
GCSE

MODERN HEBREW

8678/WH Writing: Higher tier
Report on the Examination

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General comments

The quality of work this 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 majority of students had been entered appropriately for this tier.

Questions 1.1, 1.2, 1.3

This year had additional optionality within the paper. Students could choose to answer 2 of 3 essays, rather than just given 2. Each essay was on a different theme. Question 1.1 was on Theme 1, and Question 1.2 was on Theme 2. Question 1.3 was on Theme 3.

Question 1.2 was the most popular question on the topic of favourite holiday. A very high percentage of students were successful in this question. However, there were some students who were native speakers who appeared to not be familiar with the exam requirements. As a result, they did not achieve their full potential in terms of marks, although their language was of a good standard. 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. 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 for content 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. Some 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.

In question 1.1 one of the bullet points required students to write about a vegetarian meal. Many choose to answer this essay even though they did not understand the word 'vegetarian' causing them to miss an aspect bullet point and automatically lose 4 marks on communication. Students need to be more prepared and encourage not to choose an essay where they don't fully understand the requirements. Students who entered the foundation tier were able to answer the medium demand question well, even in cases where not all bullet points were addressed, the ones that were addressed were addressed very well.

Questions 2.1, 2.2, 2.3

This year had additional optionality within the paper. Students could choose to answer 2 of 3 essays, rather than just given 2. Each essay was on a different theme. Question 2.1 was on Theme 1, and Question 2.2 was on Theme 2. Question 2.3 was on Theme 3.

Question 2.1 was the most popular question with just over 300 students selecting it. Students were asked to write about modern technology. A high percentage of students were successful in this question. However, there were some students who were native speakers who appeared to not be familiar with the exam requirements. As a result, they did not achieve their full potential in terms of marks, although their language was of a good standard. Some students wrote about the advantages and disadvantages of modern technology but did not focus on the dangers, as required and therefore lost mark for content.

Question 2.2, was the least popular topic and selected by fewer than 100 students.

Question 2.3 was on the topic of centre rules and routine of a day in centre. This was selected by nearly 200 students. Many students struggled with understanding the word 'rules' and wrote instead about anything connected to the topic of centre life. Students should be advised to:

- write approximately the suggested number of words
- refer to all of the bullet points.
- Try to write something about the bullet points 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.

Question 3

For this question, there are 6 marks for conveying key messages and 6 marks for application of grammatical knowledge of language and structures. Given that the level of demand of the messages was aimed at covering grades 4 to 9, the question differentiated well, with all students able to score some marks. The biggest challenge to students appeared to be the verbs in the past tense- ירד גשם/ נשארנו בבית. There were also some students who appeared to find the sentence 'we love to spend time outside' difficult. It was impressive to see how original students were by trying to convey the messages even when they did not know a word accurately. In this way they were able to score marks for contents and only lose marks for knowledge of the language,

Mark Ranges and Award of Grades

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