



GCSE
MODERN HEBREW
8678/SF+SH

Paper 2 Speaking Foundation and Higher

Mark scheme including Guidance for Role-plays

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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' tests. 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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Speaking Tests – Foundation tier and Higher tier

Part One mark scheme

All candidates complete one speaking test at either Foundation tier **or** Higher tier.

Principles of marking

The Speaking Tests are marked in accordance with the assessment criteria provided later in this document.

No allowance can be made for poor teacher conduct of the tests. You can only assess what you hear.

If a candidate requires a prompt or explanation of any kind, including the provision of an item of obviously unknown vocabulary, this must be given clearly and audibly by the teacher-examiner without stopping the recording.

Level of response marking instructions

Level of response mark schemes are used in the Photo card and General conversation tasks. The criteria are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for that level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the student performance meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's performance for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the performance. With practice and familiarity, you will find that for better performances you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level, you should look at the overall quality of the performance and not look to pick holes where the student has not performed quite as well as the rest. If the performance covers different aspects of different levels of the mark scheme, you should use a 'best fit' approach for defining the level and then use the variability of the performance to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level, you need to decide on the mark. The exemplar materials used during standardisation will help. You can compare the student's performance with the examples marked by the Lead Examiner to determine if it is the same standard, better or worse than the examples. You can then use this information to allocate a mark for the performance.

You may well need to go back through the test as you apply the mark scheme to assure yourself that the level and the mark are appropriate.

The test as a whole

Each candidate’s speaking test consists of three parts, completed in this order:

- Part 1** Role-play – two minutes approximately (15 marks)
- Part 2** Discussion of photo card – two minutes at Foundation tier and three minutes at Higher tier (15 marks)
- Part 3** General conversation – 3–5 minutes at Foundation tier and 5–7 minutes at Higher tier (30 marks)

Total marks at Foundation tier and Higher tier = 60

Nine role-plays and photo cards will be set at each tier in each series for French, German and Spanish and six for small entry languages.

Marks will be allocated in the following way at both Foundation tier and Higher tier:

| | Communication | Knowledge and use of language | Range and accuracy of language | Pronunciation and intonation | Spontaneity and fluency | Total |
|-----------------------------|----------------------|--------------------------------------|---------------------------------------|-------------------------------------|--------------------------------|--------------|
| Role-play | 10 | 5 | | | | 15 |
| Photo card | 15 | | | | | 15 |
| General Conversation | 10 | | 10 | 5 | 5 | 30 |
| Total | 35 | 5 | 10 | 5 | 5 | 60 |

Marks for each candidate must be entered clearly in black pen on the Speaking Score Sheet (see Appendix 1 on p.19) and entered into QMS. All additions must be checked carefully to ensure they are correct both on the Speaking Score Sheet and in QMS. Addition errors can result in candidates receiving a wrong grade.

Section 1: Role-play

This part of the test consists of a role-play which has been prepared by the candidate in the preparation time. Each candidate completes one role-play at the tier for which they have been entered. The role-play is not timed.

There are five tasks for the role-play, each of which is awarded up to two marks for Communication. There is then an overall assessment of the candidate's Knowledge and use of language (KUL) in the role-play and up to five marks are available. The total number of marks for the role-play is 15 (10 + 5).

A target language script is provided for the teacher-examiner which must be adhered to. The only occasion when teacher-examiners are permitted to change the target language script is if a candidate's response makes the printed prompt inappropriate. An example of this would be if the candidate was asked what they did at the weekend and their response was that they were ill. So, if the target language prompt in the script was 'super', this could justifiably be changed to 'oh dear'. If teacher-examiners give key vocabulary, candidates cannot be rewarded for it.

You must mark the role-plays in accordance with the assessment criteria given below and with Part 2 of the mark scheme. Part 2 of the mark scheme is specific to an examination series and gives examples of marks for possible utterances made by candidates in each of the role-plays. This guidance obviously cannot cover all possibilities and should be used in conjunction with the assessment criteria.

Assessment criteria for each role-play task

| Mark | Communication |
|------|--|
| 2 | The message is conveyed without ambiguity. |
| 1 | The message is partially conveyed or conveyed with some ambiguity. |
| 0 | No part of the message is conveyed. |

Notes

- Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.
- Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.
- The tasks on the candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both Communication and for Knowledge and use of language.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc, in the target language. If the candidate asks for repetition in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark for Knowledge and use of language.*

You should also note the following information.

Material shown in brackets in the Part 2 mark scheme does not need to be produced by the candidate. If it is produced incorrectly it may or may not affect the mark awarded, depending on its effect on the message conveyed. If produced it cannot be ignored. **All language produced by the candidate must be marked up to the point that the task is accomplished.** As soon as the task is completed, the two marks are given for Communication. Anything said in relation to the task after that point is ignored as far as the mark for Knowledge and use of language is concerned. If the candidate says something which is wrong followed by a correct response to the task, one mark is awarded for Communication and the incorrect part of the message is taken into account when deciding on a mark for Knowledge and use of language.

See these examples:

The task is 'Say what you did last night. Give **one** detail.'

Candidate A says: 'I went to the cinema and I'm going to the restaurant'. The task is complete as soon as the candidate says 'I went to the cinema.' Two marks are given for Communication and what follows is ignored.

Candidate B says: 'I'm going to the cinema and I went to the restaurant.' The first part of this utterance is in the wrong tense and, although the task is then completed correctly, some ambiguity arises. For this reason, one mark is awarded for Communication and the incorrect language is taken into account when giving the mark for Knowledge and use of language.

If the teacher-examiner supplies **key** vocabulary, whether requested or not by the candidate, no marks are awarded for that individual role-play task. If the task is a split response, no marks should be awarded for that part of the response but the rest of the response should be marked according to the criteria.

If a candidate uses the incorrect form of address as specified for the role-play, there is no automatic penalty and this should be taken into account when awarding the mark for Knowledge and use of language.

In any given task, once the student has said enough to warrant a mark of two for Communication, ignore any extra information for assessment purposes, for Communication and also for KUL.

You should award no marks where a teacher repeats a question after the candidate has given a **complete but incorrect** answer. However, if the candidate corrects an initial incorrect response without any intervention from the teacher-examiner, credit is given for the correct version. If the candidate starts to give an incorrect response (maybe because they are responding to the wrong task as they consult their notes), the teacher-examiner can interrupt by repeating exactly the prompt on the Teacher's role. If the candidate then gives a correct reply, two marks are awarded for Communication and the initial incorrect part-answer is ignored when awarding the mark for Knowledge and use of language.

