

# GCSE (9-1) Biblical Hebrew



## Sample Assessment Materials

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Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biblical Hebrew (1BH0)

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*First teaching from September 2018*

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*First certification from June 2019*

Issue 1

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# Introduction

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The Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biblical Hebrew is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



# General marking guidance

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- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- When a candidate writes more points than required by the questions, the examiner will mark in order of appearance up to the number of points required by the question.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Marking guidance for levels-based mark schemes

### How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band.

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

### **Placing a mark within a level**

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced an answer that displays characteristics from more than one level, examiners must use their professional judgement to decide if they have covered enough of the higher level descriptors to be awarded marks at the bottom of the mark range in that higher level. If that is not the case then the higher mark in the lower level can be awarded.

### **Marking guidance for translation of Biblical Hebrew into English**

The mark scheme awards marks for the proportion of sense communicated.

A completely correct translation with no omissions or errors will always score 5.

If a candidate has communicated the 'gist' of a sentence (for example they know who has done what to whom) they will score 4 or 3 marks. The key judgement regarding which mark to award will depend on the gravity of the errors/omissions and may depend on the number of words in the sentence to be translated and/or the difficulty of the Biblical Hebrew.

If they have not understood the basic sense of the sentence, they will score a maximum of 2 marks.

A word containing more than one error should be classed as one major error.

The same vocabulary error should only be classed as an error once throughout the translation.



### Minor and major errors

The mark scheme identifies examples of minor and major for each translation question. The marking grid must be applied to determine the mark suitable for the translation.

The following guidance below should be seen as a general guide only to be used in conjunction with the examples given in the mark schemes.

- Aspect/tense errors are major. Note, however, that participles can often be correctly translated as past, present or even future, depending on the context. If a candidate repeatedly makes the same error of aspect/tense, the error should be counted once only.
- Vocabulary errors that are close to the right meaning are minor errors; any wrong meaning that alters the sense is major.
- Omission of particles (with a corresponding meaning in English, for example conjunctions) that add nothing to the sense may be ignored; those that add little to the sense are minor errors; omission of other words is generally a major error.
- Errors of number are major, minor or can be ignored altogether; this will depend on their context.
- Mistranslation of binyanim (for example passive to active, causative to reflexive) is a major error if the sense is compromised. If the sense is not compromised, it is a minor error. If the mistranslation includes an incorrect pronoun, this is usually a major error.
- Errors of syntax are major if the sense is compromised and minor if not.

### Examples of minor and major errors

Example translation:

וְאָמַרְתֶּם לָהֶם אֲשֶׁר נִכְרַתוּ מִיַּמֵּי הַיַּרְדֵּן מִפְּנֵי אֲרוֹן בְּרִית־יְיָ בְּעֵבְרוֹ בַּיַּרְדֵּן

'You shall say to them that the waters of the Jordan were cut off before the Ark of the covenant of the L-rd when it passed through the Jordan.'

The translation errors have been underlined.

- *You shall say to them that the waters of the Jordan were cut off before the Ark of the covenant of the L-rd when it passed the Jordan* – the omission of 'through' is a minor error as it does not change the sense, so 5 marks.
- *You shall say to them that the water of the Jordan was cut off before the Ark of the covenant of the L-rd when it passed over the Jordan* – the number error on 'water' (plural in the Biblical Hebrew) is minor, so 5 marks.
- *You shall say to them the waters of the Jordan were cut off before the Ark of the covenant of the L-rd when it passed over the Jordan* – the omission of the particle אֲשֶׁר is a minor error as it affects the sense of the passage, so 5 marks is still appropriate.
- *You said that the waters of the Jordan were cut off before the Ark of the covenant of the L-rd when it passed through the Jordan* – the aspect/tense error is major, so a mark of 4 is appropriate.

- You said to them that the water of the Jordan was cut off before the Ark of the L-rd when it passed the Jordan – there are a number of errors here: the aspect/tense error is major; the number error on water is minor; the omission of ‘covenant’ is major; and the omission of ‘through’ is minor. However, the overall sense is more or less correct, so a mark of 3 would be appropriate.
- You shall say to them that they cut from the Jordan before the Ark of the L-rd when it passed the Jordan – there are a number of errors here: the mistranslation of the binyan is major as it changes the subject and object and therefore compromises the sense; the mistranslation of ‘waters’ is major; the omission of ‘covenant’ is major; and the omission of ‘through’ is minor. The key judgement here is that the general meaning has not been communicated, so a maximum of 2 marks is appropriate. There is enough correct sense here to award more than 1 mark.
- Said which we will cut from going down before the Ark promise slaves in the going down – there is no continuous sense here although a few isolated vocabulary words have been recognised and translated, so this response would be awarded 1 mark.
- Say that we will make a promise from going down from the cupboard circumcision slaves in the going down – there is so little correct information here that this response would receive 0 marks.

### **Cultural consideration**

This mark scheme has been prepared following the Orthodox Jewish tradition. Markers should accept both correct Orthodox Jewish and non-Orthodox Jewish responses.

It is recognised that some terms have different variations, for example imperfect with vav-conversive, wayyiqtol or waw-consecutive imperfect, please accept any acceptable alternative terms in accordance with Appendix 2 in the specification.

Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Biblical Hebrew

## Component 1: Language

Sample assessment material for first teaching  
September 2017

**Time: 2 hours**

Paper Reference

**1BH0/01**

**You must have: Source Booklet.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A you **must**:
  - answer Questions 1–6 and then choose to answer **either** Question 7 **or** Question 8
  - answer Questions 9–16 and then choose to answer **either** Question 17 **or** Question 18.
- In Section B you **must** answer **all** questions.
- All answers must be written in **English**, with the following exceptions, which may be written in Biblical Hebrew where relevant:
  - roots
  - individual Hebrew letters
  - words or short phrases from the passages, if the Hebrew is necessary for a complete illustration of the answer.
- Answers in Biblical Hebrew must be written using square script (the 'block' system).
- Transliteration of Biblical Hebrew words is acceptable only for proper nouns.
- Answer the questions in the spaces provided
  - *there may be more space than you need.*

### Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
  - *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**SECTION A: COMPREHENSION**

**Read Passage 1 in the Source Booklet on page X and answer Questions 1–6.**

**1** (a) State what happened to Nahash, king of Ammon (line 1). (1)

.....  
(b) State what happens immediately after this (line 1). (1)  
.....  
.....

**2** (a) (i) Identify what David wants to do to Hanun (line 2). (1)

.....  
(ii) Give **one** reason for David wanting to do this (line 2). (1)  
.....  
.....

**2** (b) (i) State the action that David takes (line 2). (1)

.....  
(ii) Identify the purpose of this action (line 3). (1)  
.....  
.....

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3 State what Hanun does to the messengers' clothes (line 6). (1)

4 State the root of the verb וַיִּשְׁלְחֵם (line 7). (1)

5 (a) State how much the Ammonites pay to hire chariots and horsemen (line 8).  
In your answer, give both the amount and the type. (2)

(b) Give the number of chariots that the Ammonites hire (line 9). (1)

(c) State who the Ammonites hire (line 9). (1)

6 (a) Describe how the Ammonites and their allies prepare for the battle (lines 12–13).  
Give **two** points. (2)

1 .....

2 .....

(b) State what Joab realises about the situation (line 13). (1)

**(Total for Passage 1 = 15 marks)**

**You now have a choice of questions.**

**You can either:**

- answer Question 7 on grammar from Passage 1

**or**

- answer Question 8 on translating from English into Biblical Hebrew.

***Do not answer Question 7 if you have answered Question 8.***

**7** (a) For each of the following verbs, state the root, binyan and aspect/tense.

(i) לִמְלַךְ (line 1)

(3)

Root

Binyan

Aspect/Tense

(ii) נִאֶסְפוּ (line 10)

(3)

Root

Binyan

Aspect/Tense

(b) Identify the function of the letter ה in these words:

(i) לְמַלְחָה (line 11)

(1)

(ii) וְהוֹשַׁעְתִּיהָ (line 16)

(1)

(c) Identify **two** different ways that questions are formed in lines 4–5.

(2)

.....

.....

.....

.....

**(Total for grammar questions = 10 marks)**

***Do not answer Question 8 if you have answered Question 7.***

**8** Translate the following into pointed Biblical Hebrew.

(a) The two boys stood up.

(3)

.....

.....

.....

(b) The men will eat meat.

(3)

.....

.....

.....

(c) The animals will go out of the house.

(4)

.....

.....

.....

.....

**(Total for translation into Biblical Hebrew = 10 marks)**

Read Passage 2 in the Source Booklet on page X and then answer Questions 9–16.

9 List **two** of the things Hiram sends with messengers to David (lines 1–2).

(2)

1 .....

2 .....

10 State what David realises about his situation (lines 2–3). Give **two** points.

(2)

1 .....

2 .....

11 Identify a character trait of David as seen in line 6.

*You must support your answer with an example from the text.*

(2)

.....

.....

.....

.....

.....

12 Explain why **בַּעַל-פְּרָצִים** is given this name (lines 8 and 10). Give **two** points.

(2)

1 .....

2 .....

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**13** Explain how G-d encourages David in the fight against the Philistines (lines 13–15). Give **two** points.

(2)

1 .....

.....

2 .....

.....

**14** State the binyan of the verb **וַיִּטְּיֵפוּ** (line 11).

(1)

.....

**15** State two outcomes of David's victories against the Philistines (lines 16–17).

(2)

.....

.....

.....

.....

**16** From this passage, identify **one** way in which David relates to G-d.  
*You must support your answer with an example from the text.*

(2)

.....

.....

.....

.....

