



A-level MODERN HEBREW 7672/1

Paper 1 Reading and Writing

Mark scheme

June 2025

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

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 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.

Qu	Accept	Mark	Reject
01.1	הוא לא הצליח למכור את התמונות שלו / אף אחת מהתמונות שלו לא נמכרה /	1	אף אחת מהן לא נמכרה / הוא לא היה מפורסם

Qu	Accept	Mark	Reject
01.2	הם אספו ביניהם כסף (1) אחד החברים (הלך לחנות אומנות) וקנה תמונה של הצייר. (1) שלחו חבר לקנות אחת מהתמונות של הצייר. (1) קנו בכסף שלהם תמונה / תמונות של הצייר (1) (Any 2 points)	2	התלבש לפי האופנה האחרונה / התמקח על המחיר

Qu	Accept	Mark	Reject
01.3	הוא נתן את הכסף לחברים (שלו) (כדי לקנות תמונה נוספת / שנייה)	1	בערב קיבל הצייר את הכסף עבור התמונה

Qu	Accept	Mark	Reject
01.4	(המבקרים כתבו על) הצבעים המיוחדים בציוריו (1) על נקודת המבט הגאונית של הצייר (1) האומן הזה יוצר בתמונותיו אווירה נפלאה שכמעט אין כמוה באומנות המודרנית (1) (Any 2 points)	2	התמונות הופיעו מחדש בתערוכות ובחנויות האומנות

Qu	Accept	Mark	Reject
01.5	הוא (הצייר) שוב הציג / מכר את התמונות שלו בתערוכות ובחנויות האומנות	1	מבקרי האומנות התחילו לכתוב על הצבעים המיוחדים בציוריו

Qu	Accept	Mark	Reject
01.6	כדי שלא להחזיר בטעות את התמונה לחנות שכבר מכרה אותה לחבריו בעבר / כדי שהחנויות לא יידעו שהקונים הראשונים היו חבריו.	1	התמונות הופיעו מחדש בתערוכות ובחנויות האומנות

Qu 02	Accept	Mark	Notes
Bullet 1	הסיבות למאבקי הכוח בכנסיית הקבר בין העדות הנוצריות השונות: קדושת המקום / הקבר של ישו (1) חשיבות המקום / הקבר של ישו (1) כל עדה מעוניינת ביותר סמכויות וזכויות בכנסייה. (1)	2 (out of 3)	הסיבות למאבקי הכוח בכנסיית הקבר בין העדות הנוצריות השונות: חשיבותו הרבה של המקום לדת הנוצרית גרמה למאבקי שליטה בין העדות והזרמים הנוצריים השונים, המעוניינים בכמה שיותר סמכויות וזכויות במקום. (Accept)
Bullet 2	הפתרונות כדי לשמור על דו קיום בין העדות הנוצריות השונות: קיים הסכם בין העדות הקובע את הסמכויות והזכויות של כל עדה (1) שתי משפחות מוסלמיות שומרות על (קיום) ההסכם. (1) הפתיחה והסגירה של הכנסייה על ידי מוסלמים מונעת סכסוכים בין העדות. (1)	2 (out of 3)	הפתרונות כדי לשמור על דו קיום בין העדות הנוצריות השונות: בין העדות השונות ישנו הסכם הקובע את הסמכויות והזכויות של כל עדה, אך מי ששומר למעשה על קיומו של ההסכם לאורך השנים, הן דווקא שתי משפחות מוסלמיות הגרות על ידי הכנסייה. (Accept)
Bullet 3	הסדר של פתיחת וסגירת דלתות הכנסייה כל יום: הנציג האורתודוקסי פותח את החלון בדלת הכנסייה (1) נציג של אחת העדות מוציא מתוך החלון סולם קטן (1) איש ממשפחת ג'וּדָה, (האחראית על שמירת המפתחות) נותן את המפתח לאיש ממשפחת נוסייִבָּה (1) איש ממשפחת נוסייִבָּה עולה על הסולם ופותח את המנעול. (1) לאחר מכן הוא יורד מהסולם, דוחף את הדלתות, ומחזיר לאיש ממשפחת ג'וּדָה את המפתח. (1)	3 (out of 6)	הסדר של פתיחת וסגירת דלתות הכנסייה כל יום: הנציג האורתודוקסי פותח את החלון הקבוע בדלת הכנסייה, ונציג אחר מוציא מתוך החלון סולם קטן עבור המשפחות המוסלמיות, הממתינות מחוץ לדלת. איש ממשפחת ג'וּדָה, האחראית על שמירת המפתחות, נותן את המפתח לאיש ממשפחת נוסייִבָּה, אשר עולה על הסולם ופותח את המנעול. לאחר מכן הוא יורד מהסולם, דוחף את הדלתות, ומחזיר לאיש ממשפחת ג'וּדָה את המפתח. (Accept)

