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# A-LEVEL

## MODERN HEBREW

### (LISTENING, READING, WRITING)

7672

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#### Specification

For teaching from September 2018 onwards  
For A-level exams in 2020 onwards

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Version 1.0 9 October 2017



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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/7672](https://www.aqa.org.uk/7672)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

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## 1.1 Why choose AQA for A-level Modern Hebrew (Listening, Reading, Writing)

### Specifications designed for you and your students

We have worked with teachers to design stimulating content to enable students to develop their linguistic skills alongside their understanding of Israeli culture and society.

We've selected a broad area of study and prescribed certain aspects for closer examination.

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of Israeli artistic culture, including art and architecture, and learn about Israeli politics including political engagement amongst the young.

Students also explore the influence of the past on present day Israel.

Throughout their studies, they will learn the language in the context of Israel and learn about the issues and influences which have shaped the country. Students will study texts and film and have the opportunity to carry out independent research in an area of their choice.

Assessment tasks will be varied and cover listening, reading and writing skills.

You can find out about all our Modern Hebrew (Listening, Reading, Writing) qualifications at [aqa.org.uk/languages](http://aqa.org.uk/languages)

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### Teaching resources

Visit [aqa.org.uk/7672](http://aqa.org.uk/7672) to see all our teaching resources. They include:

- sample schemes of work to help you plan your course with confidence
- training courses to help you deliver AQA Modern Hebrew (Listening, Reading, Writing) qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

### Preparing for exams

Visit [aqa.org.uk/7672](http://aqa.org.uk/7672) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- example student answers with examiner commentaries.

## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](http://aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](http://aqa.org.uk/results)

## Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](http://coursesandevents.aqa.org.uk)

## Help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/7672](http://aqa.org.uk/7672)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/from-2017](http://aqa.org.uk/from-2017)

Alternatively, you can call or email our subject team direct.

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

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## 2 Specification at a glance

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This qualification is linear. Linear means that students will sit all their exams at the end of the course.

### 2.1 Subject content

1. Social issues and trends
2. Political and artistic culture
3. Grammar

Options

4. Works: literary texts and films

## 2.2 Assessments

Paper 1: Reading and writing
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Aspects of Modern Hebrew-speaking society past and present: past and current trends</li> <li>• Aspects of Modern Hebrew-speaking society past and present: past and current issues</li> <li>• Artistic culture in the Modern Hebrew-speaking world past and present</li> <li>• Aspects of political life in the Modern Hebrew-speaking world past and present</li> <li>• Grammar</li> <li>• Individual research project (one of four sub-themes)</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 85 marks</li> <li>• 42.5% of A-level</li> </ul>
<p><b>Questions</b></p> <p>Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.</p> <p>All questions are in Modern Hebrew, to be answered with non-verbal responses or in Modern Hebrew (35 marks).</p> <p>Translation into English: a passage of minimum 100 words (10 marks).</p> <p>No access to a dictionary during the assessment.</p> <p>Individual research project: reading and responding in writing to an unseen question based on a target language source on one of the research topics published in the specification. Students will be required to use information from the source as well as the knowledge gained from their individual research (40 marks).</p> <p>No access to research materials or dictionaries during the assessment.</p> <p>Students are advised to write approximately 300 words for the research project essay.</p>



**Paper 2: Writing****What's assessed**

- One text and one film or two texts from the list set in the specification
- Grammar

**How it's assessed**

- Written exam: 2 hours
- 80 marks in total
- 20% of A-level

**Questions**

**Either** one question in Modern Hebrew on a set text from a choice of two questions and one question in Modern Hebrew on a set film from a choice of two questions **or** two questions in Modern Hebrew on set texts from a choice of two questions on each text.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.



**Paper 3: Listening, reading and writing****What's assessed**

- Aspects of Modern Hebrew-speaking society past and present: past and current trends
- Aspects of Modern Hebrew-speaking society past and present: past and current issues
- Artistic culture in the Modern Hebrew-speaking world past and present
- Aspects of political life in the Modern Hebrew-speaking world past and present
- Grammar

**How it's assessed**

- Written exam: 2 hours 30 minutes
- 75 marks
- 37.5% of A-level

**Questions**

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

All questions are in Modern Hebrew, to be answered with non-verbal responses or in Modern Hebrew (35 marks).

