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A-level  
**MODERN HEBREW**  
**7672/1**

Paper 1 Reading and Writing

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Mark scheme

June 2022

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Version: 1.0 Final



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

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

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

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## 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	Reject	Mark
01.1	כדי לשלוח תמונת לבני משפחה רחוקים / קרובים (1) לרגל שמחות / ימי חג ומועד / בחגים ומסיבות(1)	כי הם היו רבים וטובים מבוני הישוב ובניהם	2

Qu.	Accept	Reject	Mark
01.2	הוא תלה בחלון תמונות של אנשים מפורסמים / חלון חנותו היה תמיד מלא בתמונות של נכבדים, שפניהם מוכרים לציבור.	הוא שלח תמונות לבני משפחה רחוקים.	1

Qu.	Accept	Reject	Mark
01.3	יתרון -אפשר להעלות את התצלום / התמונה, רגע אחרי שצילמו אותו / מייד, אל הרשת. (1) חסרון - איכות / איכות התמונה (פחות טובה). (1)	התפתחות האינטרנט / מבכרים את הסיפוק	2

Qu.	Accept	Reject	Mark
01.4	היא נאחזה במקום הזה בציפורניים / היא לא תמכור אותו / לא תעזבנו כל עוד היא עומדת על שתי רגליה, היא תבוא השכם מדי בוקר. (in past or present tense)	בנה, עורך דין מצליח, ניסה לשכנעה לסגור את העסק ולמוכרו.	1

Qu.	Accept	Reject	Mark
01.5	<p>הצלם בא / הקפיד לבוא, כל / מדי יום (בשעה אחת), לאכול / לארוחתו הקבועה. (1)  מגיע בכל יום בשעה קבועה/אחת (1)  ארוחה קבועה- היא יודעת מה הוא אוהב לאכול (1)  היא חיכתה לו (1)  הוא היה הלקוח היחיד שהתמיד לבוא אל חנותה. / שתמיד בא (למסעדה) (1)  הוא אכל בהנאה מודגשת / הראה שהוא אוהב את האוכל. (1)  היא נשארת בעסק בשבילו, כי [הרי] אין לה לקוחות אחרים. (1)  (Any 2 points)</p>	<p>היא לא תמכור אותו ולא תעזבנו / הוא שילם לה על האוכל.</p>	2

## Summary question

Qu	Accept	Mark	Notes
02	<p><b>Bullet 1</b></p> <p><b>הרעיונות המרכזיים של "החינוך המשותף":</b>  <u>הקיבוץ דואג לכלכלה ולחינוך של הילדים ולא ההורים הטבעיים (של הילד)/</u>  <u>כל ילדי הקיבוץ (ללא יוצא מהכלל) מקבלים תנאי מגורים, מזון והלבשה שווים / כל הילדים מקבלים את האפשרות ללמוד 12 שנות לימוד, בלי מבחנים או ציונים.</u></p>	2	<p><b>הרעיונות המרכזיים של "החינוך המשותף":</b>  <u>עקרונות השוויון והשיתוף</u>            (out of 3)</p>
	<p><b>Bullet 2</b></p> <p><b>סדר היום של ילדי "החינוך המשותף" בקיבוצים:</b>  <u>הילדים היו ישנים, אוכלים את ארוחותיהם, מתרחצים, מתלבשים ולומדים בבית הילדים/ הילדים היו מנקים את חדרי השינה ואת כיתת הלימוד/</u>  <u>אחר הצהריים הילדים הלכו לבית ההורים / בערב, ההורים היו מביאים את הילדים לבית הילדים/ הילדים היו אוכלים את ארוחת הערב וישנים בבית הילדים.</u></p>	3	<p><b>סדר היום של ילדי "החינוך המשותף" בקיבוצים:</b>            בית-הילדים היה שייך לקבוצת ילדים בני אותו הגיל, עם מטפלת קבועה שהיתה דואגת לכל צורכיהם. בכל בית-ילדים היו חדרי שינה, חדר אוכל וכיתת לימוד.            (out of 5)</p>
	<p><b>Bullet 3</b></p> <p><b>בלינה המשותפת:</b>  <u>יתרון – הלינה המשותפת מחנכת את הילדים לעצמאות / לאחריות.</u>  <u>חסרון – טבעי יותר לילדים לגדול / לישון בבית ההורים.</u></p>	1  1	<p><b>בלינה המשותפת:</b>            בית-הילדים שייך לילדים בני אותו גיל / הילדים מנקים את חדרי השינה וכיתת הלימוד/            (out of 2)</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 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.