**(Total for Passage 2 = 15 marks)**

**You now have a choice of questions.**

**You can either:**

- answer Question 17 on grammar from Passage 2

**or**

- answer Question 18 on translating from English into Biblical Hebrew.

***Do not answer Question 17 if you have answered Question 18.***

**17 (a)** Identify **two** different uses of the infinitive construct, using examples from Passage 2.

(4)

.....

.....

.....

.....

.....

.....

(b) For each of the following verbs, state the root, binyan and aspect/tense.

(i) עָלָה (line 8)

(3)

Root

Binyan

Aspect/Tense

.....

.....

.....

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DO NOT WRITE IN THIS AREA

(ii) וַיִּקְרָא (line 9)

(3)

Root

---

Binyan

---

Aspect/Tense

---

**(Total for grammar questions = 10 marks)**

---

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**Do not answer Question 18 if you have answered Question 17.**

**18** Translate the following into pointed Biblical Hebrew.

(a) The three kings will stand up.

(3)

.....

.....

.....

(b) The servant will take the sheep.

(3)

.....

.....

.....

(c) The women passed in the middle of the cities.

(4)

.....

.....

.....

.....

---

**(Total for translation into Biblical Hebrew = 10 marks)**

---

**TOTAL FOR SECTION A = 50 MARKS**

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## Section B: Translation

Read Passage 3 in the Source Booklet on page X.

19 Translate the following words/phrases into English from Passage 3.

(a)	line 1	אַחֲרֵי־כֵן	(1)
(b)	line 3	וַיֵּרָא	(2)
(c)	line 3	פָּנָיו	(2)
(d)	line 4	וַיִּקְבְּצוּ	(2)
(e)	line 5	עָרֵי	(2)
(f)	line 9	וּתְהַנְּה	(2)
(g)	line 9	לְזָרַע	(2)
(h)	line 9	אֶהְבֶּדָה	(2)

(Total for Question 19 = 15 marks)

**Read Passage 4 in the Source Booklet on page X.**

**20** Translate Passage 4 into English.

(15)

A series of horizontal dotted lines for writing the translation.

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A large rectangular area with rounded corners, containing 25 horizontal dotted lines for writing.

**Read Passage 5 in the Source Booklet on page X.**

**21** Translate Passage 5 into English.

(20)

Area with horizontal dotted lines for writing the translation.

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Large empty writing area with horizontal dotted lines.

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**TOTAL FOR SECTION B = 50 MARKS**  
**TOTAL FOR PAPER = 100 MARKS**

**Pearson Edexcel Level 1/Level 2 GCSE (9–1)**

# **Biblical Hebrew**

## **Component 1: Language**

Sample assessment material for first teaching  
September 2017  
**Source Booklet**

Paper Reference  
**1BH0/01**

**Do not return this Source Booklet with the question paper.**

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## Section A: Comprehension

### Passage 1

Background: King David's kind deed is misinterpreted; a war follows.

- 1 וַיְהִי אַחֲרֵי־כֵן וַיָּמָת נָחָשׁ מֶלֶךְ בְּנֵי־עַמּוֹן וַיִּמְלֹךְ בְּנוֹ תַחְתָּיו: וַיֹּאמֶר דָּוִד  
2 אֲעַשֶׂה־חֶסֶד עִם־חֲנוּן בֶּן־נָחָשׁ כִּי־עָשָׂה אִבּוֹ עִמִּי חֶסֶד וַיִּשְׁלַח דָּוִד מַלְאָכִים  
3 לְנַחֲמוֹ עַל־אִבּוֹ וַיָּבֵאוּ עִבְדֵי דָוִד אֶל־אֶרֶץ בְּנֵי־עַמּוֹן אֶל־חֲנוּן לְנַחֲמוֹ:  
4 וַיֹּאמְרוּ שָׂרֵי בְנֵי־עַמּוֹן לְחֲנוּן הַמְּכַבֵּד דָּוִד אֶת־אֲבִיךָ בְּעֵינֶיךָ כִּי־שָׁלַח לְךָ  
5 מְנַחֲמִים הֲלֹא בָּעֵבוֹר לְחַקֵּר וּלְהַפְּדוֹ וּלְרַגֵּל הָאָרֶץ בָּאוּ עֲבָדָיו אֵלֶיךָ:  
6 וַיִּקַּח חֲנוּן אֶת־עַבְדֵי דָוִד וַיַּגְלִחֵם וַיִּכְרֹת אֶת־מְדוּיֵיהֶם בַּחֲצֵי עַד־הַמִּפְשָׁעָה  
7 וַיִּשְׁלַחֵם: וַיֵּרְאוּ בְנֵי עַמּוֹן כִּי הִתְבַּאֲשׂוּ עִם־דָּוִד וַיִּשְׁלַח חֲנוּן וּבְנֵי עַמּוֹן  
8 אֶלְךָ כַּפֶּר־כֶּסֶף לְשָׂכָר לָהֶם מִן־אָרֶם גְּהָרִים וּמִן־אָרֶם מַעֲכָה וּמִצּוֹבָה רֶכֶב  
9 וּפָרָשִׁים: וַיִּשְׁכְּרוּ לָהֶם שָׁנִים וּשְׁלֹשִׁים אֶלְךָ רֶכֶב וְאֶת־מֶלֶךְ מַעֲכָה  
10 וְאֶת־עַמּוֹ וַיָּבֵאוּ וַיַּחֲנוּ לִפְנֵי מִדְבָּא וּבְנֵי עַמּוֹן נֶאֱסָפוּ מֵעַרְיָתָם וַיָּבֵאוּ  
11 לַמִּלְחָמָה: וַיִּשְׁמַע דָּוִד וַיִּשְׁלַח אֶת־יֹאָב וְאֶת כָּל־צָבָא הַגְּבוּרִים:  
12 וַיָּצְאוּ בְנֵי עַמּוֹן וַיַּעֲרְכוּ מִלְחָמָה פָּתַח הָעִיר וְהַמְּלָכִים אֲשֶׁר־בָּאוּ לְבָדָם  
13 בַּשָּׂדֶה: וַיֵּרָא יֹאָב כִּי־הִיָּתָה פְּנֵי־הַמִּלְחָמָה אֵלָיו פָּגִים וְאֶחָזֵר וַיִּבְחַר  
14 מִכָּל־בַּחֹרֶל בִּישָׂרָאֵל וַיַּעֲרֹךְ לְקִרְיַת אָרֶם: וְאֵת יֵתֵר הָעָם נָתַן בְּיַד אַבְשָׁי  
15 אָחִיו וַיַּעֲרְכוּ לְקִרְיַת בְּנֵי עַמּוֹן: וַיֹּאמֶר אִם־תִּחְזַק מִמְּנִי אָרֶם וְהָיִיתָ לִי  
16 לְתִשׁוּעָה וְאִם־בְּנֵי עַמּוֹן יִחְזְקוּ מִמֶּנִּי וְהוֹשַׁעְתִּיךָ:

דברי הימים א' י"ט: א' - ד', ו' - י"ב

I Chronicles 19: 1-4/6-12

## Glossary

Names	
נָחָשׁ	Nahash
עַמּוֹן	Ammon
דָּוִד	David
חַנּוּן	Hanun
אַרְם נְהַרַיִם	Aram-Naharaim
מַעֲכָה (אַרְם)	(Aram-)Maacah
צוֹבָה	Zobah
מִדְבָּא	Medeba
יֹאָב	Joab
אַבְשָׁי	Abshai

Words		
לְחַקֵּר	Line 5	from חָקַר, to investigate
וּלְרַגֵּל	Line 5	from רָגַל, to spy
וַיִּגְלַחֵם	Line 6	from גָּלַח, to shave
מִדְּוֵיהֶם	Line 6	from מָדוּ, clothes
הַמִּפְשָׁעָה	Line 6	the hips
הִתְבַּאֲשׁוּ	Line 7	they had fallen foul
לְשָׂכָר וַיִּשְׁכְּרוּ	Lines 8–9	from שָׂכַר, to hire

Passage 2

Background: The Philistines attempt to defeat the new king.