The marks for content (AO2) and language (AO3) are awarded independently. Long summaries will be marked for content (AO2) 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 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.* '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.

Serious errors include:

incorrect verb forms especially irregular forms and incorrect use of pronouns.

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 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.

Reading: Question 03

Qu	Accept	Mark
03.1	ב	1

Qu	Accept	Mark
03.2	ג	1

Qu	Accept	Mark
03.3	ד	1

Qu	Accept	Mark
03.4	ה	1

Qu	Accept	Mark
03.5	ו	1

Qu	Accept	Mark
03.6	ז	1

Qu	Accept	Mark
03.7	ח	1

Qu	Accept	Mark
03.8	ט	1

Question 4

Qu	Accept	Mark	Notes
04.1	היא אישה נשואה (1) לא גרושה / התגרשה (1) לא אלמנה / התאלמנה / בעלה לא מת (1)	2 (out of 3)	(Also accept) אישה נשואה שלא חיה עם בן זוגה ולא התגרשה ממנו או התאלמנה.

Qu	Accept	Mark	Notes
04.2	האישה לא נשואה יותר לבעלה (1) היא יכולה להתחתן עם גבר אחר. (1)	2 (out of 2)	הם גרושים / מתגרשים (Reject)

Qu	Accept	Mark	Notes
04.3	הבעל רוצה להגיע להסדר כספי תמורת הַגָּט. (1) הבעל רוצה לנקום באשתו. (1) הבעל רוצה למנוע מאשתו (ממנה) להתחתן בשנית. (1)	2 (out of 3)	רק לעיתים רחוקות אדם נעלם ולא ידוע איפה הוא, חוץ ממקרים בהם הוא ברח או מסתתר בכוונה. (Reject)

Qu	Accept	Mark	Notes
04.4	בתי הדין הרבניים מנסים למצוא בעלים שנעלמו / לשלם להם כסף / שולחים אותם לכלא (כדי שיסכימו לתת גָּט).	1 (out of 3)	(Also accept) בתי הדין הרבניים משקיעים מאמצים רבים כדי לפתור את הבעיה של הנשים הַעֲגוּנוֹת. הם מנסים למצוא בעלים שנעלמו, או אפילו לשלם להם כסף כדי לשכנעם לתת גָּט לנשותיהם.

Question 05**Translation into English**

Acceptable quality of English in translations into English.

Errors in spelling

Where the candidate's attempted spelling is a recognisable form of the correct spelling and does not correspond to another English word, the attempted spelling is accepted.

Alternative answers

Examiners will be provided with a range of alternative answers in mark schemes but in the event that these do not legislate for all versions and variations which candidates might produce, the guiding principle will be that answers that convey the same intended meaning are accepted.

Successful translation

Translation will be deemed successful if an English speaker would understand the translation and if each element of the original text figures in the translation.

Question			
05	The table below shows the type of answer that is acceptable for each section of the text. Award one mark per correct section then divide by two for a final mark out of 10. Half marks should be rounded up. [10 marks]		
Box		Accept	Reject
1	תנועת "הצופים" היא תנועת הנוער הגדולה בישראל.	The 'Scouts' / 'Hatzofim' movement is the largest / biggest youth young people / teenagers movement / of young people in Israel.	...she is...
2	היא תנועת נוער ציונית	It is a Zionist youth movement / of young people	She is...
3	שאינה קשורה לאף מפלגה פוליטית.	unaffiliated / that is not affiliated with / connected to any political party.	...tied to the nose of...
4	"הצופים" הייתה תנועת הנוער הראשונה	The 'Scouts' / Hatzofim was the first youth movement / of young people	Wrong tense
5	שהוקמה בישראל, בשנת 1919.	(that was) established in Israel, in (the year) 1919.	Wrong tense built in...
6	מטרת התנועה היא לחנך בני נוער לאחריות,	The purpose / aim / goal / objective of the movement is to educate / teach youth / young people to be responsible / responsibility,	
7	להתמודדות עם אתגרים ולאהבת הארץ.	to face / deal with challenges and to love the country / land / Israel.	to fight with...

