



GCSE
MODERN HEBREW
8678/LF

Paper 1 Listening Foundation

Mark scheme

June 2021

Version: 0.1 Pre-Standardisation



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.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.
 - (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
 - (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
 - (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
 - (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.
2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.
3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.
4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.
5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.
6. In questions which are T/F/? or ✓/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'N' for Nachon in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

- A. Incorrect personal pronouns – accept (unless this causes ambiguity)
- B. Incorrect possessive adjectives – accept (unless this causes ambiguity)
- C. Wrong gender – accept (unless this causes ambiguity)
- D. Infinitive – will normally communicate without ambiguity, so should be accepted
- E. Wrong tense – accept as long as student comprehension is not in question
- F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01	C (school)	1

Question	Accept	Mark
02	A (pretty)	1

Question	Key idea	Accept	Reject	Mark
03.1	Vegetables	Greens/not too much fruit	Fruit, vitamins	1

Question	Key idea	Accept	Reject	Mark
03.2	Once a week	One time a week/not every day	everyday	1

Question	Accept	Mark
04.1	A (swim in the pool)	1

Question	Accept	Mark
04.2	C (important to visit historical sites)	1

Question	Accept	Mark
04.3	A (in the market)	1

Question	Key idea	Accept	Reject	Mark
05	Listen to music	Play/hear music/music	Watch films	1

Question	Key idea	Accept	Reject	Mark
06	Play games	Play/gaming	Speak to friends	1

Question	Key idea	Accept	Reject	Mark
07	Send emails/pictures	Email/to send pictures	Use social media/Facebook/Instagram	1

Question	Key idea	Accept	Reject	Mark
08.1	Romantic	About love/love story	new	1

Question	Key idea	Accept	Reject	Mark
08.2	Comedy	funny	History/historical films	1

Question	Key idea	Accept	Reject	Mark
09.1	Not buying new clothes	Not buy new clothes	Buy clothes /saves money	1

Question	Key idea	Accept	Reject	Mark
09.2	Plastic	Plastic bottles /water bottles/bottles	Water	1

Question	Key idea	Accept	Reject	Mark
10	Read a book	Read/reading	Write in his exercise book	1

Question	Key idea	Accept	Reject	Mark
11	Play tennis	Play tennis /playing tennis	Play football/to play ball /to play basketball	1

Question	Key idea	Accept	Reject	Mark
12	Eat	Eating/eat	Play outside/play/ball/play with friends	1

Question	Accept			Mark
13	G (Gideon)			1

Question	Accept	Mark
14	T (Talia)	1

Question	Accept	Mark
15	G (Gideon)	1

Question	Key idea	Accept	Reject	Mark
16	<p>Advantage: Saves time</p> <p>Disadvantage: Not comfortable</p>	<p>Advantage: Don't need to think what to wear</p> <p>Disadvantage: Not convenient</p>	<p>Advantage: I don't need to think (on its own)</p> <p>Disadvantage: You (must) wear a tie and jacket</p>	2

Question	Key idea	Accept	Reject	Mark
17	<p>Advantage: Everyone is equal</p> <p>Disadvantage: Everyone can't wear what you like</p>	<p>Advantage: You don't know who has money and who hasn't/who is rich or poor</p> <p>Disadvantage: Not everyone likes wearing the same clothes and the same colours/everyone has to wear the same clothes and colours</p>	<p>Advantage: People don't have money to buy uniform</p> <p>Disadvantage: Not every likes uniform/everyone wears the same</p>	2

Question	Accept	Mark
18.1	B (sporty)	1

Question	Accept	Mark
18.2	C (20 July)	1

Question	Accept	Mark
18.3	A (curious)	1

Question	Accept	Mark
19.1	F (Ride a bike)	1

Question	Accept	Mark
19.2	C (Watch films)	1

Question	Accept	Mark
19.3	D (Cook meals)	1

Question	Key idea	Accept	Reject	Mark
20	Key idea past: Sports centre Key idea future: The beach	Past: Sports place Future: The sea	Past: Bowling Future: A party	2

Question	Accept	Mark
21	A F G H (in any order) A חדר אמבטיה F גינה G חדר השינה שלו H חדר אוכל	4

Question	Accept	Mark
22.1	D (בית ספר)	1

Question	Accept	Mark
22.2	A (בית אבות)	1

Question	Accept	Mark
23.1	B (כל השנה)	1

Question	Accept	Mark
23.2	C (שמונה)	1

Total marks = 40