



A-Level
MODERN HEBREW
7672/3

Paper 3 Listening, Reading and Writing

Mark Scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 6 7 2 / 3 / M S

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	ג	1

Qu	Accept	Mark
01.2	א	1

Qu	Accept	Mark
01.3	ב	1

Qu	Accept	Mark
01.4	ג	1

Qu	Accept	Mark
01.5	ב	1

Qu	Accept	Mark
01.6	א	1

Qu	Accept	Mark
01.7	ב	1

Qu	Accept	Mark
01.8	ג	1

Qu	Accept	Reject	Mark
02.1	מספר/כמה שבועות לפני הבחירות האמיתיות (לכנסת)	בעבר בעתיד אחרי הבחירות לכנסת	1

Qu	Accept	Reject	Mark
02.2	אנשים מתעניינים בבחירות הדמה כי הן חוזות / צופות / אומרות מראש את תוצאות בחירות האמת בישראל.	כי בשנת 1977...	1

Qu	Accept	Reject	Mark
02.3	שניים מתוך : עיתונאים פוליטיקאים (שרוצים להיבחר לכנסת) אזרחי ישראל / קוראי העיתונים	התלמידים	2

Qu	Accept	Reject	Mark
02.4	(התלמידים חזו את) תוצאות הבחירות ב-1977, (אז עלה הימין לשלטון בפעם הראשונה בהיסטוריה הישראלית). ב-1992 הצליחו התלמידים לומר שרבין יהיה ראש הממשלה.	בשנת 1996, בשנת 2003.	2

Qu	Accept	Reject	Mark
02.5	בשנת 1996 התלמידים לא צפו את הניצחון של בנימין נתניהו, ובשנת 2003 העניקו ניצחון לשמאל. או: הבחירות בשנת 1996 ובשנת 2003	בשנת 1977, עליית רבין לשלטון בשנת 1992	2

Qu	Accept	Reject	Mark
02.6	כדי ללמד את התלמידים להיות אזרחים פעילים או: בזכות הבחירות, היא מקווה שבני הנוער יפתחו דעות פוליטיות.	כדי לחזות את תוצאות האמת	1

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

Qu	Accept - (in any order)	Mark
03.2	ה, ג, ב (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 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 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.

04

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.

Qu 04	Accept	Reject	Notes	Mark
Bullet 1 התכניות של יסמין	שניים מתוך הבאים : • לזכות בתחרות צלחת החומוס הגדולה ביותר • לזכות בשיא גינס בהכנת צלחת החומוס הגדולה ביותר (מלבנון) • לקבל במסעדה שלה את ועדת ספר השיאים של גינס • להכין מעל 15 טון חומוס • לתרום למסעדה, אבל בעיקר לגאווה הלאומית	• להכין חומוס	Reject first person direct speech	2
Bullet 2 הסיבות לכך שהחומוס כל כך אהוב על ישראלים	שניים מתוך הבאים : • החומוס מתאים לחיך של כולם, הוא אינו חריף. • הוא משביע. • הוא מתאים לאקלים הישראלי, כי אוכלים אותו בטמפרטורת החדר. • קל מאד למצוא מנת חומוס, בכל עיר. • הוא זול. • הוא מתאים לאופנת הטבעונות והאוכל הבריא.	בישראל אפשר למצוא מגוון רחב של מאכלים – מגפילטע פיש מזרח אירופאי, דרך ג'חנון תימני, ועד בורקס טורקי.		3
Bullet 3 מקורות החומוס	• יש אנשים שאומרים שהחומוס מוזכר כבר בתנ"ך / במגילת רות. • מנגד, המוסלמים טוענים שמצרים המציאה את החומוס (שאנחנו מכירים : גרגרים מבושלים מעורבבים בטחינה). • מהמזרח התיכון	יש על זה ויכוח. החומוס אהוב ברוב מדינות המזרח התיכון. רוב הסיכויים שהוויכוח על המקורות ההיסטוריים של החומוס לא יסתיים בקרוב. (תשובות אלה בלבד ללא התשובות משמאל).		2

דוגמה לפסקה טובה:

● התכניות של יסמין (שני פרטים)

● הסיבות לכך שהחומס כל כך אהוב על ישראלים (שלושה פרטים)

● מקורות החומס (שני פרטים)

בחודש אוקטובר יגיעו נציגים מוועדת גינס לבקר במסעדתה של יסמין, על מנת לשפוט את גודל צלחת החומס שלה. בכך היא מקווה להחזיר את שיא גינס מלבנון לישראל. יסמין מספרת כי חומס הינו המאכל הלאומי של ישראל והוא כה אהוב מפני שהוא טעים, זול, בריא ומתאים לאקלים הישראלי, כי המנה מוגשת פושרת. אמנם קיימת אי הסכמה לגבי מקור החומס, אך ידוע שהוא נאכל בהווה ובעבר ברוב המזרח התיכון. יש הטוענים שהחומס מוזכר כבר במגילת רות, ומנגד, המוסלמים טוענים שמצרים המציאה את מנת החומס כפי שאנו אוכלים אותה כיום, מעורבבת עם טחינה.

