and the second part on the remaining Theme from the ones listed below. The total time of the General conversation should be **between five and seven minutes** and a similar amount of time should be spent on each Theme.

Themes for the General conversation

- Identity and culture
- Local, national, international and global areas of interest

Remember

It is requirement for the candidate to ask you at least one question during the General conversation; this can happen at any time during this section of the test. If, towards the end of the General conversation, the candidate has not asked you a question, you must prompt this by asking the candidate in Modern Hebrew, 'Is there anything you want to ask me?'