
GCSE

MODERN HEBREW

8678/WH: Writing (Higher)
Report on the Examination

8678
June 2019

Version: 1.1

Further copies of this Report are available from aqa.org.uk

Copyright © 2019 AQA and its licensors. All rights reserved.

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.

General comments

Schools and colleges had prepared students appropriately for the requirements of the new specification, which resulted in many students performing well in the new Writing examination.

The quality of work in this first year is encouraging with a broad range of performance. The paper differentiated very well in that students were able to score marks over a variety of questions.

The majority of students had been entered appropriately for this tier.

This report will provide an overview of the Higher Writing examination in terms of student performance in this paper.

Questions 1.1 & 1.2

These were the most accessible questions in the Higher paper. Students had a choice between two questions. Each question was on a different theme but both questions were of the same level of demand. Question 1.1 was on Theme 2, and Question 1.2 was on Theme 1.

Question 1.2 was a very popular question as students were asked to write about modern technology, a topic which was clearly very close to students' hearts as many performed excellently when writing about this.

A very high percentage of students were very successful in this question. However, there were some students who were native speakers who were clearly not familiar with the exam requirements. As a result, they did not achieve their full potential in terms of marks, although their language was of a good standard.

For this question, there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total about four different bullet points. All bullet points should be covered, but there is no requirement for equal coverage of the bullet points.

Students were able to achieve full marks by writing in the region of 90 words. Many students did this, but others wrote too much and made more errors in their writing. This affected the mark for Quality of language. At this tier, it was usually students who wrote concisely and accurately who scored the highest marks.

Content

The criteria for assessment focus on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions. Students need to be reminded that coverage of the bullet points is key, as misinterpreting or omitting even one means that the award of a mark above 6 is not possible, given that for the award of marks in the range of 7 to 10, all aspects of the task must be covered. Some students did not write about all four bullet points and therefore these responses were limited in the marks that could be awarded.

In addition, although students had no difficulty in developing ideas and expressing opinions, there were occasions when inaccuracy led to a lack of clarity of communication and this impacted on the marks that could be awarded.

Quality of language

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy.

The range of vocabulary used in response to both questions was appropriate and reasonably wide-ranging. There were some longer sentences using a variety of connectives etc. Some students appeared to find the tasks requiring different tenses challenging as each of the questions included a past tense bullet point and a future tense bullet. Some students did not include enough opinions.

Advice to students

- Aim to write approximately the suggested number of words.
- Refer to all of the bullet points. Attempt to write something about them rather than omitting them.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure you include opinions, reasons and justifications as required by the task.
- Aim to use a wide range of vocabulary.

Questions 2.1 & 2.2

For Question 2, there are 15 marks for Content, 12 marks for Range of Language and 5 marks for Accuracy. Students are expected to write approximately 150 words in total about two different bullet points. Both bullet points must be covered, but there is no need for equal coverage of the bullets.

Question 2.1 was on Theme 3, and Question 2.2 was on Theme 2. In each question, students were expected to write approximately 150 words. They were given two bullet points and had to address both of them, although there was no a requirement of how many words they wrote per bullet point. It was pleasing to see some students achieving full marks on this question.

There were cases where students did not read the bullet points carefully or appeared not to understand the bullet points, which could indicate a lack of understanding in their language skills. In these cases, all the relevant information was awarded marks where possible. It is advised that students are trained to take the time to read the bullet points and to make sure they understand them before they start writing.

Content

The criteria for assessment focus on four elements: relevance and detail (implicit in this is coverage of the bullet points), amount of information conveyed, clarity of communication and expression and justification of opinions. Students had lots to say in response to each of the two bullet points in each question and they were able to develop their answers, expressing and justifying opinions. Some students made serious errors while writing beyond the suggested number of words which was 150.

Range of language

The key features of criteria for assessment here are variety of language and a confident ability to produce complex sentences. It is worth noting that reference is not made to time frames or tenses in the criteria, but the use of these would be considered to be attempts at complexity.

Accuracy

The criteria for assessment focus mainly on verbs and tense formations, and the type of errors that students make. It is to be noted that a 'major' error is one that interferes with communication, and a 'minor error', albeit still an inaccuracy, does not. The majority of students were able to produce work worthy of 3/4 marks and above.

Advice to students

- Aim to write approximately the number of words required.
- Read the bullet points carefully and ensure that you know exactly what they require in terms of response.
- Make sure that what you write relates to the bullet points.
- At the end of each task, check that your verbs and spellings are accurate.
- Make sure you include opinions, reasons and justifications as required by the task.
- Aim to use a variety of vocabulary.

Question 3

For this question, there are 6 marks for Conveying key messages and 6 marks for Application of grammatical knowledge of language and structures. Given that the level of demand of the messages was aimed at covering grades 4 to 9, the question differentiated well, with all students able to score some marks.

The biggest challenge to students appeared to be the verbs in the future tense- אשחה / אתעמל
They were also some students that appeared to find the sentence 'the most important meal of the day' challenging.

Examples of some of the common mistakes were students writing a word in English when they did not know how to say it or missing out a word without leaving a gap.

More detail about the key messages is provided in the mark scheme.

Application of grammatical knowledge of language and structures

Minor errors did not prevent award of marks for conveying key messages provided they were communicated. Because of this, when awarding marks for application of grammatical knowledge of language and structures, inaccurate language was considered here.

Advice to students

- Practise high frequency words and phrases, especially connectives, negatives and prepositions.
- Check carefully that all aspects of the translation have been addressed accurately, particularly the shorter words.
- Check verb tenses.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

Mark Ranges and Award of Grades

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