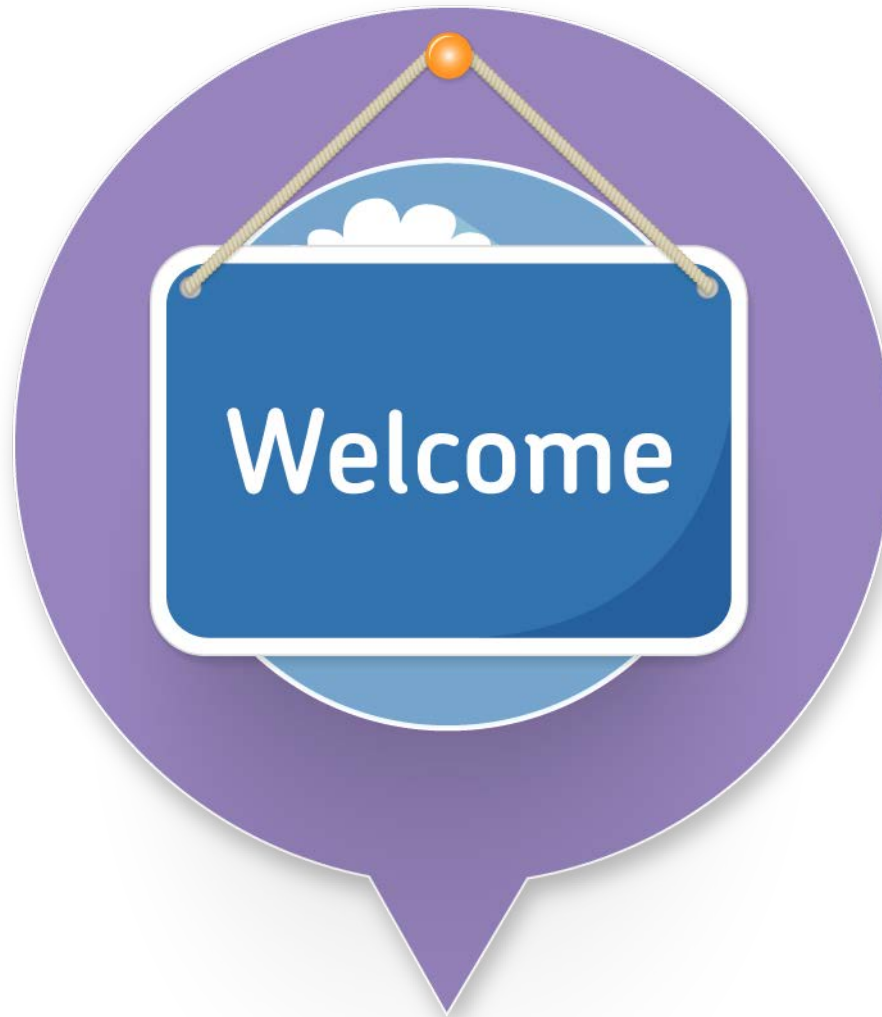


A-level Modern Hebrew Preparing to teach

Shosh Sharpe
Summer 2018



Welcome



Agenda

- 4.00 pm Welcome
- 4.05 pm Overview of specification content and structure
- 4.30 pm Paper 3 Listening and Writing
- 5.00 pm Paper 2 Writing
- 5.30 pm Paper 1 Reading and Writing
- 6.00 pm Close

Structure of specification

- First teaching in September 2018, first exam June 2020.
- Two-year linear course with all assessment at the end of Year 2.
- Same grading system as current qualifications: A*–E.
- Same grammar list as legacy A-level specification – see specification for details.
- No dictionaries are permitted during the assessments.

