

GCE Biblical Hebrew

OCR Advanced Subsidiary GCE in Biblical Hebrew H017

OCR Advanced GCE in Biblical Hebrew H417

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specification

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Vertical black lines indicate a significant change to the previous printed version.

1 About these Qualifications

This booklet contains OCR's Advanced Subsidiary (AS) GCE and Advanced GCE specifications in Biblical Hebrew for teaching from September 2013.

There are two units of assessment, one at AS level and one at Advanced level, for the qualification of GCE in Biblical Hebrew.

The purpose of a course in Biblical Hebrew is to acquire an understanding of some of the elements of literature and language that have had a profound influence on modern societies, to fire imagination and to deepen and develop experience by considering a wide range of issues, such as ethical, linguistic, political, religious and social questions.

A course in Biblical Hebrew, whether AS GCE or Advanced GCE, should provide a satisfying experience in itself and a sound basis for further study. Its aims are to encourage candidates to:

- develop an appropriate level of competence in the chosen language and a sensitive and analytical approach to language generally
- develop an awareness of the influence of the classical languages on the languages of today and of their distinctive modes of expression
- read, understand and make an informed personal response to literature in the original language
- make an informed response based on evidence from the material studied using written and, where appropriate, other means of communication
- progress to Higher Education courses in Hebrew/Theology/Biblical Studies, whether linguistic or non-linguistic.

1.1 The one-unit AS

The AS GCE is both a 'stand-alone' qualification and the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, i.e. between GCSE and Advanced GCE.

From September 2013 the AS GCE is made up of **one** mandatory unit, which is externally assessed and forms 50% of the corresponding two-unit Advanced GCE.

Unit F191 is a written unit, testing language and literature knowledge. It represents 100% of the marks for AS.

1.2 The two-unit Advanced GCE

From September 2013 the Advanced GCE is made up of **one** mandatory unit at AS and **one** further unit at A2. This A2 unit is also externally assessed.

Unit F192 is a written unit, testing language and literature knowledge. It represents 50% of the marks for A Level.

1.3 Qualification titles and levels

These qualifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in Biblical Hebrew.
- OCR Advanced GCE in Biblical Hebrew.

Both qualifications are Level 3 in the National Qualification Framework (NQF).

1.4 Aims

The aims of these specifications are based on the GCE Classics criteria and should encourage candidates to:

- develop an interest in, and enthusiasm for, the classical world
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of classical civilisation
- develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times
- develop and apply analytical and evaluative skills at an appropriate level
- make an informed, personal response to the material studied.

1.5 Prior learning/attainment

The specifications build on, but do not depend on, the knowledge, understanding and skills specified for GCSE Biblical Hebrew. Prior attainment in a GCSE qualification in Biblical Hebrew is not required. It is recommended that candidates have attained communication and literacy skills at a level equivalent to GCSE Grade C in English.

2 Summary of Content

2.1 AS Unit

Unit F191: *Translation, Comprehension and Literature*

At AS, candidates should:

- demonstrate an understanding of the linguistic structures of Biblical Hebrew, of their relationship to English, and of their distinctive modes of expression
 - recall, select and use relevant knowledge in a clear, concise and logical manner
 - organise and present information, ideas, descriptions and arguments clearly and logically, spell and use grammar and punctuation correctly.
-

2.2 A2 Unit

Unit F192: *Translation, Comprehension, Composition and Literature*

At A2, candidates should:

- translate into accurate Biblical Hebrew a piece of English prose
 - demonstrate an appreciation and understanding of typical features of Biblical Hebrew literature by writing in Biblical Hebrew in an appropriate idiom and style.
-

Candidates should be able to appreciate and understand the Biblical Hebrew literature prescribed for AS GCE and Advanced GCE in the original language, including the context (literary, historical and social) in which it was written, and the literary and historical features used (such as metaphor, simile, rhythm and metre).

3 Unit Content

3.1 AS Unit F191: *Translation, Comprehension and Literature*

Section A: Unprepared Translation and Comprehension

Candidates should be able to:

- translate an unprepared passage of prose in Biblical Hebrew into English
- respond to comprehension questions, requiring explanation of the literary, contextual and grammatical features of the passage.

