



A-level MODERN HEBREW 7672/3

Paper 3 Listening, Reading and Writing

Mark scheme

June 2022

Version: 1.0 Final



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

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Section A Listening**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 recording, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 mark will not be awarded for a response in which the student includes irrelevant material or inappropriate information from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set.

| Qu | Accept | Mark |
|------|--------|------|
| 01.1 | ג | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.2 | ב | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.3 | ב | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.4 | ג | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.5 | ג | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.6 | ז | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.7 | ב | 1 |

| Qu | Accept | Mark |
|------|--------|------|
| 01.8 | א | 1 |

| Qu | Accept | Reject | Mark |
|------|-------------------------------------|-----------------------------|------|
| 02.1 | לפני כמה חודשים בחודשים האחרונים | כשהגיעו העולים לארץ עכשו | 1 |

| Qu | Accept | Reject | Mark |
|------|---|--|------|
| 02.2 | – קידום השתלבות יוצאי אתיופיה בישראל – שימור מורשתם התרבותית. | – לנהל סיורים מודרכים הכוללים הרצאות, סדנאות יצירה ושלל הפעלות לכל המשפחה. – לאפשר לבני העדה האתיופית לעסוק במלאכות המסורתיות שלהם – חקלאות, בנייה בבז'ז, בישול, יצירה בחימר ועוד, -להציג את המלאכות לצעירי העדה והציבור הישראלי בכלל. – להעניק לחקלאים האתיופים סיבה לקום בבוקר – לתת להם תחושת משמעות חדשה לתת ביקוש לידע שהם מחזיקים. – להזכיר למבוגרי העדה את חיי הכפר באתיופיה – להעניק להם כוחות להמשך ההתמודדות עם המציאות המורכבת בישראל. | 2 |

| Qu | Accept | Reject | Mark |
|------|---|----------------|------|
| 02.3 | Three of the following: – חקלאות – בנייה בבוץ – בישול – יצירה בחימר | ועוד, מלאכה | 3 |

| Qu | Accept | Reject | Mark |
|------|--|---|------|
| 02.4 | טף או צמח שנודע בתכונותיו הבריאותיות / המשמש לאפיית אינג'רה / הלחם האתיופי | אינג'רה פלפל סודני חריף "חסה אתיופית" | 1 |

| Qu | Accept | Reject | Mark |
|------|--|--------|------|
| 02.5 | One of the following: – סיורים מודרכים – הרצאות – סדנאות יצירה – שלל הפעלות לכל המשפחה | | 1 |

| Qu | Accept | Reject | Mark |
|------|---|---|------|
| 02.6 | Any of the following: החווה מעניקה לחקלאים שביניהם סיבה לקום בבוקר / נותנת תחושת משמעות חדשה / נותנת מקום להציע בו את הידע שלהם / העבודה בחווה מזכירה להם את חיי הכפר באתיופיה / מעניקה להם כוחות להמשך ההתמודדות עם המציאות בישראל. | לרבים מהם, העלייה/ההגירה לא הייתה קלה. | 1 |

| Qu | Accept | Mark |
|------|------------------------|------|
| 03.1 | ב ,ג ,ה (in any order) | 3 |

| Qu | Accept | Mark |
|------|------------------------|------|
| 03.2 | א ,ו ,ז (in any order) | 3 |

Summary questions

The marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) 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 AO1 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. However, no AO1 mark will be awarded for a content point where the student includes irrelevant material or inappropriate information 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
incorrect genders and consequential errors of agreement.

