

OCR GCSE IN BIBLICAL HEBREW

1943

Key Features

- A clear progression route to the revised OCR AS/A Level Biblical Hebrew specifications.

Support and In-Service Training for Teachers

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- A report on the examination, compiled by senior examining personnel after each examination session.

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OCR GCSE IN BIBLICAL HEBREW (1943)

SECTION A: SPECIFICATION SUMMARY

TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A.

COMPONENTS

Component	Title	Duration	Weighting
01	Paper 1: Language	2 hours	50%
02	Paper 2: Literature	2 hours 15 minutes	50%

QUESTION PAPERS

The question paper requirements are as follows:

Component 01: Language

This paper tests the candidate's ability in unseen translation and comprehension of Biblical Hebrew prose.

Component 02: Literature

This paper tests the candidate's knowledge, appreciation and understanding of two or three Biblical Hebrew prescribed texts. Candidates may select questions from either the narrow band of two set texts or the wider band of three set texts. The set texts will be predominantly prose although citations of verse within the set texts will be examined when appropriate to the standard expected at this level.

ENTRY OPTIONS

All candidates take Components 01 and 02.

SECTION B: GENERAL INFORMATION

1 Introduction

1.1 RATIONALE

This specification meets the requirements of the Qualifications and Curriculum Authority for GCSE specifications and Subject Criteria for Classical Subjects. The specification offers a system of assessment for GCSE based on clear targets and a coherent set of criteria for assessing candidates' achievement across grades A*-G. The assessment of candidates includes both linguistic knowledge and an introduction to Biblical literature in the original language.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

1.2 CERTIFICATION TITLE

This specification will be shown on a certificate as:

OCR GCSE in Biblical Hebrew.

1.3 LEVEL OF QUALIFICATION

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

1.4 RECOMMENDED PRIOR LEARNING

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

1.5 PROGRESSION

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs would undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

1.6 OVERLAP WITH OTHER QUALIFICATIONS

The skills required for Biblical Hebrew overlap with those required for the comparable Components in GCSE Latin and Classical Greek. However, the material studied and the language of the original texts are different.

1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE 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 GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 6650.

1.8 CODE OF PRACTICE REQUIREMENTS

These specifications will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

1.9 STATUS IN WALES AND NORTHERN IRELAND

This specification has been approved by ACCAC for use by Centres in Wales and by CCEA for use by Centres in Northern Ireland.

Candidates in Wales and Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh and Irish may be obtained from the Information Bureau at OCR (telephone 01223 553998).

2 Specification Aims

The aims of this specification are the same for all candidates.

The purpose of a GCSE course in Biblical Hebrew is:

- to acquire an understanding of some of the elements of classical civilisation, literature and language which 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 aesthetic, ethical, linguistic, political, religious and social questions.

A GCSE course in Biblical Hebrew should provide a satisfying experience in itself and a sound basis for further study. Its aims are to encourage candidates to:

- to develop a competence in the Biblical Hebrew language
- to develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Biblical Hebrew and the languages of today;
- to develop a reading competence focused upon a selection of literature;
- to read and respond to literature in Biblical Hebrew and to understand the cultural context within which the literature was produced;
- to make an informed response, based on evidence, to material studied.

3 Assessment Objectives

The Assessment Objectives satisfy the National Criteria for Classical Subjects.

Candidates should be able:

AO1 (i) to show knowledge and understanding of vocabulary, morphology, and syntax in context;

AO1 (ii) to show an understanding of the difference between inflected and uninflected language, including word order;

AO1 (iii) to show an understanding of the different ways in which ideas are expressed in English and in Biblical Hebrew;

AO1 (iv) to show an understanding of an unprepared passage of Biblical Hebrew.

AO2 (i) to show knowledge and understanding of some Biblical Hebrew literature, including verse (where appropriate), studied in the original, with reference to content and literary quality;

AO2 (ii) to show knowledge of the customs, institutions, achievements and historical significance of the Israelite and Judean civilisation in relation to the language and literature studied, including the ability to evaluate a range of evidence and to draw comparisons between the ancient world and later times.

The relationship between the assessment objectives and the components of the scheme of assessment is shown in the table below.

