GCSE

Biblical Hebrew

OCR GCSE in Biblical Hebrew   J196

July 2009

Contents

1   About this Qualification

This booklet contains the GCSE specification for Biblical Hebrew for teaching from September 2009.

It contains a clear progression route to the revised OCR AS/A Level Biblical Hebrew Specification.

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 that is based on clear targets and a coherent set of criteria for assessing candidates' achievement across grades A*–G. The assessment of candidates covers 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.

1.1   GCSE (Full Course)

From September 2009 the GCSE is made up of two mandatory units. These units are externally assessed.

Unit 1 is a written unit testing knowledge of language. Unit 2 is a written unit testing knowledge of set literature.

1.2   Qualification Title and Levels

This qualification is shown on a certificate as:

- OCR GCSE in Biblical Hebrew.

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

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.3 Aims and Learning Outcomes

GCSE specifications in Biblical Hebrew should encourage candidates to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to enable candidates to:

- actively engage in the process of enquiry into Biblical Hebrew to develop as effective and independent candidates and as critical and reflective thinkers;

- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of Biblical Hebrew;

- develop awareness of the continuing influence of Biblical Hebrew on later times and of the similarities and differences between the Biblical world and later times;

- develop and apply analytical and evaluative skills at an appropriate level;

- make an informed, personal response to the material studied.

1.4 Prior Learning/Attainment

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

2   Summary of Content

2.1   GCSE Units

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

Unit A201: *Language*

Candidates should be able to:

- translate two unprepared passages of prose from Biblical Hebrew into English;

- respond to comprehension questions, requiring explanation of the literary, contextual and grammatical features of the passage.

Unit A202: *Literature*

Candidates should be able to answer four out of six 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.

3   Content

3.1   A201: *Language*

3.1.1 Vocabulary

The vocabulary list produced in *Biblical Hebrew: An Introductory Grammar*, Page H. Kelley (pp. 374–397) and published by Eerdmans, Michigan (ISBN-10 0-80280-598-1; ISBN-13 978-0-80280-598-0) is appropriate for this unit.

This is not a recommendation about the suitability of the book for the specification. Teachers will need to use their professional judgement in assessing its suitability. The possibility exists that more up-to-date books may be prepared for the revised GCSE specification in Biblical Hebrew and may become available.

Candidates will be expected to understand straightforward compounds of the verbs in the list. Candidates should recognise 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 given as Vocabulary Assistance in the question paper. In addition, assistance will be given, as appropriate, with grammatical forms.

3.1.2 Accidence

Emphasis will be on candidates' ability to recognise the following forms found in the Hebrew Bible.

Verbs

- all persons and numbers of the perfect and imperfect tenses (including the imperative, cohortative and jussive) and the present participle (active and passive);

- the regular verbs in the Kal, Piel, Niphal, Hiphil and Hithpael conjugations;

- pual and Hophal 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 (pronominal suffixes);

- infinitive (absolute and construct);

- use of Dagesh and mappiq.

Nouns	• gender, number and state of both regular and those irregular nouns that appear in the Vocabulary List;
	• uses of prefixes and suffixes such as He, Mem and Tav;
	• prepositions;
	• pronominal suffixes.
Adjectives	• agreement with noun;
	• formation of comparatives and superlatives of common adjectives.
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;
	• the concept of parallelism.

Note: Only the constructions listed above will be tested in Unit A201. Knowledge of other constructions will, of course, be necessary for a full understanding of the set texts.

Candidates who have studied for this unit should be able to demonstrate:

- their knowledge and understanding of vocabulary, morphology, and syntax in context;

- an understanding of the differences between inflected and uninflected language, including word order;

- an understanding of the different ways in which ideas are expressed in English and Biblical Hebrew;

- an understanding of an unprepared passage of Biblical Hebrew.

