



GCSE
MODERN HEBREW
8678/SH

Paper 2 Speaking Higher

Mark scheme including Guidance for Role-plays

June 2022

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' tests. 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 © 2022 AQA and its licensors. All rights reserved.

Contents

Page	
4	Part One Mark Scheme
6	Section 1: Role-play
9	Section 2: Discussion of photo card
11	Section 3: General conversation (Higher tier)
15	Appendix 1: Subject content (Themes)
16	Appendix 2: Speaking Score Sheet
17	Appendix 3: Symbols for annotating Speaking Score Sheet
18	Appendix 4: Marking of photo card – guidance notes
26	Appendix 5: Role-plays – General Principles
27	Appendix 6: Photo cards – Guidance on paraphrasing
28	Part Two Mark Scheme
28	Section 1: Role-plays – specific 2022 mark schemes

Speaking Tests –Higher tier

Part One Mark Scheme

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document. No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate’s speaking test consists of three parts, completed in this order:

Part 1 Role-play – 2 minutes approximately (15 marks)

Part 2 Discussion of photo card – 3 minutes at Higher tier (15 marks)

Part 3 General conversation – 5–7 minutes at Higher tier (30 marks)

Total marks at Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at Higher tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
General Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 2 on p16) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

Notes

- Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like **האם יש לך שאלה בשבילי?**

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by **ואת/ה?** For example, where the prompt on the candidate's card is: **בריכת שחייה: אני אוהבת לשחות. ואת/ה?**

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at Higher tier and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

For a student scoring five marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring two marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

Notes

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Higher tier is three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher’s Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*.

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

כיצד את/ה מבלה?

(No reply)

מה את/ה עושה בזמן החופשי?

When responding to the first question ‘What is there in the photo?’, candidate responses must be rooted in the content of the photo. Merely to say ‘I like the photo’ without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn’t. Conjecture is appropriate, eg ‘I think the weather is hot because the people are wearing shorts.’

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

מה דעתך על ספורט? מדוע?

.אני אוהב/ת ספורט. (כי) זה נחמד.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

את/ה אוהב/ת ספורט?

.כן. זה נחמד.

The following information relates to the number of questions answered by the candidate:

All	Defined as all five questions
Nearly all	Defined as four questions
Most	Defined as three questions or more
Some	Defined as two questions

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three (‘most’) answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three (‘most’) replies, as well as answering all five questions clearly and giving and explaining an opinion

- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only –2 marks. The maximum penalty overall, therefore, is –3 (–2 for short coverage of the themes and –1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of –3 (–2 and –1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of –3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

האם את/ה אוהב/ת אוכלי ישראלי?
כן. זה טעים.

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And

you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of כן to the teacher’s question האם תשחק טניס הערב? The verb for an utterance communicating a past or future time frame may be in the present tense in Modern Hebrew. For example: (בעתיד): או הייתי רוצה ללמוד בישיבה (בעתיד). (past time frame); אני רוצה ללמוד בישיבה (בעתיד) אלך ללמוד בישיבה. (future time frame).

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Appendix 1 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Appendix 2 – SPEAKING SCORE SHEET – GCSE Modern Hebrew

Examiner name:

Centre Number					Candidate name and number	
----------------------	--	--	--	--	----------------------------------	--

Role-play №: Photo card Letter: PC Theme №:

Task	Annotation	Mark
1		
2		
3		
4		
5		

Comm +
 KUL
Total:

Task	Communication	Time:
1		
2		
3		
4		
5		

Total:

General conversation

Nominated Theme №:		Second Theme №:	
Time		Time	

Verb usage (up to 4 of each ✓)	
Present	
Past	
Future	

Other notes:

Comm /10	Range & Acc /10	Pron & Int /5	Spon & Flu /5	Total
Penalty deductions included in above mark for Comm (✓)		No Question -1	Short GC Theme -2	

