



GCSE MODERN HEBREW 8678/LH

Paper 1 Listening Higher Tier

Mark scheme

June 2025

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

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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). If candidates write 'True' instead of 'N' for Nachon in Section B, this should also be credited despite the wrong language being used.

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	Key idea	Accept	Reject	Mark
01	Advantage: (they can learn) many subjects Disadvantage: (too much) pressure to succeed	Advantage: lots of subjects to choose Disadvantage: pressure to succeed/stressful/many exams	Advantage: lots of work experience Disadvantage: succeed at school/pressure (on its own)	2

Question	Key idea	Accept	Reject	Mark
02	Advantage: everyone knows everyone (which is great) Disadvantage: not enough (science) labs	Advantage: school has a friendly atmosphere Disadvantage: not enough science rooms /not enough classrooms	Advantage: great, wonderful Disadvantage: no classrooms/ small school	2

Question	Accept	Mark
03.1	B (fitness room.)	1

Question	Accept	Mark
03.2	E (swimming pool.)	1

Question	Accept	Mark
03.3	D (new member discount.)	1

Question	Key idea	Accept	Reject	Mark
04	Present: visiting the science museum Future: will go shopping	Present: (science) museum Future: shopping	Present: go shopping Future: science museum	2

Question	Accept	Mark
05	B (warm clothing.)	1

Question	Accept	Mark
06	A (accommodation available.)	1

Question	Accept	Mark
07	A, D, F (in any order) A (boss) D (job satisfaction) F (workload)	3

Question	Key idea	Accept	Reject	Mark
08	sitting next to each other at school	at secondary school/she helped her with her schoolwork	at primary school	1

Question	Key idea	Accept	Reject	Mark
09	they shared their thoughts and feelings	they told each other everything/they no longer live near to each other	it's hard not living near each other	1

Question	Key idea	Accept	Reject	Mark
10	they meet once a week	see each other once a week	meet every day	1

Question	Key idea	Accept	Reject	Mark
11	he makes new friends	he plays with people from all over the world/he doesn't know/gets to meet new people	it's fun	1

Question	Key idea	Accept	Reject	Mark
12	not to share personal details	to not give out private/personal information	personal details/private information	1

Question	Key idea	Accept	Reject	Mark
13	for a maximum of two hours a day	can only play for two hours	limited time	1

Question	Accept	Mark
14	N (negative)	1

Question	Accept	Mark
15	N (negative)	1

Question	Accept	Mark
16	P (positive)	1

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

Question	Key idea	Accept	Reject	Mark
18.1	Key idea 1: the turbines are bigger Key idea 2: they produce more electricity	they are larger they make more electricity	they need less space they are big they last longer/better than solar energy	2

Question	Key idea	Accept	Reject	Mark
18.2	Key idea 1: make a lot of noise Key idea 2: can hurt birds	noisy/noise can harm birds	solar energy need a lot of space	2

Question	Key idea	Accept	Reject	Mark
19	Positive: independent life Negative: worried about the people she will live with	Positive: excited to try an independent life/cope on her own Negative: doesn't want to live with people who can't keep a clean home	Positive: no idea who she will live with	2

Question	Accept	Mark
20.1	C (recycle)	1

Question	Accept	Mark
20.2	E (travel by bus)	1

Question	Accept	Mark
20.3	F (use cycle lanes)	1

Question	Accept	Mark
21	C (fair pay)	1

Question	Accept	Mark
22	B (environment)	1

Question	Accept	Mark
23	A (addiction)	1

Question	Key idea	Accept	Reject	Mark
24.1	weather app an app that measures distance	app that says if it is going to rain/temperature app that says how far you have walked/fitness app/step tracker	an app that tells you what to wear	2

Question	Key idea	Accept	Reject	Mark
24.2	map app dating app	how to get to new places/Google Maps/waze helps meet a partner/marriage/match making	new places helping at weddings	2

Question	Accept	Mark
25.1	A (רופא/רופאה)	1

Question	Accept	Mark
25.2	C (מורה/מוֹרֶה)	1

Question	Accept	Mark
26.1	C (לפני שנה.)	1

Question	Accept	Mark
26.2	B (טייל בטבע.)	1

Question	Accept	Mark
27.1	B (מלאַת חיים.)	1

Question	Accept	Mark
27.2	B (נאמנה.)	1

Question	Key idea	Accept	Reject	Mark
28.1	כל יום שני	פעם בשבוע/יום שני	כל יום אחר	1

Question	Key idea	Accept	Reject	Mark
28.2	מגן דויד אדום	אמבולנס בישראל	מגן דויד\ארגון שעושה עבודת קודש	1

Question	Key idea	Accept	Reject	Mark
28.3	תלמידים בבית הספר היסודי	תלמידים	ילדים	1

Question	Key idea	Accept	Reject	Mark
28.4	היא מבשלת	לבשל\להכין אוכל	מתנדבת	1

Total marks = 50