
GCSE

MODERN HEBREW

8678/RH Reading: Higher tier
Report on the Examination

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General comments

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 A and Section B. 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 literary 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. Some students found 2.1 and 2.5 more challenging. In 2.1 some students associated 'being successful' with exams (instead of 'studies' in the text), this was accepted as it still conveys the main idea.

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.

Question 5

This multiple-choice – 'complete the text in Hebrew' question was targeted at a high level of demand. More able students selected the correct words, however, many students confused option **C** להכניס (to bring in) with להכנס (to enter) and therefore used it instead of option **E** – (to surf in the site). Even more students chose option **B** כי (because) instead of option **D** בגלל (because of) global warming.

Question 6

This was an open-response question in three parts, targeted at a higher level of demand. More able students understood the passage and answered the questions correctly; however, some students appeared to be unable to understand the passage about Democratic Schools. Question 6.1 proved to be the most challenging question, as many students chose the distractor instead of the correct answer. In question 6.2, some students confused the word פרלמנט (parliament – of the school) and translated it as ‘the government.

Question 7

This open-response question in two parts, targeted at a medium level of demand, was answered well with few difficulties.

Question 8

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

Question 9

This open-response question in two parts, targeted at a low level of demand, was answered well with few difficulties. Some student confused the columns of Past / Present / Future.

Question 10

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

Question 11

This multiple-choice question was a middle to 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.

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 were not familiar with the word מקצועה (professional) or confused it with ‘a subject (in school). Some students were not familiar with the word נבחרת (team), however, many recognised the root בחר (choose) and made a calculated guess.

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 the translation 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.