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A-LEVEL

# Modern Hebrew

Unit 2 Reading and Writing

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 Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

**Unit 2**

The assessment objectives will be allocated in the following way.

		<b>% of A2</b>	<b>Marks</b>
AO2	Response to written language	75	75
AO3	Knowledge of grammar	25	25
	<b>TOTAL</b>	<b>100</b>	<b>100</b>

The marks will be allocated in the following way.

	<b>AO2</b>	<b>AO3</b>
Section 1	20	
Section 2	15	5
Section 3	40	20

## Section 1 (a)

1	(a)(i)	Accept	Marks
		14 - גיל של בן-נוער/צעיר שעובד ושיש לו זכויות 6000 - מספר התביעות שבני נוער הגישו לבתי משפט לעבודה בשנת 2014 320,000 - מספר הצעירים שישנם היום/בזמן שהמאמר נכתב בשוק העבודה. Or anything to this effect	3
1	(a)(ii)	Accept	Marks
		מקומות העבודה הבעייתיים ביותר בשוק העבודה הם בתי הקפה, מסעדות ומיזנונים/ מקומות שמוכרים מזון מהיר. יש גם בעיות לאלה שעובדים באולמות אירועים. Any 2 of the above points	2
1	(a)(iii)	Accept	Marks
		לפי המאמר, רמת המידע/ידע שיש לבני נוער לגבי חוקי העבודה לצעירים, שונה מאוד ממגזר למגזר/מקבוצה חברתית אחת לאחרת/ תלוי ברקע החברתי שלהם. למשל בני נוער שבאים מרקע חברתי חרדי או ערבי, יודעים הרבה פחות מה הם זכויותיהם בהשוואה לבני נוער שבאים מרקע חברתי כללי. Or anything to this effect	2
1	(a)(iv)	Accept	Marks
		אם בני הנוער לא יודעים את זכויותיהם/לא מודעים לזכויותיהם, עלול לקרות מצב שבו המעביד לא ישלם את השכר המגיע להם, או לא ישלם את שכרם בזמן/יעכב את שכרם. Or anything to this effect	2
1	(a)(v)	Accept	Marks
		לפני שהם מתחילים לעבוד, בני הנוער חייבים לדעת בדיוק מה הם תנאי עבודתם, מה השכר/המשכורת שהם אמורים לקבל, מתי ישלמו את שכרם/משכורתם ואיך ישלמו את שכרם/משכורתם. 3 things out of the 4 given.	3
1	(a)(vi)	Accept	Marks
		בשביל כל שעה שבני הנוער עובדים בנוסף ל-8 השעות הרגילות, הם זכאים להעלאה/תוספת בשכר לאותה-שעה: 125% לשעה התשיעית והעשירית ו-150% על כל שעה אחרי זה. Or anything to this effect	2

1	(a)(vii)	Accept	Marks
		המעביד צריך לשלם עבור דמי הנסיעה של העובדים הצעירים. Or anything to this effect	1

**Section 1(b)**

1(b)(i)	Accept	Marks
	B	1

1(b)(ii)	Accept	Marks
	G	1

1(b)(iii)	Accept	Marks
	E	1

1(b)(iv)	Accept	Marks
	C	1

1(b)(v)	Accept	Marks
	A	1

**Total marks for this part = 20 marks**

**Section 2: Passage for Translation.****Total marks = 20**

For section 2, the following criteria will be used for response to written language (AO2).

<b>Response to Written Language (AO2)</b>	
12-15	Very good understanding of the original, and translated accurately in language that has a wide range of vocabulary. Excellent spelling, punctuation and grammar.
8-11	Shows good understanding of the original, and translated in language that has a wide range of vocabulary. Accurate, with only a few minor errors in spelling, punctuation and grammar.
5-7	Shows satisfactory understanding of the original, and translated in language that has a limited range of vocabulary. Errors in spelling, punctuation and grammar are intrusive and affect comprehension.
2-4	Shows poor understanding of the original, and translated in language that has a very limited range of vocabulary. Errors in spelling, punctuation and grammar impede comprehension.
0-1	Little or nothing of merit.

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

<b>Knowledge of Grammar (AO3)</b>	
5	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
4	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
3	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
2	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-1	Errors are elementary and so numerous as to impede comprehension.

**Section 3**

Only **two** questions/essays to be selected, **each** to be marked according to the following criteria.

Response to Written Language	=	20 marks	(AO2)
Knowledge of Grammar	=	10 marks	(AO3)

<b>Response to Written Language (AO2)</b>	
16-20	Demonstrates a thorough knowledge and understanding of the topics/texts, with a wide range of sources and evidence used. The answer is relevant and is wide-ranging in its treatment of the topics/texts/question. A good range of points evaluated, with conclusions. Clear evidence of personal reaction, well illustrated/justified. Well balanced and coherent.
11-15	Demonstrates sound overall knowledge and understanding of the topics/texts. A good range of sources and guidance is used. The answer is generally relevant to the topic/question. Some attempt at evaluation and some personal reaction, not always convincingly justified. Clear structure and logical progression.
6-10	Demonstrates some knowledge and understanding of the topics/texts. Source material and evidence is not always well used. Some evaluation evident, but relies on received ideas with little personal opinion. Some attempts at structure. Ideas generally not well supported.
1-5	Demonstrates only limited knowledge and understanding of the topics/texts. Limited range of sources and evidence. Superficial examples. Little relevant reaction/opinion/evaluation, generally factual or descriptive, lacks structure and order.
0	The answer shows no relevance to the topic/texts/question. A zero score will automatically result in a zero score for the answer as a whole.

<b>Knowledge of Grammar (AO3)</b>	
9-10	The grammatical structures in the specification are used accurately. There are a few errors and these are of a minor nature.
7-8	Grammar is sound. Tenses and agreements are reliable, and errors occur only in the most difficult areas.
5-6	The grammatical structures are known, but success in applying them is inconsistent, especially in less common structures.
3-4	Evidence of gaps in basic grammar. Common structures are not sound and some irregular verbs are suspect.
0-2	Errors are elementary and so numerous as to impede comprehension

**Total for Section 3 = 30 marks x 2 = 60 marks**  
**Total for Unit 2 = 100 marks**