**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.

**Serious errors include:**

incorrect verb forms especially irregular forms and incorrect use of pronouns.

**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.

Mark	AO3 quality of language marks in reading summary tasks
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.

## Reading: Question 3

Qu.	Accept	Mark
03.1	ב	1

Qu.	Accept	Mark
03.2	א	1

Qu.	Accept	Mark
03.3	ג	1

Qu.	Accept	Mark
03.4	ד	1

Qu.	Accept	Mark
03.5	ה	1

Qu.	Accept	Mark
03.6	ו	1

Qu.	Accept	Mark
03.7	ז	1

Qu.	Accept	Mark
03.8	ח	1



## Question 4

Qu	Accept	Mark	Notes
04.1	אנשים / מי / זוגות שלא הצליחו ללדת ילד משלהם. (1) אנשים / מי / זוגות שכבר ניסו דרכים אחרות להביא ילד לעולם ולמרבה הצער, הם לא הצליחו / יכולים. (1)	1	(out of 2)

Qu	Accept	Mark	Notes
04.2	הפונים צריכים להוכיח ש... אין להם רישום פלילי של עבירות על החוק / יש להם את היכולת הכלכלית לגדל את הילד בתנאים טובים / מצבם הבריאותי / הם בריאים / אין סכנה לבריאותם בעתיד.	2	(Also accept) להגיש בקשה למשרד המטפל בנושא. לילד צריכים להיות אבא ואמא. Any 2 (out of 4)

Qu	Accept	Mark	Notes
04.3	החוק הישראלי קובע, שצריכים להיות לילד המאומץ אמא ואבא / לפי החוק, צריך אבא ואמא/ כדי לתת לו את התנאים הכי טובים לגידולו.	1	

Qu	Accept	Mark	Notes
04.4	כאשר הילד המאומץ מגיע לגיל 18 (מותר לו לפתוח את תיק האימוץ).	1	(Also accept) מ/בגיל 18

Qu	Accept	Mark	Notes
04.5	כדי שהדבר לא יגרום לו הפתעה מאוחר יותר / כדי שהוא יידע שיש לו משפחה אוהבת, (גם אם ההורים הביולוגיים לא ירצו לחדש את הקשר איתו).	2	(Also accept) כדי שיידע שההורים המאמצים אוהבים אותו.

**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.

**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			
Box		Accept	Reject
05	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.		
			<b>[10 marks]</b>
1	הדרוזים הם קבוצה אתנית, דוברת ערבית.	The Druze are an Arabic speaking ethnic group / that speak Arabic.	...are an Arab group / an Athenian group
2	הם חיים בישראל, בסוריה ובלבנון.	They live / dwell / reside in Israel, Syria and (in) Lebanon.	They are alive in...
3	בישראל הם מתגוררים בכפרים	In Israel they live / reside in villages	...in the land
4	ובעיירות בצפון הארץ.	and in towns / cities in the north (of the country / land).	
5	הדת הדרוזית היא דת סודית,	The Druze religion / faith is a secret / secretive religion / faith	...is a Syrian religion...
6	שנוסדה במצרים לפני כאלף שנה.	(that was) established / founded in Egypt (about) a thousand years ago.	that travelled to/in Egypt...
7	עקרונות הדת נשמרים בסוד על ידי זקני העדה.	The principles / values / ideas of the religion / faith are kept / guarded secretly / in secret by the elders / the old people of the (ethnic) group.	... on the hands of the old committee.