It is acceptable for teachers to prompt the candidate to elicit a second detail and credit should be given without any penalty if the task is completed.

The candidate's answers may not always be produced in the order anticipated, but credit should be given if the tasks are completed over the role-play as a whole.

For the question task, any appropriate question is accepted, including the use of intonation.

For the question task, if the student does not ask the question after the teacher's initial prompt, it is fine for the teacher to prompt with something like **האם יש לך שאלה בשבילי?**

For the question task, it is permissible for the student to ask a question by giving a statement using a verb followed by *ואת/ה?* For example, where the prompt on the candidate's card is *בריקת שחייה: אני אוהב/ת לשחות. ואת/ה?*

This way of asking a question will not suit all question tasks and the question must make sense for the award of two marks.

For extra guidance on the question task in the role-play, look at points 8, 9 and 10 of the General Principles for marking the role-play.

Knowledge and use of language for the role-play overall

| Mark | Knowledge and use of language |
|------|---|
| 5 | Very good knowledge and use of language. |
| 4 | Good knowledge and use of language. |
| 3 | Reasonable knowledge and use of language. |
| 2 | Limited knowledge and use of language. |
| 1 | Poor knowledge and use of language. |
| 0 | No language produced is worthy of credit. |

Additional guidance on application of the assessment criteria for Knowledge and use of language

The guidance below is provided to describe the key features of a performance scoring each particular mark at each of Foundation and Higher tiers and should be applied on the basis of a 'best fit' approach.

Minor errors are errors which have no bearing on effective communication, such as incorrect adjectival agreement or gender.

Foundation Tier

For a student scoring five marks, the language used is generally accurate but there may still be the occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled effectively.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. There may be a task which the student cannot complete because of a lack of linguistic knowledge.

For a student scoring two marks, although there is an ability to use a verb effectively, linguistic inaccuracy at times makes what is said ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Higher Tier

For a student scoring five marks, the language used is very accurate, although there may still be the very occasional minor error which has no effect on communication, such as incorrect adjectival agreement or gender. Verbs are handled with confidence and tense usage is always accurate.

For a student scoring four marks, the language used is generally accurate. However, there may still be minor errors which have no effect on communication, such as incorrect adjectival agreement or gender, and/or a more serious error, such as a lapse in verb formation, which affects communication. Verbs are handled with confidence and tense usage is nearly always accurate.

For a student scoring three marks, there are linguistic errors, some of a minor nature which have no effect on communication, and others which are more serious, such as lapses in verb formation or instances where the verb is omitted entirely. Imprecise tense usage may lead to problems with communication. There may be a task which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring two marks, the student shows some ability to use verbs effectively. On other occasions, the language used in relation to the tasks is ambiguous or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

For a student scoring one mark, the language used is sufficient to convey a little information, but is generally ambiguous, inappropriate to the task or incomprehensible. There may be tasks which the student cannot attempt because of a lack of linguistic knowledge.

Section 2: Discussion of photo card

This part of the test consists of a photo card which has been prepared by the candidate in the preparation time. The teacher-examiner will ask five prescribed questions; three of these questions are printed on the candidate's card and will have been prepared during the preparation time. The remaining two questions are printed in the Teacher's Booklet.

Assessment criteria

The candidate's responses to the five questions are assessed for Communication only, according to the criteria below.

| Level | Mark | Communication |
|-------|-------|---|
| 5 | 13–15 | The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion. |
| 4 | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |
| 3 | 7–9 | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion. |
| 2 | 4–6 | The speaker gives understandable replies to most questions but they may be short and/or repetitive. |
| 1 | 1–3 | The speaker replies to some questions but the answers are likely to be short and/or repetitive. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

Notes

- (a) At least one question on each photo card asks students to give and explain an opinion.
- (b) Students who do not understand a question may show repair strategies* in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**'Repair strategies' include asking questions for clarification, requests for repetition, requests for definition or explanation, self-correction, etc in the target language. If the candidate asks for repetition, etc in English, the teacher can repeat what has been said, but this has to be taken into account when awarding the mark.*

The photo card task must be timed. Timing begins as soon as the teacher-examiner begins to ask the first question 'What is there in the photo?'. The maximum time for Foundation tier is two minutes and for Higher three minutes and marking will stop at this point. However, if the teacher-examiner has started to ask a question on two or three minutes, the candidate is allowed to complete their answer and this is eligible for credit. If the candidate is speaking at this point, they also are permitted to complete their answer and again this is eligible for credit.

Only the questions on the candidate card and in the Teacher's Booklet can be asked. No supplementary questions are permitted, even if the test falls short of the recommended maximum time or if candidates fail to develop enough answers to gain access to the higher mark bands in the assessment criteria.

Unlike in the role-play, in the photo card task a question may be paraphrased rather than simply repeated. A paraphrase must keep to the same meaning as the printed question. In all likelihood, this will be a vocabulary item for which there are two words in the target language and the one that is printed is the one with which candidates are least familiar. The teacher-examiner may then change that word for the more familiar one. In Spanish, an example would be *Internet* instead of *Red*; in French, *ami(e)* for *copain/copine*; in German *Job* for *Beruf*. In Hebrew, an example would be אינטרנט instead of מרשתת

If there is no answer from the student when the teacher asks the question as it is printed on the card, it is fine to paraphrase. For example:

כיצד את/ה מבלה?

(No reply)

מה את/ה עושה בזמןך החופשי?

When responding to the first question 'What is there in the photo?', candidate responses must be rooted in the content of the photo. Merely to say 'I like the photo' without any justification would not constitute, on its own, an answer to the first question because it does not relate to the content of the photo. Remember candidates must only describe **what is in the photo**, not what isn't. Conjecture is appropriate, eg 'I think the weather is hot because the people are wearing shorts.'

If a question asks for an opinion and a reason and the student answers both parts, using a verb each time, this would be annotated as a circled Op plus a circled J. For example:

מה דעתך על ספורט? מדוע?

אני אוהב/ת ספורט. (כי) זה נחמד.

If a question asks if the student likes a particular thing and the reply is 'Yes/no' plus a reason, this would be annotated as Op with a circled J. For example:

את/ה אוהב/ת ספורט?