Section B: Literature

Candidates should be able to respond to **two** out of **three** questions on the set texts.

Each question contains a passage from the set texts and requires candidates to:

- translate in part
 - explain the context and discuss the literary features of the passage
 - write an extended comment requiring knowledge of the entire set text.
-

3.2 A2 Unit F192: *Translation, Comprehension, Composition and Literature*

Section A: Unprepared Translation, Comprehension and Composition

Candidates should be able to:

- translate an unprepared prose or verse passage (or combination of passages) in Biblical Hebrew into English
- respond to comprehension questions, requiring explanation of the literary, contextual and grammatical features of the passage
- point two lines of the passage
- translate a passage of English prose into the style of Biblical Hebrew.

Section B: Literature

Candidates should be able to respond to **two** out of **three** questions on the set texts.

Each question contains a passage from the set texts and requires candidates to:

- translate in part
- explain the context and discuss the literary features of the passage
- write an extended comment requiring knowledge of the entire set text.

Candidates should be able to write one short essay out of a choice of **three** essay questions based on each of the **three** prescribed texts.

4 Schemes of Assessment

4.1 AS GCE Scheme of Assessment

AS GCE Biblical Hebrew (H017)

AS Unit F191: *Translation, Comprehension and Literature*

100% of the total AS GCE marks This unit has **two** sections:
3h written paper
100 marks

Section A: Unprepared Translation and Comprehension (40 marks)

There is **one** passage of prose in Biblical Hebrew; the passage has a full title and there is a general introduction in English to help candidates get a feel for the passage.

As a guideline, the level of vocabulary expected is that which is to be found in the following two texts:

- *An Introductory Hebrew Grammar* (author: A. B. Davidson) published by T&T Clark, Edinburgh ISBN 0-5670-1005-8.
- *Biblical Hebrew, an Introductory Grammar* (author: Page H. Kelley) published by Eerdmans Publishing Company ISBN 0-8028-0598-1.

Candidates are required to translate this passage into English. In addition, questions are set that require the candidate to explain the literary and contextual features of this passage.

Section B: Literature (60 marks)

Three questions are set, **one** from each set text (see Appendix D for details). Candidates answer any **two** of the **three** questions. Each question contains a passage from a set text.

Candidates are required to translate in part, explain the context and discuss the literary features of the passage.

Normally the set texts remain in the specification for three consecutive years.

The last sub-question on each set text requires an extended comment, necessitating the knowledge of the entire set text.

4.2 Advanced GCE Scheme of Assessment

Advanced GCE Biblical Hebrew (H417)

AS Unit F191 being 50% of the total Advanced GCE marks.

A2 Unit F192: *Translation, Comprehension, Composition and Literature*

50% of the total Advanced GCE marks
3h written paper
100 marks

This unit has **two** sections:
Section A: Unprepared Translation, Comprehension and Composition (50 marks)

Candidates are required to answer **two** questions.

- Question 1: Unprepared Translation and Comprehension
There is one passage (or combination of passages), which may be either prose or verse. The passages are taken from a named author or genre (for example, prophecy, prayer).
The passage has a short introduction in English giving background information in order to help candidates gain the feel of the passage. A section of the passage(s) is indicated for translation and some of the words may be glossed.
Candidates are required to point two lines of the passage.

A number of questions are set that are designed to test linguistic knowledge and comprehension.

- Question 2: Composition
This consists of a passage of English prose to be translated into the style of Biblical Hebrew. Marks are awarded for translation and appreciation of idiom and style.

Section B: Literature (50 marks)

Candidates are required to answer **three** questions from a choice of **six**.

- Questions 3 to 5:
Candidates answer any **two** questions. There is one question from each of the **three** set texts.
Each question contains a passage (or passages) from a set text. Candidates are required to provide an annotated translation of a selected passage, explain the context and discuss literary features of the entire passage.

Normally the set texts remain in the specification for three consecutive years.

- Questions 6 to 8:
There are three short essay titles, on each of the three set texts. Candidates write **one** essay, of a maximum of 500 words.