Total mark for test

Appendix 3 – GCSE Modern Hebrew Symbols for annotating Speaking Score Sheet

Role-play and General Conversation

NB For the Role-play, don't use these symbols: + S ^

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb.
✓ ?	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
-	A clear piece of information with no verb.
+	An enhancement, eg a more complex structure or unusual vocabulary item.
S	A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability.
A	A minor inaccuracy, eg incorrect gender/adjectival agreement, which does not affect communication.
Ⓐ	A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which affects immediate understanding.
R	Repetition of information already given by the student.
X	No answer given.
W	A wrong answer to the question.
●	אל/כן alone.
¿	A question asked by the student without a verb.
Ⓘ	A question asked by the student with a verb.
Opinions and Justifications	
Op	An opinion without a verb.
ⒾOp	An opinion with a verb.
J	Justification of an opinion without a verb.
ⒾJ	Justification of an opinion with a verb.
Delivery	
P	A minor mispronunciation, which doesn't hinder communication.
ⒾP	A more serious mispronunciation which would make comprehension difficult.
^	A hesitation.
^^	A longer hesitation.
?	What is said is incomprehensible.

Appendix 4 – Marking of photo card – Guidance Notes

Symbols to be used:

General	
✓	A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
-	A clear piece of information with no verb.
R	Repetition of information already given by the student.
X	No answer given.
W	A wrong answer to the question.
●	אל/ן alone.
? ✓	An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole.
?	What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used.
Opinions and Justifications	
Op	An opinion without a verb.
Ⓞ	An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.
J	Justification of an opinion without a verb.
ⓙ	Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund.

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

Band	Requirements
13–15	<ul style="list-style-type: none"> • all 5 questions answered clearly • minimum 3 of ✓ in 3 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ (see Example 1, below)
10–12	<ul style="list-style-type: none"> • minimum 4 questions answered clearly • minimum 2 ✓s in 2 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓
7–9	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable • minimum 2 ✓s in 1 answer • minimum 1 (Op) or Op • Note: (Op) or (J) can count instead of a ✓
4–6	<ul style="list-style-type: none"> • minimum 3 questions answered which are understandable
1–3	<ul style="list-style-type: none"> • only 1 or 2 questions answered which are understandable

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

Task	Communication
1	✓ ✓ ✓ - -
2	Op J ✓
3	✓ ✓ ✓
4	✓
5	✓

Photo card mark:

15

The minimum requirements are fulfilled for the 13-15 band.

- All questions are answered clearly (there are no ? or ✓ symbols)
- Three answers have three ✓s (with Op + J counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification.

Because everything is clear, 15 marks are given.

Example 2

Task	Communication
1	✓ ✓ ✓ ✓ ✓
2	Op J ? ✓
3	✓ - ✓ - ✓ ✓ ? ✓
4	Op J Op J
5	✓ ✓ ✓ ?

Photo card mark:

13

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible
- More than three answers have three ✓s (with Op + J counting instead of ✓s)
- There is more than one opinion
- There is more than one justification.

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

Task	Communication
1	✓ ✓ ? ✓
2	✓ ✓ (Op) (J)
3	✓ ✓
4	✓ (Op) ? ✓
5	✓ ✓ ✓

Photo card mark:

12

The minimum requirements are fulfilled for the 10–12 band.

- At least four questions are answered. All of them contain clear information, although there are also two occasions where there is a lack of clarity
- The requirements for development of answers are exceeded as there are three ✓s in two answers (with (Op) counting instead of a ✓ in the second answer).
- There is more than one opinion
- There is one justification.

Although five questions contain clear information, a mark in the 13–15 band cannot be given as there are not three ticks in three answers. However, we can award a mark of 12 because the criteria for the 10–12 band are exceeded. For this band, four answers need to contain clear information, when in fact all five do. Two of the answers need to contain at least two clear clauses (shown by ✓s or (Op) or (J) when all five do. There are two occasions where there is some lack of clarity, but this is not enough to prevent a mark of 12.

Example 4

Task	Communication
1	✓ ✓ ✓ - -
2	X
3	(Op) (J) ✓
4	✓ ?
5	✓ ? ✓ ✓

Photo card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with (Op) + (J) counting instead of ✓s)

- There is one opinion
- There is one justification.

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

Example 5

Task	Communication
1	✓ ✓ ✓ ✓ -
2	✓ ✓ ✓ ✓ ✓ -
3	Op
4	Op ✓ ✓ ✓ ✓
5	Op Op ✓ ✓

Photo card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

Example 6

Task	Communication
1	✓ ✓
2	W
3	✓ ?
4	✓
5	Op

Photo card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also part of a response which cannot be understood on one occasion
- One answer is developed with two ✓s
- There is one opinion.

