
GCSE

MODERN HEBREW

8678/RF Reading: Foundation tier
Report on the Examination

8678
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General comments

This is the first Reading examination of the new specification and there are significant changes in the paper in comparison with the legacy specification. The entry at Foundation tier was small as most students sat the Higher Tier paper.

Overall, students responded well to the multiple-choice questions. However, the open-response questions provided discrimination across the range of performance and there was evidence of fewer students being able to answer correctly the more challenging questions towards the end of the paper in Section B and Section C.

On some occasions, illegible handwriting made it difficult to read the student's answer. There were also instances of students answering questions in the wrong language.

The translation in Section C proved to be very effective as it discriminated clearly between the range of abilities.

Question 1

This multiple-choice question was answered well with very few difficulties.

Question 2

This was an open-response question in four parts. All four parts were answered well by most students. In Question 2.4 some students appeared to have difficulty understanding the word פירות – (fruit) or gave the names of fruits.

Question 3

This multiple-choice question was answered well with very few difficulties. In Question 3.1 some students appeared to struggle with connecting the word – ממתקים (sweets) with the answer: '...food that contains a lot of sugar.'

Question 4

This multiple-choice question was targeted at a higher level of demand than the first three questions. The more able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements.

Question 5

This was an open-response question in two parts. Both parts were answered well by most students. In Question 5.1 some students appeared to have difficulty understanding the word מעייפת – tiring (work) and guessed the answer.

Question 6

This multiple-choice literary question was a high demand question at this tier. More able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements, especially parts 6.4 and 6.6.

Question 7

This multiple-choice question was a medium-demand question. The more able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements.

Question 8

This multiple-choice question was a high-demand question at this tier and dealt with the topic of Social Issues. More able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements, especially 8.1 and 8.2.

Question 9

This multiple-choice question in Hebrew was targeted at a low level of demand; however, some students were unable to identify all the correct statements, especially 9.1, where they appeared to struggle with the words: אוכל מתוק (sweet food).

Question 10

This multiple-choice question in Hebrew was a medium-demand question. More able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements, especially in 10.3 where most students appeared not to know the word מתחפשים (dressing up) and chose the distractor (reading the book of Esther).

Question 11

This multiple-choice question in Hebrew was targeted at a low level of demand; however, some students were unable to identify all the correct statements.

Question 12

This multiple-choice literary question was targeted at a higher level of demand at this tier. More able students understood the passage and the statements that followed; however, many students were unable to identify all the correct statements.

Question 13

This multiple-choice question was targeted at a higher level of demand at this tier. More able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements.

Question 14

The translation from Hebrew to English tested the ability of students to understand and translate text, using present tense, past tense and a variety of language structures and vocabulary of increasing difficulty. The last three sentences were the most challenging and many students appeared not to understand the phrase: ...I helped him to prepare supper (עזרתי לו להכין ארוחת ערב) and guessed its meaning.

Students should be reminded of the need for precision in this task. The translated text should make sense and students must ensure that they keep the text closely aligned with the original passage. It is also useful for students to re-read what they have written to make sure it makes sense.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.