A-level
MODERN HEBREW
7672/1
Paper 1 Reading and Writing

Mark scheme

June 2021

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

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	היא חשבה / אמרה שבליבה שהלימודים האלה יוסיפו חן לנערה / יעשו רושם טוב./ שרה רצתה שבזכות כישוריה יעל תנשא לבחור ראוי.	כי יעל היתה חכמה, יפה וטובת לב / כי היה לה כישרון לשפות וקול יפה.	1

Qu.	Accept	Reject	Mark
01.2	היא רצתה שיעל תתחתן עם איש (חשוב) מעיר הבירה / היא לא רצתה שיעל תתחתן עם אחד מאנשי העיר.	שיעל תתחתן עם אחד הבחורים הפשוטים בעיר...	1

Qu.	Accept	Reject	Mark
01.3	ה בת של רב צדיק (1) ואלמנה של איש מפורסם בחוכמתו (1). היא היתה ידועה כאישה צנועה וישרה. (1)	כי לא ראוי שבת-ישראל תלמד שפות זרות ושירה	3

Qu.	Accept	Reject	Mark
01.4	הם לא היו יהודים / מבני-ישראל.	הם לימדו אותה.	1

Qu.	Accept	Reject	Mark
01.5	היא נתנה ליעל ללכת לתיאטרון (1) לשמוע שירים (1) ולראות ריקודים לא צנועים (1) (Any 2 points)	היא עשתה מעשה שלא ייעשה בין בני-ישראל / הם כעסו מאוד.	2

Summary question

Qu	Accept	Mark	Notes
02	**Bullet 1** **תפקיד התקשורת במדינה דמוקרטית :** מספקת לציבור מידע / משפיעה על דעת הקהל / מקיימת את העקרונות הדמוקרטיים של: "זכות הציבור לדעת" ושל "הזכות לחופש הביטוי".	2	**תפקיד התקשורת במדינה דמוקרטית :** היות אמינה, הוגנת ומאוזנת / האמצעי העיקרי להשתתפות הציבור בדמוקרטיה. מדווחת על הצלחות מדיניות וכלכליות / מותחת ביקורת על נבחרי הציבור.
	Bullet 2 **בעיות בסיקור התקשורתי של מערכת הבחירות:** פרסום מידע שעלול לפגוע בבטחון המדינה / חדירה לחייהם הפרטיים של נבחרי הציבור / פרסום דעות הפוגעות בקבוצות מסויימות בחברה.	3	**בעיות בסיקור התקשורתי של מערכת הבחירות:** דיווח על התחרות בין המפלגות השונות בסקרי דעת-הקהל, או על התנהגותם של אנשי הציבור , במקום לתת מידע על התוכניות המדיניות והכלכליות של המפלגות השונות.
	Bullet 3 **שידורי תעמולת-בחירות:** **יתרון -** מאפשרים לציבור להכיר את המועמדים ואת הדעות שלהם. **חסרון -** מבזבזים כספי-ציבור / מפחידים את הבוחרים / מתקיפים את מנהיגי המפלגה היריבה.	2	**שידורי תעמולת-בחירות:** מציגים את המועמדים של כל מפלגה ומסבירים מה המפלגה מתכננת לעשות כאשר היא תהיה בשלטון.

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.

Qu.	Accept	Mark
03.1	ב	1

Qu.	Accept	Mark
03.2	ב	1

Qu.	Accept	Mark
03.3	ג	1

Qu.	Accept	Mark
03.4	ג	1

Qu.	Accept	Mark
03.5	א	1

Qu.	Accept	Mark
03.6	א	1

Qu.	Accept	Mark
03.7	ג	1

Qu.	Accept	Mark
03.8	ב	1

Qu	Accept	Mark	Notes
04.1	המצב הבטחוני . Or הצורך בפיתוח אמצעי לחימה (מתקדמים).	1	

Qu	Accept	Mark	Notes
04.2	בגלל החלטת ממשלת צרפת להפסיק לספק לישראל אמצעי לחימה מתוחכמים. Or: האמברגו של ממשלת צרפת.	1	(Also accept) להתחרות עם התעשיות הצבאיות הגדולות בעולם

Qu	Accept	Mark	Notes
04.3	ההצלחה של חברות טכנולוגיה ישראליות, שפיתחו מרכיבים חשובים עבור תעשיית המחשבים העולמית (גרמה לממשלה להתחיל להשקיע כספים בענף ה"היי-טק").	1	(Also accept) ההצלחה (העולמית) של חברות ישראליות / טכנולוגיה ישראלית.

