

**GCSE
MODERN HEBREW
8678/RH**

Paper 3 Reading Higher 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).

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 | F (false) | 1 |

| Question | Accept | Mark |
|-----------------|---------------|-------------|
| 01.2 | T (true) | 1 |

| Question | Accept | Mark |
|-----------------|---------------|-------------|
| 01.3 | F (false) | 1 |

| Question | Accept | Mark |
|-----------------|---------------|-------------|
| 01.4 | F (false) | 1 |

| Question | Accept | Mark |
|-----------------|---------------|-------------|
| 01.5 | T (true) | 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 | She is vegetarian/doesn't eat meat (and the food in school is meaty) | Most of the food is meaty | She doesn't like the food | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---|---|------|
| 02.2 | His English is not good (enough)/His friend can't/doesn't speak Hebrew | He can't speak to him (in Hebrew/English) | (His friend) is British/English/from London/new | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|--|-----------------------------------|------|
| 02.3 | His teacher took/confiscated his (smart) phone/ He doesn't/can't remember (his mother's) phone number | Can't remember/doesn't know her number | He texted/sent a text (in lesson) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|---|--|------|
| 02.4 | She is going to a friend's party (tonight) /She will be too tired later/after the party | (Friend's) party/she won't have time to do it at home | She is in the library/has Maths homework | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|----------------|----------------------|------|
| 02.5 | School uniform is not comfortable/ He is (constantly) told to tuck his shirt (in his trousers)/ Can't wear clothes he likes | School uniform | His teachers/studies | 1 |

| Question | Accept | Mark |
|----------|-------------|------|
| 03.1 | Y (Yehudit) | 1 |

| Question | Accept | Mark |
|----------|-----------|------|
| 03.2 | T (Tamar) | 1 |

| Question | Accept | Mark |
|----------|-------------|------|
| 03.3 | Y (Yehudit) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 03.4 | G (Gadi) | 1 |

| Question | Accept | Mark |
|----------|----------|------|
| 03.5 | G (Gadi) | 1 |

| Question | Accept | Mark |
|----------|-----------------|------|
| 04.1 | C (in a garage) | 1 |

| Question | Accept | Mark |
|----------|----------------|------|
| 04.2 | A (hair salon) | 1 |

| Question | Accept | Mark |
|----------|-----------------------------------|------|
| 04.3 | C (reading about it on a website) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------------|------|
| 04.4 | B (studies with practical experience) | 1 |

| Question | Accept | Mark |
|----------|-----------------------------------|------|
| 04.5 | A (finding solutions to problems) | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 05 | D, E, A, B (in this order) D (רקדו) E (אחרי) A (רשת) B (לבקר) | 4 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|------------------------------------|---|------|
| 06.1 | High prices of food and other products | High cost of living/expensive food | Hard conditions/hunger/the Israeli government | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|-----------------------------|--------------|------------------------|------|
| 06.2 | A group of young volunteers | Young people | The Israeli government | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|--|--------------------------------|------|
| 06.3 | By setting learning/study centres /clubs Students are getting free private/'one on one' lessons from volunteers | Study/learning centres/private lessons | Teaching them/giving them food | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|---|---|------|
| 07.1 | For: Doesn't have to pay the rent/do laundry Will save money Against: Wants independence/to be independent (Doesn't need) parents to tell her what/what not to do | For: Accommodation in university is expensive Against: No independence | For: The university is close to home Against: Doesn't believe her/ Universities are far from home | 2 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--|---|------|
| 07.2 | For: Needs time to think/decide what to do (with no pressure) Against: It is a waste of time | For: Doesn't know what he wants to study (in university)/needs the time Against: You can decide in school what to study in university | For: Wants to visit/go to Israel Against: He will start studying in university after college | 2 |

| Question | Accept | Mark |
|----------|---------------------------------------|------|
| 08.1 | B (אבא של אילנה הביא מתנה לגן הילדים) | 1 |

| Question | Accept | Mark |
|----------|------------------------------|------|
| 08.2 | A (אילנה אהבה לשחק עם הליצן) | 1 |

| Question | Accept | Mark |
|----------|--|------|
| 08.3 | C (הבגדים של הליצן היו צבעוניים ויפים) | 1 |

