AQA
Realising potential

GCSE MODERN HEBREW

(8678)

Specification
For teaching from September 2017 onwards
For GCSE exams in 2019 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8678
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for GCSE Modern Hebrew?

A specification designed for you and your students

We’ve worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Modern Hebrew language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our Modern Hebrew qualifications at aqa.org.uk/languages

1.2 Support and resources to help you teach

We’ve worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit aqa.org.uk/8678 to see all our teaching resources. They include:

- sample schemes of work and lesson plans to help you plan your course with confidence
- training courses to help you deliver AQA Modern Hebrew qualifications
- subject expertise courses for all teachers, from early career teachers who are just getting started to experienced teachers looking for fresh inspiration.

1.2.2 Preparing for exams

Visit aqa.org.uk/8678 for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners’ reports
- sample papers and mark schemes for new courses
- example student answers with examiner commentaries.

Analyse your learners' results with Data Insights

We’ve replaced Enhanced Results Analysis (ERA) with a new platform – Data Insights. It does the same things as ERA and more.

Find out which questions were the most challenging, how the results compare to previous years and where your learners need to improve. Data Insights, our free online results analysis tool, will help you see where to focus your teaching. Find out more at aqa.org.uk/data-insights

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Time in the classroom is precious, but we understand that as your career develops, the skills and knowledge you need may change. As well as subject-specific training, we offer a range of courses to help boost your skills.

Our events calendar is full of different ways for you to learn, understand and be inspired. Find out more at aqa.org.uk/professional-development.

Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8678

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformed

Alternatively, you can call or email our subject team direct.

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2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

Students study all of the following themes on which the assessments are based:

Theme 1: Identity and culture (page 11)

Theme 2: Local, national, international and global areas of interest (page 11)

Theme 3: Current and future study and employment (page 12)

2.2 Assessments

GCSE Modern Hebrew has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
What's assessed Understanding and responding to different types of spoken language.
How it's assessed • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)
Questions **Foundation Tier and Higher Tier** • Section A – questions in English, to be answered in English or non-verbally. • Section B – questions in Modern Hebrew, to be answered in Modern Hebrew or non-verbally.

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes.

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language.

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally.
- Section B – questions in Modern Hebrew, to be answered in Modern Hebrew or non-verbally.
- Section C – translation from Modern Hebrew into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes.

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks.
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks.
- Question 3 – translation from English into Modern Hebrew (minimum 35 words) – 10 marks.
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks.
- Question 3 – translation from English into Modern Hebrew (minimum 50 words) – 12 marks.

3 Subject content

3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Modern Hebrew is spoken.

3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points.

3.1.1.1 Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

3.1.1.2 Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

3.1.1.3 Topic 3: Free-time activities

- Music.
- Cinema and TV.
- Food and eating out.
- Sport.

3.1.1.4 Topic 4: Customs and festivals in Modern Hebrew-speaking countries/communities

3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points.

3.1.2.1 Topic 1: Home, town, neighbourhood and region

3.1.2.2 Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

3.1.2.3 Topic 3: Global issues

- The environment.
- Poverty/homelessness.

3.1.2.4 Topic 4: Travel and tourism

3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics.

3.1.3.1 Topic 1: My studies

3.1.3.2 Topic 2: Life at school/college

3.1.3.3 Topic 3: Education post-16

3.1.3.4 Topic 4: Jobs, career choices and ambitions

3.2 Scope of study

3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events

- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Modern Hebrew into English.

3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into Modern Hebrew to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

3.3 Grammar

The grammar requirements for GCSE are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Modern Hebrew grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

Since the morphology of the Hebrew noun and verb systems is extremely diverse, students cannot be expected to familiarise themselves with all patterns and paradigms. It is more realistic to expect students to understand and to be able to use a given number of features, whereas the majority should be memorised without going into lengthy explanations, when in some cases wrong answers will not result in losing marks. For example, the vocalisation of verbs containing guttural consonants (אהחער) should be taught in passing, and if a student says in the oral exam a'asof or te'esfi this would not be seen as an error.

Usage should emphasise to students the correct forms of morphology in relation to syntax and style. Thus, attention should be given to for example:

Differentiation between masculine and feminine forms, especially in numerals.

Correct use of prepositions in relation to verbs, nouns and particles.

Correct pronunciation of words: לא יָכוֹלתי instead of לא יכלתי

3.3.1 Foundation Tier

3.3.1.1 Nouns

Gender:

Masculine יֶלֶד , בַּית

Feminine

Words ending in תX or הX (except לַיְלָה): eg אחות, ילדה

Words which do not end in תX or הX but which are feminine by nature אֵם

The singular of limbs/parts of the body which are more than one:

אוזן, אצבע, יד, כף, כנף, כתף

עין, ציפורן, רגל, שן

Names of countries and cities

Choice of extraordinary nouns:

אבן, אות, ארץ, בטן, גדר

כוס, לשון, עיר, פעם, ציפור

Choice of nouns which are both masculine and feminine, but in Modern Hebrew usually used as feminine: אש, דרך, פנים, רוח, שמש

Dual

עיניים, ידיים, רגליים,

שבועיים, מספריים, מכנסיים,

יומיים, גרביים, שתיים

Plural

Masculine ending יX

Feminine ending תX

Extraordinary forms: תX

Masculine ending

אבות, שולחנות, שמות, ירקות...

Feminine ending יX

נשים, אבנים, ביצים, לְבַנִים...

Declension of nouns (the student should know of the two forms current in Hebrew and may select the one he/she prefers: Noun + של or Noun + pronominal suffix)

Nouns ending in long vowels which therefore do not change

דוֹד, סוס, תלמיד, תינוק,

רשות, אב, אח...

Nouns in which the vowels change

דבר, גרון, פֶּה, מוֹרֶה, אֵם...

Nouns in the feminine ending in הX changing into תX

שמלה, ילדה...

Nouns in the feminine in which vowels change ...מתנה, משפחה

The Segolites:

חלק, ספר, בגד,

רגל, ילד, עין, בית,

כתובת, גברת, מחברת

Construct state:

Unchanged forms תלמיד, דוֹד

Changed forms

ילדה, דבר, פקיד

בית, ארצות, ילדים, משפחה

משטרה, שנה, בעלים

3.3.1.2 Verbs

Conjugation of the sound verb in Qal, Nif'al, Pi'el Hitpa'el and Hif'il of common verbs only

Prefixes, infixes and suffixes

Conjugation of the weak verb

A selection of most useful verbs:

אכל, עמד, ברך, שאל

שמע, נסע, נתן, ישב

קום, קנה, מצא, בוא

3.3.1.3 Adjectives

A selection of most common adjectives, eg

יפה, חזק, גדול,

קטן, לבן, אדום

Plurals

Masculine Xים

Feminine Xות, always.

Elative: positive, comparative and superlative (הכי, יותר, כמו)

3.3.1.4 Adverbs

A selection of most common adverbs according to their syntactical functions, see Syntax (word order) (page 17).

3.3.1.5 Pronouns

Personal pronouns ...אני, אתה

Possessive pronouns (see above: declension of nouns) -של

...שלי, שלך

Pronominal particle -את

...אותי, אותך

Demonstrative pronouns:

(ה)אלה, (ה)זאת, (ה)זה

ההוא, ההיא, ההם, ההן

Relative pronouns: ...ש, אשר,כי

3.3.1.6 Particles

The article ה (with nouns and adjectives)

1. הילד
2. הגדול
3. הילד הגדול

Prepositions (passive knowledge of declined prepositions only)

ב, כ, ל, מ, אל, על, אחרי

על ידי, (ע"י), לפני, בין, מול

...עם, תחת, בתוך, מחוץ

Conjunctions:

...ו, גם, אפילו, אלא, אז

Interrogatives

האם, איך, למה, מתי, כמה, מי

...מדוע, מה, איזה, איפה, לאן

Note: interrogative expressed by intonation should be accepted

Condition: אם

Negation: עוד לא, אין, לא

Reason or result: לכן

Contrastive: בכל זאת, אבל

Indefinite:

מישהו, (מישהי)

משהו

Interjection: הלו, אוי ואבוי!

3.3.1.7 Numerals

Cardinal numbers: masculine and feminine (1–20; 30, 40, 50, 60, 70, 80, 90, 100; 1000)

Ordinal numbers: 1–10 (from 11 onward cardinal preceded by the article)

Date and time

3.3.1.8 Syntax (word order)

Elements of the sentence: subject, verb, object, adverbs

גד עבר את הבחינה בהצלחה

Attributes, eg

גד החרוץ עבר את הבחינה בעברית בהצלחה

Types of sentences: simple and complex (basic forms only)

Word order (basic structures), eg

Subject + verb הילד כתב

Subject + predicate הילד הגדול

Noun + adjective

בית גדול

הבית הגדול

Possession

יש לי זמן/

אין לי סבלנות

3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar and structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

3.3.2.1 Verbs

The forms of Pu’al and Hof’al

Changes of consonants in the Hitpa’el

הסתלק, השתלם, השתכר

הצטער, הצטלם

הזדקן

The Quadriliterals

פרסם, שכלל, בלבל

(in Pi'el, Pu'al and Hitpa'el)

3.3.2.2 Particles

Active knowledge of declensions

More particles: prepositions with interrogatives

עד מתי, ממתי, מאיזה, מאיפה...

לו, אִילו...

עדיין לא

בגלל, משום כך

למרות, אעפ"כ

3.3.2.3 Numerals

Composite numbers (21, 37 etc)

10,000, 100,000, 1,000,000

3.3.2.4 Syntax (word order)

Special structures: usage of the infinitive as unspecified subject, such as:

צריך לדבר עם המורה

רצוי לקחת את התרופה

אסור לעשן

3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Modern Hebrew, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

As a Semitic language, Modern Hebrew has no relation to English or any other European language, except for some 'international' vocabulary and a number of words and phrases which belong to the substandard layer of the language. Because of this, teachers should also devise their own strategies to help students learn the necessary skills, in addition to those listed below.

3.4.1 Strategies for understanding

3.4.1.1 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures. That is why, wherever possible, texts are presented in the exam in their original format. When reading and listening, students can learn to infer the meaning of new words from the verbal context in which the new words themselves are set. So, for example, someone who did not know the word מַשָּׂאִית might be able, after some appropriate practice, to deduce from the following context that it is some sort of vehicle: המשׂאית סטתה מהכביש והתנגשה בעץ

3.4.1.2 Ignoring words which are not needed

Many tasks contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

3.4.1.3 Using audio-visual context

Pictures, films, videos, illustrations, sound, mime and gestures can all help the student understand content and consequently memorise new words and expressions. Teachers should use this strategy to help students in the classroom as well as improve their performance in the exam.