כן. זה נחמד.

The following information relates to the number of questions answered by the candidate:

| | |
|-------------------|------------------------------------|
| All | Defined as all five questions |
| Nearly all | Defined as four questions |
| Most | Defined as three questions or more |
| Some | Defined as two questions |

A student who answers only one question can be awarded a mark in the 1–3 band, depending on the development of the response.

Any development of an answer has to be in the form of a clause, ie it must include a verb. It is expected that, for the top band, at least three ('most') answers will be developed by using at least three clauses.

- To score in the 13–15 band, a candidate must develop at least three ('most') replies, as well as answering all five questions clearly and giving and explaining an opinion.
- To score in the 10–12 band, a candidate must develop at least two ('some') replies, as well as answering at least four ('nearly all') questions clearly and giving an opinion.
- To score in the 7–9 band, a candidate must develop at least one reply, as well as answering at least three ('most') questions understandably and giving an opinion.
- If there is no development on any question, the maximum mark is 6.

Section 3: General conversation (Foundation Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Foundation Tier

At Foundation tier, the General conversation must last between three and five minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Foundation tier is one and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only –2 marks. The maximum penalty overall, therefore, is –3 (–2 for short coverage of the themes and –1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Foundation tier lasts for 1'20", the second theme for 1'15" and no question is asked, this is a penalty of –3 (–2/–1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of –3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (five minutes at Foundation tier). However, if the teacher-examiner has started to ask a question on five minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

האם את/ה אוהב/ת אוכל ישראלי?

כן. זה טעים.

| Level | Mark | Communication |
|-------|------|--|
| 5 | 9–10 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| 4 | 7–8 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions. |
| 3 | 5–6 | A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion. |
| 2 | 3–4 | A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond. |
| 1 | 1–2 | A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible. |
| 0 | 0 | Communication does not meet the standard required for Level 1 at this tier. |

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one-mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories. For example, a mark of 1 + 0 + 1 + 0 is possible. However, a **very** short conversation will not have enough evidence to support a high mark for Range and Accuracy, for Spontaneity and Fluency or for Pronunciation and Intonation, even though the little that is said is very accurate and well pronounced. For example, a student at Foundation tier may answer just three or four questions with short phrases or sentences, and he/she gives no answer whatsoever to any other question. Even though what is said is accurate and well pronounced, there is little evidence to support a mark any higher than 1+1+1+1 = 4.

| Level | Mark | Range and accuracy of language |
|-------|------|---|
| 5 | 9–10 | Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension. |
| 4 | 7–8 | Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication. |
| 3 | 5–6 | Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication. |
| 2 | 3–4 | Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication. |
| 1 | 1–2 | Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement. |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier. |

In order to score in the 9–10 band for Range and accuracy of language at Foundation tier, a candidate must have had a recognisable attempt at all three time frames. For the 7–8 band at Foundation tier, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of כן to the teacher's question ? הערב תשחק טניס האם תשחק טניס הערב? Reference to future without using the verb in future – is still credited as future. For example: (בעתיד) אני רוצה ללמוד בישיבה or הייתי רוצה ללמוד בישיבה (בעתיד). while we may look for perfect future. (בעתיד) אלך ללמוד בישיבה.

| Level | Mark | Pronunciation and intonation |
|-------|------|--|
| 5 | 5 | Generally good but some inconsistency at times. |
| 4 | 4 | Pronunciation generally understandable with some intonation. |
| 3 | 3 | Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed. |
| 2 | 2 | Pronunciation very anglicised with almost no intonation, making comprehension difficult at times. |
| 1 | 1 | Pronunciation is only just understandable making comprehension difficult. |
| 0 | 0 | Pronunciation and intonation do not meet the standard required for Level 1 at this tier. |

| Level | Mark | Spontaneity and fluency |
|-------|------|--|
| 5 | 5 | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions. |
| 4 | 4 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 3 | 3 | Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow. |
| 2 | 2 | Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow. |
| 1 | 1 | Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses. |
| 0 | 0 | Spontaneity and fluency do not meet the standard required for Level 1 at this tier. |

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

Section 4: General conversation (Higher Tier)

Each candidate takes part in a General conversation which is based on the two Themes **not** covered in the photo card, according to the sequence table in the Teacher's Booklet. Candidates are permitted to nominate the first Theme for discussion in the General conversation but they are not permitted to nominate topics or sub-topics. The choice of nominated Theme is an individual one for each candidate and you may come across centres where many candidates have nominated the same Theme, which is permissible.

The Themes and topics/sub-topics are included in this document as Appendix 2. For Topic 3 in Theme 1, any free-time activities are acceptable for the Speaking test, not just those listed in the subject content. There is no requirement for a teacher-examiner to cover more than one topic for each Theme. The choice of topic/sub-topic is at the discretion of the teacher-examiner conducting the test.

You must assess and award marks for each of the four categories separately – **Communication, Range and accuracy of language, Pronunciation and intonation, Spontaneity and fluency.**

Higher Tier

At Higher tier, the Conversation should last between five and seven minutes. Timing of the first (nominated) theme begins as soon as the teacher asks the first question on that theme. As soon as the teacher asks the first question on the second theme, note the time on the Speaking Score Sheet. Leave your timer running and make a note of the total time when the teacher says 'End of test' or equivalent. Deduct the timing of the first theme from the total time of the conversation and this will be the time spent on the second theme. Note that time on the Speaking Score Sheet. This means that any change over time between the two themes is added on to the timing of the first theme.

The minimum amount of time per Theme at Higher tier is two and a half minutes. If time spent on a Theme is less than this, then the maximum mark for Communication is the equivalent mark in the band below. For example, if a mark of 8 (level 4) would be awarded, this is reduced to a mark of 6 (level 3).

Penalties for the mark for Communication for short timing of a theme and for not asking a question are cumulative, but, where a penalty is applied, the minimum mark for Communication is 1 (a mark of 0 cannot be given). If coverage of both themes is short, the penalty is still only –2 marks. The maximum penalty overall, therefore, is –3 (–2 for short coverage of the themes and –1 for not asking a question). The mark for the other categories is not affected. For example, if the first theme at Higher tier lasts for 2'20", the second theme for 2'15" and no question is asked, this is a penalty of –3 (–2/–1). If you would have given the student a mark of 3+4+3+2, this will become a mark of 1+4+3+2. The penalty of –3 should mean a mark of 0 for Communication, but the minimum mark we can give is 1.

