



A-level

MODERN HEBREW

7672

PAPER 1 READING AND WRITING

Mark scheme

June 2020

V1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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

Further copies of this mark scheme are available from aqa.org.uk

Section A**Comprehension questions to be answered in target language but with no AO3 marks**

Where the natural answer to a question consists entirely or partly of words or phrases from the text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

Qu	Accept	Mark	Reject
01.1	האיש הזקן היה חולה והרופאים הציעו לו לשתות חלב עיזים, לכן קנה עז.	1	האיש הזקן היה חולה הרבה זמן, לכן קנה עז כדי לשתות את החלב שלה
Qu	Accept	Mark	Reject
01.2	כדי לדעת מאין העז חוזרת עם חלב כל כך מתוק (1) שמרפא אותו (1).	2	
Qu	Accept	Mark	Reject
01.3	הבן הציע לקשור חבל לצוואר העז, להחזיק בחבל וללכת אחריה.	2	הבן הציע ללכת אחרי העז,
Qu	Accept	Mark	Reject
01.4	הבן הגיע לארץ ישראל ביום שישי בערב/בערב שבת. הוא שמע אנשים קוראים "בואו ונצא לקראת שבת המלכה".	2	הבן הגיע לארץ, כי ישראל היא מקום קדוש.
01.5	מלאכים	1	

Summary question

Qu 02	Accept (key idea underlined)	Mark	Notes
Bullet 1	<p><u>הקמת המשפחה: באתיופיה – בחירת ההורים</u></p> <p><u>בארץ – בני הזוג נפגשים לבד. גיל בני הזוג השתנה</u></p>	2	<p><u>הקמת המשפחה: באתיופיה – בדיקה קפדנית</u></p> <p><u>בארץ – עדיין בדיקה קפדנית.</u></p>
Bullet 2	<p><u>מעמד הגבר: באתיופיה – עומד בראש המשפחה. המפרנס</u></p> <p><u>בארץ – מעמדו יורד מסיבות שונות, כבר לא דומיננטי.</u></p> <p>מעמד האישה עולה בארץ</p>	3	<p><u>מעמד הגבר: באתיופיה חלוקת תפקידים ברורה בין הגבר לאישה.</u></p> <p><u>בארץ – מעמד האישה עולה</u></p>
Bullet 3	<p><u>באתיופיה - המשפחה מורחבת היתה חשובה.</u></p> <p>היה חשוב יותר מכל לשמור על קשר משפחתי חזק. תפקיד המשפחה המורחבת היה לטפל בזקנים ובילדים. גם עזרה לפרנס</p>	2	<p>המשפחה בארץ מתבססת בעיקר על המשפחה הגרעינית בעוד שבאתיופיה תפקיד המשפחה המורחבת היה עקרוני.</p>

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) only as far as the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO2 mark is awarded for content points which contain the required information, regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point.* 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

*Generic example of 'lifted' language:

1

Text includes *Having finished her studies, she became a doctor.*

Summary task includes the bullet point *What she did before becoming a doctor*

Correct answer is *She studied*

Student writes in response to that bullet point *Having finished her studies, she became a doctor*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting.)

2

Text includes ... *because computers will replace teachers*

Summary task includes the bullet point *Technological changes anticipated*

Correct answer is *Computers will replace teachers* or, to demonstrate successful manipulation, *Teachers will be replaced by computers*

Student writes in response to that bullet point *because computers will replace teachers*

No credit for AO2 because the response does not match the phrasing of the bullet point. (Also no credit for AO3 because of lifting).

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings

incorrect genders and consequential errors of agreement unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms

incorrect use of pronouns

missing or incorrect agreements of adjectives and verbs/tenses.

Complex language includes:

use of pronouns of all types

tenses that support conceptual complexity

connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition

use of present and past participles

use of passive forms

use of hypothetical conditional sentences

Mark	AO3 quality of language marks in the reading summary task
5	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately where required by the task.
4	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately where required by the task.
3	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately where required by the task.
2	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately where required by the task.
1	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately where required by the task.
0	The student produces nothing worthy of credit.