3.4.1.4 Making use of intonation

Although this method can mainly be used in listening, some punctuation marks can be used in a text instead of intonation (eg question and exclamation marks). The teacher should therefore ensure that students benefit from these to improve their understanding.

3.4.1.5 Making use of grammatical and semantic markers

When reading and listening, students can learn to infer the meaning of unknown words by deduction from roots they are familiar with. Teachers should draw student's attention to other derivatives of the same root which are close to the basic meaning of the root and encourage them to guess the meaning. For example, עלינו על הגג במעלית (שורש ע.ל.ה) or המכתב כתוב בכתב- יד ברור (שורש כ.ת.ב)

Through proper training students will develop an awareness of grammatical rules and forms by memorising prefixes, infixes and suffixes, or specific formations and patterns which will help them understand a verbal utterance or a written text. For example:

- the prefix ה is usually used as the article 'the'
- the prefix וּ or וְ is usually used as the conjunction 'and'
- the prefix בְּor בַּ is usually used as the prepositions 'in' or 'by'
- the prefix לְ or לַ is very often used as the preposition 'to'
- the prefix מִ or מֵ is very often used as the preposition 'from'
- the prefixes א.י.ת.ן are usually used to indicate the future tense
- the prefix שֶׁ is used to indicate 'that'; 'which'; 'who'; 'whose' and 'whom' in statements in the affirmative
- the suffix הX usually denotes a feminine form
- the suffix יוX usually denotes the dual except, for example, שְׁנַיִם, שָׁמַיִם מַיִם
- the suffixes יוX and תוX which usually denote the plurals of masculine and feminine nouns and adjectives respectively (with some exceptions)

- the pronominal suffixes of the verb in the past tense (eg תִּי/תָּ/תְּ/נוּ)
- the pronominal suffixes of the noun and prepositions (eg ךָX / ךְX / יX)

Noun patterns which accommodate words belonging to certain 'semantic fields' eg

- the pattern MIF'AL or MIF'ALAH usually denotes a place
- the pattern MAF'EL or MAF'ELAH usually denotes a tool
- the pattern PA"AL usually denotes a profession
- the pattern PA"ELET" usually denotes an illness
- the pattern PA'OL accommodates all basic colours
- the verb patterns which are used to denote forms, tenses and moods.

3.4.1.6 Making use of social and cultural contexts

Students are normally familiar with many concepts about which they hear or read in their own mother tongue, and which occur in Modern Hebrew too. Those broadly include social, economic, legal, political, recreation (eg sport), terminology and titles. Also, many words and expressions in English have found their way into Modern Hebrew slang, and should easily be recognised by students of Modern Hebrew (eg fantasti(c), perfect, bye).

3.4.1.7 Using cognates

There are many words which have the same form, and essentially the same meaning, in Modern Hebrew and in English (eg anecdota, astronaut, badminton, dieta, defekt, general). When such words occur in context, students can be expected to understand them in English and Modern Hebrew.

Modern Hebrew has a small vocabulary of words, terms and concepts which have entered the English language from Modern Hebrew (eg Shalom, Bar-Mitzvah, Mazal Tov). Teachers should encourage students to identify, memorise and actively use these words both orally and in writing.

Teachers should, especially in the early stages of study, assist the student by using as many cognates as possible to train the student in identifying familiar words in order to help him/her understand the context.

For example:

- common terminology pronounced exactly as in English טלפון, רדיו, צ'ק
- common terminology which is pronounced slightly differently טלוויזיה, טמפרטורה, גַּז
- proper names pronounced as in English דן, אמריקה, סקוטלנד
- names pronounced in a slightly different way אברהם, רבקה, ירושלים

3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some tests, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

3.4.2.1 Non-verbal strategies

Gesture and mime

Students should be encouraged to use gestures and mime to express themselves verbally if they cannot remember a word or an expression. These strategies can also be used by the teacher in the class to help students memorise a word or an expression, since students will associate the word with the gesture. Although this strategy can help to maintain communication in the classroom, it has obvious limitations in the speaking test which is recorded and where students are assessed on the basis of the language they produce.

Expression and intonation

Accompanied where appropriate with sounds (eg Ah!) which, with appropriate intonation, facial expression and gestures can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration.

Drawing

Can be an efficient strategy with some tasks (especially written) and can convey both attitude and information eg a diagram showing how to get from one point (eg a station) to another (eg a home).

3.4.2.2 Verbal strategies

Making use of synonyms or words from a cognate 'semantic field'

Students should be encouraged and trained to use, when appropriate, synonyms or a word which belongs to a cognate 'semantic field'. This strategy will enable the student to make up for the forgotten word, and to learn to distinguish between meanings and nuances eg:

אני רוצה לומר /להגיד /לספר /לגלות לך

Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word. This is not always effective and its use would be assessed according to its effectiveness in a particular context.

Request for help

This can include requests for translation eg איך אומרים בעברית...? and questions which make no reference to English eg איך קוראים לזה בעברית? While these strategies are obviously useful in authentic situations, they are likely to be less helpful to students in the exam. However, it is clearly preferable to use such requests for help than for communication to collapse and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly.

Simplification

When a student avoids the use of a form of which he/she is unsure, by using a form which he/she finds simpler. When such simple forms are used correctly and appropriately they will be rewarded accordingly. Correct and appropriate use of more complex forms will also be rewarded.

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to demonstrate fully their linguistic capabilities.

Making use of intonation and punctuation

Intonation is used in any conversation to demonstrate feelings and attitudes. Students should be encouraged to use intonation when speaking Modern Hebrew, and punctuation (eg question and exclamation marks) in writing.

Paraphrase

This is where the student uses words and messages in acceptable Modern Hebrew, avoiding the use of words which he/she has forgotten. When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

Reference to specific features

When the student uses a phrase or sentence to refer to the specific features of an item for which he/she has forgotten the correct word eg

1. ביקרתי את דוד בבית – החולים = הלכתי לראות את דוד בבית-החולים
2. הכתובת שלי היא = אני גר ב...
3. החיה בעלת האוזניים הגדולות =

This is a commonly used strategy which can be effective in communicative terms, and it's use would be assessed accordingly in an exam.

Topic avoidance

When the student ignores or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow a student to be given full marks. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. Approaches which lay more stress on correctness than on communication can tend to encourage the use of avoidance strategies.

3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the listening and reading exams. The list is indicative, not exclusive.

Modern Hebrew	English
אתם יכולים להשתמש באותה אות יותר מפעם אחת.	NB You can use the same letter more than once.
על מי מדברים? כתבו את השם של האדם הנכון.	Which person is it? Write the name of the correct person.
מי זה? כתבו את השם של האדם הנכון	Who is it? Write the name of the correct person.
בחרו (שני)משפטים נכונים.	Choose (two) correct sentences.
בחרו בתשובה הנכונה.	Choose the correct answer.
השלימו... בעברית.	Complete…in Modern Hebrew.
השלימו את הטבלה.	Complete the grid.
השלימו את הקטע הבא עם מילים מהרשימה למטה.	Complete the following text with words from the list below.
תנו שני פרטים.	Give (two) details.
הקשיבו לקטע/שיחה/ראיון/דו"ח...	Listen to this passage/this conversation/this interview/this report…
כתבו את האות הנכונה בכל משבצת.	Write the correct letter in each box.
כתבו את האותיות הנכונות במשבצות.	Write the correct letters in the boxes.
זהו את האדם הנכון.	Identify the correct person.
אתם לא צריכים לכתוב משפט מלא.	It is not necessary to write in full sentences.
קראו...	Read…
ציינו אספקט חיובי/שלילי/יתרון/חסרון.	Mention one positive aspect/negative aspect/ advantage/disadvantage.
לדעה חיובית כתבו P לדעה שלילית כתבו N לדעה חיובית ושלילית כתבו P+N.	For a positive opinion, write P For a negative opinion, write N For a positive and negative opinion, write P+N.
איזו תשובה היא הנכונה?	Which is the correct answer?
השלימו את החסר.	Fill in the blanks.
ענו על השאלות.	Answer these questions.
ענו על (השאלות) בעברית.	Answer (the questions) in Modern Hebrew.

The following is a guide to the sort of rubrics and instructions which will be used in the writing exam. The list is indicative, not exclusive.

Modern Hebrew	English
תארו...	Describe…
כתבו...	Write…
כתבו כ- **40** מילים בעברית.	Write approximately **40** words in Modern Hebrew.
כתבו כ- **90** מילים בעברית. ענו על כל הנקודות של השאלה.	Write approximately **90** words in Modern Hebrew. Write something about each bullet point.
כתבו כ- **150** מילים בעברית. ענו על כל הנקודות של השאלה.	Write approximately **150** words in Modern Hebrew. Write something about both bullet points.
מה בתמונה? כתבו ארבעה משפטים בעברית.	What is in the photo? Write four sentences in Modern Hebrew.
הזכירו...	Mention...

3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed.

3.5.2.1 Comparisons

Modern Hebrew	English
דומה	similar
שונה; בשונה מ...	different(ly)
היפך; ניגוד	opposite
אותו ה-; זהה; שווה	same, equal
גבוה; יותר גבוה; הכי גבוה; הגבוה ביותר	high; higher; highest
בדרך כלל; בסך הכל	by and large
באותה מידה; כמו; כל כך...; כפי ש...; ככל ש...	as…as
לא פחות מ...	as much/many…as
הבדל; שוני; פער	difference

Modern Hebrew	English
שונה	different
להשוות	to compare
השוואה	comparison
הרבה; יותר הרבה; עוד; הכי הרבה,הרבה יותר	much; more; most
לפחות	at least

3.5.2.2 Conjunctions

Modern Hebrew	English
כש...; כאשר; בשעה ש...; בעוד ש... בזמן ש...	when
כאילו; כאילו ש...	as if
לפני; לפני ש...; לפני כן	before
עד; עד ש...	until, to
מפני ש...; בשל; מכיוון ש...; כי; היות ו...	as, because
כדי; כדי ש...; כך ש...	so that, in order that
מאחר ש...; מאז ש...; מכיוון ש... מאז ה...	as, since
או...או; או ש...או ש...	either...or...
אחרי; אחרי ש...	after
אחר כך; לאחר מכן	afterwards
לא רק...אלא גם	not only…but also
אם	whether
למרות ש...; אם כי	although
מאז; לפני	since
גם...וגם	both…and…
כדי ל...	(in order) to
כש...; כאשר, בזמן ש...; למרות ש...; בעוד ש	while