4.3 Unit order

The normal order in which the unit assessments could be taken is: AS Unit F191 in the first year of study, leading to an AS GCE award; then A2 Unit F192, leading to the Advanced GCE award. However, the unit assessments may be taken in any order.

Alternatively, candidates may take a valid combination of unit assessments at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

4.4 Unit options (at AS/A2)

There are no optional units in these specifications.

4.5 Synoptic assessment (A Level GCE)

Synoptic assessment is included wholly in the final A2 Unit.

Synoptic assessment tests the candidates' understanding of the connections between different elements of the subject. Synoptic assessment in Biblical Hebrew involves the drawing together of candidates' knowledge and skills to demonstrate understanding of the links between central elements of study, such as language and literature, in their classical contexts.

Examples of synoptic assessment in Biblical Hebrew might include a study and evaluation of a set text in its historical, religious, cultural and social contexts, or a comparative analysis of authors within or across genres.

Examples of synoptic assessment in Biblical Hebrew might include linguistic analysis, analytical study and/or literary appreciation of part of a section of a set text in its historical, religious, cultural and social context.

4.6 Assessment availability

There is one examination series each year in June.

From 2014, both AS units and A2 units will be assessed in June only.

4.7 Assessment objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Demonstrate knowledge and understanding

- recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms, in their appropriate contexts.

AO2 Analysis, evaluation and presentation

- a. analyse, evaluate and respond to classical sources (literary, cultural, material, historical or linguistic), as appropriate.
- b. select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.

AO weightings in AS GCE

Unit	% of AS GCE		Total
	AO1	AO2	
AS Unit F191: <i>Translation, Comprehension and Literature</i>	50%	50%	100%

AO weightings in Advanced GCE

Unit	% of Advanced GCE		Total
	AO1	AO2	
AS Unit F191: <i>Translation, Comprehension and Literature</i>	25%	25%	50%
A2 Unit F192: <i>Translation, Comprehension, Composition and Literature</i>	22.5%	27.5%	50%
	47.5%	52.5%	100%

¹See Appendix F for a more detailed grid.

4.8 Quality of written communication

Quality of written communication is assessed in all units and credit may be restricted if communication is unclear.

Candidates will:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In Biblical Hebrew *Quality of written communication* is addressed in the translation from Biblical Hebrew into English task at AS (Unit F191 Section A) and A Level (Unit F192 Section A) and in the essay in A Level Section B.

5 Technical Information

5.1 Making unit entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms or moderator details for coursework.

It is essential that unit entry codes (the four-figure alpha-numeric codes given in brackets at the end of the unit title) are quoted in all correspondence with OCR. See Sections 4.1 and 4.2 for these unit entry codes.

5.2 Making qualification entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- AS GCE certification (entry code H017).
- Advanced GCE certification (entry code H417).

A candidate who has completed all the units required for the qualification, and who did not request certification at the time of entry, may enter for certification either in the same examination series (within a specified period after publication of results) or in a later series.

AS GCE certification is available from June 2014.
Advanced GCE certification is available from June 2014.

5.3 Grading

All GCE units are awarded a–e. The AS GCE is awarded on the scale A–E. The Advanced GCE is awarded on the scale A–E with access to an A*. To be awarded an A*, candidates will need to achieve a grade A on their full A level qualification and an A* on their A2 unit. Grades are reported on certificates. Results for candidates who fail to achieve the minimum grade (E or e) will be recorded as *unclassified* (U or u) and this is **not** certificated.

A Uniform Mark Scale (UMS) enables comparison of candidates' performance across units and across series and enables candidates' scores to be put on a common scale for aggregation purposes. The one-unit AS GCE has a total of 200 *uniform* marks and the two-unit Advanced GCE has a total of 400 *uniform* marks.

OCR converts each raw mark for each unit to a *uniform* mark. The maximum *uniform* mark for any unit depends on that unit's weighting in the specification. In these Biblical Hebrew specifications, the two units of the Advanced GCE specification have an equal 50% UMS weighting and the *uniform* mark total for each is 200. Each unit's *raw* mark grade boundary equates to the *uniform* mark boundary at the same grade. Intermediate marks are converted on a pro-rata basis.

