

**GCSE
MODERN HEBREW
8678/WH**

Paper 4 Writing Higher Tier

Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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Part 1 – General marking guidance for GCSE MFL Writing Tests

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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

Higher Question 1/Foundation Question 4

10 marks for Content + 6 marks for Quality of Language (16 marks in total).

Candidates write approximately 90 words in total about four different bullet points. All bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content and for Quality of language, according to the following criteria

(NOTE THAT THESE CRITERIA ARE DIFFERENT FROM FOUNDATION QUESTION 2):

Content

Marks	Response
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.
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.
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.
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.
1–2	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	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant in the broadest sense must be ignored when awarding the mark for Content.

- A **minimum** number of bullet points must be covered for the award of marks for Content, as follows:

- 7–10 marks: 4 bullet points
- 5–6 marks: 3 bullet points
- 3–4 marks: 2 bullet points
- 1–2 marks: 1 bullet point

The information that the candidate gives must be clear. If what is written is unclear, this will have a bearing on the mark for Content. For example, the candidate may convey information in relation to all four bullet points, but lapses in clarity may mean that a mark lower than the 9 or 10 band is more appropriate. The more lapses in clarity that there are, the lower the mark is likely to be. All of the information that a candidate attempts to give in relation to a particular bullet point may be unintelligible, in which case that bullet point will not have been covered, meaning that the **maximum** mark will be 6.

- You must accept any information which is a plausible response to the bullet point, even if it does not explicitly mention, for instance, a time or place. For example, if the bullet asks what the candidate did last weekend, and he/she writes 'I went to see my grandparents and then went to a theme park', this can feasibly be an account of what happened last weekend, even though 'last weekend' is not mentioned. Equally, if the student is asked to say what he/she does on a typical visit to a shopping centre and they write 'I buy some clothes and go to see a film', this is also an acceptable fulfilment of the task, even though 'shopping centre' is not mentioned.
- The bands refer to the amount of information that is conveyed, as follows:

- 9–10: a lot
- 7–8: quite a lot
- 5–6: some
- 3–4: little
- 1–2: very little

All of these have to be considered with reference to the suggested number of words, which is approximately 90. In other words, a candidate who writes approximately 90 words, clearly understandable and relevant to all four bullet points, will be able to achieve 10 marks, provided the other criteria are met. Conversely, a candidate may write much more than 90 words, but the language is so inaccurate that little or very little information is conveyed successfully and the mark will be much lower. If a candidate writes considerably fewer than 90 words, 'a lot of information' will not be conveyed.

- The candidate must give opinions in order to have access to certain marks, as follows:

- 7–10: two opinions
- 3–6: one opinion

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 2. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion. A neutral or descriptive adjective is only classed as an opinion if it is preceded by something like 'I think that'. For example: 'I think that my town is big'.

Quality of language

Marks	Response
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.
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.
1–2	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	The language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Quality of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Quality of language. A mark of 0 for Content automatically results in a mark of 0 for Quality of language but, apart from that, the Content mark does not limit the mark for Quality of language. However, a short piece is unlikely to demonstrate sufficient variety for a high mark for Quality of language.

- Each band has five strands: variety of vocabulary; complexity of structures and sentences; reference to time frames; accuracy of the language; style and register. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the five strands will not be consistently demonstrated. Whether it is the top or bottom mark in the band will depend on whether the criteria are nearer to those of the band above or below.
- In order to score in the 5–6 band, there **must** be reference to all three time frames (past, present and future). For the 3–4 band, there **must** be reference to at least two time frames. Reference to a particular time frame may be demonstrated with one example. The verb used to refer to a particular time frame need not be totally correct, provided the message is clear. These marks are not awarded automatically and the other criteria in the band are equally important. Notice that references are to **time frames**, not tenses. So, for example, the present tense usage in the following sentence is a reference to a **future** time frame: ‘I’m going to the concert next week’.
- When considering the complexity of the language, you should bear in mind that a) this is the overlap question and is attempted by both Foundation and Higher candidates; b) that the criteria for Quality of language in this question are not as demanding as the language criteria for Higher Question 2. However, for a mark of 5 or 6, complex structures and sentences are **attempted**. They may not always be successful and this may lead to serious errors because of the complexity of the structure or sentence which the candidate attempts. Complexity may be shown in some of the following ways: different tenses; intensifiers; time markers; connectives; subordinate clauses; infinitive constructions. This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.

- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses. There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Higher Question 2

15 marks for Content + 12 marks for Range of language + 5 marks for Accuracy (32 marks in total).

Candidates write approximately 150 words in total about two different bullet points. Both bullet points must be covered, but **there is no need for equal coverage of the bullets**.

When deciding a particular mark, it is advisable to identify the band of marks first, and then decide whether you are tempted by the band above or the band below. This will enable you to award an appropriate mark within a mark range.

The question is marked for Content, for Range of language and for Accuracy, according to the following criteria:

Content

Marks	Response
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.
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.
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.
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.
1–3	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	The content does not meet the standard required for a mark at this tier.

The candidate's response must be relevant to the bullet points. Any information which cannot be deemed relevant must be ignored when awarding the mark for Content.

However, as the bullet points are much more open-ended, there is scope for candidates to include information which is still relevant but not in direct response to a bullet point. For example, when addressing a bullet point requiring a response about a memorable holiday, candidates may refer to where they might go on a future holiday. Any information which cannot be deemed at all relevant must be ignored when awarding the mark for Content.

As with the overlap question, you must accept, as an accomplishment of the task, any plausible response to a bullet point, even if an element such as time or place are missing.

- In order to score a mark of 13 or more for Content, both bullet points must be covered. However, there is no requirement for an equal coverage of both bullet points.
- A candidate who conveys information in relation to one bullet point only can score a **maximum** of 12 marks for Content.
- Provided at least some coverage of both bullet points is evident, candidates will have access to full marks where the other criteria are met.
- The bands refer to the amount of information that is conveyed, as follows:

13–15:	a lot
10–12:	a lot
7–9:	quite a lot
4–6:	some
1–3:	a limited amount

All of these have to be considered with reference to the recommended number of words, which is approximately 150. In other words, a candidate who writes approximately 150 words, clearly understandable and relevant to both bullet points, will be able to achieve 15 marks provided the other criteria are met. Conversely, a candidate may write much more than 150 words, but the language is so inaccurate that only a limited amount of information is conveyed successfully. If a candidate writes considerably fewer than 150 words, 'a lot of information' will not be conveyed.

- The candidate must give and justify opinions in order to have access to certain marks, as follows:

10–15:	at least two opinions are expressed and justified
7–9:	at least two opinions are expressed
4–6:	at least one opinion is expressed

This is not an automatic mark and the other criteria within a particular band must be met. If there is no opinion, the maximum mark is 3. An opinion may be expressed simply, for example: 'I like going shopping'. Any positive or negative adjective ('interesting'; 'boring', etc) is classed as an opinion or a justification of an opinion. A neutral or descriptive adjective is only classed as an opinion or a justification if it is preceded by something like 'I think that'. For example: 'I think that my town is big' (opinion); or a neutral adjective can be given as a justification of an opinion: 'I like my town because it is big' (opinion + justification).

- Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.

Range of language

Marks	Responses
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.
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.
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.
1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register.
0	The range of language produced does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Range of language, even if some of it is irrelevant to the bullet points.

Once you have decided on the mark for Content, you should read through the response once more and decide on the mark for Range of language and for Accuracy. A mark of 0 for Content automatically results in a mark of 0 for Range of language but, apart from that, the Content mark does not limit the Range of language mark. However, a short piece is unlikely to show sufficient variety for a high mark for Range of language.

- Each band has five strands: variety of vocabulary; variety of structures; complexity of sentences; fluency of the writing; style and register. For a mark of 12, there will be good evidence that the criteria for all five strands have been met comfortably. Sometimes it will be necessary to adopt a ‘best fit’ approach, because the five strands will not be consistently demonstrated. Once the correct band has been decided upon, the middle mark in the band will be given to a candidate whose writing fits the band well. If the band above was a consideration, then award the higher of the three marks; if the band below was a consideration, then award the lower of the three marks.
- There must be more complex sentences for the candidate to score 7 marks or more. For a mark in the 10–12 band, the complex sentences are produced confidently, with few errors in structure; for a mark in the 7–9 band, the attempts at complex sentences are **mostly** successful. Complex sentences may be formed in some of the following ways across the languages: use of subordinate clauses; use of relative clauses; use of infinitive constructions; the use of object pronouns within a sentence to lend greater fluency. This should not be seen as a ‘tick list’, but rather as an indication of the definition of complexity at GCSE level.
- The setting and bullet points are likely to mean that the style and register of the writing will be appropriate. If informal address is used when the task is in a formal setting, or vice versa, there is no need to penalise the candidate merely for that. It may, however, be a contributory factor in the award of the overall mark if there are other weaknesses.
- There is no requirement for candidates to present their piece of writing in a particular way because of the context, eg a blog or email does not need to look like a blog or email. It is the content which is to be marked.