Translation into Modern Hebrew: a passage of minimum 100 words (10 marks).

Multi-skill task: listening, reading and responding in writing to an unseen target language question on a listening passage and a written source based on one of the themes. The written response will require reference to the information in both the listening and written source. The response will require analysis, evaluation, personal reaction and drawing a conclusion (30 marks).

Students are advised to write approximately 200 words for the multi-skill task essay.

# 3 Subject content

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The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It develops a range of transferable skills including communication skills, critical thinking, research skills and creativity, which are valuable to the individual and to society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree or equivalent.

The approach is a focus on how Modern Hebrew-speaking society has been shaped both socially and culturally and how it continues to change. The specification has been designed to be studied over two years. The suggestions below relating to content for year one and content for year two are based on the knowledge that the course will generally be taken over two years. Schools and colleges are free to choose how and when to cover the content. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Israel. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of Modern Hebrew-speaking society and looking at crime and punishment in Israel. Students also study aspects of the political landscape in Israel, looking at democracy in Israel and youth movements, for example. The extent to which young people are politically engaged looks towards the future of political life in Israel.

Students will develop both their knowledge and understanding of themes relating to the culture and society of Israel, and their language skills. They will do this by using authentic spoken and written sources in Modern Hebrew.

The choice of works (literary texts and films) offers opportunities to link with the themes.

Students following this specification will develop their language knowledge, understanding and skills through:

- using language to present viewpoints; develop arguments; persuade; analyse and evaluate in writing
- applying knowledge of morphology and syntax, vocabulary and idiom to communicate accurately and coherently in writing using a range of expression – including the list of grammar in this specification
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in writing
- translating an unseen passage from Modern Hebrew into English
- translating an unseen passage from English into Modern Hebrew.

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in Modern

Hebrew to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied.

In addition, students following this specification will:

- develop research skills in Modern Hebrew, demonstrating the ability to conduct individual research and select relevant information relating to Israel from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research topic
- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through an extended piece of writing.

## 3.1 Social issues and trends

Students must study the themes and sub-themes below in relation to Israel. Students must study the themes and sub-themes using a range of sources, including material from online media.

### 3.1.1 Theme: Aspects of Modern Hebrew-speaking society: past and current trends

#### Sub-theme: The Israeli family

- The traditional family unit
- The role of the religious establishment in the family
- The diversity of the modern family

#### Sub-theme: The evolution of the digital world in Israel

- The internet in daily life
- Social media – benefits and dangers
- The digitalisation of Israeli society

### 3.1.2 Theme: Aspects of Modern Hebrew-speaking society: past and current issues

#### Sub-theme: Marginalisation in Israeli society

- Social and economic marginalisation
- Crime and punishment in Israel
- The issue of geographic inequality

#### Sub-theme: Migration in Israel

- Israel and the Jewish Diaspora
- Immigration into Israel – impact on society
- Emigration from Israel – impact on society

## 3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to Israel. Students must study the themes and sub-themes using a range of sources, including material from online media.

### 3.2.1 Theme: Artistic culture in the Modern Hebrew-speaking world past and present

#### 3.2.1.1 Sub-theme: Israeli festivals and traditions

- Cultural traditions in Jewish and non-Jewish communities
- The Kibbutz
- Regional and local heritage

#### 3.2.1.2 Sub-theme: Israeli art and architecture

- Archaeological sites
- Sites of commemoration and preservation in Israel
- Israeli art and artists

### 3.2.2 Theme: Aspects of political life in the Modern Hebrew-speaking world past and present

#### 3.2.2.1 Sub-theme: Democracy in Israel

- Creation of the Israeli state
- Israeli Presidents and Prime Ministers past and present
- The current political scene in Israel

#### 3.2.2.2 Sub-theme: Israeli politics and young people

- The role of schools in political education
- Youth movements
- Young people and political engagement

## 3.3 Grammar

A-level candidates are expected to have studied the grammatical system and structures of the language during their course. In the exam they will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following lists.

