



GCSE MODERN HEBREW 8678/RF

Paper 3 Reading Foundation

Mark scheme

June 2020

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. 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	1

Question	Accept	Mark
01.2	E	1

Question	Accept	Mark
01.3	A	1

Question	Key idea	Accept	Reject	Mark
02.1	Tea with no milk	Tea	Milk, yoghurt	1

Question	Key idea	Accept	Reject	Mark
02.2	Plays with her sister	Plays	Sister	1

Question	Key idea	Accept	Reject	Mark
02.3	Sits with her friends in a café	Sits with her friends/sits in a café	Café/Coffee house	1

Question	Key idea	Accept	Reject	Mark
02.4	Watches/sees a film in the cinema	Watches a film/movie	television	1

Question	Accept	Mark
03.1	B, 4	2

Question	Accept	Mark
03.2	C, 3	2

Question	Accept	Mark
04.1	P	1

Question	Accept	Mark
04.2	N	1

Question	Accept	Mark
04.3	F	1

Question	Accept	Mark
04.4	N	1

Question	Key idea	Accept	Reject	Mark
05.1	Advantage: She likes to dance in the concert	Dancing	Listening to music	2
	Disadvantage: There are lots of people	It's crowded/it's noisy	Doesn't like music/concerts	

Question	Key idea	Accept	Reject	Mark
05.2	Advantage: Tasty/nice food.	Food	Sitting	2
	Disadvantage: The food is expensive. She doesn't have much money.	Expensive/no money	Doesn't like the food	

Question	Accept	Mark
06.1	T	1

Question	Accept	Mark
06.2	F	1

Question	Accept	Mark
06.3	F	1

Question	Accept	Mark
06.4	F	1

Question	Accept	Mark
06.5	NT	1

Question	Accept	Mark
06.6	T	1

Question	Accept	Mark
06.7	T	1

Question	Accept	Mark
07.1	N	1

Question	Accept	Mark
07.2	P/N	1

Question	Accept	Mark
07.3	P	1

Question	Key idea	Accept	Reject	Mark
08.1	She likes/prefers to swim (in the swimming pool) in her free time.	Swimming	Not playing on computer/social nets	1

Question	Key idea	Accept	Reject	Mark
08.2	Eating vegetables/salad (instead of junk food)	Eating salad/vegetables	Not eating hamburger/chips /ice-cream/sweets	1

Question	Key idea	Accept	Reject	Mark
08.3	She is visiting old people/in an old people's home	(helping) old people	Helping/giving charity	1

Question	Key idea	Accept	Reject	Mark
08.4	Go (out) to the cinema/movies with friends.	Going out with friends,	(Watching) a film/movie/go out	1

Question	Accept	Mark
09.1	B	1

Question	Accept	Mark
09.2	D	1

Question	Accept	Mark
09.3	A	1

Question	Accept	Mark
10	B, C, E (in any order)	3

Question	Accept	Mark
11	H, C, F, B (in this order)	4

Question	Accept	Mark
12.1	B	1

Question	Accept	Mark
12.2	C	1

Question	Accept	Mark
12.3	A	1

Question	Accept	Mark
12.4	C	1

Question	Key idea	Accept	Reject	Mark
13.1	(Past) כתבו מכתבי-אהבה	מכתבים	טלפון	2
	(Present) שולחת מסרונים ותמונות ב"אינסטגרם" / ברשת חברתית	רשת חברתית / "אינסטגרם"	מכתבים / טלפון	

Question	Key idea	Accept	Reject	Mark
13.2	(Past) קראו ספרים בספרייה	ספרים	למדו	2
	(Future) ישלחו שיעורי-בית (למורים) באינטרנט	שיעורי-בית באינטרנט	שיעורי-בית / אינטרנט	

Qu		Key idea	Accept	Reject	Mark
14	אני אוהב את חג החנוכה,	I like/love (the holiday/festival of) Chanukah,	I like Chanukah	Chag	1
	זה חג יפה.	this is/it's a beautiful holiday.	... nice festival	Chag	1
	אנחנו אוכלים סופגניות	We eat doughnuts/Sufganiot.	... Sufganiot.		1
	וכל ערב מדליקים נרות.	and each/every evening (we) light candles.	...each night	Nerot	1
	אמא רוצה לטגן לביבות,	Mum/mother wants to fry Latkes/potato pancakes/ Levivot,	...to make/cook Levivot,		1
	אבל אבא אומר שאוכל מטוגן לא בריא.	but dad/father says that fried/oily/greasy food isn't healthy.	... oily/greasy food...	(food) from Tugan	1
	בערב, אנחנו שיחקנו עם הסביבון	In the evening we played with the dreidel/ sevivon	At night / last night... sevivon / spinning-top ...	Wrong tense	1
	ושרנו שירי-חנוכה.	and sang Chanukah songs.	...songs for/of Chanukah	Wrong tense	1
	סבא שלי אכל את כל השוקולד.	My grandfather/granddad ate all the chocolate.	My granddad...	Wrong tense Wrong family member.	1

Total marks = 60