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# GCSE MODERN HEBREW 8678/LH

Paper 1 Listening Higher Tier

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Mark scheme

June 2023

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

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

Question	Accept	Mark
03.1	B (Animated films)	1

Question	Accept	Mark
03.2	E (Romantic films)	1

Question	Accept	Mark
03.3	D (Historical films)	1

Question	Key idea	Accept	Reject	Mark
04	<p><b>Past:</b> ate fatty food</p> <p><b>Present:</b> eat less meat</p>	<p><b>Past:</b> more people ate unhealthy food</p> <p><b>Present:</b> more people are vegetarians/people eat less meat/people choose to eat vegetarian food more often</p>	Use pills (instead of food)	2

Question	Accept	Mark
05	C (the lessons are longer)	1

Question	Accept	Mark
06	B (the students move between classrooms)	1

Question	Accept	Mark
07	<p><b>B,C,E</b> (in any order)</p> <p><b>B</b> (Sleeping in a tent)  <b>C</b> (Sailing)  <b>E</b> (Hiking)</p>	3

Question	Key idea	Accept	Reject	Mark
08	he is only eight years old and <u>he can cook a whole meal</u> on his own	he is a young cook/baker/he has been interested in food since he was three	he can cook (without the mention of his young age)/he learnt to cook from relatives	1

Question	Key idea	Accept	Reject	Mark
09	to be inspired by other chefs/cooks	wanted to get to know chefs from all around the world/get ideas from chefs	to post photos	1

Question	Key idea	Accept	Reject	Mark
10	practice his maths and reading skills	improve his maths and reading/ designing and creative skills	earn money	1

Question	Key idea	Accept	Reject	Mark
11	technological/technical professions	the field of electricity/energy	workers/lawyers/doctors	1

Question	Key idea	Accept	Reject	Mark
12	the salary is high/good	technicians earn a good salary/lots of money	it's hard to find workers	1

Question	Key idea	Accept	Reject	Mark
13	encourage students to study technical subjects	pay more money for students at a technology college	give money (on its own)	1

Question	Accept	Mark
14	P + N (positive + negative)	1

Question	Accept	Mark
15	N (negative)	1

Question	Accept	Mark
16	P (positive)	1



Question	Accept	Mark
17	N (negative)	1

Question	Key idea	Accept	Reject	Mark
18.1	global warming (Key idea 1) caring for animals (Key idea 2)	protecting the environment (Key idea 1) animal welfare/looking after animals (Key idea 2)	Change things in the world/recycling bins/ bug hotel/growing vegetables (Key idea 1)	2

Question	Key idea	Accept	Reject	Mark
18.2	making recycling bins, planting vegetables, building bug hotel <b>(any two of three)</b>	growing vegetables/recycling/ insect sanctuary/house for bugs/promise to continue to work on their projects/towards their goals	global warming/caring for animals	2

Question	Accept	Mark
19.1	B (Shy)	1

Question	Accept	Mark
19.2	D (Friendly)	1

Question	Accept	Mark
19.3	A (Adventurous)	1

Question	Key idea	Accept	Reject	Mark
20	<p><b>Positive:</b> good for advertising/marketing</p> <p><b>Negative:</b> the cost of the service can be too high</p>	<p><b>Positive:</b> people know about the product you are selling</p> <p><b>Negative:</b> the cost can be more than your monthly income/it's expensive</p>		2

Question	Accept	Mark
21.1	D (Forgot their calculator)	1

Question	Accept	Mark
21.2	C (Continued with Physics)	1

Question	Accept	Mark
21.3	E (Had additional lessons)	1

Question	Key idea	Accept	Reject	Mark
22.1	1. visited a Bedouin site 2. swam (in Ein Gedi springs)	ate tasty food/went in the water/travelled to the south  <b>Any two</b>	rode camels, climbed Mt Masada the weather was hot	2

Question	Key idea	Accept	Reject	Mark
22.2	1. dived in the sea 2. swam with dolphins 3. went on a hike  <b>Any two</b>	swam with dolphins, travelled with family to Eilat  <b>Any two</b>	read a book, sat on the beach	2

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

Question	Accept	Mark
23.2	C (לעשות ספורט)	1

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

Question	Accept	Mark
24.2	A (קטן.)	1

Question	Accept	Mark
25.1	A (מדריך הורים וילדים.)	1

Question	Accept	Mark
25.2	C (לכתוב הודעות בשפה יפה.)	1

Question	Key idea	Accept	Reject	Mark
26.1	הלך לקולנוע	ראה סרטובקולנועסרטועם חברים ועם משפחה	מסיבהומסעדהעם סבא וסבתא	1

Question	Key idea	Accept	Reject	Mark
26.2	ללכת למסעדה	לראות את סבא וסבתא שלו לאכול במסעדה לחגוג עם משפחה	קולנוע מסיבה יצא להרפתקה	1

Question	Key idea	Accept	Reject	Mark
26.3	בגדים	היא מקבלת בגדים	ספר	1

Question	Key idea	Accept	Reject	Mark
26.4	ספר מעניין	היא מבקשת ספר ספר	בגדים	1

Total marks = 50