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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 3. For the essays in Section 3, most students wrote far more than the required number of words. As is often the case, some of those who wrote a larger amount included irrelevant information. Teachers should stress to students that answers are not awarded higher marks for their length. No students wrote fewer than the required number of words.

There were some students whose work was outstanding. Only a very small number of students showed very little of merit in their answers. This year, very few students sat the exam solely on the strength of being native speakers. Most of those who are clearly native speakers showed proper knowledge of their chosen topics.

## Comments on Specific Questions

### Section 1

This year's reading comprehension was well received by all students. The great majority tackled the long questions successfully. There were two questions – 1 (a) (iv) and 1 (a) (v) – which proved a little more challenging for students. In both cases these were questions where students could not just lift the answers from the text, but had to consider the information offered in the text. At times these questions were partially answered, or answered in a way which strayed from the question. Teachers are urged to remind students of the importance of reading the text carefully, and not assuming that finding a familiar word that appears in both the text and question will lead them to the part of the text that contains the answer. It should be emphasised to students that their responses should be full, but relevant and to the point.

### Section 2

This section contained a passage for translation into Modern Hebrew. Although the passage had some complexities, for example the need to use the passive, many students managed to show good ability in tackling these demands. Some students managed to avoid these complexities, with varying degrees of success. Teachers are advised to ensure that more complex linguistic formats are studied and revised well, as some are bound to appear in the translation. As in previous years, there was evidence of a lack of basic vocabulary, some of which is required even at GCSE level. Constant revision of vocabulary, new and old, is essential. There were a few examples of near perfect translations, but also a few examples of very weak ones.

### Section 3

A wide range of abilities were demonstrated in this section. The number of students who chose to answer questions from the literary topics rose again this year. This is very encouraging. Only two students wrote a narrative-based answer, although still not enough students are using literary terminology in their responses. Teachers are reminded that students should be taught to use such terminology as the topics about which they are writing are, after all, literary topics. For the first time this year, there were several answers to Question 3 where students could relate only one of their source materials to their chosen question. Teachers are urged to advise their students to read the questions very carefully before making their choices, ensuring that they have the evidence they need to tackle the question.

This year, a very large number of responses included generic essays which students had learnt as part of their teacher-led exam preparation. In some cases, students from the same centre produced almost identical essays. Teachers are reminded that students should be taught to assess what the question asks, and provide them with the appropriate literary terminology which will enable them to tailor their responses accordingly and produce more focused answers. This trend of reproducing in the exam a pre-learnt essay is not unique to the literary topics as it also featured in responses to Question 6.

For the first time, there appeared to be some politically motivated responses to some of the non-literary topics. Teachers are reminded that responses to questions require evidence of impartial analysis and evaluation, rather than expression of individual political views.

Once again this year, being a native speaker of the target language did not guarantee a good performance in this section.

### **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](#)