1 וַיִּשְׁלַח חֵיָרָם מֶלֶךְ-צָר מְלֹאכִים אֶל-דָּוִד וַעֲצֵי אַרְזִים וְחֲרָשֵׁי קִיר  
2 וְחֲרָשֵׁי עֲצִים לְבָנוֹת לוֹ בַּיִת: וַיָּדַע דָּוִד כִּי-הֵכִינוּ יָי לְמֶלֶךְ עַל-יִשְׂרָאֵל  
3 כִּי-נִשְׂאֵת לְמַעַלָּה מְלִכוּתוֹ בְּעֵבֹר עַמּוֹ יִשְׂרָאֵל: וַיִּקַּח דָּוִד עוֹד נָשִׁים  
4 בִּירוּשָׁלַם וַיּוֹלֵד דָּוִד עוֹד בָּנִים וּבָנוֹת:  
5 וַיִּשְׁמְעוּ פְּלִשְׁתִּים כִּי-נִמְלֶשַׁח דָּוִד לְמֶלֶךְ עַל-כָּל-יִשְׂרָאֵל וַיַּעֲלוּ כָל-פְּלִשְׁתִּים  
6 לְבַקֵּשׁ אֶת-דָּוִד וַיִּשְׁמַע דָּוִד וַיֵּצֵא לְפָנֵיהֶם: וּפְלִשְׁתִּים בָּאוּ וַיִּפְשְׁטוּ  
7 בְּעַמֶּק רְפָאִים: וַיִּשְׁאַל דָּוִד בָּא-לֵהִים לֵאמֹר הֲאֵעֲלֶה עַל-פְּלִשְׁתִּים  
8 וְנִתְּתָם בְּיָדִי וַיֹּאמֶר לוֹ יְיָ עֲלֶה וְנִתְּתִים בְּיָדֶךָ: וַיַּעֲלוּ בְּבַעַל-פְּרָצִים  
9 וַיִּכּוּ שָׁם דָּוִד וַיֹּאמֶר דָּוִד פָּרֵץ הָאֵ-לֵהִים אֶת-אֹיְבֵי בְּיָדִי כַּפְרֵץ מֵיָם  
10 עַל-כֵּן קָרָאוּ שָׁם-הַמָּקוֹם הַהוּא בְּעַל פְּרָצִים: וַיַּעֲזְבוּ שָׁם אֶת-אֱלֹהֵיהֶם  
11 וַיֹּאמֶר דָּוִד וַיִּשְׁרְפוּ בָאֵשׁ: וַיִּסִּיפוּ עוֹד פְּלִשְׁתִּים וַיִּפְשְׁטוּ בְּעַמֶּק:  
12 וַיִּשְׁאַל עוֹד דָּוִד בָּא-לֵהִים וַיֹּאמֶר לוֹ הָאֵ-לֵהִים לֹא תַעֲלֶה אַחֲרֵיהֶם הִסֵּב  
13 מַעֲלֵיהֶם וּבָאתָ לָהֶם מִמּוֹל הַבְּכָאִים: וַיְהִי כַּשְׁמֹעַ אֶת-קוֹל הַצְּעָדָה  
14 בְּרֹאשֵׁי הַבְּכָאִים אַז תֵּצֵא בַמְּלַחְמָה כִּי-יֵצֵא הָאֵ-לֵהִים לְפָנֶיךָ לְהַכּוֹת  
15 אֶת-מַחֲנֵה פְּלִשְׁתִּים: וַיַּעַשׂ דָּוִד כַּאֲשֶׁר צִוָּהוּ הָאֵ-לֵהִים וַיִּכּוּ אֶת-מַחֲנֵה  
16 פְּלִשְׁתִּים מִגְּבָעוֹן וְעַד-גְּזֹרָה: וַיֵּצֵא שָׁם-דָּוִד בְּכָל-הָאֲרָצוֹת וַיִּי  
17 נָתַן אֶת-פַּחְדּוֹ עַל-כָּל-הַגּוֹיִם:

דברי הימים א' י"ד: א' - ג', ה' - י"ז  
I Chronicles 14: 1-3/8-17



## Glossary

Names	
חִירָם	Hiram
צָר	Tyre
דָּוִד	David
יְרוּשָׁלַם	Jerusalem
פְּלִשְׁתִּים	Philistines
רֵפְאִים	Rephaim
בַּעַל־פְּרָצִים	Baal-Perazim
גִּבְעוֹן	Gibeon
גִּזְרָה	Gazerah

Words		
חָרָשִׁי	Line 1–2	craftsmen
וַיִּפְשְׁטוּ	Lines 6/11	from פִּשַׁט, to spread out
מִמּוּל	Line 13	opposite
בְּכַאֲתָיִם	Lines 13–14	mulberry trees
צָעְדָה	Line 13	marching
פָּחַדוּ	Line 17	from פָּחַד, to fear

## Section B: Translation

### Passage 3

Background: King Jehoshaphat is faced with war; he prays to G-d.

- 1 וַיְהִי אַחֲרֵי־כֵן בָּאוּ בְנֵי־מוֹאָב וּבְנֵי עַמּוֹן וְעַמָּהֶם | מִהָעֲמוּנִים עַל־יְהוֹשָׁפָט  
2 לַמִּלְחָמָה: וַיָּבֹאוּ וַיִּגִּדּוּ לַיהוֹשָׁפָט לֵאמֹר בָּא עָלֵינוּ הַמּוֹן רַב מֵעַבְר לָיִם  
3 מֵאַרְגָּם וְהַנֶּם בְּחִצְצוֹן תְּמָר הִיא עֵין גִּדִּי: וַיֵּרָא וַיִּתֵּן יְהוֹשָׁפָט אֶת־פָּנָיו  
4 לְדָרוֹשׁ לַיְי וַיִּקְרָא־צוֹם עַל־כָּל־יְהוּדָה: וַיִּקְבְּצוּ יְהוּדָה לְבַקֵּשׁ מִיַּי גָּם  
5 מִכָּל־עָרֵי יְהוּדָה בָּאוּ לְבַקֵּשׁ אֶת־יְי: וַיַּעֲמֵד יְהוֹשָׁפָט בַּקֵּהל יְהוּדָה וַיְרוּשָׁלַם  
6 בְּבֵית יְי לִפְנֵי הַחֲצָר הַחֲדָשָׁה: וַיֹּאמֶר יְי אֶל־לֵהִי אֲבֹתֵינוּ הֲלֹא אַתָּה־הוּא  
7 אֱלֹהִים בְּשָׂמַיִם וְאַתָּה מוֹשֵׁל בְּכָל מַמְלָכוֹת הַגּוֹיִם וּבְיָדְךָ פֶּתַח וּגְבוּרָה  
8 וְאַיִן עִמָּךְ לְהִתְיַצֵּב: הֲלֹא | אַתָּה אֱלֹהֵינוּ הוֹרֵשֶׁת אֶת־יִשְׂרָאֵל הָאָרֶץ הַזֹּאת  
9 מִלִּפְנֵי עַמְּךָ יִשְׂרָאֵל וְתִתְּנָה לְזָרַע אֲבָרְהָם אֶהְבֶּךָ לְעוֹלָם:

דברי הימים ב' כ': א' – ז'  
II Chronicles 20: 1–7

## Glossary

Names	
מוֹאָב	Moab
עַמּוֹן	Ammon
יְהוֹשָׁפָט	Jehoshaphat
אַרָם	Aram
חַצְצוֹן תְּמָר	Hazazon-Tamar
עֵין גֵּדִי	En-Gedi
יְהוּדָה	Judah
יְרוּשָׁלַם	Jerusalem
יִשְׂרָאֵל	Israel
אַבְרָהָם	Abraham

Words		
צוֹם	Line 4	a fast
לְהִתְיַצֵּב	Line 8	from יָצַב, to stand

## Passage 4

Background: King David decides to move the Ark of G-d to a new location.

- 1 וַיִּזְעַץ דָּוִד עִם־שָׂרֵי הָאֲלָפִים וְהַמְּאֹת לְכָל־נָגִיד: וַיֹּאמֶר דָּוִד לְכָל א קהל  
2 יִשְׂרָאֵל אִם־עָלִיכֶם טוֹב וּמִן־יָי אֶ־לִהְיוּ נִפְרָצָה נִשְׁלַחָה עַל־אֲחֵינוּ הַנִּשְׂאָרִים 2  
3 בְּכָל אֲרָצוֹת יִשְׂרָאֵל וְעַמֶּתֶם הַפְּהָגִים וְהַלְוִיִּם בְּעָרֵי מִגְרָשֵׁיהֶם וַיִּקְבְּצוּ 3  
4 אֲלֵינוּ: וַנִּסְבֶּה אֶת־אֲרוֹן אֶ־לִהְיוּ אֲלֵינוּ כִּי־לֹא דָרְשָׁנָהּ בְּיַמֵּי שָׁאוּל: 4  
5 וַיֹּאמְרוּ כָל־הַקְּהָל לַעֲשׂוֹת כִּן כִּי־יֵשֶׁר הַדְּבָר בְּעֵינַי כָּל־הָעָם: וַיִּקְהַל דָּוִד 5  
6 אֶת־כָּל־יִשְׂרָאֵל מִן־שִׁיחֹר מִצְרַיִם וְעַד־לְבֹא חַמַּת לְהָבִיא אֶת־אֲרוֹן 6  
7 הָאֶ־לֵהִימ מִקִּרְיַת יֵעָרִים: 7

דברי הימים א' י"ג: א' – ה'  
I Chronicles 13: 1–5

## Glossary

Names	
דָּוִד	David
יִשְׂרָאֵל	Israel
שָׁאוּל	Saul
שִׁיחֹר מִצְרַיִם	Shihor of Egypt
חַמַּת	Hamath
קִרְיַת יֵעָרִים	Kirjath-Jearim

Words		
נָגִיד	Line 1	leader
מִגְרָשֵׁיהֶם	Line 3	from מִגְרָשׁ, pasture

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## Passage 5

Background: In the process of moving the Ark of G-d, a tragic event occurs.

