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# A-LEVEL

# MODERN HEBREW

Unit 1 Reading and Writing  
Report on the Examination

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## **General Comments**

All students completed the paper within the time allowed. Most students were clearly at ease with the level of the examination. There was a high percentage of outstanding examples of a very high standard of response. In many cases these were clearly the work of native or semi-native speakers. There was also, however, a small percentage of very poor papers.

### **Section 1 Comprehension**

Almost all students scored well in this section, and it seems that they found the questions very accessible.

Part (a) consisted of multiple choice questions. Most students scored 9/10 marks in part (a), with no single item causing significant problems.

A good percentage of students also scored full marks in part (b), the gap fill. None of the questions proved awkward or ambiguous. As always, teachers are reminded that question types in this part of the exam can vary from year to year and that they should therefore expose their pupils to a range of different language exercises, instructing students on how to go about tackling the various types of exercises.

Part (c) demonstrated that the majority of students understood the passage given without any difficulty. However, the first item here did cause some problems. Many students appeared to draw the answer from their own experience, rather than the text. Teachers are advised to impress upon their students that this section is a reading comprehension and, as such, is designed to test their understanding of the passage, not their prior knowledge. Furthermore, the questions are asked in order of the text. Question number 2 will never ask about information imparted in the last paragraph of the text, for example.

As in previous years, some students gave only partial answers to a number of questions. In many cases answers were simply lifted from the text, with students stopping at the wrong place or giving unnecessary information. In other cases students used partial sentences rather than full ones. Students should be reminded to read both the text and the questions carefully, and to give full but relevant answers. Students should be encouraged to use their own words wherever possible. There are 10 marks for AO3, knowledge of grammar, in this section, and it is almost impossible for students who 'cut and paste' answers from the text to gain these marks.

### **Section 2 Translation**

It was interesting to read the students' translations this year. The passage dealt with very up-to-date issues like gender equality at work and single parent families, and yet there were a number of students who clearly understood the text but had some difficulty in translating parts of it into good English. Teachers are advised to remember to use up-to-date resources when preparing their students for the exam.

There were of course, a good number of students who performed quite well in this section. As mentioned before, most students were familiar with the vocabulary, but at times were less familiar with the correct term or nuance in English. Some students tried to paraphrase rather than produce an accurate translation. Here, students were rewarded in cases where the translation did not deviate very much from the general sense of the passage.

A very small number of students were unable to understand the passage well enough to give a coherent translation. Some made spelling mistakes in their English; this was only penalised when it impaired the meaning.

### **Section 3 Essay**

It appears that the content of the stimulus passage this year did indeed fire up the imagination of the students. Even though this topic does not concern directly most youngsters who live in England, it clearly proved that all of them had at some stage thought about it. Most students raised a good number of arguments for and against compulsory army service. However, not all of them remembered to deal equally with both parts of the stimulus's requirements. Only a very small number of students failed to understand the stimulus at all.

There were some students who appeared to ignore the word 'compulsory' and dealt only with the pros and cons of military service. This limited their AO2 marks.

This section showed the ability of students to express themselves freely, and a high standard of language was seen. There were some outstanding examples of excellent responses using rich and vivid language as well as the appropriate register.

Some students wrote much more than the required number of words. In some of these cases there were repetitions and ambiguities. Teachers are advised to emphasise to their students that longer answers are not necessarily awarded more marks and that it is good practice to plan the response before starting to write. Teachers should also remind students to leave time to check their essays carefully before the end of the exam.

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

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

### **Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.  
[UMS conversion calculator](#)