Uniform marks correspond to *unit* grades as follows:

(Advanced GCE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade					u
		a	b	c	d	e	
50%	200	200–160	159–140	139–120	119–100	99–80	55–0

OCR adds together the unit *uniform* marks and compares these to pre-set boundaries (see the table below) to arrive at qualification grades.

Total *uniform* marks correspond to *qualification* grades.

Qualification	Qualification Grade					U
	A	B	C	D	E	
AS GCE	200–160	159–140	139–120	119–100	99–80	79–0
Advanced GCE	400–320	319–280	279–240	239–200	199–160	159–0

Candidates achieving at least 320 UMS marks in their Advanced GCE i.e. grade A and who also gain at least 180 UMS in the A2 unit will receive an A* grade.

5.4 Result enquiries and appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the OCR *Administration Guide for General Qualifications* and the document *Enquiries about Results and Appeals: Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

5.5 Shelf-life of units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

5.6 Unit and qualification re-sits

There is no restriction on the number of times a candidate may re-sit each unit before entering for certification for an AS GCE or Advanced GCE.

Candidates may enter for the full qualifications an unlimited number of times.

5.7 Guided learning hours

AS GCE Biblical Hebrew requires **180** guided learning hours in total.

Advanced GCE Biblical Hebrew requires **360** guided learning hours in total.

5.8 Code of practice/subject criteria/common criteria requirements

These specifications comply in all respects with the current *GCSE, GCE, GNVQ* and *AEA Code of Practice* as available on the Ofqual website, and *The Statutory Regulation of External Qualifications 2004*. Currently there are no subject criteria for GCE Biblical Hebrew.

The subject criteria for Biblical Hebrew are in line with the Ofqual subject criteria for Classics.

5.9 Arrangements for candidates with particular requirements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council. In such cases, advice should be sought from OCR as early as possible during the course.

5.10 Prohibited qualifications and classification code

Candidates who enter for the OCR GCE specifications may not also enter for any other GCE specification with the certification title *Biblical Hebrew* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the Schools and College Achievement and Attainment Tables.

The classification code for these specifications is 6650.

6 Other Specification Issues

6.1 Overlap with other qualifications

There is no overlap between the content of these specifications and those of others.

6.2 Progression from these qualifications

Throughout the course of study, candidates are encouraged to develop a critical awareness of the nature of the language and the role it plays, both as a foundation for the moral literature at the heart of the cultures where the Judeo-Christian thought process is pivotal, and in the wider global society.

These specifications, therefore, provide a suitable foundation for higher education, an invaluable foundation for careers in education and the arts and a foundation for professional life.

6.3 Key Skills mapping

These specifications provide opportunities for the development of the Key Skills of *Communication*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 2 and/or 3. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities *may* exist for at least some coverage of the various Key Skills criteria at Levels 2 and/or 3 for each unit.

Unit	C			AoN			IT			WwO			IOLP			PS			
	.1a	.1b	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3	.1	.2	.3
F191				✓						✓			✓			✓			✓
F192				✓						✓			✓			✓			✓

6.4 Spiritual, moral, ethical, social, legislative, economic and cultural issues

These specifications offer opportunities that can contribute to an understanding of these issues in the following topics:

- presenting the study of a culture or cultures that may be alien to the candidate's own, and of their moral values and religious beliefs
- promoting awareness of aspects of human life other than the physical and material
- providing opportunities for the analysis of works of literature that offer a profound insight into the morality of human behaviour.

6.5 Sustainable development, Health and Safety considerations and European developments

These specifications support these issues, consistent with current EU agreements.

Since these specifications focus on an ancient society that forms the root of large sections of modern European culture, the European dimension is inherently present. Candidates have the opportunity to discover how elements of the ethos of the Biblical world are still prevalent in modern Europe.

6.6 Avoidance of bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

6.7 Language

Whilst the language being assessed is Biblical Hebrew, these specifications and associated assessment materials are in English only.

6.8 Disability Discrimination Act information relating to these specifications

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in *Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council (refer to Section 5.9 of this specification).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed.