Box		Accept	Reject
8	הדת הדרוזית אינה מקבלת נישואי-תערובת	The Druze religion / faith does not accept / approve of mixed / inter - marriage	.... does not receive wedding of mixture
9	עם בני דתות אחרות,	with members / people / sons / children of other / different religions / faiths,	with other opinions,
10	לכן, רובם מעדיפים לגור ביישובים הדרוזיים	therefore, the majority / most of them prefer to live / dwell in the Druze settlements / villages	for you...
11	ורק מעטים עוברים לגור בערים הגדולות.	and only (a) few / some (people) move to live in the big cities / towns.	and only a little...
12	רוב הדרוזים החיים בישראל	Majority / Most of the Druze (people) who live / are living in Israel	The life of the Druze in Israel
13	מזדהים כאזרחים ישראליים	identify / consider / see themselves as Israeli citizens / residents	have an Israeli ID
14	ואחוז גבוה מהגברים מתגייסים לצבא.	and a high / big percentage / proportion of the men join / are recruited / drafted to the army /IDF/military.	and the tall men join...
15	בשנות החמישים הוקמה בצבא יחידה דרוזית	In the fifties /1950s a Druze unit was established in the army / IDF/military	...was built in the army a single Druze (woman)
16	בה שירתו רק חיילים דרוזים.	only Druze soldiers served in it.	in her singing...
17	הם נודעו כחיילים מעולים, בעלי מוטיבציה גבוהה.	They were known / famed as excellent / superb soldiers with high motivation / highly motivated soldiers.	... soldiers from immigrants, husbands / owners of...
18	קצינים דרוזים רבים התקדמו	Many Druze officers (have) advanced / were promoted to	Druze officers are fighting...
19	ומילאו תפקידים בכירים בצבא.	perform /take on senior / high posts / roles / positions / missions in the army /IDF/military.	filled up older roles...
20	כיום חיילים דרוזים משרתים ברוב היחידות בצבא ישראל.	Today / nowadays Druze soldiers serve in most / the majority of the units / sections in the Israeli army /IDF/ military.	...are the servants in most of the single ones in...

**Section B Research project Questions 6–9****Assessment Objectives 2, 3 and 4****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	AO2
9–10	<p><b>Very good evaluation of the research topic</b></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><b>Good evaluation of the research topic</b></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><b>Reasonable evaluation of the research topic</b></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><b>Limited evaluation of the research topic</b></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><b>Very limited evaluation of the research topic</b></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.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for AO4.

AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

**Assessment Objective 3**

<b>AO3</b>	
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.

**Serious errors include:**

incorrect verb forms especially irregular forms and incorrect use of pronouns.

**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.

**Assessment Objective 4**

<b>Research project essay</b>		<b>AO4</b>
<b>Mark</b>	<b>Descriptors</b>	
17–20	<p><b>Excellent critical and analytical response</b></p> <p>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><b>Good critical and analytical response</b></p> <p>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><b>Reasonable critical and analytical response</b></p> <p>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><b>Limited critical and analytical response</b></p> <p>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><b>Very limited critical and analytical response</b></p> <p>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>	

0 6

**Research topic: Equality in Israeli Society**

באיזו מידה, לדעתכם, הצליחה מדינת ישראל למצוא פתרון לפער העדתי בין אשכנזים לעדות המזרח?  
מה עושה מדינת-ישראל כדי ליצור שוויון הזדמנויות בין קבוצות שונות במדינה?

