



GCSE MODERN HEBREW 8678/RF

Paper 3 Reading Foundation Tier

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 6 7 8 / R F / M S

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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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	D (Vegetarian restaurant)	1

Question	Accept	Mark
01.2	A (Italian restaurant)	1

Question	Accept	Mark
01.3	B (Jewish restaurant)	1

Question	Key idea	Accept	Reject	Mark
02.1	Homework	Studies / revision	Sleeps/get dressed	1

Question	Key idea	Accept	Reject	Mark
02.2	Picture/photo/drawing (of Meital's Grandparents)	Photo of Grandfather/grandmother/family portrait	Table/bookcase	1

Question	Key idea	Accept	Reject	Mark
02.3	Eats	Has a meal	Sits/watches (TV)/rests	1

Question	Key idea	Accept	Reject	Mark
02.4	Washes dishes	Cleans utensils, does the washing up/washes.	Cooks/eats/cleans	1

Question	Accept	Mark
03.1	<p>B, 3 Job: B (Singer) = 1 mark Reason: 3 (Enjoyable) = 1 mark</p>	2

Question	Accept	Mark
03.2	<p>C, 1 Job: C (Banker) = 1 mark Reason: 1 (Good pay) = 1 mark</p>	2

Question	Accept	Mark
04.1	P (past)	1

Question	Accept	Mark
04.2	F (future)	1

Question	Accept	Mark
04.3	N (now)	1

Question	Accept	Mark
04.4	N (now)	1

Question	Key idea	Accept	Reject	Mark
05.1	<p>Advantage: (The gym) is close/near to home</p> <p>Disadvantage: (Gym) is expensive</p>	<p>Advantage: Not far/nearby/can go after school</p> <p>Disadvantage: Has no money</p>	<p>Advantage: Keeps you fit/it's cheaper</p> <p>Disadvantage: Too far</p>	2

Question	Key idea	Accept	Reject	Mark
05.2	<p>Advantage: Gets to school quickly</p> <p>Disadvantage: Hard to get up early (to run)</p>	<p>Advantage: Gets/travels to school fast/quickly/it is cheap/doesn't cost money</p> <p>Disadvantage: Too tired/tiring</p>	<p>Advantage: It's healthy</p> <p>Disadvantage: In the morning</p>	2

Question	Accept	Mark
06.1	F (false)	1

Question	Accept	Mark
06.2	T (true)	1

Question	Accept	Mark
06.3	NT (not in the text)	1

Question	Accept	Mark
06.4	F (false)	1

Question	Accept	Mark
06.5	T (true)	1

Question	Accept	Mark
06.6	T (true)	1

Question	Accept	Mark
06.7	F (false)	1

Question	Accept	Mark
07.1	P + N (positive and negative)	1

Question	Accept	Mark
07.2	N (negative)	1

Question	Accept	Mark
07.3	P (positive)	1

Question	Key idea	Accept	Reject	Mark
08.1	He prefers/wants to study in Israel/in a Yeshiva/a seminar	He prefers to study Judaism/in a Jewish school to travelling or making money	He is Jewish/in Israel	1

Question	Key idea	Accept	Reject	Mark
08.2	He prefers/wants to study subjects connected to the media e.g. cinema/TV/journalism	He wants to study cinema/TV/journalism	He likes/is interested in social media/likes watching TV/cinema/news.	1

Question	Key idea	Accept	Reject	Mark
08.3	He prefers/wants/likes to live in student accommodation/housing with other students	He doesn't want to live at home/by himself / wants to live with students/in university.	He has many friends / wants to be a student.	1

Question	Key idea	Accept	Reject	Mark
08.4	He wants to finish his studies and have a job/work before he gets married	He wants to have a stable income/is not rushing to get married	He has a plan already	1

Question	Accept	Mark
09.1	C (לובשת)	1

Question	Accept	Mark
09.2	E (אוכלת)	1

Question	Accept	Mark
09.3	B (קוראת)	1

Question	Accept	Mark
10	<p>B, E, F (in any order)</p> <p>B (הטלפון הנייד עוזר לאורית לדעת מה להכין לבית הספר)</p> <p>E (אמא של אורית מעדיפה לדבר איתה בטלפון)</p> <p>F (אורית יודעת איך לעשות קניות באינטרנט)</p>	3

Question	Accept	Mark
11	B, F, E, A (in this order) B (יפה) F (ללכת) E (כותב) A (שלי)	4
Question	Accept	Mark
12.1	B (היה בן טוב לב)	1
Question	Accept	Mark
12.2	A (תתחתן רק עם הנער העני)	1
Question	Accept	Mark
12.3	C (אמר שהיא לא יכולה להתחתן עם הנער העני)	1
Question	Accept	Mark
12.4	C (לא התחתנה עם החתן העשיר)	1

Question	Key idea	Accept	Reject	Mark
13.1	(Past) שמעה סיפורים (על חיילים שמתו במלחמה)	סיפורים	יום הזיכרון / מלחמה / ריקודים	2
	(Future) תאכל (פלאפל וחמוס בפיתה)	פלאפל / חמוס / פיתה	ריקודים / סיפורים	

Question	Key idea	Accept	Reject	Mark
13.2	(Past) הלך עם נר / חיפש לחם / חמץ	לחם / חמץ	הלך לבית / מהבית	2
	(Present) קורא את ההגדה של פסח (עם כל המשפחה)	קורא / הגדה	ליל הסדר / מחפש	

Question	Modern Hebrew	Key idea	Accept	Reject	Mark
14	אני גר בבית יפה.	I live in a beautiful house/home.	...pretty/nice house.		1
	יש לי הרבה חברים.	I have many friends.	...a lot of/plenty of friends	There is to me...	1
	אני אוהב לנסוע לעיר	I like to travel to town/the city	I love to go/going to...	I want to go...	1
	ולטייל עם חברים.	and (to) travel/stroll/hike/walk with (my) friends.	and travelling/strolling/hiking /walking with my mates.	... to my friends.	1
	אתמול ראינו איש יָשָׁן ברחוב.	Yesterday we saw a man sleeping in the street/on the road.	... a homeless man.	...an old man Wrong tense	1
	אני נתתי לו אוכל,	I gave him food,	...to him	Wrong tense	1
	כי הוא היה רעב.	because he was hungry.		Wrong tense	1
	בעתיד אעזור לאנשים	In the future I will help/assist people		Wrong tense	1
	שאינן להם בית ועבודה.	who have no home and work/job.	that don't have...	that there isn't to them...	1

Total marks = 60