

## Examination Board

AQA

### Course Content

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

Subject content:

- 1. Social issues and trends
- 2. Political and artistic culture
- 3. Grammar Options
- 4. Works: literary texts and films

### How will I be assessed on this course?

#### What is assessed in Paper 1: Reading and Writing?

- 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
- Individual research project (one of four sub-themes)

#### How it is assessed

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

#### Questions

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.

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

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

No access to a dictionary during the assessment.

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).

No access to research materials or dictionaries during the assessment.

Students are advised to write approximately 300 words for the research project essay.

#### What is assessed in Paper 2: Writing?

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

How it is 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.

### What is assessed in Paper 3: Listening, reading and writing?

- 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 is 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.

Sixth Form			
YG	Autumn Term	Spring Term	Summer Term
Y12	<p><u>Day to day issues</u></p> <ul style="list-style-type: none"> <li>- Media</li> <li>- Transport and communication</li> <li>- Food, drink, health and fitness</li> </ul> <p><u>Contemporary society</u></p> <ul style="list-style-type: none"> <li>- Family</li> <li>- Religion</li> <li>- Free time activities</li> <li>- Urban and rural life</li> <li>- Environmental issues</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>- Revision of verbal system</li> <li>- Verbal nouns</li> <li>- Prepositions</li> <li>- Use of adjectives with irregular plurals</li> <li>- Definite nouns plus adjectives</li> <li>- Particles- conjunctives - אלא , אבל - אלא</li> <li>- Conditional sentences</li> <li>- Turning nouns into adjectives</li> </ul> <p><u>Research Israeli topics/news</u></p> <ul style="list-style-type: none"> <li>- Write about what you read in the paper this week</li> </ul>	<p><u>Environment and citizenship</u></p> <ul style="list-style-type: none"> <li>- Science and society</li> <li>- Crime and punishment</li> <li>- Working world</li> <li>- Education and training</li> <li>- Employment and unemployment</li> </ul> <p><u>Language</u></p> <ul style="list-style-type: none"> <li>- Language structures which require future tense</li> <li>- Conditional, want (you) to</li> <li>- When - כאשר - past and future of the verb 'to have'</li> <li>- The preposition 'for' for the description of time</li> </ul> <p><u>The international context</u></p> <p><u>Exam techniques</u></p> <p><u>Mocks</u></p>	<p><u>Revision</u></p> <ul style="list-style-type: none"> <li>- Read Israeli papers</li> <li>- Past papers</li> <li>- Exam techniques</li> <li>- Activities and</li> </ul> <p><u>Resources:</u></p> <ol style="list-style-type: none"> <li>1) Model essays booklets</li> <li>2) Reading comprehension booklets</li> <li>3) Translation booklets</li> <li>4) Essay writing vocabulary by topic booklets</li> <li>5) past paper booklets</li> </ol>
Y13	<p><u>Communities, ethnic groups and religions in Israel:</u></p> <ul style="list-style-type: none"> <li>- Students learn the historical background of the community/religion/reasons for the immigration/different waves of immigration of the same communities/</li> <li>- Integrating in the Israeli society/work/ Education</li> </ul>	<ul style="list-style-type: none"> <li>- State and Religion</li> <li>- Citizens' rights</li> <li>- The question of constitution and principal laws</li> <li>- Elections in Israel</li> </ul> <p><u>Environment and citizenship:</u></p> <ul style="list-style-type: none"> <li>- Protecting the Planet</li> <li>- Urban and Rural Life</li> </ul>	<ul style="list-style-type: none"> <li>- Local Authorities</li> <li>- Minorities in Israel – Druze</li> <li>- Army service</li> <li>- The Israeli society</li> <li>- Political involvement</li> <li>- The influence of the community on the general society.</li> </ul>

	<p><u>The principles of democracy and their implications in the state of Israel:</u></p> <ul style="list-style-type: none"> <li>- The declaration of independence</li> <li>- The Knesset, the government, the judicial system</li> </ul> <p><u>Reading Comprehension/translation</u></p> <ul style="list-style-type: none"> <li>- Media &amp; Advertising</li> <li>- Transport</li> <li>- Communication technology</li> <li>- Health &amp; well-being</li> <li>- Family and Relationships</li> <li>- Religion</li> <li>- Leisure activities</li> <li>- Social issues</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- passive forms (2-3 forms)</li> <li>- Irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Impact of scientific and technological progress</li> <li>- Law and Order</li> </ul> <p><u>Working world:</u></p> <ul style="list-style-type: none"> <li>- Education and employment</li> <li>- Economic issues</li> </ul> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>- Revision of ordinal numbers (m&amp;f), fractions and cardinal numbers</li> <li>- Irregular verbs</li> </ul>	<p><u>The international context:</u></p> <ul style="list-style-type: none"> <li>- Aspects of life/culture of foreign countries</li> <li>- The developing world</li> <li>- Wealth and poverty</li> </ul> <p><u>Past papers</u></p> <p><u>Exam techniques</u></p> <p><u>Vocabulary tests</u></p> <p><u>Suggested activities and resources:</u></p> <ol style="list-style-type: none"> <li>1) Model essays booklets;</li> <li>2) Reading comprehension booklets;</li> <li>3) Translation booklets</li> <li>4) Past paper booklets</li> </ol> <ul style="list-style-type: none"> <li>- Invite a guest speaker from the chosen community to explain the difficulty of immigration and also the rewards</li> <li>- Read Israeli papers</li> <li>- Listen to Israeli radio/news</li> <li>- Watch authentic Israeli film on a specific community in Israel</li> </ul>
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