A-level
MODERN HEBREW
7672/1

Paper 1 Reading and Writing

Mark scheme

June 2023

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	Mark	Reject
01.1	רטוב לגמרי (מכף רגל ועד ראש) / רטוב מהגשם. (1) רועד מקור / מרטיבות. (1) עייף / תשוש מעייפות / לא יכול לעמוד על רגליו. (1) רעב (1) (Any 2 points)	2	מבקש רשות להיכנס. עומד על יד הדלת.

Qu	Accept	Mark	Reject
01.2	פועל / יהודי / הסופר (י. ח. ברנר)	1	קצין גרמני / קצין בריטי

Qu	Accept	Mark	Reject
01.3	אוכל.(1) שתייה / משקה (1) בגדים (יבשים) ללבוש / לבוש (יבש) (1) (Any 2 points)	2	רשות להיכנס הביתה.

Qu	Accept	Mark	Reject
01.4	הוא לא (קצין) גרמני אלא אנגלי. (1) הוא ברח מ(שבי) התורכים. (1) מזה שלושה ימים אשר הוא בורח מפני התורכים / רודפים אחריו. (1) (Any 2 points)	2	הוא התלבש בבגדים יבשים.

Qu	Accept	Mark	Reject
01.5	התורכים (הממשלה התורכית) חושדים בהם / חושבים שהם מרגלים / הם בסכנה.	1	כי הוא צריך לדעת / כי הוא שכב ונרדם.

Summary question

Qu 02	Accept (key idea underlined)	Mark	Notes
Bullet 1	הסיבות העיקריות לעלייתם של יהודי מרכז אירופה לארץ ישראל: המשבר הכלכלי באירופה / ההגבלות על הגירת יהודים לאמריקה. / / התגברות האנטישמיות / עליית המשטר הנאצי לשלטון בגרמניה. / הפלישה הגרמנית לארצות אירופה.	2	הסיבות העיקריות לעלייתם של יהודי מרכז אירופה לארץ ישראל: התחזקות הנאצים בגרמניה. (Any 2 out of 4)
Bullet 2	ההשפעה של יהודי מרכז אירופה על המצב הכלכלי בארץ: הכספים שהם הביאו, שיפרו את המצב הכלכלי בארץ / הם פיתחו את הבניה, התעשיה והחקלאות/ הם הקימו הרבה מפעלים שייצרו מגוון רחב של מוצרים / הם הקימו בתי מלון ופנסיונים / הם פתחו חנויות ובתי קפה/ הם ניהלו בנקים וחברות ביטוח.	3	ההשפעה של יהודי מרכז אירופה על המצב הכלכלי בארץ: רבים מהם היו רופאים, אומנים, אקדמאים ואנשי עסקים אמידים (Any 3 out of 6)
Bullet 3	ההשפעה של יהודי מרכז אירופה על חיי התרבות והאומנות בארץ: הם הקימו את התזמורת הפילהרמונית הישראלית / הם הקימו בתי ספר למחול / הם הקימו את התיאטרון של תל אביב / את אולפני הקולנוע הראשונים בישראל.	2	ההשפעה של יהודי מרכז אירופה על חיי התרבות והאומנות בארץ: התזמורת הפילהרמונית הישראלית היא אחת התזמורות החשובות בעולם (Any 2 out of 3)

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	ג	1

Qu	Accept	Mark
03.3	א	1

Qu	Accept	Mark
03.4	א	1

Qu	Accept	Mark
03.5	ג	1

Qu	Accept	Mark
03.6	ב	1

Qu	Accept	Mark
03.7	א	1

Qu	Accept	Mark
03.8	ג	1

Question 4

Qu	Accept	Mark	Notes
04.1	״חדשות כזב״ הן שקרים והטעיות / סיפורים לא אמיתיים / סיפורים שהומצאו / שעברו שינוי או עריכה או / סאטירה שהובנה כסיפור אמיתי.	2	"חדשות כזב״ הן התרגום של האקדמיה ללשון העברית ל״פייק ניוז.״ (Any 2 out of 4)

Qu	Accept	Mark	Notes
04.2	היהודים הואשמו בעלילות הדם / שהם משתמשים בדם של נוצרים (לרוב ילדים) להכנת מצות (לפסח).	1	(Out of 2)