There is one occasion where the information put forward cannot be understood, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 7

Task	Communication
1	? ?
2	✓ ✓ Op
3	? ?
4	✓ ✓
5	Op J

Photo card mark:

9

The minimum requirements are fulfilled for the 7–9 band.

- There are understandable answers to three questions
- At least one answer is developed with two ✓s
- There is at least one opinion.

There are two ✓s (or valid substitutes) in three responses whilst the responses to the other two questions contain some information but this is exclusively unclear, denoted by the use of the ? symbol. Therefore, only the responses to three questions contain clear information.

The criteria for the 7–9 band are exceeded and so a mark at the top of the band is awarded.

Example 8

Task	Communication
1	✓ ✓ -
2	? ?
3	Op J
4	W
5	-

Photo card mark:

7

The minimum requirements are fulfilled for the 7–9 band.

- Three questions have understandable answers.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible and one where an incorrect answer is given. Of the three valid responses, the last question is answered very briefly without a verb so a mark at the bottom of the 7–9 band is appropriate.

Example 9

Task	Communication
1	✓
2	X
3	✓
4	✓
5	W

Photo card mark:

5

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the three answers that are given correctly, the replies are short and so the mid-mark in the band is awarded.

Example 10

Task	Communication
1	-
2	✓
3	X
4	X
5	X

Photo card mark:

2

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb
- Three of the questions have no response.

Most (ie. three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

Example 11

Task	Communication
1	-
2	?
3	X
4	? ?
5	X

Photo card mark:

1

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 5 – Role-Plays – General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

	Type of error or omission	Mark (0/1/2)
1	Only one detail is given when two are required. [Message is partially conveyed]	1 mark
2	Opinion is given but without a reason when this is required. [Message is partially conveyed]	1 mark
3	Present tense is used with a past time marker. For example: שנה שעברה אני משחק/ת טניס [Message is conveyed with some ambiguity]	1 mark
4	Wrong tense is used with no correct timer marker. For example: איפה את/ה מבלה בחופשה? הלכתי לישראל. [Message is conveyed with some ambiguity]	1 mark
5	No auxiliary verb is used in a compound tense. For example: אני אוהב/ת משחק כדורגל. [Message is conveyed with some ambiguity]	1 mark
6	Wrong auxiliary verb is used in a compound tense. For example: הלכתי לשחק כדורגל. אני אוהב ספורט NB KUL consideration	2 marks
7	When requesting an item in a formal role-play, no verb is used but סליחה or סליחה or תודה. For example: or תפריט, בבקשה. or סליחה, מה עם השתייה, בבקשה?	2 marks
8	An incorrect form of address is used in the ? task in OAR.	2 marks
9	In the ? task, the prompt word(s) is (are) used in combination with an article and an appropriate intonation. For example: • המחיר? → מחיר?	1 mark
10	In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation.	0 marks
11	Unexpected, but valid, response offered. For example: Cand's cue: מה דעתך על ספורט? Cand's response: לדעתי ספורט זה מעניין/חשוב (But is used only - מעניין/חשוב - 1 mark)	2 marks
12	The pronoun used in a task is lifted and used in the candidate's response. For example: • בית הספר גדול. → בית הספר [פרט אחד]	0 marks
13	The pronoun used in a task is lifted and used in the candidate's response but there is additional, valid, information too. Cand's cue: בית הספר שלך (שני פרטים) Cand's response: בית הספר שלך טוב והמורים נהדרים וכיף ללמוד בכתה. or: Cand's cue: בית הספר – דעה וסיבה Cand's response: אני אוהב/ת את בית הספר שלך, כי הוא מודרני מצויינים. ויש מורים [Credit the second part of the answer]	1 mark

