

A-level
MODERN HEBREW
7672/3

Paper 3 Listening, 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.

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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	ח	1

Qu	Accept	Mark
01.2	א	1

Qu	Accept	Mark
01.3	א	1

Qu	Accept	Mark
01.4	ח	1

Qu	Accept	Mark
01.5	ב	1

Qu	Accept	Mark
01.6	ב	1

Qu	Accept	Mark
01.7	א	1

Qu	Accept	Mark
01.8	ב	1

Qu	Accept	Reject	Mark
02.1	בין חיפה לתל אביב או : באמצע הדרך בין חיפה לתל אביב	בישראל	1

Qu	Accept	Reject	Mark
02.2	היא נקראה על שם הקיסר אוגוסטוס/על שם הקיסר אוגוסטוס	כי הורדוס בנה אותה / בשם הקיסר אוגוסטוס	1

Qu	Accept	Mark
02.3	3 מתוך הבאים : נמל גדול (ועמוק), שוק, תיאטרון, אמת מים חומה ארוכה (מסביב לעיר).	3

Qu	Accept	Mark
02.4	נוצרים/צלבנים/נוצרים שבאו מארץ הקודש	1

Qu	Accept	Reject	Mark
02.5	הרומאים שפטו את רבי עקיבא למוות /החליטו שרבי עקיבא צריך למות/רבי עקיבא נדון למוות	היה בית משפט	1

Qu	Accept	Mark
02.6	2 מתוך הבאים : לבקר בכל המקומות העתיקים לשמוע קונצרטים לראות אופרות (בתיאטרון הרומי)	2

Qu	Accept	Mark
03.1	ב, ו, ח (in any order)	3

Qu	Accept	Mark
03.2	א, ד, 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.

Serious errors include:

Incorrect verb forms especially irregular forms incorrect use of pronouns.

Complex language includes:

Use of pronouns of all type

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	A03 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	מלך זילברשלג הוא צעיר, חרדי ישראלי, כוכב אינטרנט וטלוויזיה. הוא אומר את כל מה שהוא חושב, הוא יפה, הוא מצחיק או: צעיר חרדי ישראלי, כוכב אינטרנט וטלוויזיה בן של עיתונאי מפורסם	ידעתם שלחרדים יש 37 סוגי כובעים? תלוי איזה סוג של חרדי אתה... אני רוצה ש (גוף ראשון) אם אינו מתאים בשפה לפסקה עצמה.	Reject first person direct speech.	2
Bullet 2	א. הוא רוצה שהחילונים יכירו את העולם החרדי/ילמדו על העולם החרדי. ב. הוא רוצה שהחילונים יבינו שהם דומים לחרדים/ שיש הרבה מן המשותף לחרדים ולחילונים/שהחילונים יראו שלמרות השוני הרב, יש הרבה דמיון בין חרדים לחילונים.	הוא רוצה שאנשים ידעו אילו סוגי כובעים יש לחרדים.	Reject first person direct speech.	2
Bullet 3	<ul style="list-style-type: none"> • הוא אומר שיש לו הורים מיוחדים שלא אמרו לו אף פעם אם זה מתאים או לא מתאים. • לפני שהלך לעבוד בטלוויזיה, קיבל את ברכת הרב. • אין לו רישיון נהיגה. • הוא בוחר לדעת מה קורה בעולם • הוא אוהב להתלבש יפה. • חרדי ואדם מאמין, בכל ערב שבת הוא יושב שעות עם הרב שלו בבית הכנסת... 	דברים שאומרת המראיינת (ולא שגי על עצמו) כוכב אינטרנט וטלוויזיה. שונה משאר החרדים. הוא אומר את כל מה שהוא חושב. הוא יפה, מצחיק והבן של עיתונאי מפורסם שלימד אותו על תקשורת ועל פתיחות כלפי העולם החילוני.	Reject first person direct speech.	3