The examples are indicative, not exclusive.

### 3.3.1 The scripts and phonetics

a. Letters and consonants

b. Vowel-letters (eg bati, rosh, rishon, deshe; ra`ah, morah, moreh; yachol, qol, la-qum, sagur; la-shir, mi; ein, lifney)

c. The vowels (not vocalisation)

d. Accent and pronunciation (eg .ta`>am – .>ta`am; pa`h >ad – >pa`had; rats>ah – >ratsah)

### 3.3.2 Morphology

Singular

#### 3.3.3 The noun

Gender: masculine, feminine

Words ending in AH (eg yaldah/ishah except layla and the numerals 3-10, eg sheloshah, arba`ah (which are masculine))

Most words which end in T (eg geveret, ah. ot, mechonit) (but not when T is the third radical of the root, eg sherut, zayit, tut)

Words which do not end in AH or T but which are feminine

Feminine 'by nature' (eg em, aton)

The singular of limbs/parts of the body which are more than one (eg ozen, ayin, shen, yad, regel etsba`, kanaf, katef, kaf, tsiporn)

Names of countries and cities (eg Israel, Jerusalem, London)

Choice of extraordinary nouns (eg even, esh, erets, bet.en, kos, lashon, na`al, `ir, pa`am, tsipor)

Nouns which are both masculine and feminine but are usually used in Modern Hebrew as feminine (eg derech, ruwah, shemesh). There are a few nouns which are used either in the feminine or masculine (eg matbea`, sakkim, panim)

Dual (suffix –ayim)

Nouns denoting time (eg she`atayim, yomayim, shevu`ayim, hodshayim, shenatayim; mohoratayim).

Nouns denoting number (eg shenayim, shetayim; matayim, alpayim, pa`amayim)

Nouns denoting dual as well as plural:

The parts of the body which are 'double' (eg einayim, oznayim, yadayim, raglayim) [to distinguish between the dual and the plural the numeral shetey (in the feminine construct) is annexed to these nouns denoting the dual (eg shetey einayim/oznayim/yadayim)]

Clothes worn on limbs which are 'double' (eg garbayim, na`alayim, michnasayim)

Some tools or devices (eg misparayim, mishkafayim)

Note: there are nouns which have the suffix -ayim but they are not dual (eg mayim, shamayim, tsohorayim, kirayim, shinayim, me`ayim). Also, there are some proper names ending in -ayim, but they are not dual (eg Yerushalayim, Efrayim, Mitsrayim)

Plural

Masculine ending in im (eg yeladim)

Feminine ending in ot (eg yeladot)

#### Extraordinary forms

Masculine ending in ot (eg avot, shulhanot, shemot, yeraqot, halonot)

Feminine ending in im (eg nashim, avanim, beitsim, pe`amim, `arim)

Note: The unusual plurals anashim (sing. `ish); imahot (sing. ém); ahayot (sing. ahot)

## Declension of nouns

Students should be aware of the two forms current in Modern Hebrew, eg ahoti or ha-ahot sheli, and may select the one they prefer.

1. Nouns which do not change when declined:

- a. Nouns ending in long vowels (eg dod – dodí; sus – susí; kis – kisi; `et – `eti; biqqur – biqqurí; talmid – talmidí; reshut – reshutí; michtav – michtaví)
- b. Nouns ending in short vowels (eg gan – gani; estba` - estba`i)
- c. Nouns in the feminine ending in AH have their H changed into T (eg simlah – simlati; dodah – dodati)

Note: When declined, the nouns av and ah. have an i added: av – avicha, ahinu

2. Nouns which, when declined, have their vowels changed

- a. peh – pi; moreh – mori
- b. em – imi; rofeh – rof`i
- c. davar – devari; garon – geroni
- d. mishpah. ah – mishpah. ti; shechenah – shechenti
- e. the Segolites: beged – bigdi; regel – ragli; nechad – nechdi; sefer – sifri; h. eleq – h. elqi; ba`al – ba`ali; bayit – beiti; ketovet – ketovti; geveret – gevirti; mah. beret – mah. barti; mitpah. at – mitpah. ti

