



GCSE

Modern Hebrew

8678/LH Paper 1 Listening Higher Tier

Report on the Examination

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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 37.6 out of 50 (75.2%) which was slightly lower 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 Question 28. 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 these overlap questions. Most students were able to identify one key idea of what the positive and negative aspects of Maya and Dan's recent holiday with 96% of students of the students scoring at least one point on both Question 1 and Question 2. Some students did not understand the phrase *מזג האוויר החורפי* on Question 2 and said the weather was bad (not mentioning they did not go to many tourist sites) which was not sufficient answer for this question.

Questions 3

Students performed well on this question which overlaps with the Foundation paper and is, therefore, a low level demand question at this tier. On Question 3.2 approximately 95% of the students got the answer correct.

Question 4

Higher tier students coped with greater success than Foundation tier students in this question which was another of the overlapping questions. Many students identified the correct past tense, but in the future column some confused the word *פחים* 'bins' with word *פרחים* 'flowers' and gave an answer about flowers. Some students got confused and wrote about teaching recycling, which was the answer for the present tense, which was already given,

Questions 5-6

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

Question 7

Almost 90% of students were able to score at least 2 points out of the 3 points available for this question. Some students chose option B 'joined the athletics club at the age of nine' which was a distractor - as they heard the number 9 which referred to how long she was training. Others chose option E, another distractor, ('enjoys skiing in the mountains') as they heard the word mountain when Adi spoke about her love for mountain climbing.

Questions 8-10

Students performed well on these mid to high demand questions. Question 10 proved to be the best performing question with over 95% of students getting the answer correct, despite the distractor and high demand vocabulary.

Questions 11-13

These questions were targeted at the higher grades and were therefore more challenging for some of the students. It was pleasing to see students coped very well with Question 12 where over 80% of students answered the question correctly. In Question 11 over 35% of students were unable to score the mark and it seemed that many students did not understand the key idea **אנשים רבים חוששים להשתמש בהן** and guessed at the answer by simply writing 'social media'. Question 13 proved to be one of the more challenging questions in this paper, which differentiated effectively and helped to identify the high achievers. Just under 50% of the students gave the correct answer while many others guessed the answer as they heard TV and were not familiar with the vocabulary **להמליץ לנו על תוכניות אומנות**.

Questions 14-17

These questions were high demand questions where students had to identify positive and negative opinions on the effects of music. Question 15 was the best performing answer where almost 90% of students gave the correct answer. The other questions proved more challenging for students. On Question 14 70% of the students answered correctly. Some students saw the distractor of the brother being shy as a negative opinion even though it said that music gives him confidence. On Question 16, 60% wrote the correct answer. Students did not pay attention to the phrase **לא תמיד זה תלוי** and as a result some viewed it as a negative opinion instead of a mixed opinion. Question 17 saw 50% of students getting the question correct. Many thought it was Negative while not paying attention to the start of utterance which refers to the positive effect music has on some people while studying for an exam.

Question 18

This question 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 lies in providing all the details given. On Question 18, 1 just over 50% of the students gained one of the two marks available. Many students did not answer the question and did not write what was special about Tel Arad. Some confused the word **ערים** (cities) with the word **הרים** (mountains). Many wrote the location of Tel Arad but didn't mention it was an important stop on the way to the sea,

On Question 18.2 most students were able to gain at least one point. Some were not familiar with the vocabulary of the first key idea, היה תקר בגלגל הטיולית והצטרנו לחכות לאוטובוס אחר.

Question 19

This question was high demand question and was another which helped with identifying the high achieving students. Almost 80% of students gained 1 point out of the 2 available so the question performed better than expected. The positive aspect column of this question was challenging for the students. Students appeared not to be familiar with the key vocabulary לומדים לאתגר את עצמם ולשפר את הכושר הגופני שלהם. Many students guessed the answer and wrote 'keeping fit'.

Question 20

This question was aimed at medium demand level. Students performed well on this question and were able to discount the distractors. Almost 90% of students gained the three marks available.

Question 21-23

Students performed surprisingly well on these high demand questions. On Question 21 over 65% got the correct answer. Some students chose option B ('Road flooded'), as they heard the word גשם and chose the distractor rather than listening to the full utterance. On Question 22 students performed well with over 75% getting the answer correct. Those who chose the wrong answer appeared to have guessed the answer with some choosing option D and others choosing option E. Question 23 was another where students did well with almost 80% of the students getting the correct answer while those who failed to gain a point chose option C or E in equal numbers.

Question 24

On these sub-questions students were asked to provide precise details which required close listening to the utterance. Most students gained full marks on these questions. In Question 24.1 some students were not familiar with the vocabulary of the key idea הוא תמיד חושב שאני מעתיק את התשובות מהחבר שיושב לידי and appeared to have guessed the answer.

Section B

Questions 25-26

Students made a good start to Section B where both the questions and answers are in Modern Hebrew. These questions are of low demand and overlap with the Foundation tier so should be accessible to all students at this Higher tier. Students did indeed perform very well on these questions; in Question 25 over 90% of students gained full marks and on Question 24 almost 85% got full marks.

Question 27

This question contains advanced vocabulary and complex grammar, aimed at the highest grades. As a result it helped to discriminate between the highest achieving students and those who were not quite able to rise to the challenge. Many students performed well on the first part of the question with over 75% of answering this question correctly. However, Question 27. 2 proved to be a more challenging question with just under 60% of students getting the correct answer. Some students were not familiar

with the key idea vocabulary אין לי מושג\ חשבתי שהוא מרוצה or with the word מופתע\ which was the answer.

Question 28

This set of sub-questions were based on an extended text and students coped well with the open-ended questions which had to be answered in Modern Hebrew. On Question 28.2 almost 90% of students answered correctly. Question 28.4 proved slightly more challenging with some students failing to understand the question and focused on **why** she was selling rather than on **what** she was selling as the question required. Unfortunately, some students answered in English and so could not be awarded any of the four points available. Students should be reminded that in section B the questions and answers are all 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.