
GCSE

MODERN HEBREW

8678/WF: Writing (Foundation)

Report on the Examination

8678

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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 vast majority of students had been entered appropriately for this tier, but there were some students who struggled and wrote very little on their paper.

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

Question 1

This opening question requires students to write four simple sentences in Modern Hebrew about a picture. Students are awarded marks only for Communication on this question and each of the four sentences written by the student are marked separately, each scoring a maximum of 2 marks.

The majority of students attempted to write full sentences but there were instances where the responses consisted of a single word which were not credited.

Advice to students

Students must include an appropriate conjugated verb in their sentence. Keep the sentences short and simple to ensure that a clear message is being communicated.

Question 2

In this question there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 40 words in total about four different bullet points. All bullet points are compulsory and must be covered, but there is no need for equal coverage of the bullets.

Some students wrote considerably more than the recommended 40 words. Very often this meant that more errors were made by those students, which impacted on the marks which could be awarded.

Content

The criteria for assessment address both coverage of the bullet points and clarity of communication. The most successful responses were to the point, addressed all the bullet points and developed at least one or two of them. All four key ideas were understood by almost all students and they were able to produce good to reasonable responses.

The main discriminator in the awarding of marks was the level of clarity of communication. There were, however, some students who did not address all bullet points in their responses and therefore could not access the top band for Content.

Students could write anything at all in relation to each bullet point, although the majority tended to give their opinion on each aspect. There were often lapses in clarity when students tried to use tenses other than the present. There is no requirement to do that in this question.

Quality of language

In order to score well for quality of language, students had to show a variety of structures, but there is no requirement for complexity. So, where students gave opinions for each aspect, they could vary their language by using different adjectives.

Advice to students

- Aim to write roughly ten words per bullet point. However, try to keep to approximately 40 words in total.
- Refer to all bullet points. Attempt to write something about each rather than omitting them.
- Tick off each bullet point on the question paper once you have written about it.

Question 3

For this question, there are 5 marks for conveying the message and 5 marks for application of grammatical knowledge of language and structures.

It was pleasing to see that this task differentiated well across the range of grades (1 to 5) with all students making a good attempt at the task and scoring some marks. The published mark scheme contains more guidance on the key messages.

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

Advice to students

- Practise high frequency words and phrases.
- Check carefully that all aspects of the translation have been addressed accurately.
- Always check verb tenses and endings.

Question 4.1 & 4.2

This was the most challenging question for students sitting the Foundation paper. It was clear that teachers had worked hard to prepare students for the longer response questions and students were confident and knew what was required of them.

Students had a choice between two questions. Each question was on a different theme but both questions were of the same level of demand.

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 which could be awarded 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. Many 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. Additionally, many students were not able to refer to all three time frames correctly.

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.

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.