| Question | Accept | Mark |
|----------|---------------------------------|------|
| 08.4 | A (עכשיו, הליצן לא יפה ולא חדש) | 1 |

| Question | Key idea | Accept | Reject | Mark |
|----------|---|--------------------|-----------------------------|------|
| 09.1 | (Present) משחק (עם חברים בכדור) | משחקים/כדור/כדורגל | לקרוא/קורא הודעות בטלפון | 2 |
| | (Future) יושב/ישיב/נשב בספרייה/ לומד/ילמד/נלמד (למבחנים) | ספרייה/לימודים | יושב/לשבת (בלי מקום)/מבחנים | |

| Question | Key idea | Accept | Reject | Mark |
|----------|--|----------------|-------------------|------|
| 09.2 | (Past) בגדים שלי/שלה/שאני/שהיא אוהבת / אף אחד לא אמר מה ללבוש | בגדים/מה שרצתה | ישראל | 2 |
| | (Future) תלבש בגד ים | בגד ים/בריכה | אשחה/לשחות בבריכה | |

| Question | Accept | Mark |
|----------|--|------|
| 10 | <p>B, D, G, H (in any order) B (אנשים רבים בישראל חולים בגלל אוויר לא נקי) D (משנת 2025 יהיה אסור לקנות אוטובוסים שגורמים לזיהום אוויר) G (צריך יותר תחנות טעינה בשביל האוטובוסים החשמליים) H (השימוש באוטובוסים חשמליים ישפר את הבריאות של האנשים) (1 mark per correct letter)</p> | 4 |

| Question | Accept | Mark |
|----------|------------------|------|
| 11.1 | C (ללכת לקולנוע) | 1 |

| Question | Accept | Mark |
|----------|------------------------------|------|
| 11.2 | A (לתכנן את הבילוי הבא ביחד) | 1 |

| Question | Accept | Mark |
|----------|-------------------------------|------|
| 11.3 | B (קשה לו בלי החברים מאנגליה) | 1 |

| Question | Accept | Mark |
|----------|---|------|
| 11.4 | A (לצפות בסרטים יחד עם חברים מכל העולם) | 1 |

| Question | Accept | Mark |
|----------|--------------------------------|------|
| 11.5 | C (באותו הזמן, על מסכים שונים) | 1 |

| Question | Accept | Mark |
|----------|--------------------|------|
| 11.6 | B (אומרים מה דעתם) | 1 |

| Question | | Key idea | Accept | Reject | Mark |
|----------|--|--|---|---|------|
| 12 | כל שנה, בקיץ, אנחנו נוסעים | Every year, in the summer, we travel/go | Every summer we fly | All/the whole year.... | 1 |
| | לבקר את המשפחה שלנו בישראל. | to visit/see our family in Israel. | to stay with the family of ours/our relatives... | In the morning... | 1 |
| | אני אוהבת לדבר עם סבא | I like/love to talk/speak to/with my grandfather/grandad | I like talking to... | I like/love my grandfather. | 1 |
| | ולשחק עם בן הדוד שלי. | and (to) play/playing with my cousin. | ...with the son of my uncle/uncle and aunt. | ...with my uncles (or any other family member). | 1 |
| | לפני שנתיים טסנו לאילת. | Two years ago, we flew/went/ travelled to Eilat. | Before two years... | A year ago... Wrong tense | 1 |
| | מזג האוויר היה חם מאוד. | The weather was very hot. | The temperature/air/it was... | Wrong tense | 1 |
| | שחינו בים וראינו דגים יפים בהרבה צבעים. | We swam/were swimming in the sea and saw/seen beautiful/ pretty fish in many/plenty/a lot of colours | We dived in the sea and saw beautiful colourful fish. | Wrong tense | 1 |
| | בחורף הבא אני אסע, יחד עם חברים, להר החרמון. | Next winter I will travel/go (together) with friends to Mt. Hermon/the Hermon Mountain. | In the winter... ...to the Hermon/Chermon. | Wrong tense | 1 |
| | אני אלבש מעיל חם ואבנה איש שלג. | I will wear/put on a warm/hot coat and (I will) build/make a snowman/person. | ...warm clothes. | Wrong tense I will be warm/hot... | 1 |

Total marks = 60