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GCSE

**MODERN HEBREW**

8678/LF Listening: Foundation tier  
Report on the Examination

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8678  
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## General comments

The first Listening examination of this new GCSE specification differentiated well amongst the students for which it was set. It was pleasing to see that many students understood a good deal of what they had heard, and were able to respond well to the questions that were set on this material.

It was impressive how students coped well with Section B in this exam, where the answers were in Modern Hebrew. There were a few students who left blank spaces in open-ended questions as well as multiple choice ones. Students should be encouraged to attempt all the questions in the paper, including multiple-choice questions.

It was pleasing to see that there was no significant difference in performance between Section A, where answers were in English, and Section B where answers were in Modern Hebrew.

Students' handwriting was generally legible, although it could occasionally be very small and difficult to read.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B
- looking at any examples given, as these point out the level of detail required
- highlighting or underlining key words which have been highlighted in the rubrics/questions
- identifying the questions which have two parts to answer from the same utterance (e.g. 10.1 and 10.2).

Teachers should also remind students of the following techniques:

- note down synonyms and/or words associated with the key words on the paper.
- listen to the whole utterance once **before** writing down your answer.
- pay particular attention to the words which have been emboldened.
- avoid giving alternatives and/or unnecessary additional information.
- cross out clearly the answers you do not want to be marked.
- write down option letters carefully and legibly.
- only write answers which are possible (eg: A, B **or** C in an A B C multiple-choice question).

## Section A

### Questions 1-2

Most students answered these questions correctly. All students answered Question 2 correctly.

### Questions 3

Question 3.1 was answered very well, with around 97% of the students gaining the mark. On Question 3.2, some students did not know what תות שדדה is, and guessed a variety of ice-cream flavours.

### Questions 4-6

These questions were generally well answered. On Question 4, some students selected the distractor numbers as the answers.

### Questions 7-9

Very few students answered Question 7 correctly. Many students seemed to partially understand the correct answer, but did not understand that they 'share the same sense of humour', which is also reinforced by saying they 'enjoy watching comedy on TV'.

### Question 10

Students coped quite well with this question. In the first part, it was clear that some students guessed the answer as there was no reference to public transport in the utterance. In the second part some students were unable to deduce the answer אני מבינה... אבל

### Question 11

This question was answered well. Students were able to identify the key ideas, with the vast majority of students answering the second part of the question correctly. They showed good understanding of more complex vocabulary יש מורים טובים לשפות

### Question 12

This question yielded a mix of responses. It was an extended text, and some students found it challenging to identify the key ideas in these open-ended questions. Well over half the students were able to answer the third part correctly, while a little under half answered the second part correctly.

### Questions 13-15

Just around two-fifths of the students gained a mark in question 13. Students often chose one of the distractors, מאוחר, which was Option C, as their answer. However, they generally coped very well with the rest of the questions.

### Questions 16-17

For Question 16, over two-thirds of students were able to gain one mark. Most students were only able to identify one key idea, were not familiar with הנגינה מרגיעה and gave a variety of answers such as 'enjoyable', 'fun' and 'good'.

For Question 17, around two-fifths of the students answered correctly to gain full marks. Around one fifth gained one mark.

### Question 18

This question proved to be a good discriminator for the more able students in the Foundation tier. Some students were able to identify the key ideas in this extended text. For Question 18.1, well over a third of students answered correctly. Many students chose option A, as they mistook the distractor לעבוד כאשר אתה נשוי אפשר ללמוד וגם. Around half the students answered Question 18.2 correctly, while for Question 18.3, around one fifth of the students were able to deduce that לצאת לציאת implies that 'Yael is sporty'. Most students thought that it meant 'Yael is patient'.

**Questions 19-23**

Students coped with these overlapping questions well. Question 21 proved to be challenging to the Foundation tier students, with around a fifth answering correctly. Just under three-quarters of the students answered Question 23 correctly.

**Questions 24-25**

It was pleasing to see that students coped well with questions and answers in Modern Hebrew. All questions within this first section of Section B were answered well, with the only challenging item being question 24, which over half still answered correctly. Some students appeared not to be familiar with the verb להתאמן and chose option לישון כל היום. Approximately 95% of students answered Question 25 correctly, which is very pleasing for this question.

**Question 26**

Students coped well with this question, with around three-quarters of students answering 26.1 correctly. Meanwhile around 60% answered Question 26.2 correctly and were able to deduce that אוניברסיטה רחוקה מבית is אני אלמד באוניברסיטה בעיר אחרת. These students showed a good understanding of complex vocabulary of the future tense, which is impressive.

**Question 27**

Students coped well with this question with around 90% of the students gaining one mark out of the two. Just over two fifths of students were able to deduce that the classrooms are small, and gained the full marks available.

**Questions 28-29**

It was pleasing that students performed well on the final two questions on the examination. Around 87% of the students answered Question 28 correctly. On Question 29, around 68% of the students were able to understand complex verbs in the future tense תבוא אלי ונכין את השיעורים ביחד and were able to choose the correct answer in Modern Hebrew.

### **Mark Ranges and Award of Grades**

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