Serious errors include:

incorrect verb forms especially irregular forms
incorrect use of pronouns
missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types.
tenses that support conceptual complexity
connectives supporting a range of subordinate clauses
constructions with verbs and verbs followed by infinitive with correct preposition (in all tenses).

| Mark | AO3 quality of language marks in listening and 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. |

| Qu 04 | Accept | Reject | Notes | Mark |
|--|--|--|--|------|
| Bullet 1 מקום זמן טקס בר המצווה (שני פרטים) | Two of the following: <u>באוקטובר 1947 (1) / זה</u> <u>היה בפריז (1) / בית כנסת</u> <u>צנוע (1)</u> | שימוש בגוף ראשון אם אינו מתאים לפסקה עצמה. | The task requires students to manipulate language, including transformation of direct speech into indirect speech. As such, answers containing first person direct speech lifted from the text will be rejected. | 2 |
| Bullet 2 המתנות שקיבל בר המצווה ומה עשה איתן (שלושה פרטים) | Three of the following: <u>הוא קיבל שלושה שעונים</u> (זולים) – אחד מהוריו, אחד מהדודה בתיה, ואחד מחבר של אמא שלו – מר וייס. (1) <u>/הוא ענד/שם את שני</u> <u>השעונים הראשונים בטקס</u> <u>(1) / אחד השעונים נשאר</u> <u>אצלו במגירה והוא חושב</u> <u>שבטח יישאר שם עוד הרבה</u> זמן. (1) | – שימוש בגוף ראשון אם אינו מתאים לפסקה עצמה. – דרשה מהרב – תמלול מהטקסט: זכיתי באותו היום בשלושה שעונים, אמנם זולים, אבל על גב שלושתם הופיעה אותה הכתובת – "עמיד במיס", וזה היה העיקר. את הראשון קנו הוריי, הדודה בתיה נתנה לי את השני. שניהם היו על היד שלי, זה לצד זה, במהלך כל הטקס. חבר של אמא, מר וייס, אותו לא אהבתי במיוחד, הביא לי את השעון השלישי. כאשר הגיש לי את המתנה, הראיתי לו את שני השעונים הראשונים שכבר קיבלתי. | The task requires students to manipulate language, including transformation of direct speech into indirect speech. As such, answers containing first person direct speech lifted from the text will be rejected. | 3 |
| Bullet 3 פרטים נוספים לגבי טקס בר המצווה (שני פרטים) | Two of the following: <u>החזן הכין אותו ליום הבר –</u> <u>מצווה (1) / הוא קרא דף על</u> <u>רבי עקיבא (1) / נדמה לו</u> <u>שעשה עבודה טובה בקריאת</u> <u>הקטע מפרשת השבוע (1) /</u> <u>הגיעו רק חברים של הוריו</u> <u>(1) / חבריו מבית הספר לא</u> <u>באו (1).</u> | גוף ראשון: הגיעו רק חברים של הוריי. חברים מבית הספר שלי לא באו, מפני שרובם לא היו יהודים, וגם משום שבית הכנסת לא היה בשכונתנו, אלא רחוק, בצפון העיר. | The task requires students to manipulate language, including transformation of direct speech into indirect speech. As such, answers containing first person direct speech lifted from the text will be rejected. | 2 |

Section B

Question 5 Translation (into target language)

Errors of spelling

Errors of spelling will not be tolerated.

Tense endings, irregular verb forms and adjective endings must be correct.

Errors of gender

Errors of gender will not be tolerated. Genders of nouns are clearly an area where guidance can be provided in the passage that supports the translation task.

Alternative answers

Alternative answers offered by the candidate – even if one is in brackets – will be rejected unless both answers are correct.

A successful translation

A successful translation is one which includes each element of the text to be translated and where there is no omission or paraphrase.