Accuracy

Marks	Response
5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
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	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	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.
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	The accuracy does not meet the standard required for a mark at this tier.

The whole of the response must be assessed when awarding the mark for Accuracy, even if some of it is irrelevant to the bullet points.

A mark of 0 for Content automatically results in a mark of 0 for Accuracy but, apart from that, the Content mark does not limit the Accuracy mark. However, a short piece is unlikely to show sufficient evidence for a very high mark for Accuracy.

- For the award of 5 marks, the writing need not be perfectly accurate. There may be errors in attempts at more complex language and the occasional minor error, but these will be infrequent. A minor error is one which has no bearing on communication (for example, incorrect gender), whereas a major error is one where communication is affected.
- For a piece of writing that contains a good number of errors, a useful starting point will be to decide whether overall it is more accurate than inaccurate. If it is, then the **minimum** mark will be 2.
- A major consideration in awarding marks for accuracy is correctly formed verbs and tense formations. All verbs and tense formations should be considered here but as there are only two bullet points in this question, only two time frames will be elicited. While some candidates will develop their ideas and, in so doing, use a third time frame and different tenses, there is not the same requirement as there is in Foundation Question 4/Higher Question 1 to refer to all three time frames.

Higher Question 3

6 marks for Conveying key messages + 6 marks for Application of grammatical knowledge of language and structures (12 marks in total).

Candidates translate into the target language a passage in English, totalling at least 50 words. The translation is marked for Conveying key messages and for Application of grammatical knowledge of language and structures, according to the following criteria:

Conveying key messages

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

The translation is divided into 13 key messages. A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table:

Total ticks	Mark
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0

When deciding on whether a key message is conveyed, you should ask yourself the question: 'Would a native speaker understand the target language version without reference to the original English?' If the answer is 'yes', award a tick.

Application of grammatical knowledge of language and structures

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

Once you have decided on the mark for Conveying key messages, you should read through the translation once more and decide on the mark for Application of grammatical knowledge of language and structures.

- This mark is not limited by the Conveying key messages mark, unless the mark for Conveying key messages is 0, in which case the mark for Application of grammatical knowledge of language and structures must also be 0.
- There is no direct correlation between the two marks, but your first thought should be to see if the same mark is appropriate. For example, a candidate may have been given 7 ticks and you have awarded a mark of 4 for Conveying key messages. You may have had to hesitate when deciding on one of the ticks but just decided against it. This may then encourage you to give a mark of 5, rather than 4, for Application of grammatical knowledge of language and structures.
- If a candidate leaves gaps, you must assume that any attempt would have been highly inaccurate and award a mark accordingly. Not to do so will penalise unfairly those candidates who make an attempt but commit serious errors in so doing.
- Perfection is **not** required for full marks. For example, occasional missing accents and minor spelling errors do not preclude a top band mark. However, if there are numerous minor errors and incorrect use of accents which change the meaning of a word, this is likely to have an impact on the mark for Application of grammatical knowledge of language and structures.

Appendix 1

Notes on the use of language

The following notes are a guide to the kind of language that may help to fulfil the criteria for higher bands of marks in the Quality of Language and Range of Language categories. They should **not** be seen as a checklist.

Variety of vocabulary

Consider particularly:

- use of synonyms, eg אני מעדיף/מעדיפה rather than just אני אוהב/אני אוהבת rather than just טוב , יפה , נהדר , etc, rather than just
- different persons of the verb
- use of more sophisticated vocabulary – though the emphasis is on avoiding a lot of conspicuous repetition.

