

**GCSE
MODERN HEBREW
8678/LF**

Paper 1 Listening Foundation Tier

Mark scheme

June 2023

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' 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	Accept	Mark
01	A (English)	1

Question	Accept	Mark
02	B (Spanish)	1

Question	Key idea	Accept	Reject	Mark
03.1	watch films	see movies	talk (on mobile phone) big screen	1

Question	Key idea	Accept	Reject	Mark
03.2	send messages	send texts/SMS	watch films	1

Question	Key idea	Accept	Reject	Mark
04	four o'clock	4/16:00	every Monday	1

Question	Key idea	Accept	Reject	Mark
05	school		once a week	1

Question	Key idea	Accept	Reject	Mark
06	his dad	my Dad/father	every Sunday	1

Question	Accept	Mark
07.1	A (clean)	1

Question	Accept	Mark
07.2	C (footballers)	1

Question	Accept	Mark
07.3	C (comfortable)	1

Question	Key idea	Accept	Reject	Mark
08.1	ice cream parlour	ice cream place	sports shop	1

Question	Key idea	Accept	Reject	Mark
08.2	nice place	Nice/not expensive/cheap positive/likes it/wants to go there	expensive	1

Question	Key idea	Accept	Reject	Mark
09	to read a book	Book/to read	to play football	1

Question	Key idea	Accept	Reject	Mark
10	3 times a week	because he is sporty/not on Sunday	on Sunday	1

Question	Key idea	Accept	Reject	Mark
11	surf	Surfing/go in the sea	hiking	1

Question	Accept	Mark
12	A (bank clerk)	1

Question	Accept	Mark
13	C (in a kitchen)	1

Question	Accept	Mark
14	A (full time)	1

Question	Key idea	Accept	Reject	Mark
15.1	a clean beach/clean sea	no waste/rubbish on the beach/clean/not dirty	beach	1

Question	Key idea	Accept	Reject	Mark
15.2	use less plastic	reduce plastic use/stop using so much plastic	protect the sea life /like the beach	1

Question	Key idea	Accept	Reject	Mark
16	<p>Positive: enjoys seeing the people happy</p> <p>Negative: she can't volunteer as often as she would like</p>	<p>Positive: enjoyable, likes to see the people singing together</p> <p>Negative: she works long hours/doesn't have the time to volunteer</p>	<p>Positive: she sings with the people</p> <p>Negative: she works in a hospital</p>	2

Question	Key idea	Accept	Reject	Mark
17	<p>Positive: meets lots of nice people</p> <p>Negative: more volunteers are needed</p>	<p>Positive: he helps others/he loves helping others</p> <p>Negative: he is the only volunteer /not enough volunteers</p>	<p>Negative: he meets lots of volunteers</p>	2

Question	Accept	Mark
18.1	P (past)	1

Question	Accept	Mark
18.2	F (future)	1

Question	Accept	Mark
18.3	N (now)	1

Question	Accept	Mark
19.1	B (Animation films)	1

Question	Accept	Mark
19.2	E (Romantic films)	1

Question	Accept	Mark
19.3	D (Historical films)	1

Question	Key idea	Accept	Reject	Mark
20	Past: ate fatty food Present: eat less meat	Past: more people ate unhealthy food Present: people are vegetarians/people eat less meat	Use pills (instead of food)	2

Question	Accept	Mark
21	B, E, G, H (in any order) B (בריכת שחיה) E (מגרש משחקים) G (תחנת אוטובוס) H (קולנוע)	4

Question	Accept	Mark
22.1	D (לאכול פחות אוכל מתוק)	1

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Question	Accept	Mark
22.2	C (לעשות ספורט)	1

Question	Accept	Mark
23.1	C (אוהבת לגור בכפר.)	1

Question	Accept	Mark
23.2	A (קטן.)	1

Total marks = 40