Qu	Accept	Mark	Notes
04.3	עלילות הדם גרמו לפוגרומים נגד יהודים / רציחות / התעללות / התנכלות ליהודים.	2	(Also accept) עלילות הדם שימשו כסיבה לפגיעה ביהודים. (Any 2 out of 4)

Qu	Accept	Mark	Notes
04.4	״חדשות כזב״ מפורסמות ברשתות החברתיות כדי להשפיע על דעת הקהל / על תוצאות הבחירות. / ״חדשות כזב״ הן סוג של לוחמה פסיכולוגית.	2	(Also accept) ברשתות החברתיות אפשר להפיץ ״ חדשות כזב״ בלי לבדוק מה מקור הידיעה. (Any 2 out of 3)

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 5	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up. **[10 marks]**		
Box		**Accept**	**Reject**
1	בזמנו של **דויד** המלך,	In / during the time of king David	
2	מקור המים העיקרי של ירושלים	The main water source / source of water / fountain / water supply / spring of Jerusalem	From the cold water…
3	היה מעיין **הגיחון**.	Was the spring of the Gihon	Stream / lake Was from the eye of… Wrong tense
4	המעיין נמצא	The spring / well / source / fountain is (located) / found	The interesting…
5	מחוץ לחומות העיר ירושלים.	Outside the city / town wall / the walls of the city of Jerusalem.	…to brown / hot of…
6	בזמן שלום, יצאו תושבי העיר	During/In time / times of peace / peace time, the city/town residents / inhabitants /people / dwellers went/got out / exited	Hello / goodbye Wrong tense

7	כדי לקחת מים מהמעיין,	To draw /get/ bring water from the spring / source,	To drink water… from the sea…
8	הבעיה הייתה, מה לעשות בזמן מלחמה,	The problem was what to do in time / times of war / war time,	Wrong tense
9	כאשר אי אפשר לצאת מחוץ לחומות, להביא מים.	When it is impossible to exit / go outside / get out of the walls to draw / get / bring water.	…brown …to drink water
10	הפתרון לבעיה היה **נקבת השילוח,**	The solution to / to solve the problem was the Shiloach Tunnel.	
11	מנהרה ארוכה אשר הובילה את המים מהמעיין	A long tunnel / canal / water way / that led / took / brought the water from the spring / source / well / fountain	…from a river / lake..
12	לבריכה הנמצאת בתוך העיר.	To a pool (located) inside the city / town.	
13	היום, חוקרים רבים מנסים להבין,	Today / now, many / a lot of researchers / investigators try to understand / comprehend,	…researchers are fighting / quarreling…
14	איך האנשים שחיו בירושלים לפני כשלושת אלפים שנה,	How the people who / that lived in Jerusalem (around / about) before 3000 years ago,	The people **swam**… Wrong tense
15	הצליחו לחפור את המנהרה הזאת בידיהם,	Succeeded q managed q were able to dig this tunnel with / using their hands / by hand,	…river… Wrong tense
16	בלי טכנולוגיה מודרנית.	Without / with no modern technology.	
17	בימינו, **נקבת השילוח** היא אחד מאתרי התיירות המפורסמים בירושלים.	Today / nowadays / in our days, the Shiloach Tunnel is one of the	On his right side… …famous **Web**sites…

		(most) famous / well known tourist sites in Jerusalem.		
18	המבקרים בה הולכים בתוך המים,	The / its visitors / people who visit (in) it, walk / go in / inside the water,	The critics / in the mornings…
19	מהמעיין עד לבריכה,	From the spring / source / well / fountain to / until the pool.	
20	הנמצאת בצד השני של ההר.	(which / that is located / situated / found) on / in the other side of the mountain.	…on **top** of the mountain.

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.

Indicative content

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

עשו השוואה בין השומרונים לבין מיעוטים או עדות אחרות (לפחות מיעוט **אחד** / עדה **אחת**) בישראל.

באיזו מידה, לדעתכם, הצליחה מדינת ישראל לשלב בין העדות והמיעוטים השונים החיים בארץ?