Qu	Accept	Mark	Notes
04.4	משקיעים זרים ואנשי-כספים בעולם, השקיעו כספים בתעשיה הישראלית. מהנדסים ואנשי-מנהל ישראליים, שחיו בחו"ל, חזרו לישראל / העבירו לישראל מפעלים חדשים.	2	Any 2

Qu	Accept	Mark	Notes
04.5	אופן החשיבה של הרבה ישראלים, מתאים מאוד לעיסוק בענף ה"היי-טק". הרצון להצליח ולפתח אמצעים חדשים. היכולת לבחון את הטכנולוגיה הקיימת ולמצוא דרכים מקוריות לשפר אותה.	2	Any 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.

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			
05	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		**Accept**	**Reject**
1	"**הבימה**" – התיאטרון הלאומי של ישראל.	Habima – The national theatre of Israel/Israel's national theatre.	
2	תיאטרון "**הבימה**" הוקם ברוסיה	Habima theatre was founded /established in Russia	Habima theatre got up in Russia
3	אחרי מלחמת העולם הראשונה.	after WW1/the first World War.	After the 1st war.
4	התיאטרון הוקם על ידי קבוצת שחקנים יהודיים צעירים,	The theatre was established/ founded by a group/company of young Jewish actors	The theatre was built/got up on the hands of… (NFP)
5	שרצו להציג הצגות בשפה העברית.	who/that wanted to present/show shows/plays in the Hebrew language/in Hebrew.	that ran to show…
6	התיאטרון התפרסם בעולם,	The theatre became famous /known in the world/ internationally renowned	The theatre was published in the world
7	בתחילת שנות העשרים,	at/in the beginning of the twenties/in the early twenties.	in the beginning of the years of the twenty
8	עם ההצגה "**הדיבוק**".	with the show/play 'The Dibbuk'.	Together with…
9	זאת היתה הצגה דרמתית על אהבה ומוות.	This was a dramatic show/play about love and death.	

10	התמונה של השחקנית **חנה רובינא,** בתפקיד הכלה הצעירה,	The picture/photo/image of the actress/player Hannah Rovina in the role of/as the young bride,	The drawing of the … in the clerk …
11	הפכה להיות הסמל של התיאטרון במשך שנים רבות.	became the symbol/emblem of the theatre for/during many years.	Turned into the sergeant of…
12	בשנת 1928, עבר תיאטרון "הבימה" לישראל.	In the year 1928, Habima Theatre moved/relocated to Israel.	…Habima Theatre passed to Israel.
13	התיאטרון העלה הרבה מחזות ישראליים מקוריים	The theatre put on/presented many original Israeli plays/shows	The theatre brought up/raised /emigrated many …
14	וגם מחזות קלאסיים מתורגמים.	as well as/and also translated classical plays/shows.	
15	על יד התיאטרון נפתח בית-ספר למשחק,	An acting school was opened near/by/next to the theatre,	On the hand of the theatre …a school for games,
16	שהכין את הדור הצעיר של השחקנים בתיאטרון.	that prepared the young generation of actors/players in the theatre.	that made the young postman of…
17	הבניין העגול של תיאטרון "הבימה"	The round/circular building/house of Habima Theatre	The house of circle …
18	עומד במרכז העיר תל-אביב	is standing/stands in the centre of Tel-Aviv (city)/in the city centre of Tel-Aviv	
19	ומשמש כסמל עולמי	and serves/is used as a global/world/international symbol/emblem	and is like the world sun symbol
20	של יצירה דרמתית ישראלית ויהודית.	of Israeli and Jewish dramatic creation.	

[10 marks]

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	**Very good evaluation of the research topic** 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.
7–8	**Good evaluation of the research topic** 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.
5–6	**Reasonable evaluation of the research topic** 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.
3–4	**Limited evaluation of the research topic** 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.
1–2	**Very limited evaluation of the research topic** 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.
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

	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.

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

Research project essay	AO4
Mark	**Descriptors**
17–20	**Excellent critical and analytical response** 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.
13–16	**Good critical and analytical response** 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.
9–12	**Reasonable critical and analytical response** 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.
5–8	**Limited critical and analytical response** 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.
1–4	**Very limited critical and analytical response** 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.
0	The student produces nothing worthy of credit in response to the question.