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (לנסוע ב, לרכוב על), adjectives (כדאי רצוי), and after verbs (אנחנו אוהבים ל and אני מעדיף/מעדיפה ללכת ל, אנחנו אוהבים ל)
- use of object pronouns
- use of indefinite pronouns/adjectives such as כל, משהו, משהו, etc
- use of connectives such as לא רק...אלא גם...ראשית...שנית...מלבד
- use of adverbs and adverbial phrases such as לעומת זאת, למשל, לרוע המזל
- use of negatives (אף לא, אף לא etc)
- use of comparative expressions (פחות/יותר מ..)
- use of demonstrative adjectives and pronouns (זה, זאת, האלה etc)
- use of possessive pronouns (לי, שלי etc)
- use of superlative adjective (הכי טוב, הכי חשוב etc)
- use of complex sentences and a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by etc כאשר, בגלל, או כי, מפני ש...כדי ש...
- use of relative clauses introduced by etc (לא) יותר מ.., (לא) פחות מ.

and, when considering use of longer sentences:

- use of co-ordinating conjunctions: כן, אז, או, אבל

Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the use of the infinitive to indicate an intension for the future: (future) בעתיד אני מקווה ל...)
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Appendix 2

A glossary of terms used in the Writing assessment criteria

NB This alphabetical list corresponds to all questions on both Foundation and Higher papers.

ambiguity	A problem with immediate communication caused by grammatical inaccuracy or a contradiction (eg 'I love it because it's boring').
appropriate	Language which is suitable for the requirements of the task.
coherent	Language which is easy to follow with a logical sequencing of ideas. See 'fluent'.
complex sentences	Sentences which contain a subordinate clause or clauses. See Appendix 1 for examples.
complex structures	See Appendix 1 for examples.
confidence	Accurate use of language.
delay in communication	A problem with immediate communication caused by grammatical or lexical inaccuracy.
fluent	Language which is easy to follow with a logical sequencing of ideas. See 'coherent'.
grammatical structures	Structures which are listed in the specification.
justified	The reason for holding a stated opinion.
key messages	With reference to the translation questions on both papers, these are the key messages as identified in the mark scheme.
lapses	A problem with communication caused by grammatical inaccuracy
linking words	Words such as <i>KviY</i> , <i>wKš'</i> used to create longer sentences.
longer sentences	These may be complex, with more difficult subordinations, or more simple through the use of linking words such as <i>KviY</i> , <i>wKš'</i> , <i>Z#e</i> , <i>Zvn#j</i>
major errors	Errors which impair communication.
minor errors	Errors which do not have a bearing on communication.
opinions	A positive/negative verb or adjective used to give an opinion; or a neutral adjective, such as 'big', preceded by something like 'I think that'. For example, 'I think that my bedroom is very small'.
secure	Accurate.
structures	See 'grammatical structures'.
style and register	The style of writing. Usually this will be determined by the nature of the task, requiring informal or formal register.
time frames	The use of tenses, with or without time markers, which refer to past, present or future events. A present tense may be a future or past time frame.
variety	Use of different verbs' nouns and adjectives which avoid a lot of conspicuous repetition.

Part 2 – Marking guidance for June 2022 series**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.

General rule for this question:

- the use of an infinitive in place of a finite verb **is acceptable** for conveying a message. It would not, however, count as a reference to a present/past/future event (ie no annotation of Pr/P/F).

Question 01.1 Content

Bullet	Comments
הארוחה הטובה ביותר ביום, לדעתכם	Any meal, if a justification/reasoning is included. Students can choose to include a snack they eat at break as long as their justification is convincing.
דעתכם על ארוחה צימחונית	Can express a positive or negative opinion as long as statement is justified.
ארוחה טובה שאכלתם במסעדה בעבר	Must include verbs in the past tense,
איפה תעדיפו לחגוג את יום ההולדת הבא שלכם : בבית או במסעדה	Must answer in the future tense. Using the verb 'want' is considered 'future tense'. Students will have to talk about one of the two; either a restaurant or at home.