Indicative content

Summary 1: 91 words – AO3 5/5

בישראל, לעומת אתיופיה, בני הזוג נפגשים בעצמם, אבל עדיין קשר הדם בין השניים נבדק על ידי האב, ובני הזוג חייבים להיות מעל גיל 18. האב בארץ כבר אינו הדמות השלטת במשפחה, בעיקר בגלל העובדה שאינו דובר עברית, בעוד שילדיו למדו את השפה במהירות יחסית. הוא הפך להיות תלוי בהם. גם תפקיד המשפחה המורחבת שונה בארץ. בעבר המשפחה המורחבת הייתה בעלת חשיבות עליונה, אפילו חשובה יותר משמירת הנישואים. היא חינכה את הצעירים ופרנסה את המשפחות. היום המשפחה הגרעינית עומדת במקום ראשון והדאגה לבני המשפחה האחרים הצטמצמה. יש נטייה לתת למדינה לדאוג למשפחה המורחבת.

Summary 2: 90 words – AO3 4/5

לעומת אתיופיה, הבני הזוג נפגשים בעצמם, אבל עדיין קשר הדם בין השניים נבדק על ידי האב, ובני הזוג חייב להיות מעל הגיל 18. האב בארץ כבר אינו הדמות השליטת במשפחה, בגלל העובדה שהוא לא מדבר עברית, אבל הילדים שלו למדו השפה מהר יחסית. הוא הפך להיות תלוי. גם תפקיד המשפחה המורחבת שונה בארץ. בעבר המשפחה המורחבת הייתה בעלת חשיבות עליונה, אפילו חשובה יותר משמירת הנישואים. היא חינכה את הצעירים ופרנסה את המשפחות. היום המשפחה הגרעינית עומדת במקום ראשון והדאגה לבני המשפחה האחרים הצטמצמה. יש נטייה לתת למדינה לדאוג למשפחה המורחבת.

Summary 3: 86 words – AO3 3/5

לעומת אתיופיה, הבני הזוג פוגשים בעצמם, אבל עדיין קשר הדם בין השניים בודק על ידי האב, ובני הזוג חייב להיות מעל הגיל 18. האב בארץ לא הדמות השליט במשפחה, בגלל שהוא לא מדבר עברית, אבל הילדים שלו לומדו השפה מהר. הוא עכשיו תלוי. גם התפקיד המשפחה המורחבת שונה בארץ. בעבר המשפחה המורחבת הייתה עם חשיבות חשובות, אפילו יותר חשוב משמירת הנישואים. היא חינכה את הצעירים ופרנסה את המשפחות. היום המשפחה הגרעינית עומדת במקום ראשון והדאגה לבני המשפחה האחרים הצטמצמה. יש נטייה לתת למדינה לדאוג למשפחה המורחבת.

Summary 4: 85 words – AO3 2/5

לעומת אתיופיה, הבני הזוג פוגשים בעצמם, אבל עדיין קשר הדם בין השניים בודק על ידי האב, ובני הזוג חייב להיות מעל הגיל 18. האב בארץ לא הדמות השליט במשפחה, בגלל שהוא לא מדבר עברית, אבל הילדים שלו לומדו השפה מהר. הוא עכשיו תלוי. גם התפקיד המשפחה המורחבת שונה בארץ. בעבר המשפחה המורחבת הייתה עם חשיבות חשובות, אפילו יותר חשוב משמירת הנישואים. היא חינכה הצעירים ומפרנסה את המשפחות. היום המשפחה גרעינית עומד במקום ראשון והדאגה לבני המשפחה האחרים הצטמצמה. יש נטייה לתת למדינה לדאוג למשפחה המורחבת.

Summary 5: 86 words – AO3 1/5

לעומת אתיופיה, הבני הזוג פוגשים בעצמם, אבל עדיין קשר הדם בין השניים בודק על ידי האב, ובני הזוג חייב להיות מעל הגיל 18. האב בארץ לא הדמות השליט במשפחה, בגלל שהוא לא מדבר עברית, אבל הילדים שלו לומדו השפה מהר. הוא עכשיו תלוי. גם התפקיד המשפחה המורחבת שונה בארץ. בעבר המשפחה המורחבת הייתה עם חשיבות חשובות, אפילו יותר חשוב משמירת הנישואים. היא חינכה הצעירים ומפרנסה את המשפחות. היום המשפחה גרעינית עומד במקום ראשון והדאגה לבן המשפחה האחרה קטן. הם רוצים לתת למדינה לדאוג על משפחה המורחבת.