Appendix A: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Biblical Hebrew

	Assessment Objective 1 (Linguistic knowledge with understanding)	Assessment Objective 2 (Literary knowledge with understanding)
Assessment Objectives	Candidates should: a. demonstrate understanding of the linguistic structures of Biblical Hebrew, of their relationship to English, and of their distinctive modes of expression.	Candidates should be able to: a. recall, select and use relevant knowledge in a clear, concise and logical manner b. appreciate and understand the Biblical Hebrew literature prescribed for AS level in the original language, including the context (literary, historical and social) in which it was written, and the literary and historical features used (such as metaphor, simile, rhythm and metre) c. organise and present information, ideas, descriptions and arguments clearly and logically; spell and use grammar and punctuation correctly.
A/B boundary performance descriptions	Candidates characteristically: a. demonstrate for the most part a good knowledge and understanding of the vocabulary, grammar and syntax of Biblical Hebrew prescribed in the AS specification b. transfer the meaning of an unseen passage of a difficulty appropriate to AS level for the most part coherently and accurately from Biblical Hebrew c. transfer the meaning of a passage, or passages, from the prescribed literature for the most part coherently and accurately from Biblical Hebrew.	Candidates characteristically: a. demonstrate for the most part a good knowledge and understanding of the literary text prescribed for AS in Biblical Hebrew b. are able to explain relevant details of the historical, literary and social contexts of the prescribed AS material c. are able to comment on literary techniques and, where appropriate, make a personal response to the text, supporting their views by producing relevant evidence from the text d. express their ideas coherently with clear and accurate writing.
E/U boundary performance descriptions	Candidates characteristically: a. demonstrate some basic knowledge and understanding of the vocabulary, grammar and syntax of Biblical Hebrew as prescribed in the AS specification b. demonstrate a limited ability to transfer the meaning of an unseen passage of a difficulty appropriate to AS level from Biblical Hebrew c. demonstrate a limited ability to transfer the meaning of a passage, or passages, from the prescribed literature from Biblical Hebrew.	Candidates characteristically: a. demonstrate a basic knowledge of the literary text prescribed for AS in Biblical Hebrew b. offer a limited analysis of the prescribed AS material in its historical, literary and social contexts c. are able to make basic comments on literary techniques and, where appropriate, make a personal response to the text, supporting their views by producing some relevant evidence from the text d. show adequate writing skills to express their ideas at this level.

A2 performance descriptions for Biblical Hebrew

	Assessment Objective 1 (Linguistic knowledge with understanding)	Assessment Objective 2 (Literary knowledge with understanding)
Assessment Objectives	<p>Candidates should:</p> <ul style="list-style-type: none"> a. demonstrate understanding of the linguistic structures of Biblical Hebrew, of their relationship to English, and of their distinctive modes of expression b. translate into accurate Biblical Hebrew a piece of English prose. 	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> a. recall, select and use relevant knowledge in a clear, concise and logical manner b. appreciate and understand the Biblical Hebrew literature prescribed for A level in the original language, including the context (literary, historical and social) in which it was written, and the literary and historical features used (such as metaphor, simile, rhythm and metre) c. organise and present information, ideas, descriptions and arguments clearly and logically; spell and use grammar and punctuation correctly d. demonstrate an appreciation and understanding of typical features of Biblical Hebrew literature by writing in Biblical Hebrew in an appropriate idiom and style.
A/B boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a. demonstrate for the most part a good knowledge and understanding of the vocabulary, grammar and syntax of Biblical Hebrew prescribed in the A level specification b. transfer the meaning of an unseen passage of a difficulty appropriate to A2 level for the most part coherently and accurately into/from Biblical Hebrew c. if appropriate, transfer the meaning of a passage, or passages, from the prescribed literature for the most part coherently and accurately from Biblical Hebrew. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a. demonstrate for the most part a good knowledge and understanding of the literary text prescribed for A2 in Biblical Hebrew b. are able to analyse the prescribed texts effectively within their historical, literary and social contexts c. are able to offer informed comment on literary techniques and, where appropriate, make a personal response to the text, supporting their views by producing relevant evidence from the text d. express their ideas coherently with clear, accurate and structured writing, showing a good command of the specialist vocabulary required for A2 level.
E/U boundary performance descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a. demonstrate some basic knowledge and understanding of the vocabulary, grammar and syntax of Biblical Hebrew as prescribed in the A level specification b. demonstrate a limited ability to transfer the meaning of an unseen passage of a difficulty appropriate to A2 level into/from Biblical Hebrew c. if appropriate, demonstrate a limited ability to transfer the meaning of a passage, or passages, from the prescribed literature from Biblical Hebrew. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> a. demonstrate a basic knowledge of the literary text prescribed for A2 in Biblical Hebrew b. are able to offer a limited analysis of the prescribed A2 material in its historical, literary and social contexts c. show a basic awareness of literary techniques and use some relevant evidence from the text d. show adequate writing skills to express their ideas at A2 level.