Modern Hebrew	English
לא...ולא	neither...nor

3.5.2.3 Connectives

Modern Hebrew	English
חוץ מזה; בנוסף ל...; מלבד זה	apart from this
בהנחה ש...	assuming that
חוץ מ...	besides, apart from, except
בנוסף לכך	besides, furthermore
זאת אומרת; כלומר; למשל	that is (ie)
בכל זאת; אף על פי כן	nevertheless
לכן; בשל כך; בגלל ה...	therefore, because of that
אחרי הכל; בכל זאת; ככלות הכל; למרות הכל	after all
להיפך; לעומת זאת	on the contrary, yet
שלישית; דבר שלישי	thirdly
למעשה; בעצם; באמת; ממש	actually, really
דבר ראשון; ראשית, ראשון	firstly, first of all, first
אולם; בכל זאת	however
לרוע המזל; למרבה הצער	unfortunately
כמובן; מובן מאליו	of course, naturally
ללא ספק	without a doubt
לבסוף; בסופו של דבר; סוף סוף	eventually, in the end, finally
אחרת; חוץ מזה	otherwise, or else
מכל מקום; בכל אופן; בכל זאת; בכל מקרה	anyway, anyhow, in any case
בתנאי ש...	provided that
בתחילה	(at) first

Modern Hebrew	English
במקרה	by chance
שנית	secondly

3.5.2.4 Prepositions

Modern Hebrew	English
מן; מ...; מן ה-; מה-	from; from the
אצל; ליד; ב...; על	at, close by, in, on
על; ל...; על ה...; מעל ה...	on, upon, onto, on top of
מחוץ ל...	from, out of
קרוב; אצל; ליד	near, at
דרך; מבעד ל...; באמצעות; עד	through
לאורך	along
כנגד; לעומת; בניגוד ל...	against
בערך (ב...); בנוגע ל...; על	at about, about
סביב; בערך ב...; קרוב ל...	around
מול; נגד; היפך	opposite
מאחורי; מעבר	behind
אחרי	after
לפי	according to
על יד; ליד; קרוב ל...	next to
בלי; ללא	without
נגמר; עבר; יותר; נשאר	over
מעל (ל...); למעלה	above
מתחת; למטה; פחות מ...	under, below
לפני	in front of, before, ago

Modern Hebrew	English
עבר	past
במשך; בזמן	during
כי; מפני ש...	because of
בשביל	for
אל, ל.....	to
בין; באמצע	between

3.5.2.5 Negatives

Modern Hebrew	English
בכלל לא	not at all
אפילו לא	not even
כבר לא	no longer
כלום; שום דבר	nothing
לעולם לא; אף פעם לא, מעולם	never
אף אחד	nobody
לא	no...
עוד לא; עדיין לא	not yet, still not

3.5.2.6 Alphabet

Students are expected to know the letters of the alphabet.

3.5.2.7 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 1,000,000 מיליון

They are also expected to know the ordinal numbers first–tenth eg 1st = ראשון; 2nd =שני; 3rd = שלישי etc.

Other number expressions

Modern Hebrew	English
תריסר	dozen

Modern Hebrew	English
מספר	number
זוג	pair
סיפרה	figure, digit

3.5.2.8 Money

Modern Hebrew	English
כסף; מזומן	cash; ready cash
מטבע של שקל/שניים/חמישה/עשרה שקלים	a 1/2/5/10 shekels
שטר של עשרים/חמישים/מאה/מאתיים שקל	a 20/50/100/200 shekel notes
שטר	note
מטבע	coin
כסף קטן; עודף	small change
דמי-כיס	pocket money
להמיר; להחליף (כסף)	to change/exchange (money)

3.5.2.9 Question words

Modern Hebrew	English
מתי?	when?
למה? מדוע?	why?
איזה סוג? איזה מין?	what sort/type of...?
מה?	what?
איזה? איזו?אלו?	which?
מי?	who?
כמה זמן?	how long?
כמה?	how much/many?
איך?	how?

Modern Hebrew	English
למה? איך זה ש...?	why? how come …?
איפה?היכן?	where?
מאיפה? מהיכן?	where from?
לאן?	where to?
עם מה?	what with?

3.5.2.10 Greetings and exclamations

Modern Hebrew	English
כל טוב	all the best
להתראות	see you later
סליחה; אני מצטער	excuse me/sorry
על לא דבר	don't mention it
ברוך הבא; ברוכים הבאים	welcome
מזל טוב; מיטב האיחולים	congratulations
לחיים	cheers
חופשה נעימה	have a good/nice holiday
בהצלחה	good luck

3.5.2.11 Opinions

Modern Hebrew	English
רעיון	idea
חשד	suspicion
משעשע	amusing
מצחיק	funny
נעים	pleasant, agreeable
לפחד	to be afraid/scared

Modern Hebrew	English
דואג; חושש	anxious, apprehensive
מצויין	excellent, outstanding
נוח; נינוח; חמים	comfortable, cosy
בוודאי; בהחלט	definite(ly)/certain(ly)
זול	cheap
טיפש	stupid
שטויות	nonsense, rubbish
שובב	naughty
רע	evil
נרגז; כועס	angry
אני בעד...	(to be) in favour of something
אני נגד...	(to be) against/opposed to something
זה לא חשוב	it doesn't matter
זה לא משנה לי	it's all the same to me
לחשוב	to think
מדוכא	depressed
נמאס לי מ...	I am fed up with something
מרשים	impressive
פשוט	simple, simply
קלות; קל	easy
נורא; איום; מזעזע; מחריד	terrible, awful, dreadful, appalling
זה (לא) נכון	that's (not) right/correct
(זה) מוצא חן בעיני	I like it (it pleases me)
(זה) תלוי ב... אם	it depends on…whether…

Modern Hebrew	English
שמח; מאושר	happy, glad
מרוצה	pleased
לאהוב	to like/to love
לְרַצוֹת; להשביע רצון	to please
ליהנות	to enjoy
להאמין	to believe
לשנוא	to hate
נהדר; נפלא; מפואר	marvellous, magnificent, glorious
להתעניין ב...	to be interested in
אין לי מושג	to have no idea/no clue
מזהיר; מבריק	brilliant, great
מסובך; מורכב	complicated
להשתעמם	to be bored
טוב לב	kind
יפה; נעים; נהדר; מהנה	lovely
יקר	dear/expensive
דעה	opinion
רקוב; מזופת; רע	rotten, lousy
אפשרי; בא בחשבון	possible
בקלות; ללא מאמץ	effortless
במאמץ רב; בקושי	arduous, with difficulty
קשה	difficult
מייגע; מפרך	laborious
שימושי	useful

Modern Hebrew	English
חסר ערך	useless
נפלא; מופלא	wonderful, fantastic
להתרגז	to be cross, annoyed
חבל	it's a shame/pity
רגיש	sensitive
וודאי; בטוח	sure, safe
ישר; חלק; שקול; זוגי; אפילו	even
גדול; חשוב	great
אופייני; טיפוסי	typical(ly)
מופתע	surprised
לא יאומן; מדהים	unbelievable
בלתי אפשרי	impossible
חסר ביטחון; לא בטוח; לא וודאי	unsure
אולי	perhaps
לגמרי	completely
להעדיף	to prefer
ייתכן; קרוב לוודאי; כנראה שכן	probably
חשוב	important
באמת; ממש; למעשה	real(ly)
יפה מאוד; נהדר	gorgeous, very beautiful
לקוות/לאחל	to wish
מרוצה; מאושר	content, happy
להסכים	to agree

3.5.2.12 Seasons

Modern Hebrew	English
עונה	season

3.5.2.13 Months of the year

Modern Hebrew	English
שנה	year
חודש	month

3.5.2.14 The clock

Modern Hebrew	English
בדיוק	exactly
חצי	half
צהריים	midday
חצות	midnight
להיות איטי	to be slow
דייקן; בזמן	punctual, on time
מאחר; מאוחר	late
שעה	hour (length)
שעון; בשעה	clock, watch, o'clock
מתי? באיזו שעה?	at what time, when?
רבע	quarter
להיות מהיר	to be fast
מה השעה?	what time is it?
זמן	time

3.5.2.15 Other expressions of time

Modern Hebrew	English
מידי פעם (בפעם)	now and again
ערב	evening
בערבים	in the evenings
התחלה	beginning, start
רגע	moment, instant
נגמר	to be over, finished
בקרוב; עוד מעט	soon
אז; בימים ההם	then, in those days
תאריך	date
להחזיק מעמד; להימשך	to last
קודם	former
פעם	once
לבסוף; סוף סוף	finally
בתחילה	(at) first
רק	only
כמעט	almost, nearly
מוקדם	early
הווה	present (time, tense)
בדיוק; כרגע	just
אתמול	yesterday
בדרך כלל; כרגיל	usually, normally
מייד; בעוד רגע	immediately, in a minute
היום	today
בימינו; כיום; בימים אלו	nowadays, these days

Modern Hebrew	English
מראש	in advance
תמיד	always
שוב ושוב	again and again
בינתיים	in the meantime
מאה	century
עכשיו	now
לאחרונה	recently, lately
לאט; לאט לאט; באיטיות	slow(ly)
אחרון	last
זמן	time
זמנים	times
לפעמים	sometimes
בימי שני	on Mondays
מחר	tomorrow
בוקר	morning
מחר בבוקר	tomorrow morning
בבקרים; כל בוקר	in the mornings, every morning
אחרי הצהריים	afternoon
הבא	next
לילה	night
בלילה	at night
לא מזמן; לפני כמה ימים	not long ago/ a few days ago
שוב; פעם נוספת	once again, once more
עכשיו	now

Modern Hebrew	English
פתאום	suddenly
קבוע; סדיר	regular
מהר	quick(ly)
כבר	already
מאז; מזמן	since, for (length of time)
לעיתים רחוקות	seldom, rarely
מייד; תיכף ומייד	immediately, straight away
יום יום; יומי	daily
מחרתיים	the day after tomorrow
בעבר; עבר	in the past / past (time, tense)
עד לאחרונה	until recently
שלשום	the day before yesterday
לפני כן	before(hand)
שוב	again
נקודה בזמן	point in time
להיגמר; לסיים	to come to an end, to finish
עתיד; בעתיד	future (time, tense)

3.5.2.16 Location and distance

Modern Hebrew	English
מחוץ ל...	outside of
להישאר	to stay
פה; שם	here, there
בחוץ; בחיק הטבע	outside, outdoors
בפנים; בבית; בתוך הבניין, בתוך	inside, indoors