- 1 וַיַּעַל דָּוִד וְכָל־יִשְׂרָאֵל בְּעֶלְתָּהּ אֶל־קַרְיַת יְעָרִים אֲשֶׁר לִיהוּדָה לְהַעֲלוֹת מִשָּׁם  
2 אֶת אֲרוֹן הָאֱלֹהִים יְיָ יוֹשֵׁב הַכְּרוּבִים אֲשֶׁר־נִקְרָא שֵׁם: וַיִּרְפְּבוּ אֶת־  
3 אֲרוֹן הָאֱלֹהִים עַל־עֲגֹלָה חֲדָשָׁה מִבַּיִת אַבְיָנָדָב וַעֲזָא וְאַחִיו גְּהִיָּם בְּעֲגֹלָה:  
4 וַדָּוִד וְכָל־יִשְׂרָאֵל מִשְׁחֻקִּים לִפְנֵי הָאֱלֹהִים בְּכָל־עֵז וּבְשִׁירִים וּבְכַנְּפוֹת  
5 וּבְנֹבְלִים וּבְתַפִּים וּבְמִצְלִתִּים וּבַחֲצֹצְרוֹת: וַיָּבֹאוּ עַד־גֶּרֶן כִּיּוֹן וַיִּשְׁלַח עֲזָא  
6 אֶת־יָדוֹ לְאַחֹז אֶת־הָאֲרוֹן כִּי שָׁמְטוּ הַבְּקָר: וַיִּסַּר־אָף יְיָ בְּעֲזָא וּבַנְּזֹהוּ  
7 עַל אֲשֶׁר־שָׁלַח יָדוֹ עַל־הָאֲרוֹן וַיָּמָת שֵׁם לִפְנֵי אֱלֹהִים: וַיִּסַּר לְדָוִד  
8 כִּי־פָרַץ יְיָ פָּרַץ בְּעֲזָא וַיִּקְרָא לַמָּקוֹם הַהוּא פָּרַץ עֲזָא עַד הַיּוֹם הַזֶּה:  
9 וַיִּירָא דָוִד אֶת־הָאֱלֹהִים בַּיּוֹם הַהוּא לֵאמֹר הִיךְ אָבִיא אֵלַי אֶת אֲרוֹן  
10 הָאֱלֹהִים־לֵהֵימָּן: וְלֹא־הִסִּיר דָּוִד אֶת־הָאֲרוֹן אֵלָיו אֶל־עִיר דָּוִד וַיִּטָּהוּ  
11 אֶל־בַּיִת עֶבֶד־אֱלֹהִים הַגָּמִי:

דברי הימים א' י"ג: ו' – י"ג

I Chronicles 13: 6–13

## Glossary

Names	
דָּוִד	David
יִשְׂרָאֵל	Israel
בְּעֻלָּהָ	to Baalah
קִרְיַת יְעָרִים	Kirjath-Jearim
יְהוּדָה	Judah
אַבִּינָדָב	Abinadab
וּעֻזָּא	Uzza
וְאַחִיו	Ahio
גֹּרֵן כִּידוֹן	Goren Kidon
עֹבֵד-עֲדוֹם הַגִּתִּיתִי	Obed-Edom the Gittite

Words		
עֲגָלָה	Line 3	wagon
נִהְגִים	Line 3	from נִהַג, to lead
מְשֻׁחָקִים	Line 4	from שָׂחַק, to rejoice
וּבְכִנּוֹרוֹת וּבְנֹבְלִים וּבְתַפִּים וּבְמִצְלִתִּים וּבְחִצְצָרוֹת	Line 4–5	and with various musical instruments
שָׁמְטוּ	Line 6	from שָׁמַט, to stumble
הֵיךְ	Line 9	how

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## Paper 1: Language – mark scheme

### Section A: Comprehension

#### Passage 1

Question number	Answer	Mark
1(a)	<b>AO1</b>  Award the mark for the following: <ul style="list-style-type: none"><li>• he died.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
1(b)	<b>AO1</b>  Award the mark for the following: <ul style="list-style-type: none"><li>• his son became king.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2(a)(i)	<b>AO1</b>  Award the mark for what David wishes to do: <ul style="list-style-type: none"><li>• (he wants) to show kindness/(he wants) to do an act of kindness.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2(a)(ii)	<b>AO1</b>  Award the mark for the appropriate reason related to the wish: <ul style="list-style-type: none"><li>• because Hanun's father had been kind to David/him.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2(b)(i)	<b>AO1</b>  Award the mark for the appropriate action: <ul style="list-style-type: none"> <li>David/he sends messengers.</li> </ul>	(1)

Question number	Answer	Mark
2(b)(ii)	<b>AO1</b>  Award the mark for the purpose of the action: <ul style="list-style-type: none"> <li>David wants to comfort Hanun (concerning his father).</li> </ul>	(1)

Question number	Answer	Do not accept	Mark
3	<b>AO1</b>  Award the mark for what Hanun did to the clothes: <ul style="list-style-type: none"> <li>cuts them in half/in the middle.</li> </ul>	Cuts/tears	(1)

Question number	Answer	Mark
4	<b>AO1</b>  Award the mark for the root: <ul style="list-style-type: none"> <li>שלח.</li> </ul>	(1)

Question number	Answer	Mark
5(a)	<b>AO1</b>  Award 1 mark for each appropriate payment response: <ul style="list-style-type: none"> <li>1,000 (1)</li> <li>silver (talents) (1).</li> </ul>	(2)

Question number	Answer	Mark
5(b)	<p><b>AO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>32,000/thirty two thousand.</li> </ul>	(1)

Question number	Answer	Mark
5(c)	<p><b>AO1</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>the king of Maacah.</li> </ul>	(1)

Question number	Answer	Mark
6(a)	<p><b>AO1</b></p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>the Ammonites are at the entrance/gates of the city (1)</li> <li>the allies are in the field (1).</li> </ul> <p>Also accept:</p> <ul style="list-style-type: none"> <li>they divide their forces (1)</li> <li>they keep the allied army in reserve (1)</li> <li>the Ammonites are at the battlefront (1).</li> </ul>	(2)

Question number	Answer	Mark
6(b)	<p><b>AO1</b></p> <p>Award the mark for the realisation that:</p> <ul style="list-style-type: none"> <li>he is surrounded/the battle is in front and behind him.</li> </ul>	(1)

### Optional grammar questions

Question number	Answer	Mark
7(a)(i)	<p><b>AO1</b></p> <p>Award 1 mark for each appropriate root, binyan and aspect/tense:  מלך (1)  Qal (1)  Imperfect with vav consecutive (1).</p>	<b>(3)</b>

Question number	Answer	Mark
7(a)(ii)	<p><b>AO1</b></p> <p>Award 1 mark for each appropriate root, binyan and aspect/tense:  פסח (1)  Niphal (1)  Perfect (1).</p>	<b>(3)</b>

Question number	Answer	Mark
7(b)(i)	<p><b>AO1</b></p> <p>Award the mark for the identification:</p> <ul style="list-style-type: none"> <li>feminine (noun).</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
7(b)(ii)	<p><b>AO1</b></p> <p>Award the mark for the identification:</p> <ul style="list-style-type: none"> <li>Hiphil.</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
7(c)	<b>AO1</b>  Award 1 mark for each of the following: <ul style="list-style-type: none"> <li>interrogative ה before sheva (הִמְכַבֵּד) (1)</li> <li>regular interrogative ה (הֲלֵא) (1).</li> </ul>	(2)

### Optional translating questions

Accept alternative correct word choices even if they are not in the restricted vocabulary list. Also accept alternative correct grammatical forms.

Award a mark for a correctly formed and pointed word, with up to one pointing error. Words which contain more than one pointing error gain no marks.

Question number	Answer	Mark
8(a)	<b>AO1</b>  Award 1 mark for each correct part of the sentence: (1) וַיַּעֲמְדוּ (1) שְׁנֵי \ שְׁנַיִם (1) הַיְלָדִים \ נְעָרִים (1)	(3)

Question number	Answer	Mark
8(b)	<b>AO1</b>  Award 1 mark for each correct part of the sentence: (1) יֵאָכְלוּ (1) הָאֲנָשִׁים (1) בְּשָׂר (1)	(3)

Question number	Answer	Mark
8(c)	<b>AO1</b>  Award 1 mark for each correct part of the sentence: (1) תִּצְאָנָה (1) הַבְּהֵמוֹת (1) מִן (1) הַבַּיִת (1)	(4)

**Passage 2**

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>9</b>	<p><b>AO1</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• cedar wood (1)</li> <li>• wall builders (1)</li> <li>• carpenters (1).</li> </ul>	<b>(2)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>10</b>	<p><b>AO1</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• G-d has established his throne (1)</li> <li>• David's kingship is very glorious (1)</li> <li>• he has raised his status (1)</li> <li>• G-d has done this [above] for the sake of the Israelites (1).</li> </ul>	<b>(2)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>11</b>	<p><b>AO1</b></p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> <li>• he is fearless/brave/confident/decisive (1).</li> </ul> <p>Award a further mark for the following explanation:</p> <ul style="list-style-type: none"> <li>• he goes out to confront his enemies (1).</li> </ul>	<b>(2)</b>

<b>Question number</b>	<b>Answer</b>	<b>Mark</b>
<b>12</b>	<p><b>AO1</b></p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>• root פָּרַץ means 'to breach'/the name means: 'master of breaches' (1) and David swept away his enemies (like water making a breach in a wall) (1).</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
13	<p><b>AO1</b></p> <p>Award 1 mark for each of following:</p> <ul style="list-style-type: none"> <li>• G-d gives David signs for when to attack (1)</li> <li>• G-d 'symbolically' goes in front of David to battle (1).</li> </ul>	(2)

Question number	Answer	Mark
14	<p><b>AO1</b></p> <p>Award the mark for the binyan:</p> <ul style="list-style-type: none"> <li>• Hiphil.</li> </ul>	(1)

Question number	Answer	Mark
15	<p><b>AO1</b></p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>• he becomes world famous (1)</li> <li>• all are afraid of him (1).</li> </ul>	(2)

Question number	Answer	Mark
16	<p><b>AO1</b></p> <p>Award 1 mark for each appropriate way and example, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• way: David sees G-d as his protection (1): example: David seeks assurances before going to battle (1)</li> <li>• way: David views G-d as the Master (1) example: David follows all instructions (1)</li> <li>• way: David attributes victory to G-d (1) example: 'G-d has breached my enemies' (1)</li> <li>• way: David allows worship of no other G-d (1) example: David orders destruction of idols (1).</li> </ul>	(2)

### Optional grammar questions

Question number	Answer	Mark
17(a)	<p><b>AO1</b></p> <p>Award 1 mark for each appropriate identification and example, up 4 marks:</p> <ul style="list-style-type: none"> <li>• לְבָנוֹת / לְהַכּוֹת / לְבַקֵּשׁ (1) ל preposition used to state a purpose/'to... ' (1)</li> <li>• לְאָמַר (1) marks direct speech (1)</li> <li>• כִּשְׁמַעְדָּהּ (1) כ preposition gives temporal/time-determination/'when...' meaning (1).</li> </ul>	(4)

Question number	Answer	Mark
17(b)(i)	<p><b>AO1</b></p> <p>Award the mark for each appropriate root, binyan and aspect/tense:</p> <p>עלה (1) Qal (1) Imperative (1).</p>	(3)

Question number	Answer	Mark
17(b)(ii)	<p><b>AO1</b></p> <p>Award the mark for each appropriate root, binyan and aspect/tense:</p> <p>נכה (1) Hiphil (1) Imperfect with vav consecutive (1).</p>	(3)



### Optional translating questions

Accept alternative correct word choices, even if they are not in the restricted vocabulary list. Also accept alternative correct grammatical forms.