Appendix B: Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They should be interpreted in relation to the content outlined below. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some areas may be balanced by better performance in others.

Grade A

Language: candidates display an excellent level of accuracy in manipulating Biblical Hebrew. They have an excellent grasp of vocabulary, inflexions, grammar and syntax. The meaning of a Biblical Hebrew passage is conveyed accurately and coherently through translation and/or comprehension.

Literature: candidates show detailed knowledge, analytical understanding and appreciation of Biblical Hebrew texts within their literary, social and historical contexts. They have an excellent grasp of Biblical Hebrew literary techniques, are able to evaluate evidence in some depth and draw well-argued conclusions with appropriate reference or quotation. They produce sensitive and perceptive personal responses that show clear insight into the author's meaning. In their written work in English, candidates demonstrate the ability to organise and present information, ideas, descriptions and arguments in a clear, logical and appropriate form, making accurate use of grammar, punctuation, spelling and, where appropriate, specialist vocabulary.

Grade C

Language: candidates display a satisfactory level of accuracy in manipulating Biblical Hebrew. They have a good grasp of vocabulary, inflexions, grammar and syntax but with some gaps in knowledge and understanding. The meaning of a Biblical Hebrew passage is conveyed with some accuracy and coherence through translation and/or comprehension.

Literature: candidates show good knowledge, analytical understanding and appreciation of Biblical Hebrew texts within their literary, social and historical contexts. They have a satisfactory grasp of Biblical Hebrew literary techniques, are able to evaluate evidence in a satisfactory way and draw conclusions with some appropriate reference or quotation. They produce personal responses that show an understanding of the author's meaning. In their written work in English, candidates demonstrate the ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making generally accurate use of grammar, punctuation, spelling and often using specialist vocabulary.

Grade E

Language: candidates display some accuracy in manipulating Biblical Hebrew. They have a basic grasp of vocabulary, inflexions, grammar and syntax but with some gaps in knowledge and understanding. The meaning of a Biblical Hebrew passage is conveyed in outline through translation and/or comprehension.

Literature: candidates show a basic knowledge, analytical understanding and appreciation of Biblical Hebrew texts within their literary, social and historical contexts with some grasp of literary techniques. They are able to evaluate evidence in a basic way and draw conclusions in a generalised way, occasionally with some appropriate reference or quotation. They produce some attempt at a personal response that shows a basic understanding of the author's meaning. In their written work in English, candidates demonstrate some ability to organise and present information, ideas, descriptions and arguments in a satisfactorily clear and appropriate form, making some accurate use of grammar, punctuation, spelling and sometimes using specialist vocabulary.

Appendix C: Linguistic Content

In the assessment of linguistic knowledge, less commonly occurring forms of accident and particularly complex syntactical structures may be glossed for AS candidates.

