



GCSE MODERN HEBREW 8678/RF

Paper 3 Reading Foundation 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

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2025 AQA and its licensors. All rights reserved.

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 the 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 (Go on a cruise)	1

Question	Accept	Mark
01.2	A (Do winter sports)	1

Question	Accept	Mark
01.3	E (Visit historic sites)	1

Question	Key idea	Accept	Reject	Mark
02.1	(There is) no homework	Little homework	He likes the teacher/not difficult	1

Question	Key idea	Accept	Reject	Mark
02.2	He runs (a lot)	Exercises	Plays ball games	1

Question	Key idea	Accept	Reject	Mark
02.3	English		Geography/history/hairdressing	1

Question	Key idea	Accept	Reject	Mark
02.4	Trees (in the forest)	(Forest) plants	Animals/body	1

Question	Accept	Mark
03.1	D, 2 Healthy activity: D (Swimming) = 1 mark Maintains: 2 (Fitness) = 1 mark	2

Question	Accept	Mark
03.2	B, 3 Healthy activity: B (Eating vegetables) = 1 mark Maintains: 3 (Diet) = 1 mark	2

Question	Accept	Mark
04.1	N (now)	1

Question	Accept	Mark
04.2	N (now)	1

Question	Accept	Mark
04.3	P (past)	1

Question	Accept	Mark
04.4	F (future)	1

Question	Key idea	Accept	Reject	Mark
05.1	Advantage: Likes working with children	Advantage: Children/kids/young people	Advantage: Likes teaching	2
	Disadvantage: (Children are) noisy/annoying	Disadvantage: Noise/aggravation	Disadvantage: Doesn't like children	

Question	Key idea	Accept	Reject	Mark
05.2	Advantage: Keeping fit/healthy	Advantage: Fitness/health	Advantage: Likes running/playing	2
	Disadvantage: (Too) cold in the winter/unpleasant (to play) outside	Disadvantage: Cold/unpleasant	Disadvantage: Doesn't like playing	

Question	Accept	Mark
06.1	F (false)	1

Question	Accept	Mark
06.2	T (true)	1

Question	Accept	Mark
06.3	T (true)	1

Question	Accept	Mark
06.4	F (false)	1

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

Question	Accept	Mark
06.6	T (true)	1

Question	Accept	Mark
06.7	F (false)	1

Question	Accept	Mark
07.1	N (negative)	1

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

Question	Accept	Mark
07.3	P (positive)	1

Question	Key idea	Accept	Reject	Mark
08.1	She prefers/wants to spend her free time (alone) in her room/by the computer	She prefers to be in her room/working on the computer to spending time with friends or family / not spending time with friends / family	She likes to be by herself/play computer games	1

Question	Key idea	Accept	Reject	Mark
08.2	She prefers/wants a friend who can help her with her studies	She wants help with her studies/she likes to help her friend with studies	She likes/is interested in studies/school	1

Question	Key idea	Accept	Reject	Mark
08.3	She prefers/wants a family with many children/siblings/brothers and sisters	She doesn't want a small family	She has many siblings/brothers and sisters	1

Question	Key idea	Accept	Reject	Mark
08.4	She thinks that the government should worry about the environment	Her family are not recycling or saving electricity	She doesn't care about the environment	1

Question	Accept	Mark
09.1	C (כיתה)	1

Question	Accept	Mark
09.2	E (חדר אוכל)	1

Question	Accept	Mark
09.3	B (מגרש משחקים)	1

Question	Accept	Mark
10	B, C, E (in any order) B (יובל אוהב לנגן מוזיקה). C (לא קל למצוא עבודה כמוזיקאי). E (ההורים של יובל חושבים שהוא צריך להרוויח משכורת גבוהה).	3

Question	Accept	Mark
11	E, A, F, C (in this order) E (אוהב) A (מסעדה) F (אוכלים) C (מיץ)	4

Question	Accept	Mark
12.1	C (בחורף).	1

Question	Accept	Mark
12.2	B (הלך לישון).	1

Question	Accept	Mark
12.3	A (את הרוח החזקה מחוץ לבית).	1

Question	Accept	Mark
12.4	C (הרבה שלג.)	1

Question	Key idea		Accept	Reject	Mark
13.1	(Past)	שמע סיפורים (על הבת של אליהו, כאשר הייתה קטנה)	(אליהו / איש זקן סיפר לו) סיפורים	גר בבית אבות. טייל בעיר	1
	(Future)	יטייל (עם אליהו / איש זקן) בעיר	טיול	סיפורים/פרחים	1

Question	Key idea		Accept	Reject	Mark
13.2	(Past)	בישלה אוכל (במטבח של הארגון)	בישלנו/הכינה אוכל	שמה/חילקה אוכל	1
	(Present)	שמה את האוכל בקופסאות	אורזת/שמה בקופסאות / מתנדבת (בארגון צדקה)	מבשלת/מחלקת אוכל /	1

Question	Modern Hebrew	Key idea	Accept	Reject	Mark
14	בשבת בבוקר אני קם	On Saturday morning I get/ wake up	On Shabbat...	Sitting....	1
	והולך לבית הכנסת.	and go/walk to the synagogue.	...shul.	Go home...	1
	אני אוהב לשבת על יד אבא	I like to sit next to/near dad/ (my) father	I love to...	...to Saturday/on the hand of...	1
	ולשמוע את הרבי.	and (to) hear/listen to the rabbi.	...the rabbi	...Herbie.	1
	ביום שישי אכלנו ארוחת ערב	On Friday we ate supper	...dinner/meal	Wrong tense	1
	עם כל המשפחה	(together) with all the/the whole family	...the 'mishpuche'		1
	ושרנו שירים.	and we sang songs.	...we sang ('zemirots'.)	Wrong tense	1
	ביום ראשון אני הולך עם חברים לפארק.	On Sunday I go/walk with (my) friends to the/a park.	I will walk/stroll/hike with mates...	On the first day...	1
	אנחנו משחקים בכדור.	We play with a ball.	...ball (games)	We are games...	1

Total marks = 60