



GCSE MODERN HEBREW 8678/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2023

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 | C (Nurse) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 01.2 | E (Musician) | 1 |

| Question | Accept | Mark |
|----------|-------------|------|
| 01.3 | B (Teacher) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------------------------|----------------------------|--------|------|
| 02.1 | Walks/walking (in the park) | Strolls/goes/hikes/travels | Runs | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-------------------------------|------------------------------|-------------------|------|
| 02.2 | Cooks/cooking (supper/dinner) | Making/preparing supper/meal | Eat/eating dinner | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--------------------------|---------------|------------------|------|
| 02.3 | Plays/playing (football) | Football/ball | Help/in the park | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------------------------|--------------------|----------|------|
| 02.4 | (Tasty/delicious) chocolate | A bar of chocolate | Presents | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 03.1 | B, 4 Activity: B (Eating out) = 1 mark Reason: 4 (Sibling's birthday) = 1 mark | 2 |

| Question | Accept | Mark |
|----------|---|------|
| 03.2 | C, 1 Activity: C (Going to the cinema) = 1 mark Reason: 1 (Friend's invitation) = 1 mark | 2 |

| Question | Accept | Mark |
|----------|-------------------|------|
| 04.1 | F (future) | 1 |

| Question | Accept | Mark |
|----------|----------------|------|
| 04.2 | N (now) | 1 |

| Question | Accept | Mark |
|----------|-----------------|------|
| 04.3 | P (past) | 1 |

| Question | Accept | Mark |
|----------|----------------|------|
| 04.4 | N (now) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---|---------------------------------------|------|
| 05.1 | Advantage: Playing (Dreidel/sevion) | Advantage: Play/games | Advantage: He likes it | 2 |
| | Disadvantage: Feeling unwell/sick/ill/eating (too) much/a lot (of donuts) | Disadvantage: Sick/ill/nausea | Disadvantage: It's not good | |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|---|---|------|
| 05.2 | Advantage: Grandparents visit/come to the house/loves grandparents | Advantage: Grandfather/grandmother/family/relatives | Advantage: Likes it | 2 |
| | Disadvantage: Hungry (all the time)/can't eat bread | Disadvantage: No bread | Disadvantage: It is bad/bread | |

| Question | Accept | Mark |
|----------|-----------|------|
| 06.1 | F (false) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 06.2 | T (true) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 06.3 | F (false) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 06.4 | F (false) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 06.5 | T (true) | 1 |

| Question | Accept | Mark |
|----------|----------------------|------|
| 06.6 | NT (not in the text) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 06.7 | T (true) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 07.1 | P (positive) | 1 |

| Question | Accept | Mark |
|----------|-------------------------------|------|
| 07.2 | P + N (positive and negative) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 07.3 | N (negative) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|--|--------------------------------|------|
| 08.1 | She prefers/wants/likes to live in the country/village/out of town | She doesn't want/like to live in/near the city centre/public transport/railway station | She doesn't like (loud) noises | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--------------------------------------|------------------|------|
| 08.2 | She prefers/wants/likes to spend her free/spare time with friends | Spending time/going out with friends | She likes people | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--|--------------------------------|------|
| 08.3 | She prefers/wants/likes to get money instead of presents/phone/clothes (for birthday) | She wants to buy/choose her own presents | She doesn't want phone/clothes | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---------------------------------------|---|------|
| 08.4 | She is worried/thinking/cares about global warming/greenhouse effect | News about environmental issues/earth | She is recycling/using public transport/saving energy | 1 |

| Question | Accept | Mark |
|----------|-------------|------|
| 09.1 | B (בית קפה) | 1 |

| Question | Accept | Mark |
|----------|-------------------|------|
| 09.2 | E (אצטדיון ספורט) | 1 |

| Question | Accept | Mark |
|----------|--------------|------|
| 09.3 | D (בית כנסת) | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 10 | <p>A, C, F (in any order) A (נדב משחק משחקים עם ילדים חולים). C (נדב אומר שמוזיקה עוזרת לילדים להרגיש טוב). F (הזקנים שומעים סיפורים על החיים של אורטל).</p> | 3 |

| Question | Accept | Mark |
|----------|---|------|
| 11 | <p>D, F, A, C (in this order) D (ללמוד) F (אוהב) A (שלי) C (חופשה)</p> | 4 |

| Question | Accept | Mark |
|----------|---------------------------------------|------|
| 12.1 | B (אבא של אילנה הביא מתנה לגן הילדים) | 1 |

| Question | Accept | Mark |
|----------|------------------------------|------|
| 12.2 | A (אילנה אהבה לשחק עם הליצן) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 12.3 | C (הבגדים של הליצן היו צבעוניים ויפים) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------|------|
| 12.4 | A (עכשיו, הליצן לא יפה ולא חדש) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|--------------------|---------------------------------|------|
| 13.1 | (Present) משחק (עם חברים בכדור) | משחקים/כדור/כדורגל | לקרוא/קורא הודעות בטלפון | 2 |
| | (Future) יושב/ישיב/נשב בספרייה / לומד/ילמד/נלמד (למבחנים) | ספרייה/לימודים | יושב/לשבת (בלי מקום)/ מבחנים | |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|----------------|-------------------|------|
| 13.2 | (Past) בגדים שלי/שלה/שאני/שהיא אוהבת /אף אחד לא אמר מה ללבוש | בגדים/מה שרצתה | ישראל | 2 |
| | (Future) תלבש בגד ים | בגד ים/בריכה | אשחה/לשחות בבריכה | |

| Question | | Key idea | Accept | Reject | Mark |
|----------|---------------------------------|---|---|------------------------------|------|
| 14 | אני לומדת בבית ספר גדול. | I study/learn in a big/large school. | I go to a big school. | I am in school. | 1 |
| | יש לי חברה טובה. | I have a good (girl) friend. | I've got a friend. | There is to me... | 1 |
| | אנחנו יושבות יחד בהפסקה, | We sit together/with each other at/in break (time)/ recess, | We sit at break... /we are together at... | We talk at... /we are one... | 1 |
| | אבל אין לנו הרבה זמן לדבר, | but/however, we don't have much/a lot of time to talk/ speak, | ...we can't talk much/ a lot, | ...we don't talk, | 1 |
| | כי אנחנו צריכות ללכת לשיעור. | Because (we) need/must go to a/the lesson/class. | ...there is a lesson. | ...need to do homework. | 1 |
| | אתמול היא כתבה לי ברשת החברתית, | Yesterday she wrote/has written (to) me on social media, | A day ago... in the social network/net, | Wrong tense ...the friends, | 1 |
| | ושלחה הזמנה | and sent an invitation | and invited me | Wrong tense ...the time | 1 |
| | ליום ההולדת שלה. | to/for her birthday. | ...birthday of her/hers. | To my ... | 1 |
| | מחר יש מסיבה בבית שלה. | Tomorrow there is/will be a party at/in her house/home. | To a party at/in her home tomorrow. | ... I have a party... | 1 |

Total marks = 60