Appendix 6 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

	Original wording	Allow	Reject	Analysis
1	לאן אתה אוהב/ת לצאת לחופשה?	היכן אתה אוהב/ת לנפוש?	לאן אתה הולך בחופשת הקיץ?	שימוש במונח 'קייץ' – מהווה חלק משמעותי מהמענה המצופה.
2	מה תרצה/תרצי לעשות בעתיד?	מה אתה רוצה לעשות בעתיד?	מה אתה חושב/ת לעשות בתחילת שנת הלימודים הבאה?	השאלה הפכה להיות מפורטת יותר ומתחמקת מזמן עתיד.
3	מה עשית לאחרונה בעיר?	מתי הלכת לעיר ולמה?	מה עשית ביום ראשון בעיר? האם הלכת עם חברים למרכז העיר בסוף השבוע האחרון?	המונח 'לאחרונה' – קיבל תרגום/ הסבר, צימצום של אפשרויות למענה.
4	כיצד אתה מבלה את זמנך החופשי?	מה אתה עושה בזמנך החופשי?	אילו פעילויות אתה עושה בזמנך החופשי? מה אתה עושה בחופשות? איפה אתה מבלה בסופה"ש?	מעניקים רמזים למתן תשובה נכונה/נדרשת.
5	האם תרצה/תרצי לעבוד בחו"ל?	האם אתה רוצה לעבוד בחו"ל, בעתיד?	האם תרצה/תרצי בעתיד לעבוד בחו"ל, למשל: בספרד או איטליה?	מסבירים את המונח "חו"ל" ואף מסייעים בהבנת הפועל בזמן עתיד.
6	האם אתה יכול/ה לתאר את בית הספר שלך?	תאר/י בבקשה את בית הספר שלך.	תאר/י מה המיוחד בבית הספר שלך. מדוע אתה אוהב/ת [או לא אוהב/ת] את בית ספר שלך?	שאלה כוללת הפכה לדרישה ספציפית. מגבילה.

Section 1: Role-plays – specific 2022 mark schemes

Higher Role-play 7			
Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	שאיפות להמשך לימודים (שני פרטים)	אני רוצה ללמוד מתמטיקה באוניברסיטה.	אני רוצה להתחתן ושיהיו לי ילדים. הרבה ילדים.
b	!	בשביל פרנסה טובה – לימודים חשובים.	אני לא חושב, שלימודים חשובים.
c	לימודים בחו"ל – דעה וסיבה	זה ממש כיף ללמוד בחו"ל, כי מכירים מקומות חדשים.	אני לא רוצה ללמוד
d	עבודה אידיאלית – דעה וסיבה	להיות בייביסיטר [שמרטף/שמרטפית], כי אני יכולה ללמוד וגם להרוויח כסף באותו הזמן.	עבודה אידיאלית.
e	? אוניברסיטאות בישראל	איזה אוניברסיטה טובה בשבילי, יש בישראל?	אני אוהב/ת ללמוד באוניברסיטה בישראל.

Higher Role-play 8			
Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	טכנולוגיה מודרנית - (שני פרטים).	שיחקתי במחשב וגם דיברתי בטלפון הנייד שלי.	אני לא אוהב/ת טכנולוגיה מודרנית. אני לא מודרני/ת.
b	מחשבים ניידים – דעה וסיבה	זה מאוד חשוב בשבילי, כי אני יכולה ללכת עם המחשב שלי לכל מקום	אין לי מחשב נייד.
c	!	זה מאוד חשוב, כי אני אוהב/ת להיות בקשר עם החברים/ החברות שלי.	אני אין רשתות חברתיות.
d	אינטרנט – עזרה למבוגרים	אנשים מבוגרים יכולים לעשות קניות דרך האינטרנט.	לא אינטרנט בשביל מבוגרים.
e	? אינסטגרם	יש לך אינסטגרם?	את/ה אינסטגרם?

Higher Role-play 9				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	הזמנת מקום – שני פרטים	אני רוצה שולחן בפינה.	אני כאן לבד.	אני מסעדה עכשיו. טוב?
b	מקום ישיבה – דעה וסיבה	בפינה, לא על יד המטבח, כי אני לא רוצה את החום של המטבח בפנים שלי.	בפינה.	אני רוצה שולחן ישיבה במסעדה, בבקשה.
c	!	אני מעדיף/מעדיפה תפריט זול, כי אין לי הרבה כסף.	אני מעדיף תפריט עם הרבה סלטים, בבקשה.	אני אוהב/ת את התפריט של המסעדה פה.
d	תשלום	אני רוצה לשלם בכרטיס אשראי.	אני משלם בכסף.	אני משלם. אין בעיה.
e	? כשר	האוכל במסעדה כשר?	מה כשר?	כשר?