Question 01.2 Content

Bullet	Comments
החשיבות של חופשות	
יתרונות וחסרונות של חופשה בחוץ לארץ	Students must include both advantages and disadvantages
חופשה מיוחדת בעב	Must include verbs in past tense
פעילות שתמצו לעשות בחופשה הבאה	Must include verbs in future tense

Question 01.3 Content

Bullet	Comments
יתרונות וחסרונות של המשך לימודים אחרי בית הספר התיכון	Students must write about both advantages and disadvantages. Students must refer to higher education.
מקצוע שתבחרו ללמוד בעתיד	Students must address this bullet point in the future tense.
איפה עדיף ללמוד באוניברסיטה, בעיר שלכם או בעיר אחרת	Students are not required to write about the advantages and disadvantages of both options, choosing to talk about one of the two options is good enough as long as they include justification/reasoning.
עבודה חלקית שעשיתם בעבר	Students must write in the past tense. Will accept pupils writing about jobs done in the evening after a day in school.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p>Either</p>	<p>Question 01.1</p>	<p>This is a possible response (indicative content):</p> <p>לדעתי ארוחת בוקר זאת הארוחה הטובה ביותר ביום כי כאשר אני קם בבוקר אני רעב מאד.</p> <p>אני לא אוהב ארוחה צמחונית. אני לא מבין מה אוכלים אנשים צמחוניים אם אינם יכולים לאכול בשר או עוף לארוחת ערב.</p> <p>בשבוע שעבר יצאתי למסעדה עם סבתא שלי.. אכלתי מרק ירקות למנה ראשונה ולמנה עיקרית הזמנתי סטייק עם אורז חום. אני ממש מקווה לחזור למסעדה הזאת בחודש הבא כדי לחגוג את יום ההולדת שלי. אזמין מספר חברים. לדעתי הרבה יותר נוח לחגוג יום הולדת במסעדה כי זה חוסך לאמא עבודה, כך כולם נהנים בלי צורך לטרוח.</p> <p style="text-align: right;">(99 words)</p> <p style="text-align: right;">[16 marks]</p>
<p>or</p>	<p>Question 01.2</p>	<p>This is a possible response (indicative content):</p> <p>היום אכתוב על הנושא האהוב עלי ביותר, חופשות. חופשות חשובות מאד. תלמידים לומדים קשה וצריכים להתאוורר כדי לאגור כח להמשך לימודים. מבוגרים עובדים קשה וצריכים לנוח.</p> <p>אני מעדיפה חופשה באנגליה כי אני לא אוהבת לטוס. חופשה על יד הבית הרבה יותר קלה כי אני מכירה את השפה ומסתדרת בחנויות ובאתרי תיירות. אחותי מעדיפה חופשה בחוץ לארץ כי היא נהנית להכיר תרבויות מעניינות.</p> <p>בחופשת הקיץ נסענו לדרום אנגליה. שחינו בים והשתזפנו. נהנינו מאד.</p> <p>בחופשת הקיץ הבאה אבקר את סבא וסבתא שלי בישראל. בגלל נגיף הקורונה לא ראיתי אותם זמן רב ואני מתגעגע אליהם. נבלה זמן במסעדות ובמוזאונים. זה יהיה מיוחד.</p> <p style="text-align: right;">(100 words)</p> <p style="text-align: right;">[16 marks]</p>
<p>or</p>	<p>Question 01.3</p>	<p>This is a possible response (indicative content):</p> <p>היום אכתוב על תוכניות של צעירים לאחר סיום הלימודים בתיכון</p> <p>לדעתי חשוב ללמוד מקצוע אחרי תיכון כי אם רוצים הכנסה גבוהה בעתיד צריכים לסיים לימודים בהצלחה הבעיה היא שלימוד מקצוע לוקח שנים רבות. למשל ללמוד רפואה לוקח 7 שנים.</p> <p>אחרי סיום הלימודים בתיכון אבחר ללמוד רפואה. לדעתי זה מקצוע עם הרבה סיפוק וההכנסה טובה.</p> <p>לדעתי עדיף ללמוד באוניברסיטה בעיר אחרת. זאת תהיה הזדמנות בשבילי ללמוד להיות עצמאי ולפגוש חברים חדשים. אמנם תחסר לי המשפחה שלי אבל אתקשר איתם ברשתות החברתיות.</p> <p>בחופשת הקיץ שעבר הייתי מדריך במחנה קיץ. עבדתי עם בני נוער, העבודה היתה מהנה.</p> <p style="text-align: right;">(93 words)</p> <p style="text-align: right;">[16 marks]</p>

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.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully.
1	1–3	Little variety of appropriate vocabulary. Structures are likely to be short and simple.
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.