Repeated errors

Where a candidate repeats the same error within a question, no further penalty will be imposed in awarding the mark.

| Qu | | | |
|-----|---|---|----------------------------|
| 5 | The table below shows the type of answer that is acceptable for each section of the text. Award one tick per correct section then use the conversion grid to award a total of 10 marks. | | |
| Box | English | Accept | Reject |
| 1 | The most important commandment | המצווה / הציווי / החוק האלוהי / הצו האלוהי / הפקודה החשובה ביותר / המצווה הכי חשובה | המצווה החשוב |
| 2 | on Passover | בפסח | על פסח |
| 3 | is to tell the children | היא לספר / להגיד / לומר לילדים | היא לספר להילדים |
| 4 | about the Exodus | על יציאת מצרים / על היציאה ממצרים | על לצאת המצרים |
| 5 | from Egypt. | | |
| 6 | This year | השנה / בשנה הזאת | בשנת השנת |
| 7 | some people will not be able to host | יש אנשים שלא יוכלו לארח | לא יכול / שלא יכולים |
| 8 | or to be guests. | או להתארח או להיות אורחים לבוא לאחרים | להארח לארח |
| 9 | It is hard and very disappointing, | זה קשה ומאד מאכזב / מאכזב מאד | קשה ומאכזב (ללא נושא) |
| 10 | but thanks to the development of the Internet, | אבל תודות / הודות להתפתחות האינטרנט אבל בזכות התפתחות האינטרנט | אבל תודה להתפתחות האינטרנט |
| 11 | they can celebrate Seder on 'Zoom', | אפשר לחגוג / לעשות / לערוך / סדר ב- Zoom / סדר ב"זום" / "זום" / אתם יכולים / אתה יכול | "זום" סדר על זום |
| 12 | and invite | ולהזמין | מזמין |
| 13 | all the extended family | את כל המשפחה המורחבת / הרחבה / גדולה / רחוקה | המשפחה הארוכה |

| | | | |
|----|---------------------------------|---|--|
| 14 | to participate in it | להשתתף (בו) / לקחת חלק / להיות חלק | משתתפים/משתתפת |
| 15 | remotely. | מרחוק / בשלט רחוק | רחוקים |
| 16 | Here are some tips | הנה כמה / מספר 'טיפים' / עצות / רעיונות / יש כמה דברים (כל מילה שרומזת על 'טיפים') | |
| 17 | on how to have | איך לעשות / לערוך | מתי / למה / איפה |
| 18 | a successful Seder on 'Zoom'. | (ליל) סדר מוצלח ב"זום" / Zoom / סדר טוב ב"זום" | סדר מצליח סדר על זום |
| 19 | You should: set the table early | ההוראות צריכות להיכתב באמצעות שם הפועל. / כדאי/כדאי לכם / אתם צריכים / יש / צריך לערוך / לסדר את השולחן מוקדם | כדאי לכם תערכו wrong instruction |
| 20 | make sure everyone | לוודא / לבדוק / לראות שכולם / להבטיח שכולם | תעשו בטוח |
| 21 | is dressed in festive clothes | לבושים (ב)בגדי חג בבגדים חגיגיים / לובשים בגדים חגיגיים / יפים | לובשים בגדי פסטיבל |
| 22 | before the meeting begins | לפני שהפגישה / המפגש מתחיל / שהסדר מתחיל | לפני הישיבה מתחיל |
| 23 | read only the | לקרוא רק את / חשוב רק לקרוא | |
| 24 | important parts of the story | החלקים החשובים / העיקריים / המרכזיים ב / מהסיפור | חלק בסיפור החשוב |
| 25 | sing one of your favourite | לשיר את אחד משירי הפסח / האהובים עליכם / לשיר אחד מהשירים שאתם הכי אוהבים לפסח / שירי פסח / שירים לפסח | לשיר שיר אחד לפסח / לשיר את אחד השירים הכי טובים |
| 26 | Passover songs | -"- | -"- |
| 27 | wish a happy Passover | לאחל / להגיד / לומר פסח שמח | לקוות לפסח שמח |
| 28 | and say goodbye | ולומר / ולהגיד להתראות / שלום | wrong instruction |

| | | | |
|----|---------------------------------|--|-------------------------|
| 29 | turn off phones | לכבות / לסגור (את ה)טלפונים / פלאפונים | לשים סגור |
| 30 | and light the festival candles. | ולהדליק את נרות החג. | ולהאיר / לשים אור בנרות |

| Conversion grid | |
|-----------------|------|
| Number of ticks | Mark |
| 28–30 | 10 |
| 25–27 | 9 |
| 22–24 | 8 |
| 19–21 | 7 |
| 16–18 | 6 |
| 13–15 | 5 |
| 10–12 | 4 |
| 7–9 | 3 |
| 4–6 | 2 |
| 1–3 | 1 |
| 0 | 0 |