Award a mark for a correctly formed and pointed word, with up to one pointing error. Words that contain more than one pointing error gain no marks.

Question number	Answer	Mark
<b>18(a)</b>	<b>AO1</b>  Award 1 mark for each correct part of the sentence, each one must have correct pointing for the mark:  (1) יַעֲמִדוּ \ יְקוּמוּ (1) שְׁלֹשָׁה \ שְׁלֹשֶׁת (1) הַמְלָכִים	<b>(3)</b>

Question number	Answer	Mark
<b>18(b)</b>	<b>AO1</b>  Award 1 mark for each correct part of the sentence, each one must have correct pointing for the mark:  (1) וְלָקַח / יָקַח (1) הָעֶבֶד (1) אֵת הַצֵּאֵן	<b>(3)</b>

Question number	Answer	Mark
<b>18(c)</b>	<b>AO1</b>  Award 1 mark for each correct part of the sentence, each one must have correct pointing for the mark:  (1) וַתַּעֲבֹרְנָה (1) הַנָּשִׁים (1) בְּקִרְבִּי (1) הָעָרִים	<b>(4)</b>

## Section B: Translation

Question number		Answer		Mark
<b>19</b>	<b>AO1</b>			
(a)	line 1	אַחֲרֵי־כֵן	After (that) (1)	(1)
(b)	line 3	וַיִּירָא	He was (1) afraid (1)	(2)
(c)	line 3	פָּנָיו	His (1) Face (1)	(2)
(d)	line 4	וַיִּקְבְּצוּ	They (1) were gathered/gathered themselves (1)	Do not accept 'gathered' (2)
(e)	line 5	עָרֵי	(the) Cities (1) Of (1)	(2)
(f)	line 9	וַתִּתְּנָהּ	You gave (1) it (1)	Do not accept 'her' (2)
(g)	line 9	לְזָרַע	To the descendants/seed (1) of (1)	(2)
(h)	line 9	אֲהַבָּהּ	Who loved/loves (1) you (1)	(2)

Question number	Indicative content	
20	<b>AO1 15 marks</b>  For each section of translation award up to 5 marks.	
	David consulted with the captains of thousands and hundreds, and with every leader. David said to all the congregation of Israel, 'If it seems good to you, and if it has come forth from the Lord our G-d  Examples of major errors: <ul style="list-style-type: none"> <li>• וַיִּנְעֵץ דָּוִד David advised (instead of 'consulted with') – binyan not recognised and sense compromised</li> <li>• וְנִפְרָצָהּ we are spread out (instead of 'has come forth') – binyan, tense/aspect and pronoun not recognised, sense compromised.</li> </ul> Examples of minor errors: <ul style="list-style-type: none"> <li>• אִם-עֲלֵיכֶם טוֹב If it is good on you (instead of 'it seems good to you') – vocabulary choice not idiomatic but sense transferred</li> <li>• לְכָל-נְגִיד all the leaders (instead of 'with every leader') – number error.</li> </ul>	<b>(5)</b>
	let us send (abroad) to our brothers, who are left in all the land of Israel, and with them to the priests and Levites in their cities of their pasture lands, that they may gather themselves/be gathered to us. Let us bring back the ark of our G-d to us: for we did not seek it in the days of Saul.'  Examples of major errors: <ul style="list-style-type: none"> <li>• וְנִסְבָּהּ we will go around (instead of 'let us send abroad') – binyan not recognised and sense compromised, cohortative not recognised (on its own this would be a minor error)</li> <li>• וַיִּקְבְּצוּ they gathered themselves (instead of 'they may gather themselves') – aspect/tense not recognised.</li> </ul> Examples of minor errors: <ul style="list-style-type: none"> <li>• נִשְׁלְחָהּ we will send (instead of 'let us send') – cohortative not recognised</li> <li>• כִּי-לֹא דָרַשְׁנָהּ we did not seek Him (instead of 'we did not seek it') – pronoun incorrect in context</li> <li>• וַיִּקְבְּצוּ they will gather (instead of 'they may gather themselves') – binyan not recognised but sense not compromised.</li> </ul>	

Question number	Indicative content	
20 (contd.)	<p>All the congregation said that they would do so, for the thing seemed right in the eyes of all the people.</p> <p>So David gathered all Israel together, from Shihor of Egypt as far as the entrance of Hamath, to bring the Ark of G-d from Kiriath-Jearim.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• וַיֹּאמְרוּ כָּל הַקְּהָל they said, 'all the congregation' (instead of 'all the congregation said') – syntax error</li> <li>• לְהַבִּיא אֶת אֲרוֹן הָאֱלֹהִים for the Ark of G-d to come (instead of 'to bring the Ark of G-d') – binyan not recognised, object marker not recognised</li> <li>• אֲרוֹן the box/cupboard (instead of 'the Ark') – vocabulary error that alters the sense</li> <li>• לְבֹא the coming of (instead of 'the entrance of') – vocabulary error that alters the sense</li> <li>• וַיִּקְהַל דָּוִד he gathered David (instead of 'David gathered') – syntax error.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• יָשָׁר it was straight (instead of 'it was right/correct') – awkward vocabulary choice but does not alter the sense.</li> </ul>	(5)

Please refer to the marking guidance for translation on pages 4-5 when using this marking grid.

Mark	Descriptor
0	No rewardable material.
1	No continuous sense; isolated knowledge of vocabulary only.
2	Part correct but with overall sense lacking/unclear.
3	Overall meaning clear but more serious errors or omissions.
4	Essentially correct but two minor errors or one major error.
5	Perfectly accurate with no errors or omissions or has just one minor error.

Question number	Indicative content	
21	<p><b>AO1 20 marks</b></p> <p>For each section of translation award up to 5 marks.</p>	
	<p>David went up, with all Israel, to Baalah, to Kirjath-Jearim, which belongs to Judah, to bring up from there the Ark of G-d the Lord, who dwells between the cherubs, by whose name it is called.</p> <p>They set the Ark of G-d in a new cart from the house of Abinadab: and Uzza and Ahio led the cart.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• לְהַעֲלוֹת to go up (instead of 'to bring up') – binyan error, sense compromised</li> <li>• וַיַּעַל took up (instead of 'went up' ) – binyan error, sense compromised</li> <li>• נִקְרָא we will call (instead of 'is called') – binyan, pronoun and tense/aspect error</li> <li>• שָׁם there (instead of 'name' ) – vocabulary error that alters the sense</li> <li>• מִבֵּית אֲבִינָדָב וְעֹזָא וְאַחִיו from the house of Abinadab, Uzza and Ahio (instead of 'from the house of Abinadab: and Uzza and Ahio...') – syntax error.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• אֲשֶׁר לְיְהוּדָה which is to Judah (instead of 'which belongs to Judah') – awkward vocabulary choice but sense not altered.</li> </ul> <p>Acceptable alternatives:</p> <ul style="list-style-type: none"> <li>• וַיַּרְכִּיבוּ they made... ride.</li> </ul>	(5)
<p>David and all Israel rejoiced before G-d with all (their) might, and with singing, {various musical instruments}.</p> <p>When they came to Goren Kidon, Uzza put forth his hand to hold the Ark; for the oxen stumbled.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• מְשַׁחֲקִים playing games (instead of 'rejoiced') – vocabulary error that alters the sense</li> <li>• בְּכָל-עֹז with goats (instead of 'with might/strength') – vocabulary error that alters the sense</li> <li>• שָׁמְטוּ הַבָּקָר they stumbled the oxen (instead of 'the oxen stumbled') – syntax error.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• גֶּרֶן granary (instead of 'Goren' ) – vocabulary error that does not alter the sense</li> <li>• וַיִּשְׁלַח sent (instead of 'put forth/sent out' )– vocabulary error that does not alter the sense.</li> </ul>	(5)	

Question number	Indicative content	
<p><b>21</b> <b>(contd.)</b></p>	<p>Acceptable alternatives: וַיִּשְׁלַח sent out.</p> <p>G-d's anger was aroused against Uzza, and He struck him, because he put his hand to the Ark: and he died there before G-d. David was very upset, because the Lord had broken forth upon Uzza; and he called that place Perez-Uzza (the breach of Uzza) to this day.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• נֶאֱרַף nose (instead of 'anger') – vocabulary error, sense altered</li> <li>• עָרַץ made a hole (instead of 'broke forth') – vocabulary error, sense compromised.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• שִׁלַּח sent (instead of 'put/sent out' ) – vocabulary error, sense not altered.</li> </ul> <p>Acceptable alternatives:</p> <ul style="list-style-type: none"> <li>• וַיִּכֶהוּ he hit him (instead of 'he struck him').</li> </ul>	<p><b>(5)</b></p>
	<p>David was afraid of G-d that day, saying, 'How shall I bring the ark of G-d (home) to me?'</p> <p>So David did not remove the Ark to himself to the city of David, but carried it aside into the house of Obed-Edom the Gittite.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• וַיִּרְא he saw (instead of 'he was afraid') – vocabulary error, sense compromised</li> <li>• וַיִּירָא דָוִד he was afraid of David (instead of 'David was afraid of G-d') – syntax error, subject and object not recognised</li> <li>• אָבִיָא my father (instead of 'I will bring') – vocabulary and part of speech error, sense compromised</li> <li>• אָבִיָא I will come (instead of 'I will bring') – binyan not recognised, sense compromised</li> <li>• question not recognised – syntax error.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• לְאָמַר to say (instead of 'saying/as follows') – vocabulary error, sense not altered</li> <li>• לְאִלּוּ to him (instead of 'to himself') – vocabulary error in context, sense not altered.</li> </ul>	<p><b>(5)</b></p>

Please refer to the marking guidance for translation on pages 4–5 when using this marking grid.