Box		Accept	Reject
8	התנועה מארגנת קבוצות של ילדים ובני נוער בכל הארץ.	The movement organises groups / teams of children and teenagers / young people throughout / all over the country / land / Israel.	...in every country.
9	חברי התנועה משתתפים	The members of the movement participate / take part	The friends of...
10	בפעילויות חינוכיות, ספורטיביות וחברתיות.	in educational, sports / PE and social activities.	
11	כמו כן התנועה פעילה בקהילות יהודיות מחוץ לישראל.	Additionally, the movement is / also / as well active in Jewish communities outside Israel / abroad.	Like yes...
12	רבים מחברי תנועת "הצופים"	Many / a lot of the members of the 'Scouts' / Hatzofim movement	...the friends of...
13	שמסיימים את לימודיהם בבית הספר,	who finish their studies / studying / learning at school,	
14	יוצאים לשנה של עבודה בקהילה בישראל,	go (out) to work in the / a community in Israel for a year, / for a year of work in a community in Israel	
15	לפני שהם מתגייסים לצבא.	before they join / enlist in the army.	
16	במשך השנה הזאת הם עובדים	During this year they work	
17	כמדריכי נוער או כמורים	as youth guides / leaders or as teachers	
18	במקומות שונים בארץ.	in different / various places in Israel / the land / the country.	
19	תנועת "הצופים" זכתה בפרסים רבים	The "Scouts" / Hatzofim movement (has) won many awards / prizes	
20	על תרומתה לחברה בישראל.	for its contribution to the society in Israel.	on her donation to a friend...

Section B Research project Questions 6–9**Assessment Objectives 2, 3 and 4****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 are marks 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 300 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 2

Mark	AO2
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.
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.

For guidance on the evaluation of the written source in relation to the research findings, examiners are advised to refer to the indicative content for AO4.

AO2 marks should be awarded for the success with which students have demonstrated their understanding of the written source provided and linked information in that source to their research findings. For examples, see items marked 'AO2' in indicative content.

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.

Serious errors include:

incorrect verb forms especially irregular forms and incorrect use of pronouns.

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.

Assessment Objective 4

Research project essay		AO4
Mark	Descriptors	
17–20	Excellent critical and analytical response 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.	
13–16	Good critical and analytical response 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.	
9–12	Reasonable critical and analytical response 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.	
5–8	Limited critical and analytical response 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.	
1–4	Very limited critical and analytical response 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.	
0	The student produces nothing worthy of credit in response to the question.	

0	6
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Research topic: Equality in Israeli Society

השוו בין האפליה הקיימת בין נשים וגברים בספורט בישראל, לבין האפליה איתה מתמודדות נשים בתחומים אחרים בחברה הישראלית (לפחות תחום אחד).

באיזו מידה, לדעתכם, הצליחה מדינת ישראל ליצור שוויון בין גברים ונשים בחברה? הסבירו ונמקו.

[40 marks]**Indicative content**

- In Israel, only a fifth of the sports people are women. (AO2)
- In Israel, many schools do not allow girls to participate in football and running like the boys, but only in dance and movement classes. (AO2)
- In Israel there are very few sports facilities suitable for women. (AO2)
- In a popular sport like football, only 4% of all registered football players in Israel are women. (AO2)
- All those responsible for making policy decisions and allocating funds to sports in Israel are men. (AO2)
- The media does not usually report on women's sports competitions. (AO2)
- The socio-economic difference between men and women in Israel.
- The treatment of women by different parts of the Israeli establishment and society.
- The ways the state of Israel is using to promote gender equality.
- Other social gaps that affect Israeli society. (Religion, ethnicity, race etc.)

07

Research topic: War and conflict in Israel

בגלל המצב הבטחוני, מדינת ישראל דאגה לרכוש או לפתח את כלי הנשק המתקדמים בעולם. ערכו השוואה בין ספינות שֶׁרְבוּדָג לבין כלי נשק או סיוע צבאי אחר ששיפר את מעמדה הצבאי של ישראל.