Assessment Objectives and weightings

AO	Objective	Weighting
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%

Specification at a glance

Paper 1: Reading and Writing	Paper 2: Writing	Paper 3: Listening, Reading and Writing
<ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• Reading, translation into English, research project• 85 marks• 42.5% of A-level	<ul style="list-style-type: none">• Written exam: 2 hours• 2 essays on set texts/films• 80 marks• 20% of A-level	<ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• Listening, translation into Modern Hebrew, multi-skill task• 75 marks• 37.5% of A-level

Subject content – themes

Area of interest: Social issues and trends

- Aspects of Modern Hebrew-speaking society: past and current trends
- Aspects of Modern Hebrew-speaking society: past and current issues

Area of interest: Political and artistic culture

- Artistic culture in the Modern Hebrew-speaking world past and present
- Aspects of political life in the Modern Hebrew-speaking world past and present

Theme 1 and sub-themes

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

Sub-themes:

- **The Israeli family**
 - The traditional family unit
 - The role of the religious establishment in the family
 - The diversity of the modern family
- **The evolution of the digital world in Israel**
 - The internet in daily life
 - Social media – benefits and dangers
 - The digitalisation of Israeli society

Theme 2 and sub-themes

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

Sub-themes:

- **Marginalisation in Israeli society**
 - Social and economic marginalisation
 - Crime and punishment in Israel
 - The issue of geographic inequality
- **Migration in Israel**
 - Israel and the Jewish Diaspora
 - Immigration into Israel – impact on society
 - Emigration from Israel – impact on society

Theme 3 and sub-themes

Artistic culture in the Modern Hebrew-speaking world past and present

Sub-themes

- **Israeli festivals and traditions**
 - Cultural traditions in Jewish and non-Jewish communities
 - The Kibbutz
 - Regional and local heritage
- **Israeli art and architecture**
 - Archaeological sites
 - Sites of commemoration and preservation in Israel
 - Israeli art and artists

Theme 4 and sub-themes

Aspects of political life in the Modern Hebrew-speaking world past and present

Sub-themes

- **Democracy in Israel**
 - Creation of the Israeli state
 - Israeli Presidents and Prime Ministers past and present
 - The current political scene in Israel
- **Israeli politics and young people**
 - The role of schools in political education
 - Youth movements
 - Young people and political engagement

A-level Modern Hebrew research topics

Theme 1 Research topic

Equality in Israeli society

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

Theme 2 Research topic

War and conflict in Israel

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

A-level Modern Hebrew research topics

Theme 3 Research topic

Israeli music

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

Theme 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

Set texts and set films

Students must study one book and one film **or** two books from the following list in the specification. The list remains valid for the lifetime of the specification.

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)

Set texts and set films

Films:

- *The Summer of Aviya*: Eli Cohen (1988)
- *Someone to Run With*: Oded Davidoff (2006)

No access to books or films during the exam.

Paper 3

What's assessed

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

Paper 3

How it's assessed

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

Paper 3

Questions

- Listening and responding to a variety of spoken passages from a range of contexts and sources, including a summary task. All questions in Modern Hebrew answered with non-verbal responses or in Modern Hebrew (35 marks).
- Students have individual control of the recording.
- Translation into Modern Hebrew; a passage of minimum 100 words (10 marks).

Paper 3

Now we will listen to the recordings.

Paper 3

- Multi-skill task: listening, reading and responding in writing to an unseen 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 sources (40 marks).
- Students are advised to write approximately 200 words in Modern Hebrew for the multi-skill task essay.

Paper 3: example materials

- Summary task
- Translation into Modern Hebrew
- Multi skill task

Paper 2

What's assessed

- One book and one film **or** two books from the list set in the specification
- Grammar

How it's assessed

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

Paper 2

Questions

- Respond in Modern Hebrew to one question on a set text and one question on a set film **or** to two questions on two different set texts.
- All questions will require a critical appreciation.
- Choice of two questions on each text/film.
- No access to texts or films during the exam.
- Students write approximately 300 words per essay.

Paper 2

- The mark schemes require students accessing top bands to consistently use appropriate evidence from the book/film to support their conclusions, develop their arguments, justify their opinions.
- Quotations may be used as evidence but are not required. Students can instead use close reference to the text to justify and support their points.
- The possible content in the mark schemes is neither prescriptive nor exhaustive.

Paper 2: example materials

- Essay on set text
- Essay on set film

Paper 1

What's assessed

- Aspects of Modern Hebrew-speaking society: past and current trends.
- Aspects of Modern Hebrew-speaking society: 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.
- Individual research project (one of four sub-themes).