If a candidate only covers one Theme in the General conversation, the maximum mark is 5 out of 10 for Communication; the other criteria are not automatically affected. If a teacher-examiner does not adhere to the Teacher's Booklet Themes and speaks about the Photo Card Theme instead of the two other Themes, this is treated in the same way as a candidate only covering one Theme in the General conversation and the maximum mark for Communication would be 5 out of 10.

If the General conversation is too long, you should stop marking after the prescribed time (seven minutes at Higher tier). However, if the teacher-examiner has started to ask a question on seven minutes, the candidate is allowed to complete the answer and this is eligible for credit.

There are references to ‘narration’ in the assessment criteria for Communication. Narration should be considered as extension of answers.

If a question asks if the student likes a particular thing and the reply is ‘Yes/no’ plus a reason, this would be annotated as Op with a circled J. For example:

האם את/ה אוהב/ת אוכל ישראלי?
כן. זה טעים.

Be aware, when marking the tests of Higher candidates, that if they don't fulfil the criteria for the 1–2 band (which is identical to the 7–8 band at Foundation), then they will receive a mark of 0 for Communication. This would automatically mean a mark of 0 for all other categories.

| Level | Mark | Communication |
|-------|------|--|
| 5 | 9–10 | A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly. |
| 4 | 7–8 | A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions. |
| 3 | 5–6 | A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions. |
| 2 | 3–4 | A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained. |
| 1 | 1–2 | A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions. |
| 0 | 0 | Communication does not reach the standard required for Level 1 at this tier. |

Notes

It is a requirement for candidates to ask the teacher-examiner a question in the General conversation section of the speaking test. Candidates who do not fulfil this requirement will incur a deduction of 1 mark from their mark for Communication in this section. For example, a candidate who would have received 8 marks out of 10 for Communication had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation. If this penalty is applied, please indicate it on the Speaking Score Sheet.

The question asked by the candidate must relate broadly to one of the two Themes covered in the General conversation for that particular candidate. It is not essential to include a verb, if information can be elicited in another way. The example, therefore, of the candidate asking ‘And you?’ would be perfectly acceptable provided that it made sense in, and was appropriate to, the context of what else had just been said by the teacher-examiner or candidate.

A random question unrelated to the two Themes will therefore not be credited and the one mark penalty for Communication will apply. A question prompted by the teacher-examiner is treated in exactly the same way as one which is asked by the candidate without prompting. Asking for a question to be repeated does not meet the requirement to ask a question.

A zero score for Communication means that the mark in the other three categories must also be zero but, apart from that, the Communication mark does not limit the marks in the other categories.

| Level | Mark | Range and accuracy of language |
|-------|------|---|
| 5 | 9–10 | Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted. |
| 4 | 7–8 | Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted. |
| 3 | 5–6 | Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension. |
| 2 | 3–4 | Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension. |
| 1 | 1–2 | Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication. |
| 0 | 0 | The language does not meet the standard required for Level 1 at this tier. |

In order to score in the 3–4 band for Range and accuracy of language at Higher tier, a candidate must have had a recognisable attempt at all three time frames. For the 1–2 band at Higher, there need only be one time frame successfully attempted.

In this specification, the criteria refer to **time frames** and not **tenses**, so if a candidate uses the perfect and imperfect tense, this counts as one time frame. Similarly, the use of the future and conditional tense counts as the same time frame.

A reference to a present, past or future event can only be credited if a verb is used in a tense that relates to that time period. It cannot be, for example, a response of כן to the teacher's question האם תשחק טנים הערב? Reference to future without using the verb in future – is still credited as future. For example: (בעתיד) אני רוצה ללמוד בישיבה or הייתי רוצה ללמוד בישיבה (בעתיד). while we may look for perfect future. אלך ללמוד בישיבה.

| Level | Mark | Pronunciation and intonation |
|-------|------|---|
| 5 | 5 | Consistently good pronunciation and intonation throughout. |
| 4 | 4 | Good pronunciation and intonation with only occasional lapses. |
| 3 | 3 | Generally good but with some inconsistency in more challenging language. |
| 2 | 2 | Generally good but some inconsistency at times. |
| 1 | 1 | Pronunciation generally understandable with some intonation. |
| 0 | 0 | Pronunciation and intonation do not reach the standard required for Level 1 at this tier. |

| Level | Mark | Spontaneity and fluency |
|-------|------|--|
| 5 | 5 | Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker. |
| 4 | 4 | Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language. |
| 3 | 3 | Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace. |
| 2 | 2 | Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions. |
| 1 | 1 | Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times. |
| 0 | 0 | Spontaneity and fluency do not reach the standard required for Level 1 at this tier. |

Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency. If, in any part of the test, the teacher either asks a question or gives a prompt **in English**, you must ignore the student's reply.

APPENDIX 1 – SPEAKING SCORE SHEET – GCSE Modern Hebrew

Examiner name:

| | | | | | | | |
|---------------|--|--|--|--|--|---------------------------|--|
| Centre Number | | | | | | Candidate name and number | |
|---------------|--|--|--|--|--|---------------------------|--|

Role Play №:

Photo Card Letter:

PC Theme №:

| Task | Annotation | Mark |
|------|------------|------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Comm +
 KUL
Total:

| Task | Communication | Time: |
|------|---------------|-------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Total:

General conversation

| Nominated Theme №: | Second Theme №: |
|--------------------|-----------------|
| | |
| Time | Time |

| Verb usage (up to 4 of each ✓) | |
|--------------------------------|---|
| Present | <input style="width: 50px; height: 20px;" type="text"/> |
| Past | <input style="width: 50px; height: 20px;" type="text"/> |
| Future | <input style="width: 50px; height: 20px;" type="text"/> |

Other notes:

| Comm /10 | Range & Acc /10 | Pron & Int /5 | Spon & Flu /5 | Total |
|--|-----------------|---|---|---|
| | | | | <input style="width: 50px; height: 20px;" type="text"/> |
| Penalty deductions included in above mark for Comm (✓) | | No Question -1 | Short GC Theme -2 | |
| | | <input style="width: 50px; height: 20px;" type="text"/> | <input style="width: 50px; height: 20px;" type="text"/> | |