באיזו מידה, לדעתכם, הייתה חשיבות לקשרים הצבאיים בין ישראל לבין מדינות אחרות בעולם? הסבירו ונמקו.

[40 marks]**Indicative content**

- After 1967 the IDF realised that the Israeli Navy needed small and fast missile ships. France agreed to build 12 missile ships in its shipyards, in the city of Cherbourg. (AO2)
- After the Six Day War, President Charles de Gaulle imposed a ban (embargo) on the sale of weapons to Israel. (AO2)
- Seven missile ships were sent to Israel before receiving the order from the French government to stop the sale of the ships. (AO2)
- The problem was how to release the five ships that were still being built in the shipyards in the port of Cherbourg. (AO2)
- The head of the Israeli delegation in France contacted a businessman from Norway, who agreed to buy the ships from the French for his company. (AO2)
- On Christmas night, in December 1969, the five ships left the port of Cherbourg. They arrived at the port of Haifa a week later, at night. (AO2)
- In the Yom Kippur War, the Cherbourg ships successfully participated in battles against the Syrian Navy and the Egyptian Navy. (AO2)
- The Importance of the IDF purchasing and developing the most advanced weapons for the security of Israel.
- The advantages and disadvantages of maintaining military connections between Israel and other countries.
- The various roles of the army in Israel.
- The impact of the security situation on Israeli society.

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Research topic: Israeli music

ערכו השוואה בין הלחנת שירי משוררים לבין כתיבת שירים מסגנונות מוזיקה ישראלים שונים (לפחות סגנון מוזיקלי אחד).

מדוע לדעתכם, הלחנת שירי משוררים פופולארית בישראל? הסבירו והדגימו.

[40 marks]

Indicative content

- A unique global phenomenon has been created in Israel, where musicians of the first rank, compose and perform Hebrew poetry. (AO2)
- In 1972; an evening of poets' songs/poems was held at the radio station of the IDF, in which singers sang poems that quickly became classics. (AO2)
- Many famous singers started performing songs/poems by poets that they composed or that were composed for them. (AO2)
- Composing poets' poems is not easy. The melody adds rhyme, rhythm, a certain style. (AO2)
- In Israel, many people know, and love composed poems. Many poets' songs/poems are played in the media and reach a wide audience. (AO2)
- The traditional link between the use of music in prayers and liturgy and the composing of poets' poems.
- The reflection of the various singers/groups in Israel on Israeli Music.
- Poets' poems as a reflection of Israeli society.
- The evolving definition of Israeli music.
- The tendency of Israeli composers and song writers to draw from different sources.

09

Research topic: Peace movements in Israel

ערכו השוואה בין השותפות העסקית הישראלית – פלסטינית של **ענת ורולה** לבין פעילויות או יוזמות שלום אחרות בישראל (לפחות פעילות / יוזמה **אחת**).
באיזו מידה, לדעתכם, יכול שיתוף פעולה כלכלי בין יהודים וערבים לתרום לקידום תהליך השלום?
[40 marks]

Indicative content

- An Israeli businesswoman founded, together with a Palestinian businesswoman, a new company that helped Palestinian businessmen export goods from the West Bank abroad, and import goods from abroad to the West Bank, through the port of Ashdod in Israel. (AO2)
- The two women decided that the relationship between them is based on business, and they don't get involved in politics. (AO2)
- A film director filmed a documentary about this partnership called "My Enemy, My Partner". (AO2)
- The business partnership worked very successfully for about eight years, but the political and military tensions between Israel and the Palestinian Authority caused many difficulties and disagreements and, in the end, led to the dissolution of the company. (AO2)
- The women believed that economic cooperation based on communicating at eye level, daily contact, and a genuine desire to develop new initiatives can bring peace, business prosperity and satisfaction for both sides. (AO2)
- The importance of economic and financial interests as an incentive towards a peaceful solution.
- The significance of joint Arab-Jewish financial initiatives as an example of achieving peace between nations.
- The importance of the idea of 'peace with our neighbours' for different groups in Israeli society.
- Various pursuits of peace in the history of the state of Israel.