Candidates, at both AS and A2, will be expected to be familiar with the language and text of the Hebrew Bible, employing the following linguistic structures:

Accidence

- Nouns: gender, number, dual, absolute and construct form, pronominal suffixes
- Adjectives: agreement of, demonstrative, comparative and superlative
- The definite article
- Verbs of all standard types, including the so-termed irregular and weak verbs, all standard *binyanim* (conjugations), infinitives, *waw* consecutive and conjunctive. Both tenses, and participles
- Formation of verbs
- Cardinal and ordinal numerals
- *Shewa*, syllables, *milra/milei* (stressed syllables)
- Strong and weak *dagesh*
- Pausal form
- *Maqeph*
- *Keri/ketib* (read and written forms)

Syntax

- Interrogative forms
- Direct object (et)
- Negation
- Prohibitions
- Exhortations (optative)
- Imperative, cohortative and jussive
- Oaths

- Relative Pronouns
- Subordinate clauses:
 - Causal
 - Circumstantial
 - Comparative
 - Concessive
 - Conditional
 - Final
 - Temporal
- Use of Infinitive Absolute and Construct

Literary Appreciation

- Parallelism
- Metaphor
- Simile
- Assonance
- Onomatopoeia
- Prose narrative
- Poetic form

Appendix D: Prescribed Texts

General Notes

No specific edition of the Bible is prescribed; centres are free to use such complete editions of prescribed texts as they choose.

Where no particular edition is specified, candidates are expected to have read the entire prescription in a full version, unless the contrary is specifically stated.

Unit F191 (AS): from June 2014

Candidates are required to study at least **two** of the **three** set texts.

- Deuteronomy 16 vv18–22, 17–21, 25, 32 vv1–20
- 1 Samuel 14–16, 18–19
- Isaiah 35–39 (to be read in conjunction with 2 Chronicles 31 vv2–21 and 32)

Unit F192 (A2): from June 2015

Candidates are required to study at least **two** of the **three** set texts.

- 1 Samuel 25–27, 29–31 and 2 Samuel 1
- Psalms 19–28
- The return to Judah: Ezra 1, Haggai 1–2, Zechariah 7–10

Appendix E: Reading List

This list is by no means exhaustive. Centres may use any Biblical version that suits their individual requirements. This list is not intended to be prescriptive.

AS

LEVITICUS/VAYIKRA:

- Kaplan, Aryeh. *The Living Torah*. Moznaim Publishing. New York. 1982
- Kiel, J. *Sefer Vayikra Vol. 2 (Hebrew)*. Mossad HaRav Kook. Jerusalem. 1973
- Leibowitz, N. *New Studies in Vayikra (Leviticus)*. Translated by R. Fisch and A. Tomaschoff. The World Zionist Organisation. Jerusalem. 1993
- Levine, B. *The JPS Torah Commentary Leviticus*. JPS. Philadelphia. 1989
- Milgrom, J. *Anchor Bible: Leviticus Vol. 2*. Random House. Des Moines. 1991

I SAMUEL:

- Elman, Yaakov. *The Living Nach (Early Prophets)*. Moznaim Publishing. New York. 1994
- Kiel, Judah. *The Book of I Samuel*. (Hebrew) Mossad Harav Kook. Jerusalem. 1981
- Rosenberg, A.J. (ed.) *The Book of I Samuel*. Judaica Press. New York. 1991

JEREMIAH:

- Bulah, M. *Book of Jeremiah*. (Hebrew) Mossad HaRav Kook. Jerusalem. 1973
- Elman, Y. *The Living Nach (Later Prophets)*. Moznaim Publishing. New York. 1995
- Rosenberg, A.J. *The Book of Jeremiah Vol. 2*. Judaica Press. New York. 1985

A2

JUDGES:

- Boliny, R.P. *Judges*. Anchor Bible Series. Random House. Des Moines. 1975
- Cohen, A. *Joshua & Judges*. Soncino. London. 1967
- Elizur, J. *Book of Judges*. Mossad Harav Kook. Jerusalem. 1993
- Elman, Y. *The Living Nach (Early Prophets)*. Moznaim Publishing. New York. 1994
- Rosenberg, A.J. (ed.) *The Book of Judges*. Judaica Press. New York. 1985

PSALMS:

- Cohen, A. *The Psalms*. Soncino. London. 1968
- Hakham, Amos. *Psalms Vol. 2 (Hebrew)* Mossad Harav Kook. Jerusalem. 1981
- Hirsch, Rabbi S.R. *The Psalms*. New York. 1978
- Mykoff, M.H. et al. *The Living Nach (Ketuvim)*. Jerusalem. 1998
- Rosenberg, A.J. *Psalms Volume 2*. Judaica Press. New York. 1991
- Weiser, Artur. *Psalms*. Old Testament Library Series, Westminster Press. 1965