Section C

Multi-skill task Question 6

Assessment objectives 1, 2 and 3

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 is one mark 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 200 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 1

| Mark | AO1 |
|------|---|
| 9–10 | <p>Very good evaluation of the source</p> <p>The relevant information from the spoken source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.</p> |
| 7–8 | <p>Good evaluation of the source</p> <p>Most of the relevant information in the spoken source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p> |
| 5–6 | <p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the spoken source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 3–4 | <p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the spoken source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 1–2 | <p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the spoken source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 0 | <p>The student produces nothing worthy of credit.</p> |

Assessment Objective 2

| Mark | AO2 |
|------|--|
| 9–10 | <p>Very good evaluation of the source</p> <p>The relevant information from the written source material has been fully understood. Arguments/views are very effectively summarised and there is extensive evidence of drawing appropriate conclusions.</p> |
| 7–8 | <p>Good evaluation of the source</p> <p>Most of the relevant information in the written source material has been clearly understood. Arguments/views are effectively summarised and there is frequent evidence of drawing appropriate conclusions.</p> |
| 5–6 | <p>Reasonable evaluation of the source</p> <p>Some of the relevant information in the written source material has been understood. There is some evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 3–4 | <p>Limited evaluation of the source</p> <p>A limited amount of relevant information in the written source has been understood. There is limited evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 1–2 | <p>Very limited evaluation of the source</p> <p>A very limited amount of the relevant information in the written source has been understood. There is rarely evidence of summarising arguments/views and of drawing appropriate conclusions.</p> |
| 0 | <p>The student produces nothing worthy of credit.</p> |

Assessment Objective 3

| Mark | 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.

Serious errors include:

incorrect verb forms especially irregular forms
incorrect use of pronouns
missing or incorrect agreements of adjectives or past participles.

Complex language includes:

use of pronouns of all types.
tenses that support conceptual complexity
connectives supporting a range of subordinate clauses
constructions with verbs and verbs followed by infinitive with correct preposition (in all tenses).

Indicative content:

AO1 Listening AO2
Reading

Adi's Successes

- Adi's success can be seen in the fact that she established a youth movement 'Knafayim Shel Crembo' at only 16, and today there are activities in many places in Israel. (AO2, AO1)
- She was one of 12 chosen to receive a prize from the President. (AO1)
- The movement is an inspiration to the whole world. (AO1)
- Adi continued onto a different social entrepreneurial project which integrates school students with special education students. (AO1)

Challenges

- Adi describes what she had to give up when running the movement 'Knafayim Shel Crembo': She couldn't meet friends when they went out in the evenings as she had to tend to her voluntary job. (AO2)
- She says she was constantly worried while running the movement that if she stops, it will cease to exist. (AO2)
- She spoke of the tremendous responsibility she had on her shoulders. (AO2)
- She suffered physical pain. (AO2)
- She felt she had to go on holiday to properly rest. (AO2)
- She received criticism from people who claimed the children should be the ones getting the prize. (AO1)

Evaluation – Should the President have given the honour to a child with disabilities?

- It could be argued that as some citizens explained, the children of 'Knafayim Shel Crembo' don't need someone else to represent them. (AO1)
- The children themselves have contributed to society by joining a youth movement that integrates children with and without disabilities. (AO1)
- Adi was the one who brought the children together and helped them create social connections and to integrate in society. (AO1)