Modern Hebrew	English
שם; הרחק	over there, far away
פינה	corner
רחוק	distant, (far) away
ישר (מלפנים); קדימה	straight ahead
הלוך ושוב	to and from/ backwards and forwards
הלוך וחזור; (כרטיס)	there and back, a return (ticket)
קרוב ל...	nearby, close to
באיזשהו מקום	somewhere
להיות ממוקם ב...	to be situated (in)
מייל; קילומטר, ק"מ	mile; kilometre
באמצע ה...	in the middle of
בשום מקום	nowhere
מקום	place
צד	side
בכל מקום	everywhere
למטה; בתחתית	at the bottom, below, down
קדימה	forwards
רחוק מכאן; לא נמצא ב...	away
בחזרה; אחורי	back

3.5.2.17 Weights and measures

Modern Hebrew	English
כל; כל ה...	all, all the
הכל אזל; הכל נגמר, אזל המלאי	to be all gone, to have run out (of), run out
הכל	everything

Modern Hebrew	English
אחר	other, different
שניהם; גם...וגם	both
רחב	wide, broad
עבה; שָׁמֵן	thick, fat
דבר	thing
פחית; קופסת שימורים	can, tin
דק	thin
קצת	a little
מעט; כמה; זוג	a few, a couple
הרבה	a lot of, lots
כמה; מעט	some, a few
יחיד	single
בערך	about, roughly
בקבוק	bottle
שלם	whole, complete
דַּי	quite
מספיק	enough
במידה ניכרת	enormously
מידה; גודל	size
קופסת קרטון	cardboard box
קופסה; מזוודה; ארגז	box, case, crate
בקושי	hardly
ריק	empty
קל	light

Modern Hebrew	English
מידה	measure
למדוד	to measure
לפחות	at least
בגודל בינוני	medium-sized
עדיין	still
חבילה קטנה	small parcel, packet
צרור; חפיסה	pack
ליטרה	pound
לכל	per
תיק יד	handbag
פרוסה	slice
כבד	heavy
חתיכה	piece
תיק	bag
מלא	full
קצת; לא הרבה	little, not much
לשקול	to weigh

3.5.2.18 Shape

Modern Hebrew	English
עיגול; מעגל	circle
עגול	round
מרובע	square

3.5.2.19 Weather

Modern Hebrew	English
ברק	lightning
רעם	thunder
יורד ברד	it's hailing
לח	damp
לקפוא; להקפיא	to freeze
אויר צח	fresh/clean air
סופת רעמים	thunderstorm
מעלות	degrees
ברד	hail
כבד	heavy, severe
בהיר	bright, fine, clear, fair
שמיים	sky
אקלים	climate
קריר	cool
ירח; לבנה	moon
רטוב	wet
ערפל	fog
ערפילי; מעורפל	foggy
גשם	rain
יורד גשם	it rains
צל	shadow
מוצל	shady
ממטרים; מטר	showers/shower
לזרוח; זורח	to shine; it shines

Modern Hebrew	English
יורד שלג	it snows
סערה	storm
סוער	stormy
יבש	dry
תחזית מזג אוויר	weather forecast
ענן	cloud
מעונן	cloudy

3.5.2.20 Access

Modern Hebrew	English
לפתוח	to open
יציאה	exit
תפוס	occupied, engaged
כניסה	entry, entrance
כניסה; קבלה; דמי כניסה	admission
בחינם; ללא תשלום	free (of charge)
סגור	closed
פתוח	open
לפתוח	to open
לסגור	to close
אסור	it is forbidden

3.5.2.21 Correctness

Modern Hebrew	English
כוזב; שקר	false
לא נכון	wrong, incorrect

Modern Hebrew	English
טעות; שגיאה	mistake, error
להיות צודק	to be right
נכון	right, correct
לטעות	to be wrong
לתקן; לשפר	to correct, to improve
תיקון; שיפור	correction, improvement

3.5.2.22 Materials

Modern Hebrew	English
כותנה	cotton
להיות מורכב מ...; להיות עשוי מ...	to consist of, to be made of/from
ברזל	iron
עץ	wood
עור	leather
קרטון	cardboard
משי	silk
בד	cloth, material
צמר	wool

3.5.2.23 Common abbreviations

Modern Hebrew	English
לירה שטרלינג, ליש"ט	£ / pound sterling
קבוצת עבודה; חוג, סדנא	work group (extra-curricular, school)
זאת אומרת, כלומר	ie, that is
רכבת ישראל	Israel Railways
דוקטור; ד"ר	doctor

Modern Hebrew	English
מעורב	mixed
רכבת, רכבת מהירה למרחקים גדולים	train, fast long-distance train
כולל	included
רכב למטען כבד; משאית	HGV, lorry
מיקוד	postcode
וכולי; וכו'... וכד'.... וכדומה...	etc, and so on
למשל, לדוגמה	eg, for example

3.5.3 Theme-based vocabulary (Foundation Tier)

3.5.3.1 Identity and culture

Me, my family and friends

Modern Hebrew	English
לבד	alone
גיל	age
מיושן	old-fashioned
להתרגז	to be annoyed
לעצבן	to get on one's nerves
להסתדר (עם)	to get on (with)
לְהֵרָאוֹת	to look like
תעודת זהות, ת"ז	identity card/I.D.
זָקָן	beard
מפורסם	famous
ביקור	visit
לבקר	to visit
להעדיף	to favour, to prefer

Modern Hebrew	English
לבקש	to ask, to beg
חבר לעט	penfriend
משקפיים	spectacles, glasses
אנוכי; אגואיסטי	selfish
ישר, אמין	honest
בן יחיד; בת יחידה	only child
נכד; נכדה	grandchild
להתנצל	to apologise
שאפתן	ambitious
קפדן	strict
עצמאי	independent
אורח-חיים	lifestyle
להתמודד	to deal with something
התמודדות	dealing
חֶברָה	company
לתמוך	to support
תמיכה	support
להרשות	to allow
רציני	serious
בוגר; מבוגר	adult, grown up
בן משפחה	member of the family
חצוף	cheeky
חברות; ידידות	friendship
להרגיש; לחוש	to feel

Modern Hebrew	English
להאכיל	to feed
נולד (ב...)	born (on)
לידה	birth
תאריך לידה	date of birth
מקום לידה	place of birth
חולה	(hospital) patient, sick person
רגש	feeling
קמצן	mean/stingy
לחבב; לאהוב	to like
גרוש	divorced
מין	sex, gender
פרוד; נבדל מ...	separated
ישר; חלק	straight, smooth
מאושר	happy
סיבה	reason
בעל מזג טוב/מזג רע	good/bad tempered
להיות במצב רוח טוב/רע	to be in a good/bad mood
מכוער	ugly
להתחתן (עם); להינשא ל...	to marry
מוכן לעזור ל...	helpful
חתונה	wedding
אדיב; מנומס	polite
יפה; נחמד	pretty
חסר הומור; חסר חוש הומור, נטול (חוש) הומור	humourless, no sense of humour

Modern Hebrew	English
בעל חוש הומור; מצחיק; שנון	humorous, witty
אני מאוד אוהב; מאוד מוצא חן בעיני	I like... (very much)
אני ממש שונא...; אני לא סובל...	I really hate.../ I can't stand...
צעיר; נוער, נער(ה) מתבגר(ת)	youth
ילד	boy
להכיר	to know (a person)/to get to know
מצחיק	funny, comical
מוזר	strange, odd
לטפל ב...;לדאוג ל...; להשגיח על...	to look after, to care for
נשיקה	kiss
לנשק	to kiss
לחיות	to live
נמרץ; ערני; מלא חיים	lively
לא נשוי; יחידי; פנוי, רווק	single
אנשים	people
מתולתל	curly
בן אדם; אדם	human being
לקרוא	to name, to call
אוזן	ear
מסודר	tidy, neat
אישיות, אופי	personality, character
דרכון	passport
שָׁקֵט	quiet, calm
להתבייש	to be/feel ashamed

Modern Hebrew	English
להתגרש מ...	to get divorced
שפם	moustache
ביישן	shy
זהות; עצמיות האדם	self/identity
עצמאי	independent
שם כינוי	nickname
צעד	step
שָׁקֶט	quiet
ויכוח; ריב; נימוק	argument
לריב; להתווכח	to quarrel, to argue
קפדן	strict
כתובת קעקע, קעקוע	tattoo
חלום	dream
עצוב	sad
להיפרד;להפריד; להבדיל; לחלק, לבדל	to separate
אדם; בן אדם	a person
הרפתקן; נועז	adventurous, brave, daring
לסלוח ל...	to forgive
יחסים; קרבה משפחתית	relationship
נשוי	married
להתארס	to get engaged
מאורס	engaged (to someone)
להסתדר עם...; להמשיך ב...	to get on with
שם פרטי	first name

Modern Hebrew	English
להציג את עצמך	to introduce oneself
לבכות	to cry
מקום מגורים	place of living
שן	tooth
הסכם-זוגיות ללא נישואים	civil partnership
ביחד	together
תאומים	twins

Technology in everyday life

Modern Hebrew	English
להדפיס	to print (out)
משיבון, מזכירה אלקטרונית	answerphone, answering machine
לצלצל; להתקשר	to call, to ring (phone)
להשתמש ב...	to use
לתאר את עצמך	to describe (oneself)
מקף	dash, hyphen
נתונים; מידע	data
מדפסת	printer
להכניס נתונים/מידע למחשב/להזין מידע	to enter (data into computer/phone)
לקבל	to receive
לפתח	to develop
פיתוח; התפתחות	development
לעבוד	to work
לתפקד	to function
סכנה	danger

Modern Hebrew	English
להשתייך ל...; להיות שייך ל...	to belong (to)
להוריד; הורדה	download
להעלות	upload
צליל; צליל/נעימת הטלפון	ringtone
מידע ; נותן מידע	information, informative
חינוכי; מאלף	educational
למחוק	to delete
תקשורת; אמצעי התקשורת	media
התעללות; פגיעה; העלבה; ניצול לרעה	abuse
להתעלל; לפגוע; להעליב; לנצל לרעה	to abuse
הודעות; מסרים	messages/text messages
רשת	net
מרשתת; תקשורת, רשת אינטרנט	network
מביך	embarrassing
תא/תיבת דואר (אלקטרוני) / דוא"ל	mailbox (email)
נקודה	dot
מחשבון	calculator (phone)
סיכון	risk
לשלוח	to send
קו נטוי קדימה	forward slash
הגנה	protection
לשלוח מסרון (טקסט), לשלוח הודעה בנייד	to send an SMS/text message
רשת חברתית אינסטגרם, פייסבוק, טוויטר, יוטיוב	social media, Instagram,Facebook,Twitter,YouTube
לשמור נתונים/מידע במחשב	to save (data on computer)