<b>Mark</b>	<b>Descriptor</b>
0	No rewardable material.
1	No continuous sense; isolated knowledge of vocabulary only.
2	Part correct but with overall sense lacking/unclear.
3	Overall meaning clear but more serious errors or omissions.
4	Essentially correct but two minor errors or one major error.
5	Perfectly accurate with no errors or omissions or has just one minor error..





Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 1/Level 2 GCSE (9–1)**

Centre Number

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Candidate Number

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# Biblical Hebrew

## Component 2: Literature

Sample assessment material for first teaching  
September 2017

**Time: 2 hours**

Paper Reference

**1BH0/02**

**You must have: Source Booklet.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- In Section A you **must** answer **all** questions.
- In Section B you **must** answer **all** questions.
- In Section C you **must** answer the question.
- All answers must be written in **English**, with the following exceptions, which may be written in Biblical Hebrew where relevant:
  - roots
  - individual Hebrew letters
  - words or short phrases from the passages, if the Hebrew is necessary for a complete illustration of the answer.
- Answers in Biblical Hebrew must be written using square script (the 'block' system).
- Transliteration of Biblical Hebrew words is acceptable only for proper nouns.
- Answer the questions in the spaces provided
  - *there may be more space than you need.*

### Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
  - *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**Section A: Set text 1 – Joshua: The wars of Joshua**

**Read Passage A1 in the Source Booklet on page X then answer Questions 1–5.**

**Answer all questions in English, except where the Biblical Hebrew is necessary for a complete illustration of the answer.**

**1** Give the location of Jericho/Yericho in relation to the River Jordan/Yarden. (1)

**2** State  
(a) what the people will do (lines 6–7). (1)

(b) what will happen (line 7). (1)

**3** (a) Name the dot in the ך of the word מְלָכָה (line 2). (1)

(b) State what this dot identifies. (1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

4 Explain how the phrase סְגֵרָת וּמִסְגֵּרָת (line 1) gives emphasis.  
Give **two** points.

(2)

1 .....

2 .....

5 Explain how religion plays a role in warfare. Give **three** points and support each point using a relevant example from the passage.

(3)

1 .....

2 .....

3 .....

**(Total for Passage A1 = 10 marks)**

Read Passage A2 in the Source Booklet on page X then answer Questions 6–10.

Answer all questions in English, except where the Biblical Hebrew is necessary for a complete illustration of the answer.

6 State

(a) what Joshua/Yehoshua does in line 1.

(1)

(b) where he does this (line 1).

(1)

7 List **two** activities that occur in lines 4–7.

(2)

1

2

8 (a) Give the binyan of **וַיַּעֲלֶה** (line 3).

(1)

(b) State how this binyan affects the translation of the word.

(1)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

9 Explain how the gender of אֶכְנִים (line 2) can be identified from the passage.  
Give **two** points.

(2)

1 .....

2 .....

10 Explain how Joshua/Yehoshua shows loyalty to Moses/Moshe. Give **two** points and support each point using a relevant example from the passage.

(2)

1 .....

2 .....

**(Total for Passage A2 = 10 marks)**

Read Passage A3 in the Source Booklet on page X then answer Questions 11–15.

Answer all questions in English, except where the Biblical Hebrew is necessary for a complete illustration of the answer.

11 State who approaches whom in line 1.

(2)

.....

.....

12 State **two** actions that occur in lines 6–7.

(2)

.....

.....

.....

13 (a) Give **one** example from lines 3–4 of a word in the construct form.

(1)

.....

(b) State how the construct form affects the translation of the word.

(1)

.....

14 Explain the use of the perfect aspect/tense in **וַיִּתְּנֵם** (line 5). Give **two** points.

(2)

1 .....

.....

2 .....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**15** Explain why the Gibeonites/Givonim are being attacked by the Amorites (line 3). Give **two** points.

(2)

1 .....

.....

.....

2 .....

.....

.....

**(Total for Passage A3 = 10 marks)**







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**(Total for Passage A5 = 9 marks)**

**TOTAL FOR SECTION A = 44 MARKS**

**Section B: Set text 2 – I Kings: The Reign of Ahab**

**Read Passage B1 in the Source Booklet on page X then answer Questions 18–22.**

**Answer all questions in English, except where the Biblical Hebrew is necessary for a complete illustration of the answer.**

**18** State how Elijah/Eliyahu builds the altar (lines 3–5). Give **one** point.

(1)

**19** State what Elijah/Eliyahu does to the bull (line 5). Give **two** points.

(2)

1

2

**20** (a) Give **one** example from this passage of a noun with a preformative letter.  
*You should give your answer in Biblical Hebrew **and** English.*

(1)

(b) State the derivation of the noun.  
*You should give your answer in Biblical Hebrew **and** English.*

(1)

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21 Explain the unusual meaning of the verb **וַיִּרְפָּא** (line 1). Give **two** points.

(2)

1 .....

.....

2 .....

.....

22 Explain Elijah/Eliyahu's motivation in pouring water on the altar in lines 5–6. Give **three** points.

(3)

1 .....

.....

2 .....

.....

3 .....

.....

**(Total for Passage B1 = 10 marks)**

Read Passage B2 in the Source Booklet on page X then answer Questions 23–27.

Answer all questions in English, except where the Biblical Hebrew is necessary for a complete illustration of the answer.

23 Give the following information about Ahab/Achav:

(a) the role he held in Israel.

(1)

(b) the name of his wife.

(1)

24 Give **two** pieces of information reported to Elijah/Eliyahu in lines 3-4.

(2)

25 (a) Name the ך at the end of the word יִזְרְעֵאלָהּ (line 7).

(1)

(b) State how this ך affects the translation of the word.

(1)

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26 Explain how language is used to make this passage dramatic.  
Give **two** examples.

(2)

1 .....

.....

.....

2 .....

.....

.....

27 Explain the significance of the action **וַיִּשְׁנֶה מִתְּנַיִן** (line 7). Give **two** points.

(2)

1 .....

.....

.....

2 .....

.....

.....

**(Total for Passage B2 = 10 marks)**

Read Passage B3 in the Source Booklet on page X then answer Questions 28–31.

Answer all questions in English, except where the Biblical Hebrew is necessary for a complete illustration of the answer.

28 State who is speaking to whom in line 1. (1)

29 State **two** points of the reply of Elijah/Eliyahu to Ahab/Achav in lines 5–6. (2)

1 .....

.....

2 .....

.....

30 (a) Name the ׁ at the end of the word הַתְּשֻׁבָּה (line 1). (1)

.....

(b) State how the ׁ affects the translation of the word. (1)

.....

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**31** Explain how the language in this passage shows G-d's displeasure with Ahab/Achav.  
Give **two** points, each referring to the Biblical Hebrew.

(4)

1 .....

.....

.....

.....

2 .....

.....

.....

.....

**(Total for Passage B3 = 10 marks)**

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**(Total for Passage B5 = 9 marks)**

**TOTAL FOR SECTION B = 44 MARKS**



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**TOTAL FOR SECTION C = 12 MARKS**  
**TOTAL FOR PAPER = 100 MARKS**

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**Pearson Edexcel Level 1/Level 2 GCSE (9–1)**

# **Biblical Hebrew**

## **Component 2: Literature**

Sample assessment material for first teaching  
September 2017  
**Source Booklet**

Paper Reference

**1BH0/02**

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### Section B: Set text 2 - I Kings: The reign of Ahab

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Passage B2	X
Passage B3	X
Passage B4	X
Passage B5	X



Section A: Set text 1 – Joshua: The wars of Joshua

Read Passage A1.

Passage A1

1 וַיִּרְיַחוּ סִגְרֹת וּמִסְגָּרֹת מִפְּנֵי בְּנֵי יִשְׂרָאֵל אֵין יוֹצֵא וְאֵין בָּא: וַיֹּאמֶר יי  
2 אֶל־יְהוֹשֻׁעַ רְאֵה נָתַתִּי בְּיָדְךָ אֶת־יְרִיחוֹ וְאֶת־מַלְכָּהּ גִּבּוֹרֵי הַחֵיל: וְסַבְתֶּם  
3 אֶת־הָעִיר כָּל אַנְשֵׁי הַמַּלְחָמָה הַקִּיף אֶת־הָעִיר פַּעַם אַחַת כֹּה תַעֲשֶׂה וְשֵׁשׁ  
4 יָמִים: וְשִׁבְעָה כְּהֲנָיִם יִשְׂאוּ שִׁבְעָה שׁוֹפְרוֹת הַיּוֹבְלִים לִפְנֵי הָאָרוֹן וּבַיּוֹם  
5 הַשְּׂבִיעִי תִסָּבּוּ אֶת־הָעִיר שִׁבְעַת פְּעָמִים וְהִפְהַנְתֶּם יִתְקַעוּ בַשּׁוֹפְרוֹת: וְהָיָה  
6 בַּמָּוֶשֶׁךְ בְּקִרְוֹ הַיּוֹבֵל כָּשֶׁמְעַכְכֶם אֶת־קוֹל הַשּׁוֹפָר יִרְעוּ כָּל־הָעָם תְּרוּעָה  
7 גְּדוֹלָה וְנִפְלְאָה חוֹמַת הָעִיר תַּחֲתֶיהָ וְעָלוּ הָעָם אִישׁ נִגְדָּו:

Joshua 6:1–5

Read Passage A2.