Total mark for test

Appendix 2 - GCSE Modern Hebrew Symbols for annotating Speaking Score Sheet
Role-play and General Conversation
NB For the Role-play, don't use these symbols: + S ^

| General | |
|------------------------------------|--|
| ✓ | A clear piece of information in the form of a phrase or sentence with a verb |
| ✓ ? | An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole. |
| - | A clear piece of information with no verb |
| + | An enhancement, eg a more complex structure or unusual vocabulary item |
| S | A statement which lacks fluency but which is clearly a spontaneous response rather than mere hesitation through lack of linguistic capability |
| A | A minor inaccuracy, eg incorrect gender/adjectival agreement, which does not affect communication |
| Ⓐ | A more serious inaccuracy, usually a problem with a verb (wrong tense/person), which affects immediate understanding |
| R | Repetition of information already given by the student |
| X | No answer given |
| W | A wrong answer to the question |
| ● | אל/ן alone |
| ? | A question asked by the student without a verb |
| Ⓘ | A question asked by the student with a verb |
| Opinions and Justifications | |
| Op | An opinion without a verb |
| ⒾOp | An opinion with a verb |
| J | Justification of an opinion without a verb |
| ⒾJ | Justification of an opinion with a verb |
| Delivery | |
| P | A minor mispronunciation, which doesn't hinder communication |
| ⒾP | A more serious mispronunciation which would make comprehension difficult |
| ^ | A hesitation |
| ^^ | A longer hesitation |
| ? | What is said is incomprehensible |

Appendix 3 - Marking of photo card – Guidance Notes

Symbols to be used:

| General | |
|------------------------------------|--|
| ✓ | A clear piece of information in the form of a phrase or sentence with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund. |
| - | A clear piece of information with no verb |
| R | Repetition of information already given by the student |
| X | No answer given |
| W | A wrong answer to the question |
| ● | אל/ן alone |
| ? ✓ | An understandable piece of information with some lack of clarity. There may be poor pronunciation or incorrect use of a verb, for example, but something can be understood from the response as a whole. |
| ? | What is said is unclear or incomprehensible so the response is not credited. The message may be wrong, for example if the wrong person of the verb is used. |
| Opinions and Justifications | |
| Op | An opinion without a verb |
| Ⓞ | An opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund. |
| J | Justification of an opinion without a verb |
| Ⓜ | Justification of an opinion with a verb. This may be a conjugated verb or an appropriately used infinitive or gerund. |

Unclear/incomprehensible language includes errors that affect communication, such as the wrong person or tense of a verb and very poor pronunciation which has a bearing on understanding.

Automatic access to the band if the minimum requirements are achieved:

| Band | Requirements |
|-------|--|
| 13–15 | <ul style="list-style-type: none"> • all 5 questions answered clearly • minimum 3 of ✓ in 3 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ (see Example 1, below) |
| 10–12 | <ul style="list-style-type: none"> • minimum 4 questions answered clearly • minimum 2 ✓s in 2 answers • minimum 1 (Op) or Op • minimum 1 (J) or J • Note: (Op) or (J) can count instead of a ✓ |
| 7–9 | <ul style="list-style-type: none"> • minimum 3 questions answered which are understandable • minimum 2 ✓s in 1 answer • minimum 1 (Op) or Op • Note: (Op) or (J) can count instead of a ✓ |
| 4–6 | <ul style="list-style-type: none"> • minimum 3 questions answered which are understandable |
| 1–3 | <ul style="list-style-type: none"> • only 1 or 2 questions answered which are understandable |

If a response fulfils the minimum requirements for the band, a mark in that band must be awarded. If, outside of the information conveyed clearly, there is other language which is unclear, this will mean that the top mark in the band is unlikely to be awarded.

Example 1

| Task | Communication |
|------|---------------|
| 1 | ✓✓✓ - - |
| 2 | (Op) (J) ✓ |
| 3 | ✓✓✓ |
| 4 | ✓ |
| 5 | ✓ |

Photo Card mark:

15

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly (there are no ? or ? symbols)
- 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s on one occasion)
- There is one opinion
- There is one justification

Because everything is clear, 15 marks are given.

Example 2

| Task | Communication |
|------|-------------------|
| 1 | ✓✓✓✓✓ |
| 2 | (Op) (J) ? ?✓ |
| 3 | ✓-✓-✓✓ ? ?✓ |
| 4 | (Op) (J) (Op) (J) |
| 5 | ✓✓✓ ? |

Photo Card mark:

13

The minimum requirements are fulfilled for the 13–15 band.

- All questions are answered clearly, but there are occasions where some other information is unclear or incomprehensible.
- More than 3 answers have 3 ✓s (with (Op) + (J) counting instead of ✓s)
- There is one more than one opinion
- There is more than one justification

A mark in the 13–15 band has to be given, because the minimum requirements have been fulfilled. However, because of the lack of clarity on a number of occasions, the bottom mark in the band is awarded.

Example 3

| Task | Communication |
|------|---------------|
| 1 | ✓ ✓ ✓ - - |
| 2 | X |
| 3 | (Op) (J) ✓ |
| 4 | ✓ ? |
| 5 | ✓ ? ✓ ✓ |

Photo Card mark:

11

The minimum requirements are fulfilled for the 10–12 band.

- Four questions are answered. All of them contain clear information, although there are also two occasions when what is said is incomprehensible.
- The requirements for development of answers are exceeded, with three of them being developed well with three ✓s (with (Op) + (J) counting instead of ✓s)
- There is one opinion
- There is one justification

As only four questions are answered clearly, the 13–15 band is out of reach. There are two occasions where the attempts at conveying information are unclear and so a mark in the middle of the 10–12 band is given.

Example 4

| Task | Communication |
|------|---------------|
| 1 | ✓ ✓ ✓ ✓ - |
| 2 | ✓ ✓ ✓ ✓ ✓ - |
| 3 | (Op) |
| 4 | (Op) ✓ ✓ ✓ ✓ |
| 5 | (Op) (Op) ✓ ✓ |

Photo Card mark:

9

There is good development of four of the answers and opinions are given. However, there is no justification of an opinion and so the minimum requirements for the 13–15 and 10–12 bands are not met. The criteria for the 7–9 band are exceeded and so a mark at the top of the band is received.