Modern Hebrew	English
דף הבית (במחשב)	homepage (internet)
לשתף	to share
קו תחתון להדגשה	underscore
רשת תקשורת אלחוטית; ווי-פיי	WiFi/wifi

Free-time activities

Modern Hebrew	English
סרט הרפתקאות	adventure film
ליהנות מ...	to have fun, to enjoy oneself
אננס	pineapple
להתחיל	to start, begin
לדוג	to fish
תפוז	orange
מִשְׁמֵש	apricot
בגד-ים	swimsuit
בגד-ים; מכנסי-ים	swimming trunks
לשרת; להגיש; לשמש	to serve
שירות, בבקשה!	service, please!
להתלונן	to complain
להזמין	to order
לשלם	to pay
מסך; מרקע	screen (TV, computer)
אגס	pear
רשמקול	recorder
כרובית	cauliflower

Modern Hebrew	English
שעועית	bean
בשר צלוי	roast meat
לחיצה	press
צָמֵא	thirst
צַמֵּא	thirsty (m/s)
ביצה	egg
דמי כניסה	admission fee
כרטיס כניסה	(admission) ticket
גלידרייה	ice cream parlour
החלקה על קרח	ice skating
להמליץ (על)	to recommend
אפונה	pea
תות-שדה	strawberry
חומץ	vinegar
לגדר	to fence
לנהוג לפי; ללכת בדרכו של...; לעקוב אחרי	to follow
בריכה פתוחה; בריכה תחת כיפת השמיים	outdoor swimming pool
קציצת בשר	rissole, meat ball
מיץ פירות	fruit juice
אכסניה	inn
בית-מרזח, פאב	pub
מלפפון	cucumber
דייסה (קוואקר)	(porridge) oats
בריכה מקורה; בריכה בתוך בניין	indoor swimming pool

Modern Hebrew	English
קשה	hard
מנה עיקרית	main course
מלצר!	waiter!
פטל אדום	raspberry
להביא	to fetch, to get
חטיף; ארוחה קלה	snack
מזנון מהיר	fast food bar
מזון שלוקחים הביתה	takeaway
להתעניין ב...	to be interested in
מועדון נוער	youth club
קקאו	cocoa
קומקום (תה; קפה)	pot (tea, coffee)
תפוח-אדמה	potato
גבינה	cheese
כדורת	bowling (nine pin)
ביסקוויטים; עוגיות	biscuits
דובדבן	cherry
לטפס	to climb
כדור-רשת	netball
טעים מאוד	delicious
מותחן; ספר/סרט מתח	crime (film/book), thriller
לצחוק	to laugh
לרוץ	to run
טעים	tasty

Modern Hebrew	English
מסך גדול (בקולנוע)	(big) screen (in cinema)
סרט רומנטי	film with a love story
שיר	song
להתחשק לעשות דבר מה	to feel like doing something
חבר ב...	member
חדשות	news
קינוח; לפתן	dessert
אטריות	noodles, pasta
אגוז	nut
פרי; פירות	fruit
שֶׁמֶן	oil
פלפֵל	pepper
אפרסק	peach
שזיף	plum
פטריות	mushroom
שוקולדים (בקופסת שוקולד)	chocolate (in a box of chocolates)
לנסות; לטעום	to try, to taste
תרנגול הודו	turkey
חשבון	bill
להריח	to smell
להיאבק	to wrestle
לנסוע/להחליק במזחלת	to go sledging
חי; לא מבושל	raw
להחליק על גלגיליות	to go roller skating

Modern Hebrew	English
לחתור; לריב	to row
מיץ	juice
שמנת	cream
לאסוף; לצבור	to collect
להיות מלא; להיות שבע	to be full up, have had enough (to eat)
שחמט	chess
מתובל; חריף	spicy, hot
קבב	kebab
לירות	to shoot
מזנון	snack bar
סירת מפרש; מפרשית	sailing boat
להפליג; לשוט ב...	to sail
אופרת סבון	soap opera
שירות עצמי	self-service
תוכנית; תוכנה	programme
חרדל	mustard
סידרה	series
מושב	seat
לשבת	to sit
מלהיב; מרתק	exciting, thrilling
תפריט	menu
אולם-אוכל; חדר-אוכל	dining hall, dining room
צעצוע(ים)	toy(s)
תרד	spinach

Modern Hebrew	English
סוג ספורט	type of sport
לקפוץ	to jump
קול	voice
לסרוג	to knit
מרק	soup
מתוק	sweet
מרק היום	soup of the day
תפריט היום	menu of the day
לצלול	to dive
טונה	tuna
מטרה	goal
עוגה	gateau/cake
אימונית / (חליפת) טרנינג	tracksuit
נעלי ספורט; נעלי התעמלות	sport shoes
לפגוש (מישהו)	to meet (someone)
תשר, טיפ	tip (for waiter/waitress)
(לעשות התעמלות), להתעמל	to do gymnastics
לשוחח; לפטפט	to have a chat
בידור	entertainment
צמחוני	vegetarian
לאבד	to lose
מוסיקה עממית	folk music
להציע	to suggest
מנה ראשונה	starter (on menu)

Modern Hebrew	English
תצוגה; הופעה	showing, performance
לצאת לטיול רגלי	to hike, to walk
רך	soft
בשר עגל	veal
ענב (ענבים)	grape
מודעת פרסום	advert(isement)
לזרוק	to throw
תחרות	competition
נקניק	sausage
לשלם	to pay
סרט מצוייר	cartoon
שבועון; ירחון	magazine
עיתון	newspaper
ציוד	gear/equipment
משיכה	pull
לימון	lemon
סוכר	sugar
צופה; אחד מהקהל	spectator, member of the audience
בצל	onion

Customs and festivals in Modern Hebrew-speaking countries/communities

Modern Hebrew	English
ערב חג	eve of festival
ראש השנה	New Year
סעודה מפסקת	last meal before a fast

Modern Hebrew	English
להדליק	to light
נר	candle
נר נשמה	memorial candle
לצום	to fast
יום כיפור	Day of Atonement
לקבל	to get, to receive
להודות	to thank
להזמין	to invite
הזמנה	invitation
חגיגה	celebration
לחגוג	to celebrate
חג	festival
יום העצמאות	Day of Independence
זיקוקין, זיקוקי דינור	fireworks
לצפות (בכליון עיניים) ל...	to look forward to
להיות מרוצה ממשהו	to be pleased about something
אורח	guest
מארח	host
מתנה	present
דתי,(שומר תורה ומצוות)	religious
יום האם	Mother's Day
סוכות	Festival of Tabernacles
סוכה	a booth/tabernacle
לקשט	to decorate

Modern Hebrew	English
סכך	branches/cane roof covering (tabernacles)
חג חנוכה	Festival of Lights
חג פורים	Festival of Purim
להתחפש	to disguise oneself, to put on fancy dress
פסח	Passover
להחביא	to hide
חג שבועות	The Festival of Weeks

3.5.3.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Modern Hebrew	English
רמזור	traffic light
להציע	to offer
הצעה	offer
להדליק	to turn/switch on
למדוד	to try on (clothes)
בית מרקחת	pharmacy
מִתקָן; מכשיר	apparatus, appliance, gadget
לסדר	to tidy (up)
לבזבז (כסף)	to spend (money)
לכבות	to turn/switch off
מכירה	sale
המלאי אזל; אזל המלאי	sold out
מאפייה	bakery
תנור	oven

Modern Hebrew	English
לעשות אמבטיה	to have a bath
אמבטיה	bathtub
משק; חווה	farm
עץ	tree
נפט	petrol
סואן, רועש	noisy
כביש ראשי	main road
כלי-תחבורה	vehicle
מגרש	plot, field
פסולת	trash
פסולת ברזל	scrap metal
הר	mountain
תמונה	picture
פרח	flower
לטגן	to fry
גשר	bridge
ספרייה	library
חנות ספרים	bookshop
מדרכה	pavement
גג	roof
עליית-גג	attic, loft
תקרה	ceiling
שמיכה	blanket
אנדרטה	monument

Modern Hebrew	English
אולם	hall
בית מרקחת	chemist's
פינה	corner
שלו (של עצמו); להיות הבעלים של...	own
לעשות קניות	to shop
סל קניות	shopping basket
שקית קניות	shopping bag
עגלת קניות	shopping trolley
לעטוף	to wrap (up)
תושב	inhabitant
לקנות / לרכוש מוצרי חשמל	to buy/to purchase electrical goods
קומת קרקע	ground floor
קומה	floor, storey
מיטת קומתיים	bunk bed
בית-חרושת	factory
כרטיס (לאוטובוס, למשל)	ticket (eg for bus)
שדה	field
דירה	flat
קצב; אטליז	butcher's
חדר-כניסה, פרוזדור	hall, corridor
נהר	river
מספרה	hairdresser's
רצפה	floor
מדרחוב	pedestrian precinct

Modern Hebrew	English
מזלג	fork
כיריים; תנור גז (לבישול)	stove, gas cooker
בניין	building
אזור	region, area
מחיר סביר	reasonable price, good value for money
נמל	harbour, port
תחנה (תחנת רכבת, אוטובוס...)	stop (bus, tram etc)
תחנה מרכזית	central station
עיר בירה	capital city
משק-בית; משפחה	household
גדר חיה	hedge
חימום	heating
קסדה	helmet
בית דירות רב קומות	high rise block of flats
גבעה	hill
אי	island
חנות תכשיטים	jeweller's
שבור	broken
קופה	till, cash point
חנות כלבו	department store
חנות בגדים	clothes shop
לצלצל בפעמון	to ring (bell)
לדפוק בדלת	to knock (door)
לבשל	to cook

Modern Hebrew	English
משטח הכיריים	hob
שידת מגירות	chest of drawers
חנות ממתקים	confectioner's
כר	pillow
בחינם	free of charge
צומת; פרשת דרכים; הצטלבות רחובות	crossroads
מקרר (חשמלי)	fridge
לקוח	customer
גלרייה	art gallery
חנות	shop
אזור-כפרי	countryside
נוף	landscape
חנות מכולת	grocer's
לרוקן	to empty
לשים; להניח	to lay, to put, to place (down)
אור	light
למסור	to deliver
כף	spoon
לכסח	to mow
ארוחה; זמן הארוחה	meal, meal time
מותג	brand, make
כיכר השוק; שוק	marketplace
קיר	wall
סכין	knife

Modern Hebrew	English
דמי שכירות	rent
לשכור; להשכיר	to hire, to rent
(תנור) מיקרוגל	microwave oven
רהיטים	furniture
אופניים	bicycle
אופנוע	motorbike
(ללכת) הביתה	(going) home
למעלה	upstairs
למטה	downstairs
שכן	neighbour
חיסרון	disadvantage
שידה לצד המיטה	bedside cabinet
יציאת חירום	emergency exit
ירקן	greengrocer's
הזמנה	order
מקום חנייה	parking place
צמח	plant
כרזה; לוח מודעות	poster, billboard
כיכר	place, square (of town)
מחיר	price
לנקות	to clean
קבלה	receipt
דשא; מדשאה	lawn
מדף	shelf