Paper 1

How it's assessed

- Written exam: 2 hours and 30 minutes
- 85 marks in total
- 42.5% of A-level

Paper 1

Questions

- Reading and responding to a variety of authentic texts written for different purposes. All questions are in Modern Hebrew answered with non-verbal responses or in Modern Hebrew, including summary (35 marks).
- Translation into English; a passage of minimum 100 words (10 marks).

Paper 1

Individual research project

- Students are required to choose from the specification one of the four research topics to study during their course.
- In the exam, they will respond in writing to an unseen question, using information from the Modern Hebrew written source provided in the question paper as well as the knowledge gained from their individual research.
- No access to research materials or dictionaries is permitted during the exam.
- Students are advised to write a response of approximately 300 words (40 marks).

Guidance for summary tasks (Paper 1 and Paper 3)

- In summary questions in both Reading and Listening, content marks (AO1/AO2) can be gained by lifting text from the original.
- To gain language marks (AO3), manipulation of structures is required but individual words and short phrases from the original can be used.
- It is possible to gain 5 marks for AO3 even if information relating to one bullet point is missing.
- Examiners stop marking at the first natural break (end of clause or sentence) between 90 and 100 words.
- Sample mark schemes exemplify the award of AO3 marks (available on the Assess tab on website).

Paper 1 Individual research project

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.

Paper 1 Individual research project

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.

Paper 1 Individual research project

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.

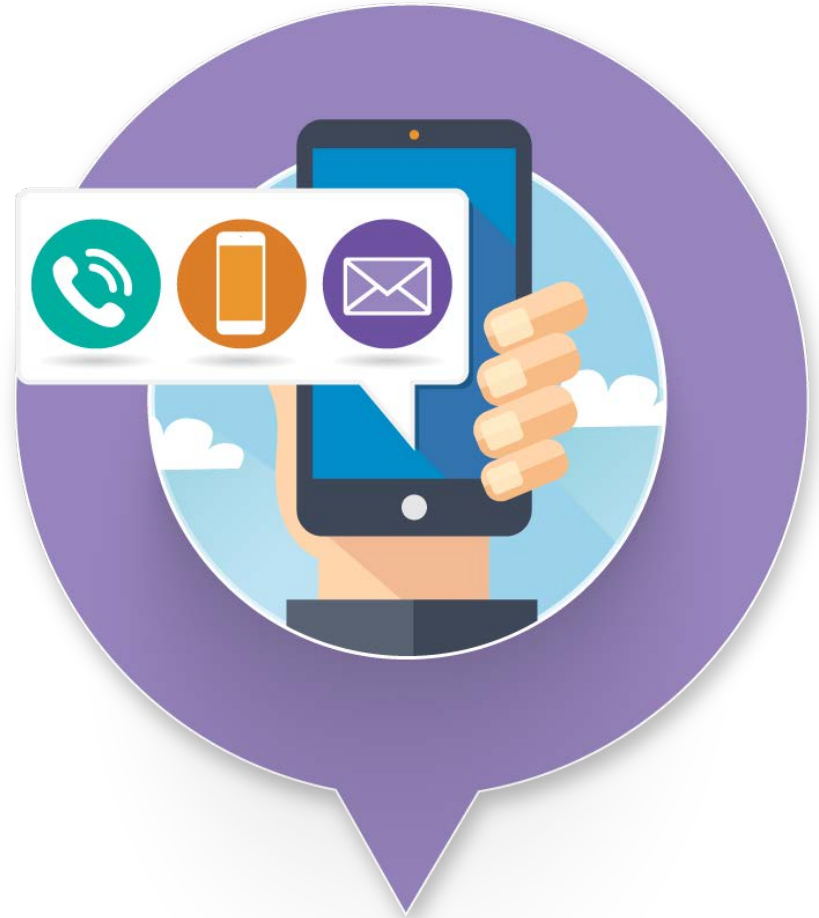
Paper 1: example materials

- Summary task
- Translation into English task
- Individual research project

Get in touch

We're here to support you and help you with your queries.

- Call **01423 534381**
- Visit [**aqa.org.uk**](http://aqa.org.uk)
- Email [**mfl@aqa.org.uk**](mailto:mfl@aqa.org.uk)



Thank you.
