



GCSE

MODERN HEBREW

8678/WH Paper 4 Writing Higher Tier
Report on the Examination

8678/WH
June 2023

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2023 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General comments

Changes were made to the 2023 papers to reflect the removal of the regulatory requirement to test vocabulary outside of the published vocabulary list.

Student performance this year has generally been of a very good standard. Many students were able to answer the questions following the requirements and many had very good content which included enough options with justifications enabling them to score high grades.

There are still the elements of students not being particular about following the bullet points of each question and not ensuring they answer every bullet point in the correct tenses.

Question 1.1/1.2

The majority of students choose to answer question 1.1 which was about technology. Students were well prepared on this topic, which is clearly close to their hearts, and the answers were well-developed and offered a wide variety of ideas.

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 need to be reminded that coverage of all the bullet points is key, as misinterpreting or omitting even one means the award of a mark above 6 for content is not possible. All aspects of the task must be covered for a mark in the range of 7 to 10. Some students did not write about all four bullet points and therefore these responses were limited in the marks that could be awarded. Students must also be reminded of the importance of answering in the correct tenses.

Well-prepared students made a list of requirements at the top of the essay and crossed each off as they fulfilled it. This is a good way of working as these students didn't forget any of the requirements and were able to achieve full marks.

Question 2.1/2.2

A similar number of students answered either 2.1 or 2.2. For these questions, students are marked for content, range of language, and accuracy, and have to perform well in order to achieve high marks. Many students were familiar with how to gain marks, but there were students who only answered one of the bullet points. Teachers should guide students to choose the question where they understand both bullet points. Students shouldn't attempt to answer a question that they don't fully understand. They should also be made aware of the importance of answering in the correct tense and of staying on topic.

In question 2.1 students were asked to write about healthy living. Rather than addressing the bullet points, many students wrote about food which is good and food which is bad. As well as not answering the question, the writing for some students was on a low level and did not enable them to score high marks.

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. Again, familiarity with the mark scheme will enable students to achieve high marks on this question. It is important that students understand they receive marks for content even if the grammar is not fully accurate. Therefore students should try and express ideas even when they are unable to be accurate. Many students were not aware of the importance of accuracy in this exercise, especially with the tenses.

There were a couple of words that students found difficult but overall they were familiar with most of the words and many achieved high marks in this question.

Mark Ranges and Award of Grades

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