



GCSE
MODERN HEBREW
8678/LH

Paper 1 Listening Higher

Mark scheme

June 2020

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). If candidates write 'True' instead of 'N' נ 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	Key idea	Accept	Reject	Mark
01	<p>Advantage: (Beautiful) views</p> <p>Disadvantage: Only one car park</p>	<p>Advantage: You can see the sea (from the balcony)</p> <p>Disadvantage: Parking problems, nowhere to park, parking</p>	<p>Advantage: There is the sea</p> <p>Disadvantage: Many people come to town</p>	2

Question	Key idea	Accept	Reject	Mark
02	<p>Advantage: (good) public transport</p> <p>Disadvantage: No shopping centre</p>	<p>Advantage: Lots of buses/frequent buses/ buses go to the city centre</p> <p>Disadvantage: No shops/lack of shops/have to travel to shops in another town</p>	<p>Advantage: Needs to travel</p> <p>Disadvantage: Needs to go shopping</p>	2

Question	Accept	Mark
03.1	D	1

Question	Accept	Mark
03.2	E	1

Question	Accept	Mark
03.3	A	1

Question	Key idea	Accept	Reject	Mark
04	Key idea past: Comedy films Key idea future: Drama	Funny films (past) Dramatic films (future)	Other types of films My Israel Yisrael sheli	2

Question	Accept	Mark
05	A	1

Question	Accept	Mark
06	A	1

Question	Accept	Mark
07	D E G (in any order)	3

Question	Key idea	Accept	Reject	Mark
08	She visits schools to explain the best way of protecting the environment	Goes to school to talk about ways of looking after/caring for the environment	Talks about the environment	1

Question	Key idea	Accept	Reject	Mark
09	Turning off the tap while brushing your teeth can save a lot of water	Saving water by turning off tap when brushing teeth	Turning off the taps Doing a small thing to positively impact the environment	1

Question	Key idea	Accept	Reject	Mark
10	Students know how important it is to look after the future of the planet	Students are worried/concerned about the future of the environment	The ways students already help to look after the environment	1

Question	Key idea	Accept	Reject	Mark
11	Equal to the other soldiers and not hungry	Not hungry/full up	Will eat Pizza	1

Question	Key idea	Accept	Reject	Mark
12	Surprised, emotional	Moved, shocked	Happy	1

Question	Key idea	Accept	Reject	Mark
13	Spoke of his charity/volunteering/acts of kindness	Told anyone what he did Wanted people to know of his charity work	Told others	1

Question	Accept	Mark
14	P+N	1

Question	Accept	Mark
15	P	1

Question	Accept	Mark
16	N	1

Question	Accept	Mark
17	N	1

Question	Key idea	Accept	Reject	Mark
18.1	It will scan products to know the ingredients and sugar levels	Warn on sugar levels in products/ scan products for ingredients and sugar levels	Help diabetics	1

Question	Key idea	Accept	Reject	Mark
18.2	He is a caring boy Has a big heart	Caring for others Being compassionate In order to save (and improve) life you need a (wide) heart (not just wisdom)	Wisdom clever	1

Question	Key idea	Accept	Reject	Mark
19.1	Connect people and cultures Enables economic and human development (one mark for each positive point)	Connects people Connects cultures Enables economic developments Enables human development (one mark for each positive point)	Allows you to travel	2

Question	Key idea	Accept	Reject	Mark
19.2	The airlines do not do enough to protect the environment. Harming the environment (on its own) Airlines are still using fuel. Airlines are still slow to protect the environment (one mark for each negative point)	Airlines not considering their harm on the environment. Airlines working too slowly to change Technology not changed (one mark for each negative point)		2

Question	Accept	Mark
20.1	D	1

Question	Accept	Mark
20.2	C	1

Question	Accept	Mark
20.3	B	1

Question	Accept	Mark
21	D	1

Question	Accept	Mark
22	Y	1

Question	Accept	Mark
23	D	1

Question	Key idea	Accept	Reject	Mark
24.1	His brother's new job Natan's good grades Any two	Brother joining a law firm Natan did well at school Any two	His brother becoming a lawyer	2

Question	Key idea	Accept	Reject	Mark
24.2	The waiter got the order wrong The music was loud Any two	Asked for chicken got meat It was noisy in the restaurant Any two	His parents were not happy	2

Question	Accept	Mark
25.1	B	1

Question	Accept	Mark
25.2	C	1

Question	Accept	Mark
26.1	A	1

Question	Accept	Mark
26.2	B	1

Question	Accept	Mark
27.1	B	1

Question	Accept	Mark
27.2	A	1

Question	Key idea	Accept	Reject	Mark
28.1	<p>לא למד למבחן לא היה לו מספיק זמן</p> <p>Any two answers</p>	<p>לא חזר על מה שלמד הוא לא ענה על כל השאלות כי נגמר הזמן</p> <p>Any two answers</p>	למד למבחן	2

Question	Key idea	Accept	Reject	Mark
28.2	<p>לשחק משחקי מחשב לדבר עם חברים</p> <p>Any two answers</p>	<p>לפטט עם חברים להשתמש במשחקי מחשב</p> <p>Any two answers</p>	לא עבדה לשחק	2

Total marks = 50