(90 מילים)

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			
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	English	Accept	Reject
1	A few years after	כמה / מספר שנים אחרי / לאחר	הרבה שנים אחרי
2	the establishment of the state of Israel,	קום / שקמה / שהוקמה המדינה / מדינת ישראל	המוסד ישראל
3	Prime Minister David Ben-Gurion	ראש הממשלה דוד בן-גוריון	נשיא, שר
4	offered scientist Albert Einstein	הציע למדען אלברט איינשטיין	שאל, נתן, קיווה לרופא אלברט איינשטיין
5	the role	את המשרה / התפקיד / העבודה / את משרת	את המקום של הנשיא
6	of President.	(של) הנשיא.	של ראש הממשלה
7	At the time,	בזמנו / בזמן הזה / באותו הזמן / באותם הימים	בעתיד
8	Einstein was one of the most famous	איינשטיין היה אחד המדענים המפורסמים / הידועים	אחד הרופאים
9	and respected scientists in the world.	והמכובדים ביותר בעולם / הכי...	עם כבוד / מכבד
10	He was living in the USA.	הוא (היה) גר / חי	הוא יגור / הוא היה לחיות
11		בארצות הברית / באמריקה / בארה"ב	לארצות הברית
12	Throughout	לאורך / במשך / במהלך	דרך / מעבר ל
13	Einstein's life,	חייו / החיים של איינשטיין	
14	he supported the Zionist idea	הוא תמך ב / הוא אהב את הרעיון הציוני	הוא היה תומך באיש הציוני
15	of a national home for the Jewish people	של בית לאומי לעם היהודי	של בתים ליהודים
16	in the Land of Israel.	בארץ ישראל / באדמה של ישראל / במדינת ישראל.	בעם ישראל
17	However,	אבל / עם זאת / אולם / אך	לכן
18	when the offer came,	כש / כאשר ההצעה הגיעה / באה	כשהוא הציע / כשההצעה הלכה
19	he turned it down,	הוא סירב (לה) / הוא לא הסכים	הוא הפך אותה

		הוא דחה אותה / הוא פסל אותה	
20	explaining in a letter	הוא הסביר / כאשר הסביר / והסביר במכתב	הסביר באות
21	that he was not	שהוא לא היה / שהוא לא / שהוא אינו	שהוא יהיה
22	a leader,	מנהיג / מוביל	סולם / מנהל
23	and was not	ו(ש)הוא לא	ולא היה מתאים / לא היה
24	as strong	(היה) חזק	חלש
25	as he used to be,	כמו שהיה פעם / כפי שהיה	כמו שהתרגל / היה רגיל
26	due to his	בגלל / באשמת / בשל / בעקבות / עקב / כתוצאה	למרות / בזמן
27	advanced age.	גילו המתקדם / הגיל המבוגר שלו.	הגיל קדימה
28	The role was then	התפקיד / המשרה / העבודה (אז)	הגלגל
29	given	ניתנה	נותנת / נתנו
30	to Yitzhak Ben-Tzvi.	ליצחק בן-צבי.	את יצחק בן-צבי

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 including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition
use of present and past participles.

Indicative content:

AO1 Listening
AO2 Reading

Reasons for travel

- An opportunity to spend time with the family and strengthen the family ties. (A01)
- Take a break from the stressful routine in Israel and spend time with the family. (A02)
- Parents dream of living on the beach and introducing their children to the local culture. (A02)
- Taking the children away from the TV, the Internet and shopping centres. (A02)
- They wish to live simple and humble lives close to nature. (A02)

The lifestyle of Israelis in India

- However, often, what they find in India is not as they expected. (A02)
- During the trip, the fathers tend to have more time to spend with the children. (A02)
- Some parents can continue working remotely. (A01).
- The children had to play by themselves while the parents worked. (A01)
- Sometimes the parents teach the children (either using the school curriculum or not). (A01)
- They tend to live in an Israeli community (bubble), under improved sanitation conditions, eating Western food. (A01)

Was there a change in the lifestyle after coming back to Israel?

- After coming back the family members return to the previous lifestyle - parents working long hours. (A02)
- Children once again spend long hours in front of screens. (A02)
- Many of the Israeli families they met in India became friends for life after coming back. (A01)