



GCSE
MODERN HEBREW
8678/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2022

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.

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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).

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
01.1	D (Football stadium)	1

Question	Accept	Mark
01.2	E (Art gallery)	1

Question	Accept	Mark
01.3	B (Luxury accommodation)	1

Question	Key idea	Accept	Reject	Mark
02.1	Bus	Public transport	Car, bicycle	1

Question	Key idea	Accept	Reject	Mark
02.2	A new song	Song/to sing	Hebrew	1

Question	Key idea	Accept	Reject	Mark
02.3	Drinks water	Drinking	Resting/talking to friends	1

Question	Key idea	Accept	Reject	Mark
02.4	Runs a lot	Running	Plays	1

Question	Accept	Mark
03.1	Activity: D (Swimming) = 1 mark Reason: 2 (Keep healthy) = 1 mark	2

Question	Accept	Mark
03.2	Activity: A (Eating vegetables) = 1 mark Reason: 3 (Nutritious) = 1 mark	2

Question	Accept	Mark
04.1	P (past)	1

Question	Accept	Mark
04.2	F (future)	1

Question	Accept	Mark
04.3	N (now)	1

Question	Accept	Mark
04.4	P (past)	1

Question	Key idea	Accept	Reject	Mark
05.1	Advantage: Playing music (in the classroom)	Advantage: Playing instruments	Advantage: He likes it	2
	Disadvantage: It's noisy/can't hear the teacher	Disadvantage: Noise, noisy, too loud	Disadvantage: It's unpleasant	

Question	Key idea	Accept	Reject	Mark
05.2	Advantage: Watching films/(it's) interesting	Advantage: Films/movies	Advantage: Likes history	2
	Disadvantage: The teacher gives a lot of homework/it's hard	Disadvantage: Homework/difficult	Disadvantage: The teacher is strict	

Question	Accept	Mark
06.1	T (true)	1

Question	Accept	Mark
06.2	F (false)	1

Question	Accept	Mark
06.3	T (true)	1

Question	Accept	Mark
06.4	F (false)	1

Question	Accept	Mark
06.5	NT (not in the text)	1

Question	Accept	Mark
06.6	F (false)	1

Question	Accept	Mark
06.7	T (true)	1

Question	Accept	Mark
07.1	P (positive)	1

Question	Accept	Mark
07.2	P (positive)	1

Question	Accept	Mark
07.3	P+N (positive and negative)	1

Question	Key idea	Accept	Reject	Mark
08.1	He attends/goes to Shul/Synagogue on holidays/Yom Kippur (Day of Atonement)	He celebrates Jewish holidays/Goes to the Synagogue	Holidays/Yom Kippur (without a verb)	1

Question	Key idea	Accept	Reject	Mark
08.2	He likes to watch the news on TV	Watching/seeing news	News (without a verb)	1

Question	Key idea	Accept	Reject	Mark
08.3	He doesn't eat/avoids cakes and sweets/sweet food	No sweet food	He likes cakes and sweets	1

Question	Key idea	Accept	Reject	Mark
08.4	He prefers to message/text/send pictures/communicate with his friends on his phone (rather than going out with them)	Messaging/texting his friends on the phone / using his phone.	He has a phone	1

Question	Accept	Mark
09.1	D (כיתה)	1

Question	Accept	Mark
09.2	E (חדר אוכל)	1
Question	Accept	Mark
09.3	B (מגרש משחקים)	1
Question	Accept	Mark
10	B, E, F (in any order) B (הילה רוצה לשחק ולשיר על במה) E (שמעון רוצה לבשל אוכל לאנשים מכל העולם) F (שמעון חושב שכדאי ללמוד שפות זרות)	3
Question	Accept	Mark
11	D, A, E, F (in this order) D (טובה) A (לדבר) E (יודעת) F (בית)	4
Question	Accept	Mark
12.1	B (האיש העני הלך לחתונה כדי לאכול)	1
Question	Accept	Mark
12.2	C (השומרים לא נתנו לעני להיכנס, כי לא היו לו בגדים יפים)	1

Question	Accept	Mark
12.3	A (האיש העני קיבל מחברו בגד יפה)	1

Question	Accept	Mark
12.4	C (האיש העני שם את האוכל על הבגד שלבש)	1

Question	Key idea	Accept	Reject	Mark
13.1	(Past) אספה/מחזרה בקבוקים (פלסטיק וזכוכית)	שמה בקבוקים בפח מחזרה	פח	2
	(Present) מכבה את האורות בבית	מכבה אור	הולכת לישון	

Question	Key idea	Accept	Reject	Mark
13.2	(Past) רכב על אופניים.	נוסע באופניים	למד בבית ספר	2
	(Future) ייסע במכונית חשמלית (למנוע זיהום אוויר)	נוסע במכונית חשמלית	מכונית/ ילמד באוניברסיטה.	

Question		Key idea	Accept	Reject	Mark
14	אני גר בעיר תל-אביב.	I live in the city/town (of) Tel-Aviv.	I live in Tel Aviv/TLV	I am from Tel Aviv	1
	אמא שלי עובדת בבית-מלון.	My mother/mum is working in a hotel.	Mum works inin the house of Malon.	1
	אבא שלי נהג מונית.	My father is a taxi driver.	My father/dad drives a taxi.	...drives a car.	1
	תיירים שמגיעים לעיר,	Tourists arriving/getting/coming to the town/city,	The tourists who/that come to...	People that...	1
	אוהבים לנסוע במונית לחוף הים.	like/love to travel/go by taxi to the seashore/beach	prefer to take/to use a taxi to get to the sea.	Wrong tense	1
	הם גם רוצים לאכול במסעדה.	They also want to eat (in) a/the restaurant.	They like to... as well.	Wrong tense ...the morning...	1
	בשבוע שעבר נסעתי עם אבא לירושלים.	Last week I travelled/went with (my) father/dad to Jerusalem.	In the week that passed.../a week ago...	Wrong tense	1
	התפללנו על יד הכותל המערבי.	(We) prayed next to the Western/Wailing wall.	...next to/by the Kotel.	Wrong tense. ...on hand...	1
	בשנה הבאה אני אגור בירושלים.	(In the) next year I will live in Jerusalem.	In the coming year.	Wrong tense.	1

Total marks = 60