ISAIAH:

- Elman, Y. *The Living Nach (Later Prophets)*. Moznaim Publishing. New York. 1995
- Hakham, A. *Book of Isaiah Vol. 2. (Hebrew)* Mossad Harav Kook. Jerusalem. 1973
- Kaiser, O. *Old Testament Library Series*. SCM – Canterbury Press London. 1986
- Rosenberg, A. J. (ed.) *Isaiah Vol. 2*. Judaica Press. New York. 1983
- Shapiro, M. et al. *The Living Nach, Vol. 2*. Moznaim Publishing. New York. 1995

Useful Reference Books for Biblical Hebrew

- Cowley, A .E. *Gesenius' Hebrew Grammar*. OUP. Oxford. 1966
- Gibson, J .C. L. *Davidson's Introductory Hebrew Grammar*. T&T Clark. Edinburgh. 1994
- Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. William B. Erdmans Publishing. Michigan. 1992
- Lambdin, Thomas O. *Introduction to Biblical Hebrew*. Dartor, Longman and Todd. London. 1973
- Martin, James D. *Davidson's Introductory Hebrew Grammar*. 27th Edition. T&T Clark. Edinburgh. 1993

General Bibliography

- Aharoni, Y. *Land of the Bible* (2nd revised edition). Burns & Oates. UK. 1979
- Anderson, B. W. *Living World of the Old Testament*. Longman. Harlow. 1985
- Bright, J. *A History of Israel*. SCM – Canterbury Press. London. 1995
- Brown, F. et al. *A Hebrew and English Lexicon of the Old Testament*. Oxford and Clarendon Press. 1968.
- Casper, B. M. *An Introduction to Jewish Bible Commentary*. Thomas Yoseloff. New York. 1960.
- Coogan, M. D. *Oxford History of the Biblical World*. Oxford. 1998
- Davies, P. R. and Rogerson, J. *The Old Testament World*. CUP. Cambridge. 1989
- Kiel, Judah. *Atlas Daat Mikra*. Mossad Harav Kook (Hebrew). Jerusalem. 1993.
- Negev, A. *Archaeological Encyclopaedia of the Holy Land*. Prentice Hall Press. 1996.
- Pritchard, James. (ed.) *The Times Atlas of the Bible*. Harper Collins Publishers. London. 1996.
- Winton-Thomas, D. *Documents from Old Testament*. Times. Harper Torchbooks. 1961

Useful teacher references

- *Encyclopaedia Judaica*: Various articles (also CD-ROM)
- General Bible Commentaries. Anchor, Cambridge et al.

Appendix F: Details of Units at AS and A Level

Unit	Name	Components	Description	AO1	AO2	Total Raw Marks	%AS	%A/L
1	AS BH	Section A: Unprepared translation from BH into English and Comprehension	<ul style="list-style-type: none"> Translation of an adapted passage from the Bible into English 	20		40	40	20
			<ul style="list-style-type: none"> Comprehension questions (incl. some grammar questions) 	14	6			
		Section B: Literature	<ul style="list-style-type: none"> 3 questions on each of the 3 set texts, with a number of sub-questions (incl. language questions) from set texts. The last sub-question requires an extended comment. Candidates answer 2 out of 3 questions. 	16	44	60	60	30
	3 hours			50	50	100	100%	50%
2	A2 BH	Section A: Unprepared translation and Comprehension	<ul style="list-style-type: none"> Passage in BH with: Translation of section into English 	14		50	N/A	25
			<ul style="list-style-type: none"> Pointing 	4				
			<ul style="list-style-type: none"> Comprehension questions 	7	10			
			<ul style="list-style-type: none"> Translation into pointed BH 	10	5			
		Section B: Literature	<ul style="list-style-type: none"> 3 questions (incl. language questions) from the 3 set texts. Candidates answer 2 questions. 	10	30	50	N/A	25
			<ul style="list-style-type: none"> 3 short essay questions on each of the 3 set texts. Candidates answer 1 question, max. 500 words. 		10			
	3 hours			45	55	100	N/A	50%