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

Paper 3 Reading Higher

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**Mark scheme**

June 2019

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Listening and Reading tests

### General principles of marking

#### Non-verbal answers

Follow the mark scheme as set out.

#### Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

- (a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.
- (b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.
- (c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.
- (d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or √/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate).

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	B	1

Question	Accept	Mark
01.2	C	1

Question	Accept	Mark
01.3	A	1

Question	Accept	Mark
01.4	B	1

Question	Accept	Mark
01.5	A	1

Question	Accept	Mark
01.6	C	1

Question	Accept	Mark
01.7	A	1

Question	Key idea	Accept	Reject	Mark
02.1	...in the exam he forgets everything/doesn't know what to write.	Doesn't remember what to write/forgets what to write/doesn't know what to write / forgets information...	...teachers say exams are important. ...doesn't know <b>how</b> to write.	1

Question	Key idea	Accept	Reject	Mark
02.2	...he doesn't need to think what to wear (every morning).	Doesn't need to pick something to wear every morning/easy to decide/choose/know what to wear every day/morning	...he is happy.	1

Question	Key idea	Accept	Reject	Mark
02.3	...she lives far from school and she needs to get up early (every morning).	Lives far from school / has to get up/wake up early every morning	Doesn't sleep enough.	1

Question	Key idea	Accept	Reject	Mark
02.4	...it rang in the (middle of the) lesson/the teacher took/confiscated it.	It rang/went off ...taken away from her	...it's forbidden in school.	1

Question	Key idea	Accept	Reject	Mark
02.5	...it's hard to find a free computer/many students are playing on the computers/them (in the library).	All the computers are occupied/can't find a free/available/vacant/empty computer	...there are many students/it's noisy (in the library). ... hard to concentrate.	1

Question	Accept			Mark
03.1	C			1

Question	Accept			Mark
03.2	A			1

Question	Accept			Mark
03.3	C			1

Question	Accept			Mark
03.4	B			1

Question	Accept			Mark
03.5	A			1

Question	Accept	Mark
04.1	F	1

Question	Accept	Mark
04.2	T	1

Question	Accept	Mark
04.3	F	1

Question	Accept	Mark
04.4	NT	1

Question	Accept	Mark
04.5	T	1

Question	Accept	Mark
05	A C F H (in any order)	4



Question	Key idea	Accept	Reject	Mark
06.1	She received offensive web messages telling her she isn't wanted in Israel and that she should go back to Russia.	Received offensive messages/was told by message/students wrote to her that she should return to Russia/where she came from / received messages saying she wasn't wanted in Israel	She was from Russia / She <b>wanted</b> to go back to Russia. She received text messages.	1

Question	Key idea	Accept	Reject	Mark
06.2	He was threatened that he must bring money (200 Shekels) or he will be beaten/banned/ no one will talk to him / extorted financially.	Threatened/told to bring money/ blackmailed	No one talked to him	1

Question	Key idea	Accept	Reject	Mark
06.3	Her password was stolen/lies were written/published in her name.	<b>False</b> messages/lies in her name. ...used her account / hacked her social media to spread rumours about her.	Published messages (in her name)./ Spread lies <b>about</b> her.	1

Question	Accept			Mark
07.1	B			1

Question	Accept			Mark
07.2	C			1

Question	Accept			Mark
07.3	A			1

Question	Accept	Mark
07.4	C	1

Question	Accept	Mark
08.1	F	1

Question	Accept	Mark
08.2	F	1

Question	Accept	Mark
08.3	NT	1

Question	Accept	Mark
08.4	T	1

Question	Accept	Mark
09.1	B	1

Question	Accept	Mark
09.2	C	1

Question	Accept	Mark
09.3	C	1

Question	Accept	Mark
09.4	A	1

Question	Accept	Mark
10.1	C	1

Question	Accept	Mark
10.2	B	1

Question	Accept	Mark
10.3	B	1

Question	Accept	Mark
10.4	A	1

Question	Accept	Mark
10.5	A	1

Question	Accept	Mark
11.1	N	1

Question	Accept	Mark
11.2	S	1

Question	Accept	Mark
11.3	D	1

Question	Accept	Mark
11.4	S	1

Question	Accept	Mark
11.5	D	1

Question		Key idea	Accept	Reject	Mark
12	בסוף השבוע אני אוהב לצאת לעיר.	At the weekend I like to go (out) to town/the city.	...to go to town	...to go out <b>of</b> town	1
	אני נוסע יחד עם החברים שלי.	I travel (together) with my friends.	...go with my friends	Wrong tenses	1
	לפעמים אנחנו הולכים לקולנוע	Sometimes we go to the cinema	...walk to the cinema/the movies.	...to a film/theatre	1
	או שאנחנו יושבים בבית-קפה.	or we sit in a café	... in a coffee house.	...drink coffee	1
	בשבוע שעבר הלכנו לקנות משחקי-מחשב.	Last week we went to buy computer games.	A week ago... to buy video-games	Wrong tense ...to buy a computer/laptop.	1
	קניתי מתנה ליום-ההולדת של אחי.	I bought my brother a birthday present.	I bought a present for/to my brother's birthday.	Wrong tense	1
	בסוף השבוע הבא אסע עם המשפחה שלי לסקוטלנד.	Next weekend I will travel with my family to Scotland.	In the coming weekend I will go with...	Wrong tense	1
	אנחנו נטפס על אחד ההרים הגבוהים	We will climb on one of the highest mountains.	We will go up a tall mountain.	Wrong tense We will travel/hike on a mountain/a tall parent.	1
	ונצטלם יחד על ראש-ההר.	and we will have our picture/photo taken together on the top of the mountain.	and we will take a picture together on the peak of the mountain.	Wrong tense	1

- **Q12** – When a candidate made only **one vocabulary/tense** mistake in two sentences, they were awarded **1 point** for both sentences.

**Total marks = 60**

