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# A-LEVEL

# MODERN HEBREW

Unit 2 Reading and Writing  
Report on the Examination

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2675  
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## **General Comments**

All students completed the paper within the time allowed. Very few questions were partially answered. No students attempted to answer both questions in their selected topic areas in Section 2 or wrote under the recommended number of words. However, many students wrote far more than the required number of words, often including irrelevant information. Teachers should remind students that longer answers do not necessarily score higher marks.

As always, there were some students whose work was outstanding and most of those who are clearly native speakers actually showed proper knowledge of their chosen topics. However, there were other students who were less well prepared and who relied on their knowledge of the language to succeed in the exam. Some of these students appeared not to be familiar with the requirements of the specification.

## **Section 1 Comprehension**

Judging from the marks, this year's reading comprehension appeared to be well received by all students. The majority tackled the long questions successfully. There were two questions (1(a)(v) and 1(a)(vii)) which proved a little more challenging. This is really a clear case of students not reading the questions and text closely enough. These two questions required students not just to lift the answers from the text but to consider the information given. Sometimes these questions were partially answered or answered in a way which did not address the question. Teachers are urged to remind students of the importance of reading the questions and text carefully and not just copying from the text. It should be emphasised to students that the answers should be full, but relevant and to the point.

## **Section 2 Translation**

This section contained a passage for translation into Hebrew. Even though a sizable amount of the vocabulary used in the text should have been well known from the GCSE exams, it was used in a way that needed some thought before attempting the translation. There were some good attempts, but equally some students clearly failed to recall this vocabulary. As indicated in previous years, teachers are reminded that constant revision of vocabulary, new and old, is vital.

The general level of translation this year was very much in the middle of the mark range. There were very few very poor attempts, but also only a few really outstanding translations. Examiners were pleased to note that there was a better than usual use of correct agreements this time.

## **Section 3 Literary and non-literary essays**

Students displayed a wide range of abilities in this section this year. The proportion of students who chose to answer questions from the literary topics this year was similar to last year. No students wrote wholly narrative-based answers. However, not enough students used pure literary terminology in their essays. Teachers should teach their students to use such terms to answer questions on these topics.

There were some disappointing answers to Question 3(b). Many students clearly did not understand the term ‘coming of age stories’ (סיפורי התבגרות/סיפורי חניכה). As a result, they used inappropriate materials as evidence in their answers. It is vital that students are familiar with the literary materials and terminology to respond appropriately to the literary essays.

As in previous years, a very large number of answers appeared to be generic, pre-prepared essays. There were examples where several students from a centre wrote exactly the same essay which failed properly to address the question set. This happened in both the literary and the non-literary topics. Teachers are reminded to teach their students how to assess what the question asks, and to give them a range of appropriate terminology which will enable them to use their knowledge to write answers which fully address the questions set in the exam.

Again as in previous years, being a native speaker of the target language did always not guarantee a good performance in this section. A good knowledge of the language was not always matched by a good knowledge of the topics set in the specification.

### **Use of statistics**

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

### **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](#)