Example 5

| Task | Communication |
|------|---------------|
| 1 | ✓ ✓ |
| 2 | W |
| 3 | ✓ ? |
| 4 | ✓ |
| 5 | (Op) |

Photo Card mark:

| |
|----------|
| 9 |
|----------|

The minimum requirements are fulfilled for the 7–9 band.

- Four questions are answered (the minimum requirement is three). All of them contain clear information, although there is also a lack of clarity on one occasion.
- One answer is developed with two ✓s.
- There is one opinion

There is one occasion where the information given is unclear, but four, rather than the minimum three, questions contain clear information. On balance, the mark of 9 at the top of the band is merited.

Example 6

| Task | Communication |
|------|---------------|
| 1 | ✓ ✓ - |
| 2 | ? ? |
| 3 | (Op) J |
| 4 | W |
| 5 | - |

Photo Card mark:

| |
|----------|
| 7 |
|----------|

The minimum requirements are fulfilled for the 7–9 band.

- Three questions are answered clearly.
- One answer is developed with two ✓s.
- There is one opinion

There is one answer which is incomprehensible, and the last question is answered very briefly without a verb. The combination of these issues means that a mark at the bottom of the 7–9 band is appropriate.

Example 7

| Task | Communication |
|------|---------------|
| 1 | ✓ |
| 2 | X |
| 3 | ✓ |
| 4 | ✓ |
| 5 | W |

Photo Card mark:

| |
|----------|
| 5 |
|----------|

The minimum requirements are fulfilled for the 4–6 band.

- Three questions are answered clearly, although none has any development. The wrong answer is given to the last question and the second question is not answered.

Although there is no lack of clarity in the answers that are given correctly, there is an implied lack of clarity in the final response because it is the wrong answer to the question. The replies are short and so the mid-mark in the band is awarded.

Example 8

| Task | Communication |
|------|---------------|
| 1 | - |
| 2 | ✓ |
| 3 | X |
| 4 | X |
| 5 | X |

Photo Card mark:

| |
|----------|
| 2 |
|----------|

The minimum requirements are fulfilled for the 1–3 band.

- Two questions (the minimum is one for this band) are answered clearly, although they are short answers, with only one of them including a verb.
- Three of the questions have no response.

Most (ie three) questions must be answered understandably in order to access the 4–6 band and this is not the case here. As the answers given are extremely short, the mid-mark in the 1–3 band is awarded.

Example 9

| Task | Communication |
|------|---------------|
| 1 | - |
| 2 | ? |
| 3 | X |
| 4 | ? ? |
| 5 | X |

Photo Card mark:

| |
|----------|
| 1 |
|----------|

Attempts are made to answer three questions, but only the first one has a reply that is understandable, and that question is answered giving a minimal amount of information. However, something is conveyed and one mark is awarded.

Appendix 4 – Subject content (Themes)

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- relationships with family and friends
- marriage/partnerships.

Topic 2: Technology in everyday life

- social media
- mobile technology.

Topic 3: Free-time activities

- music
- cinema and TV
- food and eating out
- sport.

Topic 4: Customs and festivals in target language-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- charity/voluntary work
- healthy/unhealthy living.

Topic 3: Global issues

- the environment
- poverty/homelessness.

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

Appendix 5 – Role-Plays - General Principles

Here are some commonly-made errors and omissions. In order to ensure a standard approach, see the third column for the marks to award.

The type and frequency of error will also impact on the global mark you award for Knowledge and use of language [KUL].

OAR = Otherwise appropriate response

| | Type of error or omission | Mark (0/1/2) |
|----|--|--------------|
| 1 | Only one detail is given when two are required. [Message is partially conveyed] | 1 mark |
| 2 | Opinion is given but without a reason when this is required. [Message is partially conveyed] | 1 mark |
| 3 | Present tense is used with a past time marker. For example: שנה שעברה אני משחק/ת טניס [Message is conveyed with some ambiguity] | 1 mark |
| 4 | Wrong tense is used with no correct timer marker. For example: איפה את/ה מבלה בחופשה? הלכתי לישראל. [Message is conveyed with some ambiguity] | 1 mark |
| 5 | No infinitive is used in a compound tense. For example: אני אוהב/ת משחק כדורגל. [Message is conveyed with some ambiguity] | 1 mark |
| 6 | Wrong auxiliary verb is used in a compound tense. For example: הלכתי לשחק כדורגל. אני אוהב ספורט. N.B. KUL consideration | 2 marks |
| 7 | When requesting an item in a formal role-play, no verb is used but בבקשה or סליחה, מה עם השתייה, בבקשה? or תפריט, בבקשה. or סליחה or תודה. | 2 marks |
| 8 | An incorrect form of address is used in the ? task in OAR. | 2 marks |
| 9 | In the ? task, the prompt word(s) is (are) used in combination with an article and an appropriate intonation. For example: • המחיר? → מחיר? | 1 mark |
| 10 | In the ? task, the prompt word(s) is (are) simply lifted and used, even if with a questioning intonation. | 0 marks |
| 12 | Unexpected, but valid, response offered. For example: Cand's cue: מה דעתך על ספורט? Cand's response: לדעתי ספורט זה מעניין/חשוב (But is used only - מעניין/חשוב - 1 mark) | 2 marks |
| 13 | The pronoun used in a task is lifted and used in the candidate's response. For example: • בית הספר גדול. → בית הספר [פרט אחד] | 0 marks |
| 14 | The pronoun used in a task is lifted and used in the candidate's response but there is additional, valid, information too. Cand's cue: בית הספר שלך (שני פרטים) Cand's response: בית הספר שלך טוב והמורים נהדרים וכיף ללמוד בכתה. or: Cand's cue: בית הספר – דעה וסיבה Cand's response: אני אוהב/ת את בית הספר שלך, כי הוא מודרני ויש מורים מצויינים. [Credit the second part of the answer] | 1 mark |

Appendix 6 – Photo cards – Guidance on paraphrasing

When considering any paraphrasing of Photo card questions, the exact original meaning of the question must be maintained. This can be achieved through the substitution of an individual word with a synonym or, in some cases, the use of a different language structure. However, no additional elements, which aim to clarify the question further, are permitted.