Modern Hebrew	English
ניקוי יבש	dry cleaner's
מדרגות נעות	escalator
דבר; חומר	thing, stuff
חלון ראווה	shop window
לעמוד בתור	to queue
מפתח	key
ארון	cupboard
חנות למכשירי כתיבה	stationery shop
מגירה	drawer
מחיר מבצע	special offer
עוד משהו?	anything else?
מַראָה/ראי	mirror
מגרש משחקים	playground
להכניס/לשים בתוך	to put (something into)
להציב, להניח	to put, to place (upright)
חשמלית	tram
למלא בדלק; לתדלק	to fill up with petrol/diesel
תחנת דלק	petrol station
ספל	cup
כפית	teaspoon
צלחת	plate
שטיח	carpet
מקפיא	freezer
מפה	tablecloth

Modern Hebrew	English
סיר	pan
מדרגות	stairs
מגדל	tower
רכבת תחתית	underground train, tube
מוקף ב...	surrounded by
סביבה	surrounding area
לעבור (דירה)	to move (house)
וילון	curtain
פרבר	suburb
יתרון	advantage
יער	wood, forest
כיור	washbasin
בית דירות	block of flats
מעבר חצייה	zebra crossing

Social issues

Modern Hebrew	English
להיות תלוי ב...	to be dependent on
להוריד משקל	to lose weight
וריד	vein
בית אבות	old people's home
אנונימי; אלמוני; בעילום שם	anonymous
נשימה	breath
לוותר (על)	to give up
תוכנית/ תוכניות	programme/programmes

Modern Hebrew	English
תוכניות ריאליטי	reality shows
אופרת סבון	soap opera
לעצור; להפסיק	to stop
זָר; נוכרי	foreigner
זר	foreign
שיכור	drunk, intoxicated
תנועה	movement
חסר הכרה	unconscious
הכרה; מודעות	consciousness
ביולוגי; אורגני, בסיסי	biological, organic
דם	blood
להיות חולה	to be sick
לשבור	to break
סוחר סמים	drug dealer
מכור לסמים; נרקומן	drug addict
מהגר; עולה חדש	immigrant, new immigrant
להירגע; לנוח	to relax
אוכל; מזון; תזונה	food, nourishment, nutrition
עזרה ראשונה	first aid
אני בסדר; אני מרגיש טוב/לא טוב	I am fine, well/not well
שָׁמֵן	fat
שומני; שמנוני	fatty
סובל מעודף משקל	obese
מכבי-אש	fire brigade

Modern Hebrew	English
בהתנדבות	voluntarily
מתנדב	volunteer
שבור	broken
בריא, בריאות	healthy, health
משקל	weight
לנצח; לזכות ב...	to win
שוויון	equality
לאחוז ב... להחזיק ב...לקיים	to hold, to keep
צבע העור	colour of the skin
בית; מוסד; אכסניה	home, hostel
לעזור	to help
לב	heart
עזרה	help
חסר אונים	helpless
להיות בכושר	to be in form/in (good) shape
חולה	ill
בית-חולים	hospital
אמבולנס	ambulance
מחלה	illness
סרטן	cancer
כבד	liver
בטן, קיבה	stomach, belly
רפואה; תרופה	medicine
אדם; אנושי	human, humane

Modern Hebrew	English
פרס	prize
גזע	race
גזענות	racism
גזעני	racist
לעשן	to smoke
מגן דוד אדום	Magen David Adom (The Israeli Emergency Ambulance Service)
שלום; שקט; שלווה	peace, quiet, tranquillity
מזיק	damaging, harmful
כאב	pain, ache
יש לי כאב, כואב/ת לי ה....	to have…ache
דאגה	worry
לתרום	to donate
זריקה	injection
להזריק	to inject
למות	to die
התמכרות	addiction
מכור; ממכר	addicted, addictive
בית מחסה לחיות	animal shelter
מת	dead
אני חש ברע; אני לא מרגיש טוב	I feel ill, sick
תאונה	accident
תאונת דרכים	traffic accident
להיפגע	to be/get injured
פגיעה	injury

Modern Hebrew	English
לפגוע ב...	to hurt
צדקה	charity
קונצרט צדקה	charity concert
אירוע צדקה	charity event
לעלות במשקל	to put on weight

Global issues

Modern Hebrew	English
אשפה	rubbish, waste
פח אשפה	rubbish bin, litter bin
פליטת גז	exhaust fumes
הערכה; הוקרה	respect, esteem
מקורות אנרגיה חילופיים	alternative source of energy
פסולת נייר	waste paper
לגדול; לצמוח	to grow
מובטל	unemployed
עני	poor
עוני	poverty
להיכחד; לעבור מן העולם	to die out
לאיים	to threaten
דלק	petrol, fuel
קבצן	beggar
אוכלוסייה	population
פסולת אורגנית	organic waste
נטול עופרת	unleaded

Modern Hebrew	English
להצטרך; להזדקק; להיות זקוק ל...	to need
פסולת	trash
פסולת ברזל	scrap metal
חומר כימי; באופן כימי	chemical(ly)
גנב	thief
אפליה	discrimination
בודד; גלמוד, ערירי	lonely
להיפטר מ... (פסולת, אשפה, מי ביוב)	to dispose of (waste, refuse, sewage)
לקפוא למוות	to freeze to death
מסלול אופניים	bicycle track/lane
גז חממה	CFCs
לברוח	to flee
פליט	refugee
שימוש; נוהג	usage
מסוכן	dangerous
אלימות	violence
אלים	violent
לחמם	to heat
חימום	heating
בחוץ	outside
גומי לעיסה; מסטיק	chewing gum
להיות חסר בית	to be homeless
פחם	coal
תחנת כוח	power station

Modern Hebrew	English
מלחמה	war
בד סינתטי	man-made/synthetic material
רעש	noise
חיים	life
אוויר	air
זיהום אוויר	air pollution
אשפה; פסולת; זבל	refuse, waste, rubbish
פח אשפה	dustbin
צורך	need
ציבור; בציבור	public(ly)
קורבן	victim
חור באוזון	hole in the ozone layer
שכבת האוזון	ozone layer
דמי קדימה; מקדמה	deposit
עשיר	rich
לנקות	to clean
נקי	clean
חמצן	oxygen
גשם חומצי	acid rain
להזיק ל...	to damage, to harm
נזק	damage
קליפה של (פירות, תפוחי אדמה, ביצים)	skin (fruit), peel (potato), shell (egg)
מלוכלך	dirty
להגן	to protect

Modern Hebrew	English
חלש	weak
תא סולרי	solar cell
אנרגיה סולרית	solar energy
הבטחת הכנסה (השלמת הכנסה)	income support
לחסוך; לשמר	to save, to conserve
תרסיס	aerosol
חזק	strong
לגנוב	to steal
בית תמחוי	soup kitchen
אפקט החממה	greenhouse effect
צפיפות האוכלוסייה	population density
קרינה אולטרה סגולית	ultraviolet rays
סקר; סקר דעת קהל	survey, opinion poll
סביבה	environment
עויין לסביבה	environmentally hostile
ידידותי לסביבה	environmentally friendly
תמיכה; עזרה	support, help
צריכה	consumption
פשע	crime
פושע	criminal
תנועה; תחבורה	traffic
אמצעי תחבורה	means of transport
אריזה; חומרי אריזה	packaging
לזהם	to pollute

Modern Hebrew	English
זיהום	pollution
להיעלם	to disappear
לסלק; לגרש	to drive out, to expel
כוח הידרואלקטרי (חשמלי)	hydroelectric power
זיהום המים	water pollution
לזרוק	to throw away
ברחבי העולם; עולמי	worldwide
להרוס	to destroy
בית	home, house

Travel and tourism

Modern Hebrew	English
לצאת (לדרך); לעזוב; להיפרד	to leave, to depart
לאסוף; להרים	to collect, to pick up
להגיע	to arrive
אסיה	Asia
טיול	trip, excursion
למלא	to fill in
חוץ-לארץ (חו"ל)	foreign country, abroad (outside the 'land' of Israel)
נוף; מַרְאֶה	view
לרדת מ... (אוטובוס)	to alight, get off (bus)
רציף	platform
ארצות הברית; ארה"ב	USA
פופולרי; מקובל	popular
לבקר באתרי תיירות	to sightsee, to visit tourist sites

Modern Hebrew	English
לשהות ב...; להישאר	to stay
מבט	glance
תערוכת אמנות	art exhibition
תערוכת צילום/תערוכת צילומים	photo/photography exhibition
תערוכת פיסול	sculpture exhibition
תערוכת תמונות	pictures exhibition
סירה; ספינה; אונייה	boat
תיבת דואר, ת"ד	letterbox
בול	postage stamp
אתר מחנאות	campsite
נהר הירדן	Jordan River
להיכנס	to get in/on
חדר ליחיד	single room
להחתים/לתת תוקף לכרטיס	to stamp/validate a ticket
זיכרון	memory
לחוות	to experience
הנחה	reduction
מעבורת	ferry
כרטיס	ticket
מכונת כרטיסים	ticket machine
קופה; משרד כרטיסים	ticket office
דמי נסיעה	fare
שכירת אופניים	bicycle hire
טיול; מסע; נסיעה	journey, trip

Modern Hebrew	English
טיסה	flight
נמל/שדה תעופה	airport
מטוס	plane
טופס	form
מצלמה	camera
טיול/סיור מודרך	guided tour
כבודה; חפצים; מטען	luggage
מסלול; נתיב	track
רציף	platform
יוון	Greece
חצי פנסיון	half board
לטייל סביב ה...	to travel around
אכסניית נוער	youth hostel
מזוודה	suitcase
אתונה	Athens
חוף	coast
קו, מספר (אוטובוס)	line, number (tram, bus)
ים	sea
הים התיכון	Mediterranean
יציאת חירום	emergency exit
זמני פתיחה	opening times
מקומי	local
ים המלח	Dead Sea
ים כינרת	Sea of Galilee