Passage A2

1 אִזּוּ יִבְנֶה יְהוֹשֻׁעַ מִזְבֵּחַ לַיי אֶל־לֵהֲוֵי יִשְׂרָאֵל בְּהַר עֵיבָל: כַּאֲשֶׁר צִוָּה מֹשֶׁה  
2 עֶבְד־יי אֶת־בְּנֵי יִשְׂרָאֵל כִּפְתוּב בְּסֵפֶר תּוֹרַת מֹשֶׁה מִזְבַּח אֲבָנִים שְׁלֵמוֹת  
3 אֲשֶׁר לֹא־הִגִּיף עָלֶיהֶן בְּרִזָּל וּבִעְלוֹ עָלָיו עֲלוֹת לַיי וַיִּזְבְּחוּ שְׁלָמִים:  
4 וַיִּכְתֹּב־שָׁם עַל־הָאֲבָנִים אֵת מִשְׁנֵה תּוֹרַת מֹשֶׁה אֲשֶׁר כָּתַב לִפְנֵי בְּנֵי  
5 יִשְׂרָאֵל: וְכָל־יִשְׂרָאֵל וּזְקֵנָיו וְשֹׁטְרִים וְשִׁפְטָיו עֲמֻדִים מִזֵּה וּמִזֵּה לְאָרוֹן  
6 נִגְדָּו הִפְהַנְתֶּם הַלְוִיִּם נִשְׂאֵי אָרוֹן בְּרִית יי כַּגֵּר כַּאֲזָרְחָה חֲצִיֹּו אֶל־מֹוֹל  
7 הַר־גְּרִזִּים וְהַחֲצִיֹּו אֶל־מֹוֹל הַר־עֵיבָל כַּאֲשֶׁר צִוָּה מֹשֶׁה עֶבְד־יי לְבָרֵךְ  
8 אֶת־הָעָם יִשְׂרָאֵל בְּרֵאשִׁיטָה:

Joshua 8:30–33

Read Passage A3.

Passage A3

1 וַיִּשְׁלְחוּ אֲנָשִׁי גְבוּעוֹן אֶל־יְהוֹשֻׁעַ אֶל־הַמַּחֲנֶה הַגְּלִגְלָה לֵאמֹר אֶל־תִּרְרֶךָ  
2 יָדֶיךָ מֵעַבְדֶּיךָ עֲלֵה אֵלֵינוּ מְהֵרָה וְהוֹשִׁיעָה לָנוּ וְעֲזָרְנוּ כִּי נִקְבְּצוּ אֵלֵינוּ  
3 כָּל־מַלְכֵי הָאֲמָרִי יָשְׁבֵי הָהָר: וַיַּעַל יְהוֹשֻׁעַ מִן־הַגְּלִגְלָה הוּא וְכָל־עַם  
4 הַמַּלְחָמָה עִמּוֹ וְכָל גִּבּוֹרֵי הַחַיִּל: וַיֹּאמֶר יי אֶל־יְהוֹשֻׁעַ אֶל־תִּירָא מִהֶם  
5 כִּי בָיִדְךָ נִתְּתִים לֹא־יַעֲמִד אִישׁ מֵהֶם בְּפָנֶיךָ: וַיָּבֹא אֲלֵיהֶם יְהוֹשֻׁעַ  
6 פִּתְאֹם כָּל־הַלַּיְלָה עָלָה מִן־הַגְּלִגְלָה: וַיְהִי־יָמָּה יי לִפְנֵי יִשְׂרָאֵל וַיִּכְּם  
7 מִכָּה־גְדוֹלָה בְּגִבְעוֹן וַיִּרְדְּפֵם דָּרֶךְ מַעְלֵה בֵּית־חֹרֶן וַיִּכְּם עַד־עֶזְקָה  
8 וְעַד־מִקְדָּה:

Joshua 10: 6–10

Read Passage A4.

Passage A4

1 וַיִּשְׁרַף יְהוֹשֻׁעַ אֶת־הָעֵץ וַיְשִׁימָהּ תַּל־עוֹלָם שְׂמֹמָה עַד הַיּוֹם הַזֶּה:  
2 וְאֶת־מִלְךְ הָעֵץ תָּלָה עַל־הָעֵץ עַד־עַתָּה הָעָרֶב וַיִּכְבּוּא הַשְּׂמֹשׁ צִוְּהָ יְהוֹשֻׁעַ  
3 וַיִּרְיֶדוּ אֶת־נַבְלָתוֹ מִן־הָעֵץ וַיִּשְׁלִיכוּ אוֹתָהּ אֶל־פְּתַח שַׁעַר הָעִיר וַיִּקְיִמוּ  
4 עָלָיו גַּל־אֲבָנִים גָּדוֹל עַד הַיּוֹם הַזֶּה:

Joshua 8: 28–29

Read Passage A5.

Passage A5

1 וַיָּבֹאוּ הַנְּעָרִים הַמְּרַגְלִים וַיֹּצִיאוּ אֶת־רֶחֶב וְאֶת־אֲבִיהָ וְאֶת־אִמָּהּ וְאֶת־  
2 אֶחָיו וְאֶת־כָּל־אֲשֶׁר־לָהּ וְאֶת כָּל־מִשְׁפַּחֹתֶיהָ הוֹצִיאוּ וַיְנַיְחֻם מִחוּץ  
3 לַמַּחֲנֶה יִשְׂרָאֵל: וְהָעִיר שָׁרְפוּ בָאֵשׁ וְכָל־אֲשֶׁר־בָּהּ בַּקָּוָה וְהַזֵּהָב  
4 וְכָל־יְהוֹשֻׁעַ וְהַבְּרָזִל נָתְנוּ אוֹצָר בֵּית־יְי: וְאֶת־רֶחֶב הִזְוָה וְאֶת־בֵּית  
5 אֲבִיהָ וְאֶת־כָּל־אֲשֶׁר־לָהּ הִתְּיָה יְהוֹשֻׁעַ וַתֵּשֶׁב בְּקֶרֶב יִשְׂרָאֵל עַד הַיּוֹם  
6 הַזֶּה כִּי הִחְבִּיֵּאתָ אֶת־הַמְּלָאכִים אֲשֶׁר־שָׁלַח יְהוֹשֻׁעַ לְרַגֵּל אֶת־יְרִיחוֹ:

*Joshua 6: 23–25*

Section B: Set text 2 – I Kings: The reign of Ahab

Read Passage B1.

Passage B1

1 וַיֹּאמֶר אֱלֹהֵיהוּ לְכֹל־הָעַם גִּזְשׁוּ אֵלַי וַיִּגְזְשׁוּ כָל־הָעַם אֲלֵיו וַיִּרְפָּא אֶת־מִזְבֵּחַ  
2 יְיָ הַהָרוּסִים: וַיִּקַּח אֱלֹהֵיהוּ שְׁתֵּימָּה עֶשְׂרֵה אַבְנִים כַּמְסַפֵּר שְׁבֹטֵי בְנֵי־יִעֲקֹב  
3 אֲשֶׁר הָיָה דְבַר־יְיָ אֲלֵיו לֵאמֹר יִשְׂרָאֵל יִהְיֶה שְׁמִי: וַיִּבְנֶה אֶת־הָאֲבָנִים  
4 מִזְבֵּחַ בָּשֵׁם יְיָ וַיַּעַשׂ תְּעֹלָה כְּבֵית סֹאתִים זָרַע סֹבִיב לְמִזְבֵּחַ: וַיַּעֲרֹף אֶת־  
5 הָעֶזְאִים וַיִּנְתַּח אֶת־הַפָּר וַיִּשָּׂם עַל־הָעֶזְאִים: וַיֹּאמֶר מְלֹאֵי אַרְבָּעָה כַּדִּים מֵמַיִם  
6 וַיִּצְקוּ עַל־הַתְּעֹלָה וְעַל־הָעֶזְאִים וַיֹּאמֶר שָׁנוּ וַיִּשְׁנוּ וַיֹּאמֶר שְׁלֹשׁוּ וַיִּשְׁלֹשׁוּ:  
7 וַיִּלְכוּ הַמַּיִם סֹבִיב לְמִזְבֵּחַ וְגַם אֶת־הַתְּעֹלָה מְלֹא־מַיִם:

1 Kings 18:30–35

Read Passage B2.

Passage B2

1 וַיַּעֲלֶה אַחְזָב לְאָכַל וּלְשִׁתּוֹת וְאֵלֵיהוּ עָלָה אֶל־רֹאשׁ הַפְּרָמֶל וַיִּגְהַר אֲרָצָה  
2 וַיִּשָּׂם פָּנָיו בֵּין בְּרָכּוֹ: וַיֹּאמֶר אֶל־נַעֲרָו עֲלֵה־נָא הַבֵּט דְּרוֹף־יָם וַיַּעַל וַיִּבֹט  
3 וַיֹּאמֶר אֵין מְאוּמָה וַיֹּאמֶר שָׁב שָׁבַע פְּעָמִים: וַיְהִי בַשְּׁבַעֲלִית וַיֹּאמֶר הִנֵּה־  
4 עֵב קִטְנָה כְּכַף־אִישׁ עָלָה מֵיָם וַיֹּאמֶר עָלָה אָמֵר אֶל־אַחְזָב אֲסֹר וְרָד וְלֹא  
5 יַעֲצָרְכָה הַגִּזְשָׁם: וַיְהִי ׀ עַד־כֹּה וְעַד־כֹּה וְהַשְּׁמַיִם הִתְקַדְּרוּ עֵבִים וְרוּחַ  
6 וַיְהִי גִזְשָׁם גָּדוֹל וַיִּרְכַּב אַחְזָב וַיִּלְךָ יְזַרְעָאֵלָה: וַיִּדְ־יְיָ הִיָּתָה אֶל־אֱלֹהֵיהוּ  
7 וַיִּשְׁגַּם מִתְּגִיו וַיִּרְץ לִפְנֵי אַחְזָב עַד־בְּאֵכָה יְזַרְעָאֵלָה:

1 Kings 18: 42–46

Read Passage B3.

