



GCSE

MODERN HEBREW

8678/RH Paper 2 Reading Higher Tier
Report on the Examination

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General comments

It's hard to compare the paper this year to last year's paper, as the 2022 paper was modified due to the pandemic. It was, however, similar in level of demand to the 2019 paper. Overall, students responded well to the multiple-choice questions; however, some open-response questions provided the greatest discrimination between students achieving the top grades. There was unmistakable evidence of increasing difficulty in the progression of the exam, as fewer and fewer students could answer the progressively advanced questions correctly.

Most students coped well with the questions and answers both in English and in Hebrew; however, on a very small number of occasions, illegible handwriting made it impossible to discern the student's answer.

On very few occasions students copied the answer in Hebrew and did not translate it into English as required.

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 and mostly appeared to affect students for whom English was not their first language.

The translation in Q.12 proved to be very effective as it discriminated clearly between the full range of abilities.

Question 1

This multiple-choice question was answered well with very few difficulties. This question was an overlapping question with question 6 in the Foundation tier paper.

Question 2

This was an open-response question in five parts. All five parts were answered well by most students. In question 02.4 some students confused the future tense with the past tense and wrote that Nirit 'went to a party last night' instead of 'will go to a party tonight'.

Question 3

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

Question 4

This multiple-choice question was targeted at the highest level of demand (Grades 8/9). The more able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements.

Question 5

This multiple-choice question was targeted at a higher level of demand (Grade 8). The 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 the highest level of demand (Grade 9). The more able students understood the passage and answered the questions correctly; however, many students were unable to understand the passage. The topic of poverty was very challenging for many students, especially the combination of 'young volunteers' (מתנדבים צעירים). Q 6.2 proved to be the most challenging part to this question.

Question 7

This open-response question, where students were asked to identify opinions 'for' and 'against' was answered well by most. A few students 'switched' the answers. Question 7.1 proved to be a little more challenging.

Question 8

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

Question 9

This open-response question was answered well by most students. Question 9.2 proved to be a little more challenging. Some students 'switched' between the tenses. A few students answered in English instead of Hebrew. This question was an overlapping question with question 12 in the Foundation tier paper.

Question 10

This multiple-choice question was answered well with a few difficulties. Most students were able to gain 3 or 4 marks out of the 4 available. This question was an overlapping question with question 13 in the Foundation tier paper.

Question 11

This multiple-choice question was targeted at a higher level of demand (Grades 7/8/9). The more able students understood the passage and the statements that followed; however, some students were unable to identify all the correct statements, especially in Q 11.5 and Q 11.6.

Question 12

The translation from Hebrew to English was well structured and tested the ability of students to understand and translate text, using the three tenses and a variety of language structures and vocabulary in increasing level of difficulty. Some students confused the word 'colours' (צבעים) with 'turtles' (צבים) and the word 'warm' (חם) with 'brown (coat)' (חום). Most students understood the word combination 'snowman' (איש שלג).

Students who made the same error (vocabulary or grammar) in two sentences, were awarded one point for both sentences.

Most student attempted to answer all questions.

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](#)