

**GCSE
MODERN HEBREW
8678/RH**

Paper 3 Reading Higher Tier

Mark scheme

June 2021

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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2021 AQA and its licensors. All rights reserved.

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	T (true)	1

Question	Accept	Mark
01.2	F (false)	1

Question	Accept	Mark
01.3	T (true)	1

Question	Accept	Mark
01.4	F (false)	1

Question	Accept	Mark
01.5	F (false)	1

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

Question	Accept	Mark
01.7	T (true)	1

Question	Key idea	Accept	Reject	Mark
02.1	He helps to find (foster) families/shelters for them/cats	Looks for families/homes Volunteers for RSPCA	Helps them (on its own)	1

Question	Key idea	Accept	Reject	Mark
02.2	Discrimination/injustice against women (in work and society)	Inequality between women and men	Injustice/violence (not mentioning women)	1

Question	Key idea	Accept	Reject	Mark
02.3	Explains/teaches about road safety	Road safety	Volunteering	1

Question	Key idea	Accept	Reject	Mark
02.4	Food for hungry children	Food (boxes/parcels/packages)	Packages	1

Question	Key idea	Accept	Reject	Mark
02.5	Hearing/listening to stories (of old people/Holocaust survivors)	Old peoples' stories	Visiting old people	1

Question	Accept	Mark
03.1	Y (Yoel)	1
Question	Accept	Mark
03.2	S (Sivan)	1
Question	Accept	Mark
03.3	Y (Yoel)	1
Question	Accept	Mark
03.4	L (Linor)	1
Question	Accept	Mark
03.5	L (Linor)	1
Question	Accept	Mark
04.1	C (there were forests in the centre of the country)	1

Question	Accept	Mark
04.2	B (people)	1

Question	Accept	Mark
04.3	B (they grew next to sacred places)	1

Question	Accept	Mark
04.4	A (make wishes come true)	1

Question	Accept	Mark
04.5	C (increasing the number of trees)	1

Question	Accept	Mark
05	G, F, A, C (in this order) G הראשונה F בקבוק A כתיבה C להכניס	4

Question	Key idea	Accept	Reject	Mark
06.1	Leaving the house door open	Open door	Songs, dances, blessings	1

Question	Key idea	Accept	Reject	Mark
06.2	Touching the heads (of family and guests) with (lettuce) leaves dipped/soaked in milk	Lettuce and milk	Blessing/white clothes	1

Question	Key idea	Accept	Reject	Mark
06.3	To symbolise hope for sweetness in life/sweet life	Sweet life	Because they are beautiful/colourful	1

Question	Key idea	Accept	Reject	Mark
07.1	<p>For: it's boring without siblings, siblings are good friends for life</p> <p>Against: siblings drive you crazy/you can't do homework (quietly)/you can't bring friends home</p>	<p>For: Sisters/brothers are good friends/interesting</p> <p>Against: Siblings are noisy/bad for social life</p>	<p>For: Love siblings/big family</p> <p>Against: Too many siblings</p>	2

Question	Key idea	Accept	Reject	Mark
07.2	<p>For: People who love each other should get married, best way to tell partner you want to share/live together (all their life)</p> <p>Against: People fight and eventually get divorced/Don't need a partner to tell me what to do (in life)</p>	<p>For: (Good) for people who want to live together</p> <p>Against: Marriage ends with divorce/People tell each other what to do</p>	<p>For: People who get married are happy</p> <p>Against: It's not right/correct</p>	2

Question	Accept	Mark
08.1	B (מרים לא מבינה את בעלה)	1

Question	Accept	Mark
08.2	C (מרים חושבת שיצחק מאוד חכם)	1

Question	Accept	Mark
08.3	A (מרים מקבלת כסף מיצחק להוצאות הבית)	1

Question	Accept	Mark
08.4	C (יצחק לא עוזר למרים לטפל בילדים)	1

Question	Key idea	Accept	Reject	Mark
09.1	(Past) שיחק טניס	טניס	לרוץ בפארק	2
	(Future) ירכב / ירכוב / לרכוב על אופנוע (מהיר) (מהיר)	אופנוע	לרוץ בפארק	

Question	Key idea	Accept	Reject	Mark
09.2	(Past) שיחקה שחמט	שחמט	כדורשת	2
	(Present) משחקת כדורגל (בנבחרת של בית-הספר)	כדורגל	נבחרת / חברים	

Question	Accept	Mark
10.1	C, E (in any order) נעמי עזרה להרבה אנשים לקבל טיפול רפואי C בשנת-החופש, נעמי החליטה מה ללמוד בעתיד E	2

Question	Accept	Mark
10.2	A, D (in any order) שאול למד בישיבה בירושלים עם חברים מבית-הספר A בירושלים שאול למד להבין את החיים שלו כיהודי D	2

Question	Accept	Mark
11.1	C (להפסיק את זיהום הסביבה)	1

Question	Accept	Mark
11.2	B (סטודנטים)	1

Question	Accept	Mark
11.3	A (איכות-הסביבה יותר חשובה מלימודים בבית-הספר)	1

Question	Accept	Mark
11.4	B (להשתמש רק באנרגיה לא מזהמת)	1

Question	Accept	Mark
11.5	B (הסכנה שמי-הים יגיעו לבתי המלון בתל-אביב)	1

Question	Accept	Mark
11.6	C (הם דואגים לעתיד של ילדיהם)	1

Question		Key idea	Accept	Reject	Mark
12	בבית הספר שלי אין תלבושת אחידה.	In my school there is no/isn't uniform.	We don't wear/have uniform in my school.		1
	אנחנו יכולים ללבוש מה שאנחנו רוצים.	We can/are able to wear whatever we want.	...what we want/wish to.	We want/like to wear...	1
	אתמול באתי לבית הספר עם שמלה צהובה ונעליים אדומות.	Yesterday I went/came to school wearing/with/in a yellow dress and red shoes.	...I went to school wearing...	Wrong tenses Wrong clothes/colours	1
	כאשר למדתי באנגליה,	When I studied in England,	When I learnt in the UK,	Wrong tense	1
	לבשתי חצאית, עניבה וג'קט.	I wore a skirt, a tie and a jacket.	I dressed up with...	Wrong tenses	1
	מזג האויר באנגליה היה קר וירד גשם.	The weather in England was cold and rainy/it rained/...rain was falling.	...rain was going down/ ...there was rain	Wrong tenses...snow	1
	בחודש הבא אנחנו ניסע לטיול בים-המלח.	Next month we will travel on a trip/hike/stroll in the Dead Sea	...we will go for a trip...	Wrong tenses	1
	אנחנו נעלה ברגל על הר-מצדה	We will walk up the mountain of Masada/mount Masada	We will go up/climb on foot on...	Wrong tense...from the side/from Tsada	1
	ואחר כך נתרחץ בבריכות-המים של עין-גדי.	and after that/later (we will) wash (ourselves)/bathe in the water pools of Ein Gedi.	afterwards...in the swimming pools of eye-Gedi/Gedi-eye.	Wrong tense	1

Total marks = 60