Modern Hebrew	English
תקר; תקלה	puncture, flat tyre, breakdown
נוסע	passenger/traveller
מלון	hotel
הפלגה; מסע	traveling by sea, voyage
סוכנות נסיעות	travel agency
טיולית	coach
לנסוע	to travel
המחאת נוסעים	traveller's cheque
תיק נסיעות	travel bag
יעד	destination
קבר רחל	The Tomb of Rachel
כיוון	direction
נסיעה הלוך ושוב; סיור	round trip, tour
הנגב (דרום הארץ)	The Negev (the south of Israel)
תא (אישי)	locker
טירה, ארמון	castle, palace
אגם	lake
חולה במחלת-ים	seasick
שכדאי לראות	worth seeing
אטרקציה תיירותית; מַראֶה	tourist attraction, sight
חגורת ביטחון	safety belt, seat belt
להשתזף	to sunbathe
כוויית שמש	sunburn
קרם/משחת שיזוף	suntan lotion

Modern Hebrew	English
לטייל בעיר; להסתכל בחלונות ראווה	stroll through town; window shopping
סיור באתרי תיירות בעיר	sightseeing tour of a town/city
פקק תנועה	traffic jam
חוף (רחצה)	beach
מפת דרכים	road map
להישאר ללילה/ללון	to stay overnight
לינה וארוחת בוקר	B&B
לחצות את (הכביש, הים)	to cross (road, sea)
להחליף (אמצעי תחבורה)	to change (means of transport)
בדרך	on the way
חופשה	holiday
לבלות זמן	to spend (time)
להחמיץ; לפספס	to miss
עיכוב	delay
פנסיון מלא	full board
לחכות ל...	to wait (for)
חדר המתנה (בתחנה)	waiting room (eg station)
לא בבית/יצא לדרך/ בחוץ	away
דרך; שביל	way, path
לצאת; לעזוב; לנסוע	to leave, to travel away
לנסוע ב...	to travel on
שוב	again
אילת	Eilat
קראוון, קרון נע, בית נייד	caravan

Modern Hebrew	English
אוהל	tent
לצאת למחנה נופש	to go camping
חדר לזוג	double room

3.5.3.3 Current and future study and employment

My studies

Modern Hebrew	English
מנהל	headteacher, principal
מקצוע	subject
שפה זרה	foreign language
הוגן; צודק	fair, just
חכם; אינטליגנטי; נבון	clever, intelligent
ללמד	to teach
שיעור	lesson
לא הוגן	unfair

Life at school/college

Modern Hebrew	English
טוב מאוד	very good
כמעט טוב	satisfactory, fair (almost [as] good)
מספיק בקושי	sufficient, pass (just)
בלתי מספיק	poor, unsatisfactory, fail
חלש מאוד; בלתי כשיר	extremely poor, inadequate
תעודה	(school leaving) certificate/report
מחדד	pencil sharpener
תשובה	answer

Modern Hebrew	English
לענות	to answer
להתלבש	to get dressed
חליפה	suit
לשים לב	to pay attention
לקום	to get up
להתעורר	to wake up
אולם (כנסים)	(assembly) hall
החלפה	exchange
מבחר	choice
להתפשט	to get undressed
לעבור (בחינות), להיבחן	to pass (exam/test)
לדלג על עבודה; להשתמט מבית הספר	to skip work, to play truant
חולצה	blouse, shirt
להימשך; לארוך	to last
הצלחה	success
מצליח; מוצלח	successful
להסביר	to explain
לספר	to tell, to narrate
עצלן; עצל	lazy
להיות חסר; להיעדר	to be missing, absent
חופשות	holidays
חרוץ	hard working, industrious
שאלה	question
לשאול	to ask

Modern Hebrew	English
יום לימודים ארוך	school that lasts all day
לייסד	to found
בית ספר יסודי	primary school
בית ספר תיכון	secondary school
אולם	hall
שרת	caretaker
מכנסיים	trousers
פנימייה	boarding school
מבחן	test
טיול בית ספר	school trip
שמלה	dress
לתקן	to correct
עניבה	tie
גיר	chalk
מעבדה	laboratory
חדר מורים	staffroom
סרגל	ruler
לצבוע; לצייר	to paint
הפסקת צהריים	lunch break
בעל-פה/על פה; בפה	orally
לקבל (עונש) עיכוב (אחרי הלימודים), עונש משמעתי	to have a detention
ציון	grade, mark
לחץ להשיג ציונים טובים	pressure to achieve good marks/grades
הפסקה	break

Modern Hebrew	English
לפטפט; לשוחח	to chat, to talk
בחינה	exam
להתגלח	to shave
חדר; מקום	room
לחשב; לעשות תרגילי חשבון	to calculate, to do sums
כלל, חוק	rule
חצאית	skirt
להסתדר	to manage, to cope
ליצור	to create
צעיף	scarf
להתאפר	to put on make-up
כתוב	written
סטודנט	student
חצר בית הספר; מגרש משחקים	school yard, playground
דף/עמוד	page
לשבת	to sit down
מעבדה לשונית	language lab
מערכת שעות	timetable (in school)
לוח	black/white board
אולם ספורט	sports hall
להתאמן [בספורט], לתרגל	to practise
תרגיל התעמלות; להתעמל, פעילות גופנית	exercise
מלתחה	changing room
להחליף בגדים	to get changed, change clothes

Modern Hebrew	English
שיעורים	lessons
לעזוב; לצאת	to leave
כינוס; התכנסות	assembly
להבין	to understand
לנסות	to try
לבחור	to choose
לשמוע בקול; לציית	to obey
להתרחץ	to wash (oneself)
לחזור על...	to repeat
לדעת	to know
מילון	dictionary
מברשת שיניים	toothbrush
משחת שיניים	toothpaste
לצייר	to draw
להקשיב; להאזין	to listen

Education post-16

Modern Hebrew	English
חניך; מתלמד	apprentice, trainee
בחינות בגרות	Israeli Matriculation Exams (A-level equivalent)
לעבוד	to work
ניסיון עבודה	work experience
הכשרה; חניכה; חניכות; חינוך	(job) training, education
מקום עבודה למתלמד	vacancy/place for a trainee
יועץ לבחירת מקצוע	careers adviser

Modern Hebrew	English
בית ספר להכשרה מקצועית	vocational training school
לפנות ל...; להגיש בקשה ל...	to apply for
פנייה; בקשה	application
מכתב	letter
מעסיק; מעביד; מנהל	boss
להחליט	to decide
ניסיון	experience
מוכן	ready, done
רשיון נהיגה	driving licence
הזדמנות	opportunity
עמית; חבר לעבודה	colleague
קורס	course
קורות חיים, קו"ח	curriculum vitae (CV)
חניכות	apprenticeship
משכורת; שכר	wage, salary
שכר מינימום	minimum wage
משרה חלקית	part-time job
עצה; ייעוץ	advice
שליש	term
להתקבל לאוניברסיטה	university place
לימודים	studies
תיאורטי	theoretical
להרוויח	to earn

Jobs, career choices and ambitions

Modern Hebrew	English
שכיר; עובד; מועסק	employee
רוקח	pharmacist
שעות עבודה	work hours
אופה	baker
בנאי	building/construction worker
לבנות	to build
חקלאי; איכר	farmer
עובד מדינה	civil servant
עבודה; עיסוק; מקצוע	job, occupation
(להיות) מועסק	(to be) in work, employed
(להיות) עסוק	(to be) busy
להיות הבעלים של...	to own
הבעלים; בעל ה...	owner
תשלום	payment
דוור	postman
משרד	office
למלא; לקיים	to fulfil
כבאי; מכבה אש	firefighter
קַצָּב	butcher
סַפָּר	hairdresser
כל היום	all day
גנן	gardener
עבודה/משרה חלקית	part-time employment
עקרת-בית	housewife

Modern Hebrew	English
בחוץ, תחת כיפת השמים	outside, in the open air
קריירה	career
קופאי	cashier
פקיד בנק	bank clerk
שרברב	plumber
טבח	cook
שף; טבח ראשי	chef
אח; אחות	nurse
נהג משאית	lorry driver
צַבָּע , צַבָּעי	painter, decorator
משטרה	police
שוטר	policeman
גימלאי/פנסיונר	pensioner
שחקן	actor
עבודה במשמרות	shift work
לחפש	to look for, to search
תאריך	date
פגישה; מינוי; תור	appointment
נגר	carpenter
מוכר; זבן	shop assistant
משרה מלאה	full-time work
ראיון עבודה	job interview
מוסך	garage
רצון; שאיפה	wish

3.5.4 Theme-based vocabulary (Higher Tier)

3.5.4.1 Identity and culture

Me, my family and friends

Modern Hebrew	English
חד-הורי	single parent
יחיד; לא נשוי	single
משוויץ; מנסה לעשות רושם; מתרברב	show off
מאוזן	balanced
מכר; ידיד; חבר	acquaintance, friend
יחסים; קירבה משפחתית	relationship
כלה	bride
חתן	groom
נישואים	marriage
קנאי; מקנא	jealous
להיות בעל חוש הומור	to have a (good) sense of humour
גאוותן; יהיר, שחצן	conceited
נישואים חד-מיניים; זוגיות	same-sex marriage/partnership
נדיב	generous
רווק	bachelor
עליז; תוסס; נמרץ; מלא חיים	lively
מקרה	case
לסבול	to suffer
קטין; מתחת לגיל הנדרש (לפי החוק)	(to be a) minor, under legal age
אחד עם השני; ביחד, יחדיו, יחד	with one another, together
אחיין	nephew
אחיינית	niece

Modern Hebrew	English
כתף; שכם	shoulder
גיס	brother-in-law
גיסה	sister-in-law
קרובים מכוח נישואים	~in-law
בעל ביטחון עצמי	self-confident, self-assured
נאמן	faithful, loyal
ארוס/ה	fiancé(e)
משוגע	crazy
קרוב משפחה; יחסי	relative
יחסים; קרובי משפחה	relations (pl), relatives (pl)
לסלוח	to forgive
(להיות) בגיל בגרות	(to be) of age
קידומת לשיחת חוץ	long distance code (telephone)
להסתדר; להתמודד בהצלחה	to cope with
שאפשר לסמוך עליו; מהימן; אמין	reliable
להטיל ספק ב...; לפקפק ב...	to doubt

Technology in everyday life

Modern Hebrew	English
יישומון (אפליקציה)	applications
מערכת הפעלה	operating system
הגדרות (מחשבים)	settings
סוללה חזקה; מעבד חזק	powerful (battery, processor)
בטיחות	safety

Free-time activities

Modern Hebrew	English
להקליט; לתעד; לרשום	to record
מלהיב; מרגש	exciting
טיפוס הרים	mountain climbing
מנצח	conductor
ברווז	duck
תוצאה	result
מעייף	tiring
טלוויזיה עם מסך שטוח/טלוויזיה שטוחה	flat screen TV
דג פורל	trout
אווז	goose
כינור	violin
מעושן	smoked
תוצרת בית, בייתי	homemade
דבש	honey
בשר עגל	veal
שום	garlic
דג-סלמון; דג-אלתית	salmon
בשר כבש	lamb
אתלטיקה	athletics
חלב דל שומן	skimmed milk
קמח	flour
חליל	flute
בשר בקר	beef
ביצה מקושקשת	scrambled egg(s)