Here are some examples of typical question structures and what changes are permissible. In addition to these, further guidance may be given relating to specific questions in a particular examination series.

| Original question wording | Allow | Reject |
|---------------------------|-------|--------|
| | | |
| | | |
| | | |
| | | |
| | | |

GCSE Modern Hebrew Speaking – Part 2 Mark Scheme

| Foundation Role Play 1 | | | | |
|------------------------|--------------------------------|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • אחד מבני-המשפחה (שני פרטים). | יש לי משפחה גדולה. לאח שלי יש עיניים יפות והוא גבוה מאוד. | יש לי משפחה גדולה. אח שלי הוא גדול. | אני אוהב/ת אח שלי. |
| b | • המשפחה שלך – דעה וסיבה. | אני אוהב/ת [את ה]משפחה שלי. אני חושב/ת שכייף שיש משפחה גדולה, כי יש עם מי לדבר. | אני אוהב/ת את המשפחה שלי, כי הם אנשים יפים וטובים. | משפחה שלי טובה מאוד. |
| c | • פעילות עם המשפחה שלך. | אני אוהב/ת לשחק כדורגל עם המשפחה שלי. | אני אוהב/ת לשחק כדורגל עם המשפחה שלך. | לשחק |
| d | • ! | אני מעדיף/מעדיפה לצאת לבלות עם ההורים שלי, כי הם משלמים עלי. | אני מעדיף/מעדיפה לצאת לבלות עם חברים כי כיף. | כן/לא |
| e | • ? החבר/ה הכי טוב/ה. | מי החבר/ה הכי טוב/ה שלך? | יש לי חבר/ה טוב/ה? | חבר/ה הכי טוב/ה, לך? [יש?] |

| Foundation Role Play 2 | | | | |
|------------------------|------------------------------|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • תלבושת אחידה (שני פרטים). | יש לי/ לנו ג'קט בצבע ירוק וחולצה לבנה. אני ממש אוהב/ת את התלבושת האחידה. | יש לי/ לנו ג'קט בצע ירוק. אני מאוד אוהב/ת את התלבושת האחידה של בית הספר שלי. | אני מאוד אוהב/ת את התלבושת האחידה של בית הספר שלנו. |
| b | • חוקי-בית הספר – דעה וסיבה. | אני מאוד אוהב/ת את החוקים בבית הספר. זה עוזר לדעת מה מותר ומה אסור בבית הספר. | חוקים בבית הספר זה טוב. כי טוב שיש חוקים. | בית ספר לא טוב חוקים. |
| c | • פעילות בהפסקה. | אני משחק/ת כדורגל עם החברים שלי בהפסקה. | משחק/ת | אני עושה פעילות בהפסקה |
| d | ! • | אני מאוד לא אוהב/ת את האוכל במסעדה של בית הספר, כי האוכל לא טעים. | האוכל טוב. | בסדר. |
| e | ? מקצוע מועדף | איזה מקצוע את/ה מעדיף/מעדיפה? | איזה מקצוע אני מעדיף/מעדיפה? | את/ה מעדיף/מעדיפה מקצוע? |

| Foundation Role Play 3 | | | | |
|------------------------|-----------------------|--|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • דרכון. | יש לי דרכון אנגלי. | אנגלי. | יש לי דרכון. |
| b | • בישראל – זמן וסיבה. | לשבועיים, כי אני רוצה לבקר משפחה וחברים. | אני בישראל שבועיים וחצי. | באתי לישראל בטיסה ארוכה מאוד. |
| c | • לילה - איפה. | בלילה נישן בבית מלון במרכז העיר. | מלון | אנחנו מתאכסנים בלילה. |
| d | ! • | אני מאוד אוהב/ת את האוכל בישראל. זה טעים. | טעים. | דעתי טוב[ה] על האוכל בישראל. |
| e | ? • חנויות - זמן. | כמה זמן החנויות פתוחות ביום? או: מתי נפתחות החנויות? / מתי נסגרות החנויות? | את/ה יודעת/ת מתי זמן של החנויות לעבוד/ה? [ביום? בלילה?] | מה/מתי זמן חנויות? או: מה/מתי חנויות זמן? |

| Foundation Role Play 4 | | | | |
|------------------------|------------------------------|--|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • עבודה – מתי. | עבדתי בחנות. ביום ראשון. | עבדתי בחנות. | אני עובד/ת טוב. |
| b | • עבודה לתלמידים. | אני חושב/ת עבודה מתאימה לתלמידים. | בחנות. זה טוב. | עבודה לתלמידים זה יופי. זה עוזר מאוד. |
| c | • עבודה/לימודים – דעה וסיבה. | לדעתי זה ממש טוב, כי זה עוזר להרוויח כסף בזמן הלימודים. | זה טוב לדמי כיס. | עבודה ולימודים זה טוב מאוד. |
| d | • ? מקצוע. | איזה מקצוע את/ה מעדיף/מעדיפה? או: איזה מקצוע את/ה אוהב/ת? | איזה מקצוע אני מעדיף/מעדיפה? או: איזה מקצוע אני אוהב/ת? | אוהב/ת מקצוע? |
| e | • ! | אני מרוויח/ה הרבה/קצת כסף. | הרבה/קצת | כמה כסף את/ה מרוויח/ת? |

| Foundation Role Play 5 | | | | |
|------------------------|-------------------------|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • חדר - כמה אנשים. | אני צריך/צריכה חדר זוגי לשני אנשים. | אני רוצה חדר זוגי יפה וגדול. | אני צריך/צריכה חדר לכמה אנשים. |
| b | • ! | [אנחנו צריכים את החדר] ללילה אחד, בבקשה. | [אנחנו צריכים את החדר] לכמה לילות. | קצת/הרבה זמן. |
| c | • סוג החדר (שני פרטים). | אני רוצה חדר גדול עם טלוויזיה ומזגן. | אני רוצה חדר עם מזגן. | אני רוצה חדר טוב. |
| d | • לאכול - איפה. | אנחנו רוצים לאכול במסעדה של המלון. אפשר? | אנחנו רוצים לאכול במסעדה. | אנחנו אוהבים לאכול. |
| e | • ? תחבורה לעיר. | איך אנחנו נוסעים לעיר? | איך נוסע/ת לעיר? | תחבורה לעיר? |