3.2   A202: *Literature*

3.2.1 Literature: Prescribed Texts

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

1. The trials and tribulations of Jacob/Yaakov –
    Genesis/Bereishith, as follows.

Chapter 27	verses 41–46
Chapter 28	verses 1–9
Chapter 31	all verses
Chapter 32	all verses
Chapter 33	all verses
Chapter 35	verses 1–21

2. Joshua/Yehoshua as an emerging leader of the Israelite nation –
    Joshua/Yehoshua Chapters 1, 2, 3, 4, 7, 14 and 20.

    To be read as background:

    Numbers/Bemidbar Chapter 11: verses 24–29

    Numbers/Bemidbar Chapter 13: verses 8 and 16

    Numbers/Bemidbar Chapter 14: verse 30.

3. The revolution and formation of the Northern and Southern kingdoms –
Kings/Melachim 1: Chapter 11 verses 29–43; Chapters 12, 13, 14, 15 and 16.

Candidates who have studied for this unit should be able to demonstrate their:

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

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

4 Scheme of Assessment

4.1 GCSE Scheme of Assessment

<table>
<tr><td colspan="2" align="center">GCSE Biblical Hebrew J196</td></tr>
<tr><td colspan="2">Unit A201: Language</td></tr>
<tr>
<td valign="top">50% of the total GCSE marks
2 hrs written paper
100 marks</td>
<td>

This unit has **two** sections: Section A and Section B.

Section A: Unprepared Translation (50 marks)

This section will consist of two questions.

In the first question, 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 listed on a separate insert provided for candidates to write their responses. In the second question, an unseen prose passage will be set for translation into English. The level of difficulty of this passage will be higher than the passage set for the first question.

Section B: Comprehension (50 marks)

There will be a prose passage, or passages, 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 appropriate. Questions assess understanding and appreciation of the prescribed texts.

Candidates answer all questions.

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

Biblical Hebrew: An Introductory Grammar, Page H. Kelley (pp. 374–397), published by Eerdmans, Michigan (ISBN-10 0-80280-598-1; ISBN-13 978-0-80280-598-1).

This unit is externally assessed.

</td>
</tr>
<tr><td colspan="2">Unit A202: Literature</td></tr>
<tr>
<td valign="top">50% of the total GCSE marks
2 hrs written paper
100 marks</td>
<td>

This unit has **six** questions, **two** on each of the prescribed texts. Candidates are required to answer **any four** questions from the paper.

This unit is externally assessed.

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4.2   Entry Options

GCSE candidates must be entered for both units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Biblical Hebrew – J196

4.3   Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

4.4   Assessment Availability

There is one examination series each year, in June.

The first assessment will be in June 2010.

Assessment availability can be summarised as follows:

Unit	June 2010	June 2011	June 2012 etc
A201	✓	✓	✓
A202	✓	✓	✓

4.5   Assessment Objectives

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

AO1   Demonstrate Knowledge and Understanding

- demonstrate knowledge and understanding of language;

AO2   Demonstrate Understanding and Appreciation

- demonstrate an understanding and an appreciation of literature and/or other sources related to society and values of the Biblical world through analysis, evaluation and response.

AO weightings – GCSE

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

Unit	% of GCSE		Total
	AO1	AO2	
Unit A201: *Language*	30%	20%	50%
Unit A202: *Literature*	20%	30%	50%
	50%	50%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;

- present information in a form that suits its purpose;

- use a suitable structure and style of writing.

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.

It is essential that unit entry codes are quoted in all correspondence with OCR.

5.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series as they enter for the GCSE qualification certification.

5.3 Unit and Qualification Re-sits

Candidates may re-sit each unit only once before entering for qualification certification.

Candidates may enter for the qualification an unlimited number of times.

5.4 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:

- GCSE certification Biblical Hebrew – J196.

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available for the first time in June 2011.

