
GCSE

MODERN HEBREW

8678/RH Reading: Higher 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. 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. There was evidence to suggest that some students had difficulty understanding the English questions and giving an answer in clear English. This sometimes limited their access to the marks available. Some students struggled with 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 five parts. All five parts were answered well by most students. In 2.5 some students had appeared to have difficulty in understanding the word פנוי – free/vacant/spare (computer). The answer: Empty (computer) was also accepted.

Question 3

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

Question 4

This multiple-choice question was targeted at a higher level of demand. More able students understood the passage and the statements that followed; however, many students were unable to identify all the correct statements, especially in 4.1 and 4.5.

Question 5

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

Question 6

This open-response question was targeted at a higher level of demand. More able students understood the passage and answered the questions correctly; however, many students appeared to be unable to understand the passage. Many students appeared to find the topic of cyber bullying

very challenging. Many appeared to find words such as Password (סיסמה), Text Message (מסרון) and Web (רשת) challenging. Question 6.3 proved to be the most challenging question.

Question 7

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

Question 8

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

Question 9

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

Question 10

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

Question 11

This multiple-choice question was a high-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 with regard to parts 11.4 and 11.5.

Question 12

The translation from Hebrew to English tested the ability of students to understand and translate text, using the three tenses and a variety of language structures and vocabulary of increasing difficulty. The last two sentences were the most challenging as many students confused the word Mountains (הרים) with Parents (הורים) and many appeared not to understand the verb in: We will have our photos taken (נצטלם) 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.