Assessment Objectives	Component 01	Component 02
AO1 (i)	✓	✓
AO1 (ii)	✓	✓
AO1 (iii)	✓	✓
AO1 (iv)	✓	
AO2 (i)		✓
AO2 (ii)		✓

4 Scheme of Assessment

4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A*. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.2 COMPONENTS

Component	Title	Duration	Weighting
01	Paper 1: Language	2 hours	50%
02	Paper 2: Literature	2 hours 15 minutes	50%

4.3 QUESTION PAPERS

Paper 1 Language

The paper is divided into three sections: Section A, Section B, and Section C. Candidates **must** answer **all** three sections and **all** the questions within a section.

Section A A short unseen prose passage of graded difficulty will be set. Specified words and phrases will be set for translation into English. These will be underlined and a grid sheet will be provided for candidates to insert their response. In addition, a continuous three lines, approximately, of the passage will be specified for translation into English. (30 marks)

Section B A prose passage on which comprehension questions of graded difficulty will be set, to be answered in English. The title of the passage will be given in English and vocabulary assistance will be provided where necessary. Questions will test content, context and language appreciation. (40 marks)

Section C An unseen prose passage for translation into English. (30 marks)
The level of difficulty of this passage will be higher than that of Section A.

Paper 2 Literature

The paper is divided into three sections; Section A, Section B and Section C. Each section contains two questions based on one of the specified set texts (see section 5.2 below).

Candidates may select **any four** questions from the paper.

Each question will involve:

- Translation of a short extract from Biblical Hebrew into English (approximately four lines);
- A number of graded questions designed to test candidates' knowledge of the context, background, literary and linguistic content.

4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

	Language AO1	Literature AO2 (i)	Background AO2 (ii)	Total
Paper 1	50%			50%
Paper 2	12%	30%	8%	50%
Overall	62%	38%		100%

4.5 ENTRY OPTIONS

All candidates take Components 01 and 02.

4.6 ASSESSMENT OF WRITTEN COMMUNICATION

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

4.7 DIFFERENTIATION

In all components differentiation will be by outcome.

4.8 AWARDING OF GRADES

The written papers will have a total weighting of 100%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

4.9 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Grade F

Candidates demonstrate some accuracy in knowledge of the meaning of vocabulary and of simple grammatical constructions. They demonstrate a basic knowledge and understanding of prescribed texts in the original language by identifying simple narrative aspects. They demonstrate some knowledge and understanding of the customs, institutions, events and achievements of the Biblical world in the context of the literature studied.

Grade C

Candidates demonstrate general accuracy in knowledge of the meaning (and use where applicable) of vocabulary and grammatical constructions. They demonstrate a general knowledge and understanding of prescribed texts in the original language. They identify narrative aspects and appreciate simple points of style.

Candidates demonstrate a sound knowledge and understanding of the customs, institutions, events and achievements of the Biblical world in the context of the literature studied. They evaluate evidence and draw simple conclusions and, where appropriate, make comparisons between the Biblical world and later times.

Grade A

Candidates demonstrate a high level of accuracy in knowledge of the meaning (and use where applicable) of vocabulary and grammatical constructions; they demonstrate a detailed knowledge and understanding of prescribed texts in the original language.

They make an informed personal response to the author's ideas, opinions, and literary techniques and demonstrate a good knowledge and understanding of the customs, institutions, events and achievements of the Biblical world in the context of the literature studied.

Candidates evaluate evidence in depth and draw informed conclusions. When appropriate, they make detailed comparisons between the classical world and later times.

SECTION C: SPECIFICATION CONTENT

5 Specification Content

5.1 PAPER 1: LANGUAGE

Vocabulary

The vocabulary list produced in *Biblical Hebrew: An Introductory Grammar*, author Page H. Kelly (pp.374-397) published by Eerdmans, Michigan (ISBN 08028-0598-1) is appropriate for this paper.

This does not constitute a recommendation of the suitability of the book for the specification. This book is available at the time of the preparation of the specification (June 2001). The possibility exists that more up to date books which have been prepared for the revised GCSE specification in Biblical Hebrew may become available.

Teachers will need to use their professional judgement in assessing the suitability of the book.

Candidates will be expected to understand straightforward compounds of the verbs in the list. Candidates should recognize the Biblical Hebrew formation of cardinal numbers 1 to 100 and the qualifying number attached to the numbers 100 and 1,000, including the dual form.

Any word not included in the list will be listed as Vocabulary Assistance. In addition, assistance will be given, as appropriate, with grammatical forms.

