

**GCSE**  
**MODERN HEBREW**  
**8678/RH**

Paper 3 Reading Higher Tier

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**Mark scheme**

June 2024

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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.

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](http://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	F (false)	1

Question	Accept	Mark
01.2	T (true)	1

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

Question	Accept	Mark
01.4	F (false)	1

Question	Accept	Mark
01.5	T (true)	1

Question	Accept	Mark
01.6	T (true)	1

Question	Accept	Mark
01.7	F (false)	1

Question	Key idea	Accept	Reject	Mark
02.1	To a concert (of a famous singer) in the park.	To a concert/the park/the city centre.	To meet/visit a friend / a show.	1

Question	Key idea	Accept	Reject	Mark
02.2	Her friend is ill/not well/she doesn't want to travel/go by herself/alone.	She doesn't want/can't go without her friend / her friend cancelled.	She bought/purchased a ticket / she doesn't know what to do..	1

Question	Key idea	Accept	Reject	Mark
02.3	To the (football) stadium/to watch/see her city's football team play.	Stadium/football game/ match /fan	Play football / to football / netball / basketball / to see players of football.	1

Question	Key idea	Accept	Reject	Mark
02.4	Shirt / top / blouse /scarf with the colours of her (football) team	Shirt/scarf/fan's clothes/kit	Clothes/any other items / the colours of her team (no Shirt / scarf).	1

Question	Key idea	Accept	Reject	Mark
02.5	A bag/bags/backpack/rucksack with food.	Food/meal basket / thermos with <b>food</b> .	His family	1

Question	Accept	Mark
03.1	N (Noam)	1

Question	Accept	Mark
03.2	G (Galit)	1

Question	Accept	Mark
03.3	G (Galit)	1

Question	Accept	Mark
03.4	E (Erez)	1

Question	Accept	Mark
03.5	N (Noam)	1

Question	Accept	Mark
04.1	B (pay his rent.)	1

Question	Accept	Mark
04.2	C (he wouldn't have to pay rent.)	1

Question	Accept	Mark
04.3	A (have a shower.)	1

Question	Accept	Mark
04.4	B (he was employed.)	1

Question	Accept	Mark
04.5	A (helping homeless people.)	1

Question	Accept	Mark
05	E, A, F, B (in this order) E (הכיל) A (מדברים) F (נסענו) B (סיפור)	4

Question	Key idea	Accept	Reject	Mark
06.1	The passage/transition from single life/life alone to being a couple/together	End of bachelorhood/moving to live together / a new life.	Eastern Jews/the women in the family.	1

Question	Key idea	Accept	Reject	Mark
06.2	Leaves of the Henna plant (grounded to a powder).	Leaves/plant / flower /powder	(Made by) the groom's family/red colour / dye / paint.	1

Question	Key idea	Accept	Reject	Mark
06.3	To paint/draw on the hands/feet (of the bride and groom)	Drawing/painting/dyeing Strengthen the connection between bride and groom.	To make the couple happy/bring good luck / to put paint on people.	1

Question	Key idea	Accept	Reject	Mark
07.1	<b>For:</b> Students can help (each other) with homework/explain (hard) questions/send links to websites. <b>Against:</b> Her friend kept texting her/wanting to talk, so she had no time to do homework.	<b>For:</b> Help with homework/questions. <b>Against:</b> Friends are distracting/friends keep contacting/No time for homework.	<b>For:</b> Helping with studies/research. <b>Against:</b> Can't use social media/talk to friends / get addicted / Waste of time.	2

Question	Key idea	Accept	Reject	Mark
07.2	<p><b>For:</b> Uploading/publishing own photos/pictures with descriptions/explanations/describing what she does in each photo/get positive comments/'likes'</p> <p><b>Against:</b> Others using your photos/pictures to publish/tell lies about you/in your name</p>	<p><b>For:</b> Self-photos/selfies/get 'likes'</p> <p><b>Against:</b> Cyber bullying/telling lies/causing social ban / people stop being friends.</p>	<p><b>For:</b> Communicating with/talking to friends.</p> <p><b>Against:</b> Contacting strangers/grooming</p>	2

Question	Accept	Mark
08.1	B (היה בן טוב לב)	1

Question	Accept	Mark
08.2	A (תתחתן רק עם הנער העני)	1

Question	Accept	Mark
08.3	C (אמר שהיא לא יכולה להתחתן עם הנער העני)	1

Question	Accept	Mark
08.4	C (לא התחתנה עם החתן העשיר)	1

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

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

Question	Accept	Mark
10	<p><b>B, E, F, H (in any order)</b>  <b>B</b> (יואב למד באוניברסיטה איך לעזור לאנשים עם הבעיות שלהם)  <b>E</b> (בעבודה שלו, יואב מכיר אנשים עם בעיות כלכליות וחברתיות)  <b>F</b> (יואב מחפש דרכים לעזור לאנשים צעירים)  <b>H</b> (יואב לא מרוויח הרבה כסף בעבודה שלו)  <b>(1 mark per correct letter)</b></p>	4

Question	Accept	Mark
11.1	<b>C</b> (על יד הים)	1

Question	Accept	Mark
11.2	B (תמונות מההיסטוריה של העם היהודי)	1

Question	Accept	Mark
11.3	A (ממתקים)	1

Question	Accept	Mark
11.4	B (מסגד יפה ומרשים)	1

Question	Accept	Mark
11.5	C (מתחת לאדמה)	1

Question	Accept	Mark
11.6	A (בתוך בניין היסטורי)	1

Question	Modern Hebrew	Key idea	Accept	Reject	Mark
12	בסוף השבוע אני לא נשארת בבית.	At the weekend I don't stay at home/in the house.	In the end of the week, I am not remaining/sitting at home.	During/in the week...	1
	אני אוהבת לצאת לעיר עם החברים שלי.	I like to go (out) to town/city with my friends.	I love to...with friends.	I like to go out of town...	1
	אנחנו יושבים יחד בבית קפה,	We sit together in a café/coffee house,	We sit in a café,	We go to ...	1
	או מטיילים במרכז הקניות.	or travel/stroll in the shopping centre.	or go/walk/explore/wander in...	...go shopping.	1
	בשבוע שעבר הלכנו לראות סרט חדש בקולנוע.	Last week we went to see/watch a new film/movie in the cinema.	In the week that passed we saw ...	... new film on TV. Wrong tense	1
	קנינו הרבה פופקורן וגלידה.	We bought a lot of popcorn and ice cream.	We got...	We ate... Wrong tense	1
	אחר כך כאבה לי הבטן.	Later I had a stomach/belly/tummy ache/pain.	...my stomach/belly/tummy was hurting/in pain/hurt.	Wrong tense	1
	בעוד שבועיים אסע למסיבה בבית של חבר שלי.	In two weeks, I will travel/go to a party in my friend's house/home.	In two weeks more I will drive... in the house of a friend.	Next week/in a few weeks... Wrong tense	1
	אנחנו נרקוד יחד ונשחק במשחקי מחשב.	We will dance together/with each other and play computer games.	We will dance and play video games.	Wrong tense.	1

Total marks = 60