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GCSE

# MODERN HEBREW

8678/LH Listening: Higher tier  
Report on the Examination

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## General Comments

Most students scored marks consistently throughout the paper. There were many pleasing, well-answered scripts. Questions requiring a written answer discriminated well. These questions provided an opportunity for students to score well and they required precise answers. Some also required students to draw simple conclusions and to understand material which contained more complex and less familiar language, in line with the requirements of the subject content.

It was pleasing to see how well students performed on Section B, where answers were in Modern Hebrew, which is a new feature for this exam. There were a few students who left blanks in multiple-choice questions. Teachers should encourage students to attempt all such questions.

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

As is to be expected, Higher tier students had greater success in answering this overlap question. More students were able to identify all key ideas of what the advantages and disadvantages of the hobbies were. Around 86% of students scored full marks on Question 2. Some appeared not to understand the key idea הנגינה מרגיעה אותי and only gained one mark on Question 1.

### Questions 3-7

Question 7 was the most well-answered question on the examination paper, as nearly all students answered correctly. For Question 5, just over 60% answered correctly. Some students did not make the link between מאכלים and אוכל and focused on מבקרת בחוץ לארץ. They chose option C, visiting historical sights.

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**Question 8**

Students coped well with this question, which was one of the extended utterances. Almost 90% of students answered Question 8.1 correctly, with slightly fewer answering question 8.2 correctly. Students were able to discount the distractors and choose the correct answer with relative ease.

**Questions 9-11**

Students mostly performed well on these questions, showing good understanding of the vocabulary. Some students were not familiar with the term ידידותי לסביבה and answered 'the school got an award for being friendly'.

**Questions 12-14**

Students coped well with these questions. Students clearly understood the complex vocabulary and grammatical structures used in these questions very well, and were able to choose the correct answers with a high degree of success.

**Questions 15-17**

These questions discriminated well and were consequently more challenging for some students. Just under 60% of students answered Question 15 correctly. The students who did not answer correctly seemingly based their response on the distractor 'many students want to learn Chinese'.

About 46% of students answered Question 16 correctly. Some students did not pay sufficient attention to the question and did not write a language skill in their answer, instead giving answers such as 'revision' and 'vocabulary.' It was pleasing that many students answered Question 17 correctly, just over 84%.

**Questions 18-21**

Students appeared to find these questions challenging overall. Students performed particularly well on Question 19, where the vast majority answered correctly. However, students appeared to find Question 21 more challenging; around 60% answered correctly, while others heard the word אבל and assumed that the student was expressing a positive and negative view on social networks.

**Question 21**

This question was a higher demand question which proved to be a good discriminator. The key to a successful answer to this type of question lies in providing all the details given. Over half of the students answered the first question correctly, whilst a little under half answered the second question correctly. Most of those who did not answer correctly had an intelligent guess at the answer.

**Question 23**

This question was another higher demand question. Students were required to understand complex language and then use some inference to get to the correct answer. It is pleasing that some students were able to gain full marks and others gained at least some of the marks on this question. On the first question around a quarter of the students scored full marks. Some students appeared not to read the question properly and did not write down an aspect of a TV programme, instead attempting to deduce the answer. On the second question just under a quarter of the

students achieved full marks. Many students heard the word כסף and clearly guessed the answer, without linking it to the question. Some students wrote their answer in the 'like' column instead of the 'dislike' column and vice versa.

### Question 24

On this extended text question many students were able to gain marks. Around half of the students achieved full marks, whilst the vast majority gained two marks. Some students answered that the detail mentioned was 'accommodation' instead of the correct answer, 'duration'.

### Question 25-27

Most students understood the aim of the project, with around 84% answering the question correctly. For question 26, some students appeared not to understand the more complex vocabulary and answered להשפיע על אנשים לשנות את הרגלי instead of the correct answer, המיחזור. For Question 27, a little over two-fifths of students answered correctly. Some gave the distractor as the answer and wrote 'plastic water bottles' after hearing the word מים.

### Questions 28-29

On both questions just over half of the students achieved full marks. For Question 28, some students gained only mark as they appeared not to be familiar with the vocabulary הנחות ומבצעים. On Question 29, students had to deduce one answer.

## Section B

### Question 30

Students made an impressive start to Section B, which is a new feature in this specification. Around 85% students answered correctly.

### Questions 31-32

As expected with the overlap questions, the Higher students performed well, with nearly all students answering Question 31 correctly. In response to question 32, a small proportion of students were tempted by the distractor ללכת עם אה שלי לקולנוע and chose option B אה שלי.

### Question 33

Students coped well with this high demand question, and were mostly able to deduce the correct answers. Around 83% of students answered the first question correctly, and over three-quarters were successful on the second question. Examiners were impressed to see that in general students were not put off by the use of complex vocabulary תורמות ליצירת הרגלי אכילה the future tense ישוהחור.

### Questions 34-35

These questions proved to be good discriminators. On Question 34, some students appeared to not understand לא מפטיק לספר בדיחות. They assumed that as it is a negative form, the answer should be מצחיק instead of שובב. On Question 35, some students did not distinguish between the past and future events. Some answered היא קנתה לי מתנה using the distractor היא תקנה מתנה or answered

היא גם הזמינה חברים תומכים את החברים של אחותה לארוחה. If students identified the tense used, they were able to deduce the correct answer, 'she gets on well with her sister'. Just under a third of students achieved full marks, whilst just over half gained one mark.

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

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