## The Construct state

(beit ha-yeled for ha-bayit shel ha-yeled)

1. Unchanged forms as first part of the construct (eg dod ha-yeled; talmid ha-kittah)
2. Changed forms as first part of the construct:
  - a. feminine forms ending in AH (eg kalbah kalbat ha-shachen; ishah eshet ha-shachen; mishpah. ah mishpah. at kohen; shanah shenat alpayim)
  - b. masculine forms in which minor changes occur in the construct (eg davar davar ha-moreh; nasi – nesi ha-medinah; bayit beit ha-talmid; misht.arah misht.eret Tel-Aviv)

- c. changes in the masculine plural: the omission of the M and the turning of the I into EI (eg susim susei rechivah; talmidim talmidei ha-kittah)
- d. changes in the internal vocalisation of the masculine plural (eg yeladim yaldei hakittah; be`alim ba`alei ha-mechoniyot)
- e. changes in the internal vocalisation of the feminine plural (yeladot yaldot ha-kittah; aratsot artsot ha-`olam)

### 3.3.4 The Verb

#### 1. Introduction

- a. The three radical root (the triliterals) (eg k t v; g m r; a ch l)
- b. The four radical root (the quadrilaterals) (eg p r s m; t r g m; b l b l)
- c. The tenses (eg past, present, future)
- d. The forms: Active: qal, pi`el, hif`il  
Passive: nif`al, pu`al, hof`al  
Reflexive: hitpa`el
- e. The imperative: (eg ketov!)
- f. The infinitive (eg li-chtov)
- g. The verbal noun (eg ketivah)
- h. Active and passive participles (eg kotev – katuv)

2. Conjugation of the 'sound verb' (where the three radicals are always retained) (eg SaGaR, niSGaR, SiGeR, SuGaR, hiStaGeR, hiSGiR, hoSGaR) including histaleq, hishtalem, hitst.alem, hizdaqen.

3. Conjugation of common verbs in the various forms (eg achal, amar, ahav; `amad, berech, shama`, salah. ; laqah. , nasa`, natan; nafal; halach; yashav; qam; qanah; matsa; ba; yachol; hayah; hit`orer; hodah).

Irregular verbs.

### 3.3.5 Adjectives

- 1. A selection of common adjectives: (eg gadol, qat.an, h. azaq, h. alash, yafeh, tov)
- 2. Colours (eg adom yaroq, shah. or, lavan)
- 3. Elative: positive, comparative and superlative (eg gadol kmo, yoter gadol mi, hachi gadol/hagadol beyoter)

### 3.3.6 Adverbs

A selection of common adverbs (eg me`od, heitev, yafeh, beqoshi, betsa`ar rav) (see [Syntax](#) (page 18)).

### 3.3.7 Pronouns

Personal pronouns: ani, attah, att, etc

Possessive pronouns: sheli, shelcha, shelach, etc (see [Declension of nouns](#) (page 15))

Pronominal suffixes: re`iticha (=ra`iti otcha), hircizani (=hu hirciz oti)

Demonstrative pronouns: (ha) zeh, (ha)zot/zo, (ha) eleh, elu; hahu, hahi, hahem, hahen

Relative pronouns: she-, asher, ki

### 3.3.8 Particles

The article HA with nouns and adjectives (eg ha-yeled ha-gadol)

### 3.3.9 Prepositions

a. b, k, l, m, (eg ba-bayit, ka-yom, le-Angliah, mi-sham)

b. el, `al, `im, min et (itti...)

c. bein, mul, tah. at, etsel

d. lifnei, ah. arei

e. (combined): lefi, `al-pi, betoch, `al-yad, `al-yedey, biglal, bishvil, liqrat, odot, mipnei, meah. orei, misaviv

The various functions of the prepositions.