5.5 Grading

GCSE results are awarded on the scale A*–G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

This GCSE is a unitised scheme. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades, OCR needs to be able to compare

performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted into the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, eg 41/100.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
50%	100	90	80	70	60	50	40	30	20	0

Awarding Grades

The two units will have a total weighting of 100%.

A candidate's uniform mark for each paper will be added together to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

5.6 Enquiries about Results

Under certain circumstances, a centre may wish to query the grade available to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

5.7 Shelf-life of Units

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

5.8   Guided Learning Hours

GCSE Biblical Hebrew requires 120–140 guided learning hours in total.

5.9   Code of Practice/Common Criteria Requirements/Subject Criteria

This specification complies in all respects with the current *GCSE, GCE, GNVQ and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004,* and the subject criteria for GCSE Classics.

5.10   Classification Code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 6650.

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.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content.

Candidates who have any doubts about their subject combinations should seek advice, for example from their centre or the institution to which they wish to progress.

5.11   Disability Discrimination Act Information Relating to this Specification

GCSEs 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 GCSE qualifications and the Classics subject criteria (to which this subject is aligned) 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 and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with QCA's GCSE subject criteria equalities review and are shown in the following table.

	Yes/No	Type of assessment
Readers	Y	Only allowed to read in English
Scribes	Y	Only allowed for writing in English
Practical Assistants	Y	All written examinations
Transcripts	Y	All written examinations
BSL signers	Y	Only allowed to sign English parts of the examination
Live speaker	N/A	N/A
MQ papers	Y	All written examinations
Extra Time	Y	All written examinations

5.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6 Other Specification Issues

6.1 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.

6.2 Progression from these Qualifications

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

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

6.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offers opportunities that can contribute to an understanding of these issues by:

- presenting the study of a culture or cultures alien to the candidates 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.

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.

6.4 Sustainable Development, Health and Safety Considerations and European Developments consistent with International Agreements

This specification supports these issues, consistent with current EU agreements.

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen materials. 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.

6.5 Avoidance of Bias

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

6.6 Language

This specification and associated assessment materials are in English only.

6.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. 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 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A201	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A202	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

6.8 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.

This section offers guidance on opportunities for using ICT during the course. Such opportunities may or may not contribute to the provision of evidence for ICT Key Skills.

ICT application/development	Opportunities for using ICT during the course
• Use of Dagesh programs • Or Davkawriter	• Analysis of literature • Display of similar words and phrases
• Bar Ilan Database	• Search for parallel literature

6.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included 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 for developing knowledge, skills and understanding of citizenship issues during the course. The candidates will have opportunities to:

• 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.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; 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.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade F

Candidates demonstrate some basic knowledge and understanding of the meaning of vocabulary and of simple grammatical constructions. They have a basic knowledge and understanding of prescribed texts in the original language. They identify simple narrative aspects. They demonstrate some knowledge and understanding of the customs, institutions, events and achievements of the Biblical world. They select and use evidence, draw simple conclusions and, where appropriate, make simple comparisons between the Biblical world and later times.

Grade C

Candidates demonstrate sound knowledge and understanding of the meaning (and use, where applicable) of vocabulary and grammatical constructions. They have a sound knowledge and understanding of prescribed texts in the original language. They identify narrative aspects and appreciate simple points of style. They demonstrate a sound knowledge and understanding of the customs, institutions, events and achievements of the Biblical world. They analyse evidence to draw relevant conclusions and, where appropriate, make reasoned comparisons between the Biblical world and later times.

Grade A

Candidates demonstrate detailed knowledge and thorough understanding of the meaning (and use, where applicable) of vocabulary and grammatical constructions. They have a detailed knowledge and thorough understanding of prescribed texts in the original language. They make an informed personal response to an author's ideas, opinions and literary techniques. They demonstrate a detailed knowledge and thorough understanding of the customs, institutions, events and achievements of the Biblical world. They evaluate evidence in depth to draw informed conclusions and, where appropriate, make perceptive comparisons between the Biblical world and later times.