| Foundation Role Play 6 | | | | |
|------------------------|-----------------------------|--|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • אוכל בריא. | אני אוכל/ת ירקות ופירות. | ירקות/פירות | אני אוכל/ת אוכל בריא. |
| b | • ! | אני אוהב/ת לשתות מים. | מים | אני אוהב/ת לשתות |
| c | • מזון במסעדות – דעה וסיבה. | אני לא אוהב/ת לאכול במסעדה/במסעדות, כי האוכל לא טעים. הוא עם הרבה שמן. | המזון במסעדות לא טעים. | אני לא אוהב/ת לאכול במסעדה/ במסעדות |
| d | • כושר (שתי פעילויות). | אני הולך/הולכת למכון כושר/לג'ים כל יום. אני רץ/רצה וגם שוחה בבריכה. | אני הולך/הולכת למכון כושר/לג'ים כל יום. אני עושה ריצה על הטריידמיל. | אני הולך/הולכת למכון כושר/לג'ים |
| e | ? עישון | מה דעתך על עישון? | מה דעתי על עישון? | עישון? כן? |

| Higher Role Play 7 | | | | |
|--------------------|---------------------------------|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • טיול – ולאן ומתי. | אני רוצה לנסוע לנגב ביום חמישי. | אני רוצה לנסוע לטיול. | אני טיול. |
| b | • מקום – דעה וסיבה. | כי אני אוהב/ת מדבר. זה מאוד יפה. | כי אני אוהב/ת מקום יבש. | זה טוב. |
| c | • ! | ארבעה. | ארבע | הרבה |
| d | • ? חזרה – זמן. | באיזו שעה אנחנו חוזרים מהטיול? | מתי חוזרים? | מה זמן חזרה? |
| e | • טיול בעבר (שני פרטים). • ! | בירושלים ובתל אביב. | טיילנו בים. | בבקינגהם פאלאס |

| Higher Role Play 8 | | | | |
|--------------------|--|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • מנה עיקרית - עבר. | (הזמנו) עוף עם תפוחי אדמה | אנחנו רוצים עוף עם תפוחי אדמה | לא הזמנו |
| b | • בעיה עם האוכל (שני פרטים). • פתרון. | העוף לא מבושל ואין סלט | העוף טעים ותפוחי האדמה ממש כמו שאמא מכינה. | אין בעיות. הכל טוב. תודה. |
| c | • ! | תחליף את העוף, בבקשה. | אני לא יודע. מה את/ה מציע/ה? | כסף |
| d | • ! | לא ממש. זה עם הרבה שמן. | לא. כי לא טוב הרבה לבריאות. | לא/כן |
| e | • ? קינוח | מה יש לקינוח? | מה זה קינוח? | קינוח? |

| Higher Role Play 9 | | | | |
|--------------------|---------------------|--|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • ממת'. ! | מתחילת שנת הלימודים. | מזמן. | מאתמול/מהיום/היום/מחר |
| b | • טיול בעבר. | זה בית ספר טוב. | אני אוהב/ת את בית הספר. | טוב. |
| c | • מורים- דעה וסיבה. | נסענו למרכז העיר וראינו דברים יפים. | עיר וקניות. | נלך לבקר קברי-צדיקים. |
| d | • מורים- דעה וסיבה. | אני לא אוהב/ת את המורים שלי, כי הם נותנים הרבה שיעורי בית. | מורים טובים. | יש הרבה מורים. |
| e | ? תלבושת בית הספר. | מה את/ה חושב/ת על תלבושת אחידה? | יש לך תלבושת אחידה? | אני לא אוהב/ת תלבושת אחידה שלי. |

| Higher Role Play 10 | | | | |
|---------------------|---------------------|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • הטיסה- לאן ומדוע. | אני רוצה לטוס לאנגליה, כי אני מתגעגע/ת לאמא. | (אני רוצה לטוס) הביתה, כי אני מתגעגע/ת לאמא. | לתל אביב, כי מהר יותר במטוס. (סוכנות הנסיעות בתל אביב!!!) |
| b | • יום וזמן. | ביום שלישי בבוקר. | השבוע בשעות הבוקר, אם אפשר. | עכשיו. |
| c | • ? תיק-יד. | יש לך תיק יד? | מה זה תיק יד? | מותר? |
| d | • הטיסה האחרונה. | אתמול. באתי לכאן. | מחר. באתי לכאן. | (בשבוע הבא), לתל אביב. |
| e | ! | יש לי (כאן) משפחה. | בגלל המשפחה/החברים. | ככה! |

| Higher Role Play 11 | | | | |
|---------------------|------------------------------|---|--|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • תוכניות לעתיד (שני פרטים). | אני רוצה ללמוד מדעים באוניברסיטה. | אני רוצה ללמוד באוניברסיטה. | ללמוד |
| b | • ! | חשוב מאוד למצוא עבודה. | חיובי/שלילי | עבודה זה טוב. |
| c | • עובד מצטיין (שני פרטים). | מגיע/ה בזמן לעבוד(ה), נותן/ת הרבה. | משקיע(ה) בעבודה. | עובד טוב/מצטיין |
| d | • משכורת גבוהה – דעה וסיבה. | בוודאי. טוב לפרנסה. | כן. כי זה טוב. | כן/לא |
| e | • ? אבטלה בישראל. | יש/אין אבטלה בישראל? | כמה אבטלה יש/אין בישראל? | אבטלה בישראל? |

| Higher Role Play 12 | | | | |
|---------------------|------------------------------|---|---|---|
| | Task | 2 marks Message conveyed without ambiguity | 1 mark Message partially conveyed OR conveyed with some ambiguity | 0 marks No part of the message is conveyed |
| a | • הופעה - עבר. | היתה הופעה של ווטני יוסטון. עם החברים שלי. | נלך להופעה נהדרת של להקה מצויינת. את/ה מכיר/ה אותם? כן. אני אלך עם החברים שלי. זה כייף אדיר. | אני נלך להופעה של חברים. |
| b | • ! | זה מיוחד/זה מעניין/זה מרגש.... | (כי) זה טוב. | ככה! |
| c | • בילוי בערב (שתי פעילויות). | אני אוכל/ת ארוחת ערב ורואה טלוויזיה. | אני אוכל/ת ארוחת בוקר ורואה טלוויזיה. | אני עושה שתי פעילויות. |
| d | • מוזיקה - דעה וסיבה. | חסידי, כי אני דתי/ה. | כל מוזיקה, כי אני אוהב/ת להאזין למוזיקה טובה. | מוזיקה טובה. |
| e | • ? כלי נגינה. | יש לך כלי נגינה? | מה זה כלי נגינה? | כלי נגינה? |