### 3.3.10 Conjunctions

v, gam, ela, az, afilu

### 3.3.11 Interrogatives

mah, mi matai, lamah, eich, eizeh, eifoh, maduwa`, ha`im,

leán, meáin, lemi, `ad matai, `im mi, meéifo, mimatay

### 3.3.12 Condition

im, lu, ilu

### 3.3.13 Negation

lo, ein, `adayin lo, t.erem, (of imperative) ál...!

### 3.3.14 Result

lachen, mishum kach, biglal zeh (lefichach)

### 3.3.15 Contrastive

aval, ulam, bechol zot, lamrot, af-`al-pi-chen

### 3.3.16 Indefinite

mishehu/mishehi, mashehu

### 3.3.17 Interjections

Hallo, Oy, Oy va-avoy, nu, ichs

### 3.3.18 Numerals

1. Cardinal numbers (eh. ad, shenayim...)
2. Ordinal numbers (rishon, sheni...)
3. Days of the week

### 3.3.19 Syntax

1. Elements of the sentence:

subject, verb, predicate, direct object, indirect object, attribute, adverbs

eg yosi laqah. et ah. iv haqat.an im h. avero bimichonito ^ ^ ^ ^ ^ ^

subject verb d. object attribute ind. object adverb

2. Types of sentences

a. simple (eg Yosi oved qasheh; Yosi yeled tov)

b. compound (eg Yosi qoreh ve-David kotev; tilfanti le Yosi, aval hu lo haya babayit).

c. complex (eg Yosi tsiyyer et ah. iv, she-yashav lefanav; mi she`oved qasheh – matsliah. ; ha-mis.haq lo ne`erach, mipnei she-yarad geshem; im tiréh et Yosi, mesor lo dash; bo levaqer oti ke-she-yihyeh lecha zeman)

### 3.3.20 Word order

a. Subject + verb (eg Yosi katav)

b. Subject + predicate (eg Yosi nehmad; Yosi talmid; Yosi babayit)

c. Adverb + verb + subject or adverb + subject + verb (eg keshe-Yosi ba or kesheba Yosi/matay Yosi halach? or matay halach Yosi?)

d. Noun + adjective (eg bayit gadol/ha-bayit ha-gadol)

e. Adverb + adverb (eg besimhah rabah, betsa`ar rav, hu medaber ivrit yafeh/tov me`od =heitev)

### 3.3.21 Phonetical

Intonation: affirmative versus interrogative statement: (eg attah kotev/ attah kotev?; hi poh/hi poh?; kacha!/kacha?)

**Repetition:** repetition of words usually for emphasis (eg kacha-kacha; leát.-leát., yom-yom)

### 3.3.22 Morphological

Fixed patterns of the noun

- a. Pa`al – usually denotes a profession (eg naggar, h. azzan, gannav)
- b. Pi`EL – usually denotes disability (eg illem, `ivver, t.ippesh)
- c. PA`OL – usually denotes a colour (eg adom, yaroq, kah. ol)
- d. PO`EL – usually denotes a profession (eg sofer, moreh, shoter )
- e. PA`ELET – usually denotes an illness (eg nazelet, sha`elet, daleqet).  
Also denotes a profession of females (eg hayelet, zameret, ganenet).
- f. PA`LAN – usually denotes a characteristic (eg `atlan, shaqran, qamtsan). Also denotes a profession (eg safran, raqdan, yarqan)
- g. MIF`AL/AH – usually denotes a place (eg misrad, miqdash, mif`al, mirpa`ah, mis`adah, midrachah)
- h. MIF`ELET – usually denotes a tool (eg mivreshet, miqteret, mishqefet)
- i. MAF`EL – usually denotes a tool (eg maghets, mazleg, masreq)
- j. PE`AL`AL – usually denotes a small size, a young animal, a shade of a colour, etc (eg qet.ant.an, kelavlav, sheh. arh. ar, `agalgal)