Modern Hebrew	English
כלי הקשה, תופים	percussion, drums
ביצה מטוגנת	fried egg
מים מינרליים מוגזים/תוססים	fizzy mineral water
הפתעה	surprise
כתובית	subtitle
מועדון	club
הנאה; תענוג	fun, enjoyment
חלב שומן מלא	full fat milk

Customs and festivals in Modern Hebrew-speaking countries/communities

Modern Hebrew	English
ל"ג בעומר	Lag ba'omer (33rd day of the counting, day for weddings)
יום הזיכרון לחללי מערכות ישראל/לחללי צה"ל	Day of Remembrance (for the fallen in Israel's wars)
אירוח	hospitality

3.5.4.2 Local, national, international and global areas of interest

Home, town, neighbourhood and region

Modern Hebrew	English
מחסן	storeroom
סכו"ם (סכין ומזלג)	cutlery
טוב; היטב	well
רחוב חד-סטרי	one way street
פינת אוכל	eating area (eg in the kitchen)
כרטיס (תחבורה ציבורית), רב-קו (לנסיעה באוטובוס)	ticket (public transport)
מְרוּוָח	roomy, spacious

Modern Hebrew	English
כלי חרס	crockery
בחינם	free of charge
גן-ציבורי, פארק	park
רהיט	piece of furniture
אפשרויות	possibilities
תחבורה ציבורית	public transport
להיות חסר פרוטה, עני-מרוד	to be skint, very poor
זול; מציאה	cheap, good value for money
הנחה	discount
רחוב ללא מוצא	cul-de-sac
בנק חיסכון	(savings) bank
רובע	quarter, part of the town
אזור	district, part of the town
קומה	floor, storey
חשמל	electricity
חדר מדרגות	staircase
לשווא	in vain
גורד שחקים	skyscraper

Social issues

Modern Hebrew	English
נשימה	breath
קשיי נשימה	breathing difficulties
נזקק	a needy person, a poor person
לבצע, לעשות	to commit, to perpetrate

Modern Hebrew	English
לקפח	to disadvantage
לנוע; לעשות תרגילים; להתעמל	to move; to get/take some exercise
מרכז גמילה	advice centre for drug addicts
בהתנדבות	voluntarily
תרופה ל...	a medicine for …
לשאוף/לנשוף	to breathe in/out
להשתלב; השתלבות; שילוב	to integrate, integration
לקלוט; להבין	to take (in)
שיקום; השתקמות	rehab for drug addiction/alcoholism
דל שומן	low in fat
מוח	brain
חי	alive
אנורקסי/אנורקטי; חולה אנורקסיה	anorexic
עדיף להשתמש לפני...	best before date
מזון; הזנה	food, nourishment
גזענות; דעה קדומה	racial prejudice
ביריונות	bullying
אירגון	organisation
בינלאומי / בין-לאומי/בינ"ל	international
ניצול	exploitation
ניצולים	survivors
גזען	racist
שיעול של מעשנים	smoker's cough
סם; מכור לסמים	drug, narcotic, drug addict

Modern Hebrew	English
להזיק; לגרום נזק; לפגוע	to damage, to harm
עבירה פלילית; פשע	criminal offence, act
סוכריות	sweets
מנת יתר	overdose
עודף משקל	overweight
להימנע מ...	to avoid

Global issues

Modern Hebrew	English
חיסול יערות	deforestation
נזקק	needy
דשן כימי	fertiliser
בקבוק שלא ניתן למחזר	non-recyclable (bottle)
שוויון	equality
שעת עומס	rush hour
בן אנוש; אנושי	human, humane
סילוק פסולת	waste disposal
צורך	need
אכסניה לחסרי בית	hostel for homeless people
לעלות על...; לחרוג מ...	to exceed
לבזבז	to waste
להשתמש	to use
למחזר	to recycle
מיחזור/מחזור	recycling

Travel and tourism

Modern Hebrew	English
מזכרת	souvenir, memento
להסתכל במשהו...; להסתכל על משהו, להתעניין	to have a look at something
תעלת למאנש (התעלה האנגלית)	(English) Channel
שהייה	stay
שכירת רכב	car rental (firm)
למהר	to hurry
ללוות	to accompany
לאשר	to confirm
ים/ימת-כנרת	Sea of Galilee
ספינת קיטור	steamboat
קבלה במלון, משרד קבלה בבית ספר	reception hotel/school
לגלות	to discover
לזכור	to remember
שכירת אופניים	bicycle hire
עכו	Acre
שמירת חפצים	place where one can leave luggage for payment (station, airport)
מיזוג אוויר	air conditioning
עלון; דף פרסומת	brochure, leaflet
כיסא נוח	deckchair
קשר	connection
מרכז מידע לתיירים	tourist information office
סגור לרגל חופשה(מקום, חנות...)	(firm/shop/attraction) closed because of holiday
מכס	customs

Modern Hebrew	English
תוספת תשלום	extra charge, surcharge

3.5.4.3 Current and future study and employment

My studies

Modern Hebrew	English
עוזר לשפות	language assistant

Life at school/college

Modern Hebrew	English
להעתיק	to copy
נעדר; חסר	absent
נוכח; נמצא	present
מִבְטָא	accent
לענות	to answer
להיכשל (במבחן)	to fail (exam/test)
לשאול שאלה	to ask a question
תוצאה	result, outcome
פרוזדור	corridor
הישג	achievement
לחץ להישגים	pressure to achieve
מחסנית	cartridge
מספריים	scissors
להשתמט/מלימודים (בבית הספר)	to play truant
עונש; לכתוב שורות	punishment, lines
לעלות כיתה	to be moved up to the next year group

Education post-16

Modern Hebrew	English
להעסיק	to employ
מכללה טכנולוגית	technical college
כלכלת בית	home economics
מקצוע חובה	compulsory subject
(לימודי) מדעי החברה; מדעי המדינה	social studies, politics
מקצוע בחירה	optional subject
(לימודי) מנהל עסקים; כלכלה	business studies, economics

Jobs, career choices and ambitions

Modern Hebrew	English
מעסיק; מעביד	employer
פגישה; דיון	meeting, discussion
עסק; מפעל	business, concern, works
למסור הודעת התפטרות; להתפטר	to hand in one's notice
לפטר מישהו	to sack someone
להסכים	to agree
לסדר	to arrange

4 Scheme of assessment

Find past papers and mark schemes, and sample papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, learners must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Modern Hebrew include questions that allow learners to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

4.1 Aims and learning outcomes

Courses based on this specification must encourage learners to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Modern Hebrew is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Modern Hebrew specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.
- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

4.2.1 Assessment objective weightings for GCSE Modern Hebrew

4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Learners' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
		Total scaled mark:	240

4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
		Total scaled mark:	240

4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Modern Hebrew, requiring non-verbal responses or responses in Modern Hebrew. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone

messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the general conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Modern Hebrew.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the speaking test.

The general conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria (page 104).

4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Modern Hebrew, requiring non-verbal responses or responses in Modern Hebrew. In Section C, there will be a translation from Modern Hebrew into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Modern Hebrew.

4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Modern Hebrew.

4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

4.7.1.3 Question 3 (10 marks)

A translation from English into Modern Hebrew, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Modern Hebrew.

4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register.

Students are expected to write approximately 90 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register.

Students are expected to write approximately 150 words but, **provided the tasks set are completed,** the number of words is not important. They choose either Question 2.1 or 2.2.

4.7.2.3 Question 3 (12 marks)

A translation from English into Modern Hebrew, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria (page 112).

4.8 Assessment criteria

4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

4.8.2.1 Foundation Tier

4.8.2.1.1 Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

4.8.2.1.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

4.8.2.1.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

4.8.2.1.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

4.8.2.1.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.

Level	Mark	Range and accuracy of language
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.
0	0	The language does not meet the standard required for Level 1 at this tier.

4.8.2.1.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

4.8.2.1.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.

Level	Mark	Spontaneity and fluency
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.2.2 Higher Tier

4.8.2.2.1 Part 1: Role-play (15 marks)

There are five tasks for the role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.

Mark	Knowledge and use of language
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

4.8.2.2.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

4.8.2.2.3 Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

4.8.2.2.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

4.8.2.2.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.

Level	Mark	Range and accuracy of language
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

4.8.2.2.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

4.8.2.2.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.

Level	Mark	Spontaneity and fluency
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

4.8.4 Writing

4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

4.8.4.1.1 Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.

Mark	Communication
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

4.8.4.1.2 Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

4.8.4.1.2.1 Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

4.8.4.1.2.2 Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The 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 quality of language, but apart from that, the content mark does not limit the mark for quality of language.

4.8.4.1.3 Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

4.8.4.1.3.1 Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

4.8.4.1.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
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.

4.8.4.1.4 Question 4 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.1.4.1 Content

Level	Mark	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.

4.8.4.1.4.2 Quality of language

Level	Mark	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.

Level	Mark	Response
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.

4.8.4.2 Higher Tier

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

4.8.4.2.1 Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.2.1.1 Content

Level	Mark	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.

Level	Mark	Response
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.

4.8.4.2.1.2 Quality of language

Level	Mark	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.

4.8.4.2.2 Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

4.8.4.2.2.1 Content

Level	Mark	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.

4.8.4.2.2.2 Range of language

Level	Mark	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. The style and register are appropriate.
2	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.

Level	Mark	Response
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
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.

4.8.4.2.2.3 Accuracy

Level	Mark	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.

4.8.4.2.3 Question 3 (12 marks)

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. When awarding the marks the student's response across the passage will be considered as a whole.

4.8.4.2.3.1 Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.

Level	Mark	Response
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.

4.8.4.2.3.2 Application of grammatical knowledge of language and structures

Level	Mark	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.

5 General administration

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5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a learner takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your learners start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Modern Hebrew	Foundation Tier	8678/F	TBC
	Higher Tier	8678/H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1183/6.

5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

5.4 Resits and shelf life

Learners can resit the qualification as many times as they wish, within the shelf life of the qualification.

5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare learners for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any learners, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual learners who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Learners with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled learner.

We can make arrangements for disabled learners and learners with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to learners who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at aqa.org.uk/becomeacentre

5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a learner there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email privatecandidates@aqa.org.uk

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8678

You can talk directly to the Modern Hebrew subject team:

E: mfl@aqa.org.uk

T: 01423 534 381

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