0 6 **Research topic: Equality in Israeli Society**

ערכו השוואה בין המאבק של "נשות-הכותל" לבין המאבק לשיוויון-זכויות של קבוצות מיעוט אחרות בישראל.

באיזו מידה , לדעתכם, מדינת-ישראל מצליחה להעניק זכויות שוות לכל אזרחיה?

[40 marks]

Indicative content

- The Women of the Kotel is a group of women who meet at the Wailing Wall to pray. (AO2)
- They gather to pray at the Wailing Wall on the first of every month. (AO2)
- They read from the Torah and wear prayer-shawls. This angers some ultra-orthodox Jews. (AO2)
- The group was organised in the 80s to allow women to worship freely at the Wailing Wall. (AO2)
- They are protesting the inequality between men and women in Israeli society. (AO2)
- An orthodox counter-protest women group meets to pray at the same time to disrupt the prayer of the Women of the Kotel. (AO2)
- The authorities are trying to find a solution to allow the Women of the Kotel to pray without upsetting the ultra-orthodox groups. (AO2)
- The authority of the Orthodox Rabbinate in the state of Israel and the treatment of other streams of Judaism.
- The treatment of other religions in Israel.
- The equality of women within Israeli society, religious and secular, in various areas such as employment, leadership, pay etc.
- The treatment of women in non-Jewish communities in Israel.
- The struggle of women for equality compared with the struggle of other marginal groups in Israeli society.

0 7 **Research topic: War and conflict in Israel**

ערכו השוואה בין ההשפעה שהייתה למלחמת יום-הכיפורים על מדינת-ישראל, לבין ההשפעה שהייתה למלחמה אחרת בהיסטוריה של המדינה.

[40 marks]

Indicative content

- The Yom Kippur war started with a surprise joint attack of the Egyptian army and the Syrian army on Israel. (AO2)
- The Egyptian army crossed the Suez Canal into the Sinai Desert. (AO2)
- The Syrian army invaded the Golan Heights and all Israeli inhabitants had to be evacuated. (AO2)
- The Israeli army pushed back both the Syrian and the Egyptian armies into their own territories. (AO2)
- Despite its military victory, this war had a traumatic effect on Israeli morale. (AO2)
- The effect of the security situation on the history of the state of Israel in the first 30 years of its existence.
- The effect of other wars, such as the War of Independence and Six-Day War, on the history of the state of Israel.
- The Implications of the Yom Kippur war on peace negotiations with neighbouring countries in later years.

- The difference between the threat on Israel's security by armies of neighbouring countries and by terror organisations.

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

ערכו השוואה בין ההשפעה של המוזיקה המזרחית לבין ההשפעה של גורמים תרבותיים אחרים, על התפתחות המוזיקה הישראלית?

[40 marks]

Indicative content

- Israeli Musicians combined elements of western and eastern music in the years before Israel was established. (AO2)
- At the end of the 50's the Israeli establishment distanced itself from the eastern musical tradition. (AO2)
- Despite this, eastern-style music continued developing in certain towns and neighbourhoods. (AO2)
- The invention of cassettes allowed eastern musicians to record music without a recording studio and introduce their music to a wider audience. (AO2)
- Since the 90's, eastern-style music has become popular and mainstream within Israeli music. (AO2)
- The changes in Israeli popular music since the establishment of the state of Israel to the present.
- The importance of music in defining the culture of the state.
- How the changes in Israeli society are reflected in the development of popular music.
- The various influences of world music on Israeli music and vice versa.

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

ערכו השוואה בין פעילותו של אייבי נתן לבין תנועת שלום אחרת בישראל. (כתבו על תנועת שלום אחת לפחות). מהי , לדעתכם, החשיבות של יוזמות שלום במדינת-ישראל?

[40 marks]

Indicative content

- Abie Nathan a restaurant owner from Tel-Aviv started a personal peace initiative. (AO2)
- He bought a plane with his own money and flew it twice to Egypt with the aim of meeting the Egyptian president, however, he wasn't allowed to meet with him both times. (AO2)
- While some people criticized Nathan, others supported him, and the pope rewarded him with the peace prize. (AO2)
- Nathan founded a radio station "The Voice of Peace" that broadcasted his vision for peace for 20 years from a ship. (AO2)
- 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.
- The significance of symbolic or humanistic acts in achieving peace between nations.