

**GCSE
MODERN HEBREW
8678/RH**

Paper 3 Reading Higher

Mark scheme

June 2020

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	T	1

Question	Accept	Mark
01.2	F	1

Question	Accept	Mark
01.3	F	1

Question	Accept	Mark
01.4	F	1

Question	Accept	Mark
01.5	NT	1

Question	Accept	Mark
01.6	T	1

Question	Accept	Mark
01.7	T	1

Question	Key idea	Accept	Reject	Mark
02.1	To play (drums) in a Rock band/perform in concerts (all over the world) (Any one)	Rock band/musician	Study medicine/to be a doctor To go to concert / to sing rock	1

Question	Key idea	Accept	Reject	Mark
02.2	Once/after he will have a nice / pretty house/high wage/salary/income (Any one)	When he will be rich/have a lot of money/stable financially	When he will finish university/be a lawyer	1

Question	Key idea	Accept	Reject	Mark
02.3	To have many children/big family (Any one)	family	Career/no siblings	1

Question	Key idea	Accept	Reject	Mark
02.4	Volunteering/working (as a teacher) in the Far East (Any one)	To be a teacher /Teaching/volunteering	Learn about China/Japan/Far East / Study languages.	1

Question	Key idea	Accept	Reject	Mark
02.5	In Israel	Eretz Israel/Ysrael	Another/a country/in the country/in the Aretz/Jerusalem	1

Question	Accept	Mark
03.1	A	1

Question	Accept	Mark
03.2	R	1

Question	Accept	Mark
03.3	A	1

Question	Accept	Mark
03.4	E	1

Question	Accept	Mark
03.5	R	1

Question	Accept	Mark
04.1	C	1

Question	Accept	Mark
04.2	B	1

Question	Accept	Mark
04.3	A	1

Question	Accept	Mark
04.4	B	1

Question	Accept	Mark
04.5	C	1

Question	Accept	Mark
05	G, E, A, D (in this order)	4

Question	Key idea	Accept	Reject	Mark
06.1	Couldn't eat/lost weight	...he felt sick and threw up/vomited all the food he ate/He lost a lot of weight / lacks nutrients from food as it all comes out.	Illness/thin	1

Question	Key idea	Accept	Reject	Mark
06.2	...he thought that this (special/ medical) oil is a drug/wasn't willing to give drugs to a child	This oil is a drug / poison	Not healthy	1

Question	Key idea	Accept	Reject	Mark
06.3	...Approve the use of this (special/ medical) oil as a medicine (in all hospitals)	Allow/let/permit/ recommend doctors to use the oil		1

Question	Key idea	Accept	Reject	Mark
07.1	For: It's very elegant. (Girls say) he looks like a movie star Against: The skirt is uncomfortable. Her legs are cold	Looking elegant/like a star Uncomfortable/cold	Likes the jacket/tie. Looks manly Looks like a man	2

Question	Key idea	Accept	Reject	Mark
07.2	For: Not wasting time/each student is making progress at his own pace Against: More interesting to have a discussion/ argument/to hear opinions in the lesson	Progressing/good use of time Not sociable/not interesting	Like it Don't like it	2

Question	Accept	Mark
08.1	B	1

Question	Accept	Mark
08.2	C	1

Question	Accept	Mark
08.3	A	1

Question	Accept	Mark
08.4	C	1

Question	Key idea	Accept	Reject	Mark
09.1	(Past) כתבו מכתבי-אהבה	מכתבים	טלפון	2
	(Present) שולחת מסרונים ותמונות ב"אינסטגרם" / ברשת חברתית	רשת חברתית / "אינסטגרם"	מכתבים / טלפון	

Question	Key idea	Accept	Reject	Mark
09.2	(Past) קראו ספרים בספרייה	ספרים	למדו	2
	(Future) ישלחו שיעורי-בית (למורים) באינטרנט	שיעורי-בית באינטרנט	שיעורי-בית / אינטרנט	

Question	Accept	Mark
10.1	A, D (in any order)	2

Question	Accept	Mark
10.2	C, D (in any order)	2

Question	Accept	Mark
11.1	C	1

Question	Accept	Mark
11.2	A	1

Question	Accept	Mark
11.3	C	1

Question	Accept	Mark
11.4	B	1

Question	Accept	Mark
11.5	B	1

Question	Accept	Mark
11.6	A	1

Question		Key idea	Accept	Reject	Mark
12	בשנה שעברה, גרתי בכפר קטן.	Last year/a year ago, I lived in a small village/town in the country.	A year ago, /In the year that passed...	Wrong tense	1
	אהבתי לטייל עם הכלב שלי.	I liked / loved to walk/hike/stroll with my dog.	I liked to hike/stroll/ travel ...	Wrong tenses	1
	השנה אנחנו צריכים לעבור לעיר גדולה,	This year we need to move/leave to a big town/city,	...to leave to...	...to pass Wrong tenses	1
	כי אמא שלי קיבלה עבודה באוניברסיטה.	because my mother/mum got/received/accepted work/job in the university.	... my mum received/accepted work...	Wrong tense	1
	אמרתי לאבא שאני לא מכיר אף אחד בעיר.	I told my father/dad that I don't know/recognise/am not familiar with anyone/no one in the city/town.	I told my dad that I don't recognise/am not familiar with anyone/no one in the city/town.	Wrong tenses ...one nose	1
	בעיר יש גם הרבה רעש-מכוניות וזיהום-אוויר.	In the city there is also a lot of car-noise and air-pollution.	In the town... noise from/of cars/automobiles... noise pollution	Wrong constructs	1
	אבא אמר שאני אלמד בבית ספר מצויין,	(My) father said that I will study/learn in an excellent/good school,	...learn in a good / great / amazing school,	Wrong tenses	1
	אני אקבל ציונים גבוהים במבחנים,	I (will) get/receive high/excellent marks/grades in the exams/tests,	I (will) receive excellent grades in the exams,	Wrong tense	1
	ואוכל להירשם לכל אוניברסיטה שארצה.	and I (will) be able to register/apply to any university I (will) want/like.	...to apply for... /to get into...	Wrong tense	1

Total marks = 60