Reading: Question 3

Qu	Accept	Mark
03.1	ג	1
03.2	ג	1
03.3	ב	1
03.4	ב	1
03.5	א	1
03.6	א	1
03.7	ג	1
03.8	ב	1

Question 4

Qu	Accept	Mark	Notes
04.1	לשמור על קשר עם חברים להוריד ולהעלות תמונות לדבר להגיב להזמין חברים לארועים שונים	2	Any 2
Qu	Accept	Mark	Notes
04.2	בישראל יש חוק שאוסר הימורים. לכן אוהבים להמר בדף הפייסוק	1	
Qu	Accept	Mark	Notes
04.3	יכולים לפגוש חברים חדשים מכל העולם, לתרגל ולשפר אנגלית	2	
Qu	Accept	Mark	Notes
04.4	משתמשים בו לשתי מטרות: לבחור את האנשים הנכונים לעבודה לפטר אנשים אם יש צורך	2	

Question 5

Translation into English

Acceptable quality of English in translations into English:

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted eg *weight* misspelt as *waight* is acceptable but misspelt as *wait* gives another word and so causes ambiguity.

Alternative answers

Examiners will be provided with a range of alternative answers in mark-schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Qu 5	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up.		
Box		Accept	Reject
1	אחד האירועים הטראומטיים ביותר שעברו על מדינת ישראל	One of the most traumatic events that the State of Israel went through (accept - experienced by the State of Israel)	One of the most traumatic events that went through the State of Israel
2	היה רצח ראש הממשלה יצחק רבין.	was the murder of the Prime Minister Yitzhak Rabin	was the murder of the President Yitzhak Rabin
3	בהלווייתו השתתפו מנהיגי-עולם משמונים מדינות,	World leaders from eighty (accept - different) countries took part (accept- participated) in his funeral, (accept- in his funeral, world leaders from eighty (different-accept) countries took part (accept-participated)	World leaders took part from 80 countries.

4	ביניהם נשיא ארצות הברית ביל קלינטון.	among which was the President of America (accept-US/USA) Bill Clinton.	among was the Prime minister of America (accept-US/USA) Bill Clinton
5	הוא דיבר בצורה נוגעת ללב כשנפרד מרבין.	He spoke movingly when he said Goodbye to Rabin. (accept - He spoke in a manner that touched people's hearts...).	He spoke in a heart touching way...
6	בין יתר דבריו הוא אמר:	He said, among other things:	He said, among others
7	יצחק רבין חי את ההיסטוריה של מדינת ישראל	Yitzhak Rabin lived the history of the history of the State of Israel	Yitzhak Rabin lived in the history of his peoples
8	המאבק לעצמאות,	- the struggle for independence,	The fight
9	מלחמת הקיום,	the struggle for existence (accept – survival)	The fight
10	הנסיונות להביא לשלום.	attempts to bring peace (accept - trying to bring peace).	The tryings to bring peace
11	הוא היה תמיד בקו החזית.	He was always on the front line.	He was always on the front
12	. הוא נתן את חייו	He gave his life	
13	כדי להבטיח את עתידה של ארצו.	to secure the future of his country.	to promise the future of his country.
14	הוא לחם למען השלום	He fought for peace	He was fighting for peace
15	אבל היה קורבן של שנאה	but was a victim of hatred.	Was a sacrifice of hatred
16	הלקח שאנו חייבים ללמוד הוא	The lesson we need to learn is	The take we need to learn is
17	שם אנשים אינם יכולים להשתחרר מן השנאה לאויביהם,	that if people can't free themselves (accept - get rid of..) from the hatred for their enemies,	that if people can't - get rid from the hatred for the enemy

18	הם מסתכנים בכך	they face the danger	they become dangerous
19	שהשנאה תכה שורשים בתוכם.	that hatred will root itself within them/take root within them	that hatred hit them
20	אנו רק מקווים שכולנו למדנו מהנסיון המר הזה.	We can only hope that we have all learnt from this bitter experience (accept - occurrence).	We can only hope that we have all learnt something from this bitter experiment

[10 marks]

Section B Research project**Level of response marking instructions**

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Assessment criteria

Each assessment objective should be assessed independently.

Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

Assessment Objective 2

Mark	A02
9-10	<p>Very good evaluation of the research topic</p> <p>The relevant information from the written source material has been fully understood. This information is consistently linked to research findings to form appropriate arguments and conclusions.</p>
7-8	<p>Good evaluation of the research topic</p> <p>Most of the relevant information in the written source material has been clearly understood. This information is often linked to research findings to form appropriate arguments and conclusions.</p>
5-6	<p>Reasonable evaluation of the research topic</p> <p>Some of the relevant information in the written source material has been understood. This information is sometimes linked to research findings to form appropriate arguments and conclusions.</p>
3-4	<p>Limited evaluation of the research topic</p> <p>A limited amount of relevant information in the written source has been understood. This information is occasionally linked to research findings to form appropriate arguments and conclusions.</p>
1-2	<p>Very limited evaluation of the research topic</p> <p>A very limited amount of the relevant information in the written source has been understood. This information is rarely if ever linked to research findings to form appropriate arguments and conclusions.</p>
0	The student produces nothing worthy of credit.

Assessment Objective 3

AO3	
9-10	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
7-8	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
5-6	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
3-4	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-2	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include:

incorrect but close to correct spellings
 incorrect genders and consequential errors of agreement unless these alter the meaning.

Serious errors include:

incorrect verb forms especially irregular forms
 incorrect use of pronouns
 missing or incorrect agreements of adjectives and verbs/tenses.

Complex language includes:

use of pronouns of all types
 tenses that support conceptual complexity
 connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
 use of present and past participles
 use of passive forms
 use of hypothetical conditional sentences

Assessment Objective 4

Research project essay		AO4
Mark	Descriptors	
17-20	<p>Excellent critical and analytical response to the question set Excellent knowledge and understanding of the research topic covered in the essay. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating an excellent evaluation of the research topic.</p>	
13-16	<p>Good critical and analytical response to the question set Good knowledge and understanding of the research topic covered in the essay. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the research topic.</p>	
9-12	<p>Reasonable critical and analytical response to the question set Reasonable knowledge and understanding of the research topic covered in the essay. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the research topic.</p>	
5-8	<p>Limited critical and analytical response to the question set Some knowledge and understanding of the research topic covered in the essay. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the research topic.</p>	
1-4	<p>Very limited critical and analytical response to the question set A little knowledge and understanding of the research topic covered in the essay. Students rarely select relevant information to support their arguments. They rarely use appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the research topic.</p>	
0	<p>The student produces nothing worthy of credit in response to the question.</p>	

Indicative content

0 6 Research topic: Equality in Israeli society

ערכו השוואה בין מצב הקהילה הבדואית לבין מצבן של קהילות לא יהודיות אחרות בארץ. האם לדעתכם זכות קהילות אלה לשוויון זכויות במדינה?

Possible content points:

- The state of the Bedouin community's education and how this compares with other minorities in Israel
- The state of their employment and how this compares with other minorities in Israel
- The state of their living conditions and how this compares with other minorities in Israel
- The state of the services they receive from the state and how this compares with Israeli society

0 7 Research topic: War and conflict in Israel

האם ובאיזו מידה השתנה לדעתכם מעמדו של הצבא במדינה?

Possible content points:

- The army and its pivotal role in the life of Israeli people
- The status of soldiers in Israeli society as a result of a particular war/wars
- The changing makeup of the Israeli army today.

0 8 Research topic: Israeli music

איך ומדוע השתנתה המוזיקה הישראלית בשנים האחרונות? האם לדעתכם שינוי זה הוא חיובי או שלילי?

Possible content points:

- The place of singing and music in Israeli society today
- The changes in Israeli popular music in the last 20 years and the reasons for it
- The importance of music for young people – an analysis
- Popular styles of music and their appeal

0 9 Research topic: Peace movements in Israel

האם ובאיזו מידה הצליחו לדעתכם תנועות שלום ישראליות ובינלאומיות לקדם את תהליך השלום בישראל?

Possible content points:

- The importance of the idea of 'peace with our neighbours' to the ordinary Israeli
- The importance of different groups in the peace process
- Different pursuits of peace in the history of modern Israel
- An analysis of how successful different pursuits of peace have been.