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	I remember Sukkot of 1968	אני זוכר/ת (את חג ה)סוכות (של) 1968	אני יודע את סוכות
2	as if it were yesterday.	כאילו זה היה אתמול.	כמו שהיה היום שהיה אתמול
3	I was a kid,	הייתי ילד/נער	הייתי קטן
4	not even a Bar Mitzva	אפילו לא בר מצווה	לא אפילו בר מצווה לא יש בר מצווה
5	and for the first time in my life	ובפעם הראשונה בחיים/בחיי ולראשונה בחיי, ולראשונה	ופעם אחת בחיים
6	my father took me	אבא שלי/אבי לקח אותי/הביא אותי	אמא שלי wrong verb
7	to the Western Wall	לכותל המערבי.	לקיר המערבי/י
8	in Jerusalem.	בירושלים	
9	He explained to me	הוא הסביר לי	הוא אמר לי
10	that the Six Day War	שמלחמת ששת הימים/ שמלחמת ששת-הימים	מלחמה שש ימים
11	was over	נגמרה/הסתיימה	גמרה/סיימה
12	and that Jerusalem	ושירושלים, ושוב ירושלים	ובירושלים
13	was ours again	הייתה שלנו שוב/שוב שלנו/בשנית/עוד פעם, ושוב ירושלים היא שלנו	הייתה שוב שלהם
14	so we can now pray there.	אז/ולכן אנחנו יכולים עכשיו להתפלל שם/ אז אפשר עכשיו להתפלל שם/שמה.	אז יכולנו להתפלל/ ללכת שם wrong verb or tense
15	The pilgrimage to Jerusalem	העלייה לרגל לירושלים	ללכת לירושלים
16	was God's commandment	הייתה מצווה/מצווה מאלוהים/אלוקים (וכל ורסיה אחרת של שם השם)/ הייתה הוראה מאלוהים/צו אלוהי/כל תרגום אחר הגיוני/ ציווי	המלצה מאלוהים

17	and people came	ואנשים/עולים באו/הגיעו/ הלכו	Wrong verb
18	from all over the country.	מכל קצוות/עברי הארץ/מכל המדינה/ישראל	מכל הארצות/המדינות
19	It was	זאת הייתה	
20	a long way	דרך ארוכה/הדרך הייתה ארוכה	הלכנו הרבה
21	from our neighbourhood in Jerusalem	מהשכונה שלנו בירושלים	לשכונה שלנו בירושלים
22	and although it was autumn,	ולמרות /ואף על פי שהיה סתיו/ ולמרות הסתיו/ועל אף הסתיו/ולמרות שהיה מדובר (בעונת) הסתיו	ולמרות האביב/חורף/קיץ
23	it was very warm.	היה מאד חם /היה חם מאד/ היה לנו חם/חמים.	היה חום/היה לנו חום
24	I held the four species.	החזקתי את ארבעת המינים	לקחתי ארבעה בעלי חיים
25	When we arrived –	כאשר/כשהגענו/כשבאנו –	כשהלכנו
26	there were many people	היו הרבה אנשים/היו אנשים רבים/ ראינו (כל כך) [proving understanding]	היו מאד אנשים
27	all praying together –	שהתפללו יחד/ביחד/ מתפללים יחד/כולם יחדיו	Wrong verb
28	something I had never seen before.	אף פעם לא ראיתי דבר כזה לפני-כן. לא ראיתי דבר כזה/מימי/בחיי/בעבר. דבר שלא ראיתי מעולם. בחיים לא ראיתי משהו כזה משהו שלא ראיתי מימי [בעבר] [using the verb in the past proving understanding of the tense]	משהו אף פעם לא היה
29	I was so excited,	כל כך התרגשתי, התרגשתי מאד	כל כך הרגשתי/שמחתי
30	I began to cry.	/התחלתי לבכות/שהתחלתי לבכות/ בכיתי	לצעוק/לקרוא

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	Very good evaluation of the source 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.
7–8	Good evaluation of the source 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.
5–6	Reasonable evaluation of the source 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.
3–4	Limited evaluation of the source 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.
1–2	Very limited evaluation of the source 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.
0	The student produces nothing worthy of credit.

Assessment Objective 2

Mark	AO2
9–10	Very good evaluation of the source 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.
7–8	Good evaluation of the source 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.
5–6	Reasonable evaluation of the source 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.
3–4	Limited evaluation of the source 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.
1–2	Very limited evaluation of the source 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.
0	The student produces nothing worthy of credit.

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.

Serious errors include:

Incorrect verb forms especially irregular forms 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.

Indicative content:

Problems/difficulties:

Social problems:

- They feel that veteran Israelis do not like Russian speakers,
- The veteran Israelis mock their accent,
- Loneliness,
- Difficulty integrate and climbing the social ladder.

*They can't get married or divorced if they're not Jewish from their maternal side.

Economic problems:

- Some immigrants had to give up their profession because the training didn't qualify in Israel
- Parents cannot support the younger generation, they have no pension.

Physical problems:

- Hot weather
- The percentage of immigrants who would be willing to leave Israel is 50%, compared to 10% of the natives.

Successes

- They have a good income, flats and friends.
- In their later stages in life (during their army service and studies) the immigrants' social situation is improving.
- A million immigrants arrived.
- According to the study, the younger generation ("generation 1.5") are middle-class and work as physicians, lawyers, teachers etc.