**[40 marks]****Indicative content**

- The 'Black Panthers' is an Israeli protest movement of young people from the second generation of immigrants to Israel from Arab countries. (AO2)
- The movement protested the neglect and discrimination against Eastern Jews since the establishment of the State. (AO2)
- The 'Panthers' demonstration in March 1971 triggered a large public debate on the issue of discrimination against Eastern Jews in Israel. (AO2)
- An unsuccessful meeting between the leaders of the 'Black Panthers' and the Prime Minister, Golda Meir, caused more frustration. (AO2)
- Violent clashes between thousands of demonstrators and the police in Jerusalem, prompted the government to look for solutions to the problem. (AO2)
- The 'Black Panthers' managed to raise awareness about the gap between Eastern and Ashkenazi Jews in Israeli society. (AO2)
- The reasons for the socio-economic gap between Eastern and Ashkenazi Jews in Israel.
- The treatment of Jews who immigrated from Arab states by the Israeli establishment.
- The ways the state of Israel is using to deal with the sectarian gap.
- Other socio-economic gaps that affected Israeli society. (Religious – Secular / Arabs – Jews etc)

0 7

**Research topic: War and conflict in Israel**

הסבירו את הטענה שביקורו של הנשיא **סאדאת** בירושלים שינה את ההיסטוריה של המזרח התיכון.  
לדעתכם, עד כמה השלום בין ישראל ומצרים הוא שלום אמיתי? הסבירו ונמקו.

**[40 marks]****Indicative content**

- Egypt's president, Anwar Sadat was the first leader of an Arab state who came to visit Israel. (AO2)
- His peace initiative caused the expulsion of Egypt from the Arab League. (AO2)
- Sadat spoke in the Knesset of a 'stable and just peace' between Israel and the Arab states. (AO2)
- Israel's Prime Minister Menachem Begin praised Sadat for his courage and spoke of Israel's wish for peace with its neighbours. (AO2)
- Sadat's visit paved the way to the signing of the peace treaty between Israel and Egypt. (AO2)
- President Sadat was assassinated in Egypt in retaliation to the peace agreement he had signed with Israel. (AO2)
- The effect of the peace agreement between Israel and Egypt on the history of the Middle East.
- Other peace negotiations between Israel and neighbouring countries in later years.
- The threat of terror organisations on Israel and stability in the Middle East.
- The advantages of peaceful relationships between Israel and its neighbours.



**0 8****Research topic: Israeli music**

ערכו השוואה בין חוה אלברשטיין לזמר / זמרת או להקה אחרת שהשפיעו לדעתכם, על התפתחות המוזיקה הישראלית.

האם, לדעתכם, מותר לאומנים להשתמש באומנות שלהם למחאה חברתית או פוליטית? הסבירו ונמקו.

**[40 marks]****Indicative content**

- Chava Alberstein, an Israeli singer and creator of songs, had a significant impact on Israeli folk songs. (AO2)
- As well as Israeli songs, Chava Alberstein sang and recorded many songs in the Yiddish language. (AO2)
- Many of Chava Alberstein's songs reflect the human side of the history of the State of Israel. (AO2)
- She also wrote and sang songs of social and political protest. (AO2)
- Chava Alberstein won many awards during her career for her achievements in the field of Hebrew music. (AO2)
- The importance of folk songs in defining the culture of the state.
- How the changes in Israeli society are reflected in the development of popular music.
- The power of songs as a tool for social and political protest.
- The social and emotional impact of the language used in popular songs.

**0 9****Research topic: Peace movements in Israel**

ערכו השוואה בין פעילותו של ארגון "בדרך להחלמה" לבין תנועת שלום אחרת בישראל. באיזו מידה, לדעתכם, תורמים ארגונים ותנועות שלום לקידום תהליך השלום.

**[40 marks]****Indicative content**

- 'On the Way to Recovery' is an organisation of Israeli volunteers driving Arab Palestinian patients, who can't get treatment in the Palestinian Authority, to hospitals in Israel. (AO2)
- Hundreds of volunteers from 'On the Way to Recovery' organization make more than 10 000 journeys annually, from border crossings to hospitals and back. (AO2)
- The organisation also acquires medical equipment for families in need and organises days out for patients and their families. (AO2)
- All the activities of the organisation 'On the Way to Recovery' are done voluntarily. (AO2)
- The significance of humanistic acts in achieving peace between nations.
- Various pursuits of peace in the history of the state of Israel and their effect on Israeli politics.
- The importance of the idea of 'peace with our neighbours' for different groups in Israeli society.
- The effect that different peace groups had on the peace process.