
A-level
MODERN HEBREW
7672/3

Paper 3 Listening, reading and writing

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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	ב	1

Qu	Accept	Mark
01.2	א	1

Qu	Accept	Mark
01.3	א	1

Qu	Accept	Mark
01.4	(in any order) ט, ט, א, א	4

Qu	Accept	Reject	Mark
02.1	בעלי האדמה היהודים העסיקו ערבים שיעבדו בשדות, ובשמירה / החלוצים לא עשו את העבודה בעצמם / לא הייתה עבודה עצמית	ישראל	1

Qu	Accept	Reject	Mark
02.2	עבודה עצמית / שוויון / צדק / שיתופיות / דמוקרטיה		2

Qu	Accept	Reject	Mark
02.3	מזג-האוויר הקשה (של ישראל) / מחלות / תקיפות מצד תושביה הערבים של הארץ		3

Qu	Accept	Mark
02.4	א, ד, ה (in any order)	3

Qu	Accept	Reject	Mark
03.1	בני הנוער בארץ / התלמידים (בבתי הספר)	מועצת התלמידים והנוער / מיה ויובל	1

Qu	Accept	Reject	Mark
03.2	לשמור ו/או לקדם את הזכויות של בני הנוער / לייצג את בני הנוער		1

Qu	Accept	Reject	Mark
03.3	כי הם אזרחי העתיד	כי לא כדאי להתעלם מהם	1

Qu	Accept	Reject	Mark
03.4	הוא היה הראשון מסוגו (בעולם)		1

Qu	Accept	Reject	Mark
03.5	הורדת הגיל בו מותר להצביע בבחירות המקומיות ל-17 / הורדת הגיל שבו אפשר להתחיל ללמוד נהיגה / הוספת תכנים (שחשובים לבני הנוער) לתוכנית הלימודים (הארצית)	חוק זכויות התלמיד	2

Qu	Accept	Reject	Mark
03.6	כי בארצות אחרות יש הרבה פחות תמיכה מגופים ממשלתיים / בגלל החוקים שהם קידמו		1

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	Mark
Bullet 1 יחס החברה הישראלית בעבר כלפי היורדים מהארץ	• דבר שלילי • לפעמים אפילו נתפס כבגידה • ירידה נתפסה כסירוב לקחת חלק בבניית המדינה ובהגנה עליה • משהו שצריך למנוע אותו	• דיברו על זה הרבה בתקשורת	2
Bullet 2 יחס החברה הישראלית כיום כלפי היורדים מהארץ	• לעיתים יש חשיבות למעבר לארץ אחרת • בעיקר כשהמטרה היא התקדמות מקצועית / מחקר אקדמי (אותם לא תמיד אפשר לבצע בארץ) • חלק אף התחילו לראות בכך דבר חיובי, המאפשר לטובי המוחות לצבור ידע וניסיון (ולהביא אותם לישראל) • כבר לא בגידה (בעיקר אם זה לתקופה מוגבלת)		3
Bullet 3 מה עושה מדינת ישראל כדי לעודד חזרה של יורדים ארצה?	• מפנה תקציבים לעידוד חזרה של יורדים • בעיקר במקצועות הדרושים למשק (כגון רפואה, מחקר וטכנולוגיה) • דוגמה - התוכנית "חוזרים הביתה" של משרד הקליטה.	• המדינה הבינה שצריך לעודד חזרה של יורדים	2

דוגמה לפסקה טובה :

- יחס החברה הישראלית **בעבר** כלפי היורדים מהארץ (**שני** פרטים)
- יחס החברה הישראלית **כיום** כלפי היורדים מהארץ (**שלושה** פרטים)
- מה עושה מדינת ישראל כדי לעודד חזרה של יורדים ארצה? (**שני** פרטים)

בעבר, החברה בישראל ראתה בירידה דבר שלילי, והיורדים נתפסו כאנשים שלא מוכנים לתרום ולתת את חלקם בהקמת המדינה ובשמירה עליה.