General rule for this question:

- the use of an infinitive in place of a finite verb **is not acceptable** for conveying a message.

Question 02.1 Content

Bullet	Comments
הסכנות בשימוש בטכנולוגיה	Students can choose to write about the dangers of social media or mobile phones.
האם תעדיפו חיים ללא טכנולוגיה בעתיד	Must be answered in the future tense

Question 02.2 Content

Bullet	Comments
מה הם לדעתכם הגורמים לעוני ולאנשים חסרי בית	
עזרה שתתנו בעתיד לעניים ולחסרי הבית	Must be answered in the future tense.

Question 02.3 Content

Bullet	Comments
כללי בית הספר שלכם והחשיבות שלהם	Should not be answered in bullet points must be written in an essay format including opinions and adjectives.
סדר היום שלכם בבית הספר בשבוע שעבר	Past tense must be included.

The following indicative content is an example of the response that students may give to this question. It demonstrates a balanced coverage of the compulsory bullet points.

<p>Either</p>	<p>Question 02.1</p>	<p>This is a possible response (indicative content):</p> <p>היום אכתוב על טכנולוגיה</p> <p>יש סכנות רבות בשימוש בטכנולוגיה.</p> <p>קודם כל, סכנת ההתמכרות. בני נוער מתמכרים למשחקי מחשב ולרשתות החברתיות ומפסיקים לתקשר פנים מול פנים.</p> <p>בנוסף, ישנם מקרים של התעללות ברשת ולפעמים בני נוער הם קורבנות של מקרי התעללות. בני נוער צריכים להימנע מלפגוש פנים מול פנים, אנשים שהם הכירו ברשתות החברתיות ואם הם ארגנו פגישה הם חייבים להודיע על כך למבוגר שיעזור להם להישאר בטוחים.</p> <p>מבוגרים גם צריכים להיזהר ממקרים של גניבת זהות באינטרנט.</p> <p>בעתיד מצד אחד, אעדיף חיים ללא טכנולוגיה. אנשים יחזרו לתקשר פנים מול פנים והיחסים בין אנשים יהיו שוב אמיתיים. מצד שני קשה לי לדמיין שאצטרך שוב לעמוד בתור בבנק כדי לשלם חשבונות או לעמוד בתור בדואר כדי לשלוח כרטיס ברכה לבני דודים בישראל התרגלנו לחיים קלים שבלחיצת כפתור שולחים דואר אלקטרוני שמגיע ליעדו תוך שניות ספורות. ומה עם עריכת הקניות בנוחות של הבית? למה שנצטרך שוב להיסחב למרכזי הקניות ולהתעייף בסחיבת קניות כאשר הקניות יכולות להגיע עד אלינו בלי טרחה?</p> <p>(157 words)</p> <p>[32 marks]</p>
<p>or</p>	<p>Question 02.2</p>	<p>This is a possible response (indicative content):</p> <p>היום אכתוב על עוני ועל אנשים חסרי בית בשכונה שלי.</p> <p>יש הרבה מקרי עוני ואנשים חסרי בית במנציסטר. מה גורם לאנשים להגיע למצב של חוסר בית? לדעתי הגורם העיקרי הוא, התמכרויות! אנשים מתמכרים לסמים ולאכזוהול ומבזבזים סכומי כסף גדולים על סמים ועל אלכוהול במקום להשתמש בכסףם בזהירות ולשלם שכירות וחשבונות וכתוצאה מכך הם מגיעים למצב שאינם יכולים לשלם שכר דירה והם נזרקים לרחוב.</p> <p>לפעמים אנשים נכנסים לדיכאון כתוצאה מחוסר הצלחה בחיים או שמישהו יקר להם נפטר והדבר גורם להם לאבד חשק לעבוד ולהרוויח משכורת וכתוצאה הם נזרקים לרחוב.</p> <p>לדעתי הממשלה צריכה להקים מרכזי גמילה כדי לעזור למתמכרים שלא יתדרדרו ויגיעו עד למצב שבו הם ייזרקו לרחוב.</p> <p>בעתיד ארצה להתנדב בארגון צדקה שעוזר לאנשים חסרי בית. אעבור ברחובות ואחלק לאנשים חסרי בית שמיכות ובגדים חמים וכמובן שתיה חמה והרבה אוכל בנוסף אתנדב במקלטים לאנשים חסרי בית ואגרום להם להרגיש טוב. אם אהיה בעל אמצעים אתרום כסף לעניים ואנסה לעזור להם לחיות חיים יותר נוחים ולהסיר מהם דאגות לדברים בסיסיים כמו אוכל.</p> <p>(160 words)</p> <p>[32 marks]</p>