Higher Role-play 10				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	התנדבות – דעה וסיבה	זה מאוד חשוב, כי ככה עושים משהו טוב בשביל הסביבה.	זה חשוב מאוד מאוד לדעתי. זה דבר מאוד חיובי.	אני לא עבודה בהתנדבות.
b	ניסיון בעבודה התנדבותית	אני הולך לבית זקנים בכל יום שישי, להדליק נרות שבת.	יש לי ניסיון מאוד קטן בעבודה התנדבותית. אני מנסה לעשות עבודה התנדבותית, אבל זה לא קל.	אני לא עבודתה התנדבותית.
c	התנדבות בבית הספר	אני מלמד/ת בהתנדבות ילד/ה שלא יודעים עברית טוב כמוני.	אני עושה הרבה עבודות התנדבותיות בבית הספר. כל מה שהמורים מבקשים ממני לעשות בהתנדבות – אני עושה בשמחה.	אני לא מתנדב/ת בבית הספר.
d	!	בעתיד, אני ארצה לעבוד עם ילדים עם קשיי למידה.	אני רוצה ללמד ילדים עם בעיות.	אני עשיתי עבודה בהתנדבות עם פגועי-מוח.
e	? ארגון צדקה	לאיזה ארגון צדקה את/ה עוזר/ת?	אני אוהב/ת להתנדב. ואת/ה?	איזה ארגון צדקה?

Higher Role-play 11				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	שפות זרות – דעה וסיבה	אני חושבת/שזה ממש חשוב, כי ככה אפשר לדעת את השפה של המקומות בהם אנחנו מבקרים.	כי אני יכולה להבין את סבתא שלי.	אני לא מדברת/שפות זרות.
b	עברית – ממתי	אני עכשיו בכיתה תשע. התחלתי ללמוד כשהגעתי לבית הספר הזה.	הרבה זמן. זה נראה כמו הרבה מאוד שנים.	אני לומדת/עברית בבית הספר.
c	!	אני מאוד אוהבת/ [לא אוהבת] עברית. [עברית שפה חשובה בשביל כל יהודי/ה]	זה חשוב.	עברית זה טוב.
d	לימודים בישראל בעתיד – דעה וסיבה	לא. אני לא אלמד בישראל כשאני הולך לאוניברסיטה, כי אני רוצה ללמוד בעיר שלי.	כן. אני רוצה ללמוד פוליטיקה באוניברסיטה העברית בירושלים.	לא/כן
e	? שפה זרה	איזו שפה זרה אתה מדברת/ת?	אתה מדברת/ עברית?	אתה שפה זרה?

Higher Role-play 12				
	Task	2 marks Message conveyed without ambiguity	1 mark Message partially conveyed OR conveyed with some ambiguity	0 marks No part of the message is conveyed
a	טיול מאורגן – שני פרטים	אני צריך/צריכה טיול מאורגן ליומיים בשבילי.	אני רוצה טיול ליומיים.	טיול מאורגן? בסדר?
b	אתרים היסטוריים – דעה וסיבה	אני ארצה לבקר בקסריה, כי חשוב לי לראות את העתיקות של קיסריה.	אני ארצה לבקר בקסריה, כי חשוב לי לראות היכן גר ראש הממשלה של ישראל.	אני רוצה לבקר בתל אביב, כי אני אוהבת את הים.
c	? אוכל	יש אוכל כשר בטיול?	מה אני אוכלת/בטיול?	אני לא אוכל בטיול.
d	!	אני רוצה מדריך/מדריכה שמדבר גם עברית וגם אנגלית, כי אני רוצה להבין כל מה שהוא/היא אומרת.	אני רוצה מדריך/מדריכה שמדברת/אנגלית טובה מאוד.	אני רוצה מדריך/מדריכה, בבקשה.
e	טיול אחרון – שני פרטים	הייתי עם חברים וטיילנו בפארק.	טיילתי בפארק.	עשיתי הרבה דברים.