כיום, רבים בחברה הישראלית מבינים שלפעמים הירידה היא חיונית להתפתחות בעבודה או בלימודים. לפעמים, הירידה היא אפילו דבר חיובי שיש בו יתרון, בעיקר אם היא זמנית. בעלי מקצוע שיורדים מהארץ לומדים על המקצוע שלהם וצוברים ניסיון, אותם הם מביאים בחזרה לארץ בשובם. מדינת ישראל התחילה להשקיע כספים בהחזרה של יורדים לישראל, בעיקר של אלה שעוסקים בעבודות שמועילות לכלכלה בישראל, כמו רפואה וטכנולוגיה. לדוגמא – התוכנית "חוזרים הביתה ב-60 לישראל" משנת 2008.

(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	In a historic ceremony,	בטקס היסטורי,	באירוע היסטוריה / היסטוריק
2	held in May 1948,	שהתקיים / שהתרחש במאי 1948,	
3	David Ben-Gurion announced	דוד בן-גוריון הכריז / הצהיר / הודיע	אמר
4	the establishment of the State of Israel.	על הקמת מדינת ישראל.	ארץ ישראל
5	The Declaration of Independence	הכרזת / הצהרת העצמאות	מגילת העצמאות
6	included	כללה / שהיה בה / יש בה	
7	a description	תיאור	
8	of the historical connection	של הקשר ההיסטורי	קישור היסטוריה
9	between the Jewish people	בין העם / אומה היהודי	האנשים היהודיים
10	and the Land of Israel.	לארץ ישראל / לישראל.	למדינת ישראל
11	In addition, the declaration explained	בנוסף / כמו כן, ההכרזה / ההצהרה הסבירה / פרטה	
12	the principles	את העקרונות / הרעיונות	מנהלים
13	of the new state,	של המדינה החדשה,	ארץ חדשה
14	such as equal rights,	כגון / כמו / למשל שוויון זכויות / זכויות שוות,	שוויון
15	freedom,	חופש / חרות,	חופשה

Box	English	Accept	Reject
16	justice,	צדק,	פייר / פייריות / שופט
17	and peace.	ושלום.	
18	Immediately after the declaration,	מיד לאחר / אחרי ההכרזה / ההצהרה,	ישר / עכשיו / במייד
19	the Jews in Israel	היהודים בישראל / בארץ	
20	were filled	התמלאו	
21	with excitement	בהתרגשות	ברגש
22	and joy.	ושמחה / אושר.	כיף / הנאה
23	People went out to the streets	אנשים יצאו לרחובות	
24	and started dancing.	והתחילו / החלו לרקוד / יצאו בריקודים / במחול	
25	It was hard for them	היה להם קשה / הם התקשו	
26	to believe	להאמין	
27	that, after two thousand years	שאחרי / לאחר אלפיים שנות / שנים של	
28	of exile,	גלות / גולה,	
29	the Jews would finally have	ליהודים סוף סוף תהיה / לבסוף תהיה ליהודים	היהודים סוף סוף תהיה להם
30	their own state.	מדינה שלהם / משלהם.	ארץ

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 06

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
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

In order to receive full points students must refer extensively to points from each AO – see possible references below.

The goals of the ‘Council for Conservation of Heritage Sites’:

- Prevention of destruction of buildings and sites (Example – the destruction of the **Gymnasia Herzliya** building) (AO2)
- Conservation education (AO1, AO2)
- Increasing public and professional awareness of conservation values (AO1, AO2)

How does the council achieve them:

- The council maintains and operates 170 sites throughout the country (AO2)
- List the 5 types of sites (AO2)
- The council employs instructors – some of which are volunteers (AO2)
- The council trains instructors in courses with the best teachers (AO1)
- The instructors welcome the visitors to the sites and provide them with educational activities (AO1)
- The instructors prepare activities and training materials for various groups (AO1, AO2)
- The council works to increase the general public's awareness of the importance of conservation (AO1, AO2)
- The council works with decision makers (AO1, AO2)
- The council promotes legislation to prevent the destruction of heritage sites (AO1, AO2)

Opinion

Students should offer opinion regarding why it is important to preserve heritage sites, supported by an explanation based on the evidence above.