<p>or</p>	<p>Question 02.3</p>	<p>This is a possible response (indicative content):</p> <p>היום אכתוב על התיכון שלי.</p> <p>כל בוקר התיכון מתחיל בשעה רבע לתשע. כל התלמידים מתאספים באולם למסדר בוקר. זה מהנה להתחיל את היום בצורה כזאת. אחר כך התלמידים הולכים לשיעורים. אנחנו לומדים עד הצהריים. בכל יום יש לנו מערכת שעות שונה. אני הכי אוהב את מערכת השעות של יום שלישי מכיוון שביום שלישי יש את השיעורים הכי חשובים למשל מדע והתעמלות. אני ממש לא אוהב את מערכת השעות של יום חמישי כי יש לנו שלושה שיעורי מתמטיקה ולמרות שזה חשוב לדעתי זה משעמם וקשה ובנוסף המורה לא מסביר היטב את החומר.</p> <p>בתיכון שלי יש הרבה כללים. למשל שאסור לדבר בשיעור בלי רשות. אני מבין שכללים מאוד חשובים כי בלי כללים אין משמעת התלמידים לא יכולים ללמוד והמורים לא יכולים ללמד. לפני שבוע דיברתי בשעור בלי רשות. המורה הוכיח אותי והבטחתי לדבר רק ברשות אבל לאחר מספר דקות שוב דיברתי בלי רשות. המורה כעס מאוד ובקש ממני לצאת מהכיתה. הפסדתי את החומר הנלמד והצטרכתי להשלים מחבר. זה היה ממש מעצבן.</p> <p style="text-align: right;">(159 words)</p> <p style="text-align: right;">[32 marks]</p>
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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.

The translation is divided into 13 key messages (see below). As a general rule, the **wrong person** or **wrong tense** of a verb will not receive a tick. Minor inaccuracies, such as incorrect gender or adjectival agreement, will not on their own prevent the award of a tick

	Message	Accept	Reject
1	Every evening,	כל ערב	כל הערב
2	I walk with my parents	אני מטייל עם ההורים שלי / אני מטייל עם אבא ואמא שלי	
3	in the park.	בפארק / בגינה/בגן	בחצר
4	Yesterday it rained	אתמול, ירד גשם	
5	so we stayed	אז, נשארנו / לכן נשארנו/ואז היינו	
6	at home.	בבית	על הבית
7	We love to spend time outside.	אנחנו אוהבים לבלות בחוץ	אנחנו אוהבים זמן בחוץ
8	I always work very hard in school	אני תמיד עובד קשה בבית ספר/ אני תמיד לומד קשה בבית ספר	
9	and I need a break,	ואני צריך חופשה/ ואני צריך הפסקה	
10	so next summer we will travel to Israel	אז, בקיץ הבא אנחנו ניסע לישראל/ לכן בקיץ הבא ניסע לישראל/ אנחנו נטוס לישראל	
11	to visit our cousins.	לבקר את הבני דודים שלנו/ לבקר את הבנות דודות שלנו	לבקר את הדודים שלנו/לבקר את הדודות שלנו
12	We will eat Israeli food	נאכל אוכל ישראלי/אנחנו נאכל אוכל ישראלי	
13	and we will go to the beach.	ונלך לחוף הים/ ואנחנו נלך לשפת הים	

Other reasonable alternative translations will also be accepted.

A tick will be awarded for each key message that is communicated, despite any minor inaccuracies. The total number of ticks awarded equates to a mark according to this table.

Total ticks	Mark
13	6
11/12	5
8/9/10	4
5/6/7	3
3/4	2
1/2	1
0	0