Fixed patterns of the verb

- a. NIF`AL – usually denotes passive voice (eg nishbar, nimsar, nilqah. ); also denotes a reflexive action (eg nichnas, nifgash, nishba`)
- b. Pi`EL – usually denotes strong action (eg shibber); also denotes causative action (eg (lamad)/limmed)
- c. PU`AL – denotes passive of Pi`EL (eg supar)
- d. HITPA`EL – usually denotes a reflexive action (eg hitlabesh, hitrah. ets, hitpashet.); also denotes a reciprocal action (eg hitkatev, hitvakeiah. , hitkasher)
- e. HIF`IL – usually denotes causative action (eg hichnis, hilbish, hitsh. iq);
- f. HOF`AL – denotes passive of HIF`iL (eg Holbash)

### 3.3.23 Syntactical

The **infinitive**

- a. Infinitive as direct object (eg nissah lichtov)
- b. Infinitive expressing purpose (eg ba laqah. at)
- c. Infinitive used after verbs denoting wish, intention or decision (eg

ratsa lalechet, hitkaven laqum, h. ashav ledaber, heh. lit. lilmod)

d. Infinitive used after words denoting ability or lack of it, interest (eg yachol liqod, mesugal lashir, `asuy lich`os `alul lehaziq, efshar lehishtageia`, mutar laqah. at, asur le`ashen, me`anyen lada`at)

e. Infinitive used after words denoting need or lack of need (eg tsarich ledaber, lo tsarich ledaber, ratsuy lishmoa`, yesh lechabed, ein lehitpalea)

Possession or lacking

yesh li sefer – ein li sefer

yesh li ha-sefer – ein li ha-sefer (many Hebrew speakers wrongly say

yesh li et ha-sefer – ein li et ha-sefer, nevertheless it is tolerated)

Distinction between complete and incomplete sentences

Complete sentence: ha-yeled gadol; zeh yeled / zeh hayeled.

Incomplete sentences: yeled gadol / ha-yeled ha-gadol; yeled zeh / ha-yeled ha-zeh

Plural after 'all' or 'most' (eg kol / rov ha-yeladim halchu)

Uses in sentences of: aval, eizeh (in the affirmative), ach, ela-im-ken, afilu, be`ofen, betsurah, beli, le-lo, ke`ilu, `ad, `od, `raq

Word order

1. Direct object and adverbs may appear at the beginning of the sentence for emphasis: (eg et ha`ugah ani achalti, bahath. alah lamadnu liqroa, ha-yom qaniti sefer)

2. The place of gam in the sentence

a. ani katavti gam sefer (= I wrote (poetry) as well as a book)

b. gam ani katavti sefer (= I, like others, wrote a book)

c. ani gam katavti sefer (= I not only read during the holiday but I wrote a book too)

3. Simple sentence turns into compound sentence: eg ha-badran sipper bedih. ot ve-hitsh. iq et ha-qahal – ha-badran sipper bedih. ot ve-ha-qahal tsah. Aq

the use of ilmaleh;

periodic sentence;

condition expressed by imperative

## 3.4 Works

### 3.4.1 Literary texts and films

Students must study either one text and one film or two texts from the list below.

#### Texts

Amos Oz: *Don't call it night*

Savyon Liebrecht: *Horses on the Highway*

Yehuda Amichai: *Selected Poems* (Students should study a minimum of 10 poems)

#### Films

*The Summer of Aviya*: Eli Cohen (1988)

*Someone to Run With*: Oded Davidoff (2006)

## 3.5 Research project

Students will choose one of the research topics below and must cover all the bullet points in their research.

### 3.5.1 Research topic: Equality in Israeli society

- Gender equality
- Non-Jewish minorities in Israel
- Jewish ethnic minorities in Israel

### 3.5.2 Research topic: War and conflict in Israel

- The history of the Israeli wars
- The impact of the wars on Israeli society
- The role of the army in Israeli society

### 3.5.3 Research topic: Israeli music

- The changing sound of Israeli music
- Contemporary Israeli musicians
- The influence of music on young people

### 3.5.4 Research topic: Peace movements in Israel

- The pursuit of peace
- The role of international bodies in conflict resolution
- The peaceful society of the future



# 4 Scheme of assessment

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Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

A-level exams and certification for this specification are available for the first time in May/June 2020 and then every May/June for the life of the specification.