[40 marks]

Indicative content:

- The Samaritans see themselves as descendants of two of the tribes of Israel, the tribe of Ephraim and the tribe of Menashe. (AO2)
- The Jews who returned from the Babylonian exile, did not accept the Samaritans as part of the Jewish people. (AO2)
- The Samaritan religion is based solely on the five books of Torah. They celebrate the seven holidays written in the Torah. (AO2)
- The Samaritans' language resembles ancient Hebrew. Their Torah scroll, which differs only slightly from the Jewish Torah scroll, is written in Samaritan script. (AO2)
- The Samaritans see themselves as Israelis, although they are not considered as Jews according to Halacha. (AO2)
- The Samaritans who live in Holon, encourage their young men to enlist in the IDF. (AO2)
- The difference between the Samaritans and other non-Jewish minorities in Israel.
- The treatment of non-Jewish minorities by the Israeli establishment and society.
- The ways the state of Israel is using to integrate minorities in Israeli society.
- Other social gaps that affected Israeli society. (Religious – Secular / Arabs – Jews etc.)

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

צבא ההגנה לישראל נקרא גם "צבא-העם". הסבירו את תפקידו של הצבא וחשיבותו בחברה הישראלית .

לדעתכם, באיזו מידה צריך הצבא לדאוג לחינוך ולהשכלה שלהחיילים? הסבירו ונמקו.

[40 marks]

Indicative content:

- The soldiers taking part in the 'Raful Boys' project are coming from a background of severe (social) distress. Some of them have criminal backgrounds and police records. (AO2)
- Enlisting in the army may be these young men's last chance to get out of the criminal cycle and turn over a new page in their lives. (AO2)
- The soldiers' direct commanders are mostly female soldiers with educational background. (AO2)
- After completing the projects' basic training course, the soldiers move to serve in various units in the army. (AO2)
- In 2018, the army decided to close the Center for the Advancement of Special Populations. (AO2)
- The special role of the army (IDF) in Israeli society.
- The dilemma of allocating army budgets for social / educational projects Vs military defense expenses.
- The impact of the security situation on Israeli society.

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

ללהקות הצבאיות הייתה השפעה חשובה על התפתחות המוזיקה הישראלית בשנים הראשונות של המדינה. ערכו השוואה בין הסגנון המוזיקלי של הלהקות הצבאיות לסגנון מוזיקלי אחר שהשפיע על המוזיקה הישראלית.

עד כמה, לדעתכם, השפיעו השירים של הלהקות הצבאיות על המוזיקה הישראלית כיום? הסבירו ונמקו.

[40 marks]

Indicative content:

- Songs performed by army troupes had a major impact on Israeli music during the first three decades of Israel. (AO2)
- The songs of the '**Chisbatron**', the first army troupe, were popular during the War of Independence and played on the radio many times, even after the troupe was disbanded. (AO2)
- The Army troupes which presented Israeli music with a refreshing young style. (AO2)
- Army troupes' veterans formed singing bands that maintained the same style and became well known in Israeli music culture. (AO2)
- The songs of the army troupes were written by the best song writers and musicians in Israel. They were played on all radio stations and became hits. (AO2)
- The unique impact of the army on Israeli culture and music.
- How the changes in Israel's security situation are reflected in the development of popular music.
- Popular songs and music as a reflection of society.
- The evolving definition of Israeli music.

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

מדוע, לדעתכם, נכשלה תכנית ה**או״ם** לחלוקת ארץ ישראל לשתי מדינות?

באיזו מידה, לדעתכם, יכולים ארגונים בינלאומיים או תנועות שלום מקומיות, לתרום לקידום תהליך השלום?

[40 marks]

Indicative content:

- The United Nations appointed a special committee that suggested dividing the land of Israel to a Jewish state and an Arab state. (AO2)
- The two states were supposed to maintain a common economic system, despite their political separation. (AO2)
- The committee recommended that the area of Jerusalem and the town of Bethlehem would be a neutral territory under the auspices of the United Nations. (AO2)
- The Jews accepted the proposal of the UN committee, but the Arabs opposed the partition proposal. (AO2)
- The Two States Solution was suggested several times, mainly in the 1990's, as a possibility to settle the Israeli-Palestinian conflict. (AO2)
- The role of international bodies in peace negotiations.
- The advantages and disadvantages of international intervention in conflict resolution.
- Various pursuits of peace in the history of the state of Israel and their effect on Israeli politics.
- The effect of different peace initiatives, local and international, on the peace process.