GCSE
MODERN HEBREW

8678/LH Paper 1 Listening Higher Tier
Report on the Examination

8678
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General Comments

Most students scored marks consistently throughout the paper. There were several pleasing, high scoring scripts. The mean mark was 38.7 out of 50 (77.4%), which was slightly higher than last year. Students seemed more prepared and familiar with the style of questions in this paper. Questions requiring a written answer discriminated well. Most of these questions were aimed at the top grades and 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 There were a few students who left blanks in multiple-choice questions. Teachers should encourage students to attempt all such questions. In section B some students lost four valuable marks for not answering in Modern Hebrew on Q 26. Teachers should keep reminding students that section B is questions and answers in Modern Hebrew.

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.

Section A

Questions 1-2

As is to be expected, Higher tier students had greater success in answering this overlap question, Most students were able to identify one key idea of what the advantages and disadvantage of going to sports events. 96% of students gained at least one point on Q1and Q2. Some students misunderstood on Q1 אין לה מספיק זמן פנוי כי היא עובדת בבית חולים שעות ארוכות and wrote that she has no time to herself. On Q2 some did not understand הוא המתנדב היחיד שמגיע כל שבוע חבל שאין עוד אנשים שיכולים לעזור and wrote that people need help all the time.

Questions 3

70% students got the correct answer on Question 3. The students that did not get a point for this question chose option C suspense films. They were not familiar with the word cartoon in Modern Hebrew סרטים מצויירים. The other two questions had high percentages of success at 86%.

Question 4

Higher tier students coped with greater success with this questions, which was one of the overlapping questions. Most students identified the correct tense, but some did not understand the key ideas אוכל פחות בשר and guessed the answer eat more meat.

Questions 5-6

Nearly all students on these questions were able to discount the distractors and chose the correct answers.

Question 7

90% of Students were able to score at least 2 points out of 3 points available.   Some students chose option D, fishing, as they were unable to discount the distractors שטנו בכנרת בסירה. בערב הלכנו למסעדת דגים.

Questions 8-10

These questions helped to discriminated and identify the high achievers.

Students did not understood the more complex vocabulary and grammatical structures used in these questions. In Q8 some students did not mention Noam's age, which made him a special cook and baker. Q9 proved to be the most challenging question in the exam, with just 51% of students answering correctly. Students did not understand the key idea הוא ביקש להכיר טבחים ושפים מכל העולם ולקבל מהם השראה. Many students guessed why Noam would open an Instagram account. On Q10 62% answered correctly. Those who were not successful were not familiar with the key idea תעזור לנועם לתרגל חשבון וקריאה.

Questions 11-13

The questions were targeted at the higher grades and were more challenging for some of the students. It was pleasing to sees students coped very well with Q11 90 % of students answered question correctly. Q12 in particular most students did not get the answer correctly. On Q12 students did not understand the key idea   למרות שהמשכורת במקצועות הטכניים גבוהה and guessed answers using the adjective high to refer to the number of people choosing these professions. Many of the students wrote a partial answer for Q13 and wrote just give money.

Questions 14-17

These questions were high demand questions and students performed particularly well for question 15, where 91% of students answered correctly. On Q14 some students thought it was a positive aspect as they did not understand the key idea לאחרונה חנויות נסגרו וקשה למצוא את מה שמחפשים. 72% of students understood the key idea and answered correctly. On Q15 and Q16 most students got the correct answers.

Question 18

This question was aimed at the highest grades and therefore proved challenging for some of students and provided a good discriminator for the higher grades. In this extended text part of the exam, the key to a successful answer to this type of question lies in providing all the details given. Just 45% of the students gained full marks on Q18.1 as some were not familiar with the key idea. התחממות כדור הארץ ועזרה לבעלי חיים . Most of those who did not answer correctly took a risk and tried to guess the answer. However most students managed to gain one mark for getting the other key idea correctly. On Q18.2 students most student were able to gain at least one point.

Question 19

This question yielded the best results this year. Students successfully deduced the answers. On Q19.1 and Q19.3 97% of students got the correct answer and on Q19.2 93% of students got the correct answer.

Question 20

This question was aimed at the highest grade was the most testing, with students having to understand complex language and then use some inference to get to the correct answer. 69% of the students were able to gain either one mark or the two full marks on this challenging question.

Question 21

Students performed well on these questions. They showed good understanding and were able to discount the distractors successfully in Q21.3, with 91% of students answering correctly. Question 21.2 was more challenging as some students chose the distractor as the correct answer.

Question 22

On this questions students were asked to get details. Most student gained some marks on these questions. Some students did not discount the distractors. In Q22.1 some students wrote that they climbed Masada as their answer, and in Q22.2 some wrote that Talia read a book, when in fact it was her sister who read the book.

Section B

Questions 23-24

Students made a good start to Section B, in which questions and answers are in Modern Hebrew. Most students answered Q22.1 correctly. 86% of students answered Q23.1 correctly. On Question Q23.2 some students did not discount the distractor and answered that Hannah needs to eat more vegetables as the distractor was אני אוכלת אוכל צמחוני instead of the correct answer אני צריכה להתעמל יותר. 72% of students answered this question correctly. Students performed well on Q24 with 94% of students answering correctly Q24.2.

Question 25

This question, which an extended text question, with advanced vocabulary and complex grammar, aimed at the highest grades, helped to discriminate among the high achieving students. Students found this question one of the most challenging questions in the exam. 42% of students answered the question correctly. Many students were not familiar with the key vocabulary לקבל עצות לגבי שימוש באינטרנט and instead focused on the familiar vocabulary and chose the answer which mentioned social media, which was not the correct answer. On Q25.2 62% answered correctly. Some students did not understand the key vocabulary and guessed the answer.

Question 26

Students coped well with these open ended questions, which had to be answered in Modern Hebrew. On Q28.1 and Q28.2 85% students answered correctly. Q28.4 was slightly more challenging for some students who did not discount the distractor. Unfortunately, some students answered in English and were not awarded any of the four points available. Students should be reminded that section B requires questions and answers in Modern Hebrew.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)

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