All materials are available in English only.

Our A-level exams in Modern Hebrew (Listening, Reading, Writing) include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

## 4.1 Aims

Courses based on this specification must encourage students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country where the language is spoken
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in writing, including through online media
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country where the language is spoken
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Modern Hebrew (Listening, Reading, Writing) specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1 Understand and respond in writing to spoken language drawn from a variety of sources. 20%
- AO2 Understand and respond in writing to written language drawn from a variety of sources. 30%
- AO3 Manipulate the language accurately, in written form, using a range of lexis and structure. 30%
- AO4 Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken. 20%

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

#### 4.2.1 Assessment objective weightings for A-level Modern Hebrew (Listening, Reading, Writing)

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1			20	20
AO2	25		5	30
AO3	7.5	10	12.5	30
AO4	10	10		20
Overall weighting of components	42.5	20	37.5	100

### 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Reading, translation and writing (research project)	85	x2	170
Paper 2: Writing	80	x1	80
Paper 3: Listening, reading and writing	75	x2	150
Total scaled mark:			400

### 4.4 Paper 1: Reading and writing

Duration: 2 hours 30 minutes; total raw mark: 85

### 4.4.1 Reading and responding

Students will read four stimulus texts adapted from authentic sources, including online sources. Texts may include contemporary and historical material and may cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in Modern Hebrew. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in Modern Hebrew what they have understood from the stimulus text they have read and marks will be awarded for the quality of Modern Hebrew used. Students must write in full sentences and use their own words as far as possible in this question.

### 4.4.2 Assessment

In questions requiring a summary, the marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) or language (AO3) until 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. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

In comprehension questions 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. Examples of this are in the specimen mark scheme.

### 4.4.3 Translation from the target language

Students will translate a passage of at least 100 words from Modern Hebrew into English. The content will be based on the themes and sub-themes in this specification.

No dictionaries are allowed in this exam.

### 4.4.4 Writing (research project)

Students will read and respond in writing to an unseen question based on an unseen target language source on one of the research topics published in the specification. Students will be required to use information from the source linked to the knowledge gained from their individual research to produce an evaluative response to the question. All questions will be in Modern Hebrew and will require a critical and analytical response. Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries or notes are allowed in this exam.

Students must carry out their own individual research, even if more than one student in the class has chosen the same research topic. The research sources for the project can be visual, audio or written but must include online sources.

Teachers may:

- suggest sources of reference, including but not limited to websites, books and magazines
- provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched
- provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked.

Teachers must not:

- provide the student with material that they have designed specifically for the research project
- download and give the student specific source materials or copied and pasted extracts
- give feedback orally or in writing on any written notes or preparatory work produced by the student.

## 4.5 Paper 2: Writing

Duration: 2 hours; total raw mark: 80

Students will answer an essay question in Modern Hebrew for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in Modern Hebrew and will require a critical and analytical response.

Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

## 4.6 Paper 3: Listening, reading and writing

Duration: 2 hours 30 minutes; total raw mark: 75

### 4.6.1 Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification. Questions will target main points, gist and detail and will require either non-verbal responses or responses in Modern Hebrew. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences. For one question students will need to summarise in Modern Hebrew what they have understood from the passage they have heard and marks will be awarded for the quality of Modern Hebrew used. Students must write in full sentences and use their own words as far as possible in this question. In the remaining questions requiring a response in Modern Hebrew, students should give only the information required by the question. At least one passage will involve more than one

speaker. Passages will be studio recorded and recordings provided to schools and colleges. Students will have individual control of the recording

## 4.6.2 Assessment

In questions requiring a summary, the marks for content (AO1) and language (AO3) are awarded independently. Long summaries will be marked for content (AO1) or language (AO3) until 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. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

In comprehension questions 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. Examples of this are in the specimen mark scheme.

