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**GCSE**  
**MODERN HEBREW**  
**8678/RH**

Paper 3 Reading Higher Tier

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Mark scheme

June 2022

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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	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	NT (not in the text)	1

Question	Accept	Mark
01.6	F (false)	1

Question	Accept	Mark
01.7	T (true)	1

Question	Key idea	Accept	Reject	Mark
02.1	He wants to be successful/do well in his studies (like his sister)	To succeed/do well (in school)	Be like his sister	1

Question	Key idea	Accept	Reject	Mark
02.2	She is busy washing the dishes/helping/caring for her young siblings	She needs to help at home/in the house/with the housework	Doing her homework	1

Question	Key idea	Accept	Reject	Mark
02.3	When they go out running/jogging (together)	In the evening/when he gets home from work	At school	1

Question	Key idea	Accept	Reject	Mark
02.4	At weekends	When he goes to his father's house	In the evening	1

Question	Key idea	Accept	Reject	Mark
02.5	Her brothers treat her like a little girl	Her brothers laugh at her/tell her to stay at home	She has four older brothers/She is the youngest sibling	1

Question	Accept	Mark
03.1	A (Avi)	1

Question	Accept	Mark
03.2	S (Sarah)	1

Question	Accept	Mark
03.3	A (Avi)	1

Question	Accept	Mark
03.4	M (Michael)	1

Question	Accept	Mark
03.5	M (Michael)	1

Question	Accept	Mark
04.1	C (large)	1

Question	Accept	Mark
04.2	B (as a teenager)	1

Question	Accept	Mark
04.3	C (appearing in a film)	1

Question	Accept	Mark
04.4	A (traditional songs with a modern twist)	1

Question	Accept	Mark
04.5	B (recorded a song for an animated film)	1

Question	Accept	Mark
05	G, A, E, D (in this order) G (צפון) A (יורד) E (לגלוש) D (בגלל)	4

Question	Key idea	Accept	Reject	Mark
06.1	Democracy is one of the subjects in the curriculum	It (democracy) is part of the study/lessons program	It is based on choice and equality/inner democracy in school	1



Question	Key idea	Accept	Reject	Mark
06.2	The school parliament/by a (democratic) vote	Students and teachers (equally)/every member of the community	The school management/the teachers/the students (separate answers)	1

Question	Key idea	Accept	Reject	Mark
06.3	The students are free to choose the subjects they want to learn (along with teachers and parents)	The school cannot decide for the pupils	Teachers and parents	1

Question	Key idea	Accept	Reject	Mark
07.1	<b>For:</b> (Swimming) helps you wake up/lifts your mood <b>Against:</b> Hard to get up early/water is cold/could get ill (and miss school)	<b>For:</b> Get up/happiness/good spirit <b>Against:</b> Could catch a cold	<b>For:</b> Healthy/keep fit <b>Against:</b> It is too hard/miss school	2

Question	Key idea	Accept	Reject	Mark
07.2	<b>For:</b> Experts recommend eating meat/meat has vitamins and minerals/red meat is rich with protein/helps the body build up muscle <b>Against:</b> Eating animals' meat/can cause heart disease/cancer	<b>For:</b> (Good) for the body/blood/strength Helps build up muscles in the body <b>Against:</b> Unhealthy/it's better to eat salad/cooked vegetables	<b>For:</b> Tasty <b>Against:</b> It's not vegetarian	2

Question	Accept	Mark
08.1	B (האיש העני הלך לחתונה כדי לאכול)	1

Question	Accept	Mark
08.2	C (השומרים לא נתנו לעני להיכנס, כי לא היו לו בגדים יפים)	1

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

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

Question	Key idea	Accept	Reject	Mark
09.1	(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
09.2	(Past) רכב על אופניים.	נוסע באופניים	למד בבית ספר	2
	(Future) ייסע במכונית חשמלית (למנוע זיהום אויר)	נוסע במכונית חשמלית	מכונית/ ילמד באוניברסיטה.	

Question	Accept	Mark
10.1	<p><b>C, D (in any order)</b>                      C (אסף הצטלם יחד עם חיית המחמד שלו)                      D (אבא ואמא של אסף לא רוצים שהוא יבלה הרבה זמן עם הטלפון החכם)  <b>(1 mark per correct letter)</b></p>	2

Question	Accept	Mark
10.2	<p><b>A, E (in any order)</b>                      A (ענבל אוהבת לשלוח תמונות מצחיקות ברשתות החברתיות)                      E (ענבל לא רוצה שאנשים זרים יקבלו את התמונות שלה)  <b>(1 mark per correct letter)</b></p>	2

Question	Accept	Mark
11.1	B (לימודים מהבית בעזרת האינטרנט)	1

Question	Accept	Mark
11.2	A (היא שונה מהלמידה בכיתה)	1

Question	Accept	Mark
11.3	C (גרם לתלמידים להשתעמם)	1

Question	Accept	Mark
11.4	B (כמה פעמים בשבוע)	1

Question	Accept	Mark
11.5	A (בקבוצות של כמה תלמידים)	1

Question	Accept	Mark
11.6	B (ללמד פחות מקצועות)	1

Question		Key idea	Accept	Reject	Mark
12	הספורט שאני הכי אוהב הוא טניס.	My favourite sport/The sport I like/love most is tennis.	...I really like is...	I like sport	1
	כל יום, אחרי הלימודים, אני מתאמן במגרש.	Every day after school I practice/train at the pitch/(tennis court).	...after (my) studies...in the (school) yard/field.	The whole day... I run in the...	1
	אני צריך לשמור על כושר ולאכול אוכל בריא.	I need/have to keep fit and eat healthy (food).	I must guard my fitness and (to) eat healthy (food).	...to eat Kosher food.	1
	בשנה שעברה שיחקתי כדורסל.	Last year I played basketball.	A year ago/in the year that passed...	Wrong tense ...football.	1
	הייתי בנבחרת של בית הספר.	I was in the school team.	...the school group.	Wrong tense School choice.	1
	אבל השנה יש לי הרבה מבחנים ואין לי זמן.	But/however, this year I have many exams/tests and I don't have time.	...I don't have time due to many exams.	There is... There isn't...	1
	כאשר אסיים ללמוד באוניברסיטה,	When I (will) finish studying/my studies at university,	After I (will) finish to study...	Wrong tense	1
	אהיה שחקן טניס מקצועי	I will be a professional tennis player	I will play tennis professionally	Wrong tense ...the subject of tennis.	1
	ואטוס לתחרויות בכל העולם.	and (I will) fly to tournaments all over the world.	...go/travel to competitions in the whole world.		1

Total marks = 60