Accidence

Emphasis will be on candidates' ability to recognize the following forms found in the Hebrew Bible:

(1) Verbs

- all persons and numbers of the perfect and imperfect tenses (including the Imperative, Cohortative and Jussive). The Present Participle (Active and Passive).
- the regular verbs in the Kal, piel, niph'al, hiph'il and hithpa'el conjugations.
- dual and Hoph'al conjugations where applicable.
- the contracted (or so-called irregular) forms of the pe-nun, ayin-vav, lamed-heh, and pe-vav verbs.
- the effect of the gutturals within the verbal system.
- vav conjunctive and consecutive (sometimes termed vav conversive).
- effect of objective suffixes (pro-nominal suffixes).
- infinitive (absolute and construct).

(2) Nouns

- gender, number and state of both regular and those irregular nouns that appear in the Vocabulary List.
- definite article
- locative heh
- prepositions
- pronominal suffixes

(3) Adjectives

- agreement with noun
- formation of comparatives and superlatives of common adjectives

(4) Adverbs

- personal, demonstrative, relative, interrogative
- pronominal suffixes

Syntax

- the basic sentence and clause
- subject, object and predicate
- active and passive
- oaths, negation and interrogation
- final, conditional, temporal and circumstantial clauses
- use of infinitive constructs as verbal clauses
- repetition of nouns for emphasis
- parallelism

N.B. Only the constructions listed above will be tested on Paper 1. A knowledge of other constructions will, of course, be necessary for a full understanding of the set texts.

5.2 PAPER 2: LITERATURE



Set Texts.

1. **Joseph meets his brothers after a long separation**

Genesis 43-47 vv.1-12

2. **Shlomo/Solomon as King**

I Kings 1 vv.28-53: 2-5

3. **The times of Ezra and Nehemiah**

Ezra: 1, 3, 4 vv.1-6

Nehemiah: 1-2, 3: vv.33-38, 4-6, 8

Any version of the Biblical texts may be used.

SECTION D: COURSEWORK

6 Coursework

There is no coursework component for this specification.



SECTION E: FURTHER INFORMATION

7 Opportunities for Teaching

7.1 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Biblical Hebrew.


The assessment of this course requires candidates to

This section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Section C by a  symbol. Such opportunities may or may not contribute to the provision for evidence for IT Key Skills. Where such opportunities do contribute, they are identified by the use of the  symbol.

ICT Application/Development	Opportunities for Using ICT during the Course
<ul style="list-style-type: none">• Use of either Dagesh 200• Or Davka Write	<ul style="list-style-type: none">• Analysis of Literature• Display of similar phrases and words
<ul style="list-style-type: none">• Bar Ilan Database	<ul style="list-style-type: none">• Search for parallel literature

7.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Section 4 by a  symbol.

This specification provides opportunities to contribute to the teaching of the Key Stage 4 Citizenship programme of study in the following areas:

- experience, appreciate and relate to a classical culture;
- explore and discuss with others spiritual issues and religious beliefs;
- reach moral judgements and express personal views on moral and ethical issues;
- analyse the conduct of individuals and society as a whole;
- explore notions of family, community, and society, and their impact on individuals and groups;
- consider how cultural issues are portrayed through literature.

The study of cultural issues helps candidates develop the skills of enquiry and communication, by providing opportunities to

- research political, spiritual, moral, social and cultural issues from a variety of sources;
- express, justify and defend orally and in writing personal opinions about such issues;
- contribute to group and exploratory class discussions.

7.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

The study of Biblical Hebrew contributes to an understanding of these issues by:

- presenting the study of a culture or cultures 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, which offer a profound insight into the morality of human behaviour.

7.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

7.5 THE EUROPEAN DIMENSION

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

As this specification focuses on a society which forms the root of large sections of modern European culture, the European dimension is an inherent part of it. Candidates have the opportunity to discover how elements of the ethos of the ancient world are still prevalent in modern Europe.

8 Key Skills

Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content.

Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a 'key symbol' in Section 5. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓		✓	✓	✓	✓
Level 2	✓		✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

9 Arrangements for Candidates with Special Needs

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 *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (tel. 01223 552505) as early as possible during the course.

10 Support and In-service Training for Teachers

To support teachers using this specification, OCR will make the following materials and services available:

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (tel: 0870 8706622; fax: 0870 8706621).
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