## 4.6.3 Translation into Modern Hebrew

Students will translate a passage of at least 100 words from English into Modern Hebrew. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in Modern Hebrew, giving them some of the vocabulary and structures which they will need for the translation.

## 4.6.4 Multi-skill task

The multi-skill task will combine listening, reading and writing. A listening passage and written source will be set based on the themes and students will be required to listen to the passage, read the written source and then respond in writing to an unseen question. Students will be advised to write approximately 200 words per essay. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

The written response will require reference to the information in both the listening and written source. The response will require analysis, evaluation, personal reaction and drawing a conclusion all of which require higher level skills.

## 4.7 Assessment criteria

### 4.7.1 Paper 1 Summary question: A03

Mark	A03 quality of language marks in the reading summary task
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.

### Paper 1 Research project: A02

Mark	A02 descriptors
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.

Mark	A02 descriptors
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.

### Paper 1 Research project: A03

Mark	A03 quality of language marks in the writing task
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.

## Paper 1 Research project: A04

Mark	A04 descriptors
17–20	<p>Excellent critical and analytical response to the question set.</p> <p>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.</p>
13–16	<p>Good critical and analytical response to the question set.</p> <p>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.</p>
9–12	<p>Reasonable critical and analytical response to the question set.</p> <p>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.</p>
5–8	<p>Limited critical and analytical response to the question set.</p> <p>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.</p>
1–4	<p>Very limited critical and analytical response to the question set.</p> <p>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.</p>
0	The student produces nothing worthy of credit.

## 4.7.2 Paper 2: Writing

Essays on texts and films will be assessed according to the following assessment criteria.

## A03

Mark	A03 quality of language marks in the writing task
17–20	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.
13–16	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.
9–12	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.
5–8	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.
1–4	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.

## A04

Mark	A04 descriptors
17–20	Excellent critical and analytical response to the question set. Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
13–16	Good critical and analytical response to the question set. Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.

Mark	A04 descriptors
9–12	Reasonable critical and analytical response to the question set. Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied
5–8	Limited critical and analytical response to the question set. Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
1–4	Very limited critical and analytical response to the question set. A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
0	The student produces nothing worthy of credit.

### 4.7.3 Paper 3: Listening, Reading and Writing

#### 4.7.3.1 Paper 3 Summary question: A03

Mark	A03 quality of language marks in the listening summary task
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.

Mark	A03 quality of language marks in the listening summary 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.

### Paper 3 Multi-skill task: A01

Mark	A01 descriptors
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.

### Paper 3 Multi-skill task: A02

Mark	A02 descriptors
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

Mark	A02 descriptors
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	The student produces nothing worthy of credit.

### Paper 3 Multi-skill task: A03

Mark	A03 quality of language marks in the writing task
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.

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Mark	A03 quality of language marks in the writing 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.



# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, further and higher education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA Advanced Level GCE in Modern Hebrew (listening, reading, writing)	7672	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCE qualification level conditions that apply to all GCEs
- Ofqual GCE subject level conditions that apply to all GCEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/2430/2.

## 5.2 Awarding grades and reporting results

The A-level qualification will be graded on a six-point scale: A\*, A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

## 5.3 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.4 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

However, we recommend that students should have the skills and knowledge associated with a GCSE Modern Hebrew (Listening, Reading, Writing) or equivalent.

## 5.5 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at [jcq.org.uk](http://jcq.org.uk)

### Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice visit [aqa.org.uk/access](http://aqa.org.uk/access) or email [accessarrangementsqueries@aqa.org.uk](mailto:accessarrangementsqueries@aqa.org.uk)

## 5.6 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at [aqa.org.uk/becomeacentre](http://aqa.org.uk/becomeacentre)

## 5.7 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](http://aqa.org.uk/privatecandidates)
- email [privatecandidates@aqa.org.uk](mailto:privatecandidates@aqa.org.uk)



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## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/7672](http://aqa.org.uk/7672)

You can talk directly to the Modern Hebrew (Listening, Reading, Writing) subject team:

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

T: 01423 534381