Passage B3

- 1 וַיְהִי דְבַר-י' אֶל-אַלְיָהוּ הַתְּשֻׁבִי לֵאמֹר: קוּם רֵד לְקַבֵּאת אֶחָאָב מִלְּךְ-  
2 יִשְׂרָאֵל אֲשֶׁר בְּשֹׁמְרוֹן הִנֵּה בְּכַרְם נָבוֹת אֲשֶׁר-יָרַד שֵׁם לְרִשְׁתּוֹ: וּדְבַרְתָּ  
3 אֵלָיו לֵאמֹר כֹּה אָמַר י' הֲרַצְחֹתָ וְגַם-יִגְשַׁף וּדְבַרְתָּ אֵלָיו לֵאמֹר כֹּה אָמַר  
4 י' בְּמָקוֹם אֲשֶׁר לָקְחוּ הַכֹּלְבִיִּים אֶת-יָדַי נָבוֹת יִלְקֹחַ הַכֹּלְבִיִּים אֶת-יָדְךָ גַּם-  
5 אַתָּה: וַיֹּאמֶר אֶחָאָב אֶל-אַלְיָהוּ הַמְצִאתָנִי אִיבִי וַיֹּאמֶר מְצִאתִי יַעַן  
6 הִתְמַכְּרָה לַעֲשׂוֹת הָרַע בְּעֵינַי י': הַנְּנִי מִבֵּי אֵלֶיךָ רָעָה וּבַעֲרֹתִי אֶחְרִיף  
7 וְהִכְרַתִּי לְאֶחָאָב מִשְׁתֵּינן בְּקִיר וְעֶצֶז וְעֶזוֹב בְּיִשְׂרָאֵל:

1 Kings 21: 17–21

Read Passage B4.

Passage B4

- 1 וַיֵּצֵא אִישׁ הָאֶל-לֵהִים וַיֹּאמֶר אֶל-מֶלֶךְ יִשְׂרָאֵל וַיֹּאמֶר כֹּה-אָמַר י' יַעַן אֲשֶׁר  
2 אָמַרו אַרְם אֶל-לֵהִי הָרִים י' וְלֹא-אֶל-לֵהִי עַמֻּקִים הוּא וְנָתַתִּי אֶת-כָּל-הַהֶמְדוֹן  
3 הַגָּדוֹל הַזֶּה בְּיָדְךָ וַיַּדְעֹתָם כִּי-אֲנִי י': וַיַּחַנּוּ אֵלֶיהָ נֹכַח-אֵלֶיהָ שְׂבַעַת יָמִים

1 Kings 20: 28–29 (in part)

Read Passage B5.

Passage B5

1 וַיֹּאמֶר לְמַלְאָכָי בְּוַדְהוּד אִמְרוּ לְאֹדְנֵי הַמֶּלֶךְ כֹּל אֲשֶׁר-שָׁלַחְתָּ אֶל-עַבְדְּךָ  
2 בְּרִאשׁוֹנָה אֲעִשֶׂה וְהַדְּבָר הַזֶּה לֹא אוֹכַל לַעֲשׂוֹת וַיִּלְכוּ הַמַּלְאָכִים וַיֵּשְׁבֶהוּ  
3 דְבָר: וַיִּשְׁלַח אֵלָיו בְּוַדְהוּד וַיֹּאמֶר כֹּה-יַעֲשׂוּן לִי אֱלֹהִים וְכֹה יוֹסֶפוּ  
4 אִם-יִשְׁפֹּק עֲפָר שְׁמֹרֶן לְשַׁעֲלִים לְכָל-הָעָם אֲשֶׁר בְּרַגְלֵי: וַיַּעַן מֶלֶךְ-  
5 יִשְׂרָאֵל וַיֹּאמֶר דַּבְּרוּ אֵל-יְתִהְיֶל חַגֵּר כַּמִּכְתָּם: וַיְהִי כַשְׂמַעַל אֶת-הַדְּבָר  
6 הַזֶּה וְהוּא שִׁתָּה הוּא וְהַמְּלָכִים בַּסִּפּוֹת וַיֹּאמֶר אֶל-עַבְדָּיו שִׁימוּ וַיִּשְׁימוּ  
7 עַל-הָעִיר:

1 Kings 20: 9–12

## Paper 2 Literature – mark scheme

All candidates are expected to answer in English. Answers in Biblical Hebrew will not be credited, except where the Biblical Hebrew is necessary for a complete illustration of the answer.

### Section A: Set text 1

Question number	Answer	Mark
1	<b>AO2</b>  Award the mark for: <ul style="list-style-type: none"><li>• (to the) west (of the River Jordan).</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2(a)	<b>AO2</b>  Award the mark for: <ul style="list-style-type: none"><li>• they will shout mightily/they will blow a blast.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
2(b)	<b>AO2</b>  Award the mark for: <ul style="list-style-type: none"><li>• the wall will fall (into the ground).</li></ul>	<b>(1)</b>

Question number	Answer	Mark
3(a)	<b>AO2</b>  Award the mark for: <ul style="list-style-type: none"><li>• mappiq.</li></ul>	<b>(1)</b>

Question number	Answer	Mark
3(b)	<p><b>A02</b></p> <p>Award the mark for one of the following:</p> <ul style="list-style-type: none"> <li>• Jericho/the city (1)</li> <li>• feminine possessive (1).</li> </ul>	<b>(1)</b>

Question number	Answer	Mark
4	<p><b>A03</b></p> <p>Award 1 mark for any explanation of the impact, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• it emphasises that the city is impenetrable (1)</li> <li>• repetition of the verb root (1)</li> <li>• combination of active and passive participles (1).</li> </ul>	<b>(2)</b>

Question number	Answer	Mark
5	<p><b>A03</b></p> <p>Award 1 mark for the following, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> <li>• G-d decides how they will fight the war – he tells Joshua what to do (1)</li> <li>• the priests (religious leaders of the people) play a central role in the war – they blow the trumpets (1)</li> <li>• the Holy Ark, normally used in religious contexts, is present in the battle – the Holy Ark accompanies them into battle (1)</li> <li>• victory is achieved by a miracle of G-d – the walls fall down when the priests blow the trumpets (1).</li> </ul>	<b>(3)</b>

Question number	Answer	Mark
6(a)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• he builds an altar.</li> </ul>	<b>(1)</b>



Question number	Answer	Mark
6(b)	<p><b>AO2</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• Mount/Mt. Ebal.</li> </ul>	(1)

Question number	Answer	Mark
7	<p><b>AO2</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• a copy of the Law was written on the stones (1)</li> <li>• the Israelites stand on either side of the Ark (1)</li> <li>• the Israelites face the priests and Levites (1)</li> <li>• half of them stood on Mount Gerizim (1)</li> <li>• half stood on Mount Ebal (1).</li> </ul>	(2)

Question number	Answer	Mark
8(a)	<p><b>AO2</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• Hiphil.</li> </ul>	(1)

Question number	Answer	Mark
8(b)	<p><b>AO2</b></p> <p>Award the mark for any of following:</p> <ul style="list-style-type: none"> <li>• (it is) causative (1)</li> <li>• it makes the verb mean 'bring up'/'offer up' rather than 'go up' (1)</li> </ul> <p>Do not award a mark for a translation without further clarification, e.g. 'bring up'.</p>	(1)

Question number	Answer	Mark
9	<p><b>A03</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>feminine (1)</li> <li>(the adjective) שלמות is feminine (1)</li> <li>(the indirect object) עליהן is feminine (1).</li> </ul>	(2)

Question number	Answer	Mark
10	<p><b>A03</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>Joshua values Moses' Law: he writes a copy of the Law of Moses (1)</li> <li>Joshua fulfils all of Moses' commands meticulously: he builds an altar as commanded by Moses (1)/he writes the Law on the stones as Moses commanded (1)/he blesses the people in accordance with Moses' instructions (1).</li> </ul>	(2)

Question number	Answer	Mark
11	<p><b>A02</b></p> <p>Award 1 mark each for:</p> <ul style="list-style-type: none"> <li>the people of Gibeon (approach) (1) Joshua (1).</li> </ul>	(2)

Question number	Answer	Mark
12	<p><b>A02</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>G-d confuses them (the Amorites) (1)</li> <li>they are struck/attacked (1)</li> <li>Joshua/Yehoshua chases them (1).</li> </ul>	(2)

Question number	Answer	Mark
13(a)	<p><b>A02</b></p> <p>Award the mark for any of the following:</p> <ul style="list-style-type: none"> <li>• מִלְכִי (line 3)</li> <li>• יְשֻׁרִי (line 3)</li> <li>• עֵם (line 3)</li> <li>• גְּבוּרִי (line 4).</li> </ul>	(1)

Question number	Answer	Mark
13(b)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• it adds the word 'of'.</li> </ul>	(1)

Question number	Answer	Mark
14	<p><b>A03</b></p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>• this is usual in a prophecy/use of prophetic perfect (1)</li> <li>• it used to show that it is certain to happen/the deed is so sure to happen it is as though it has already been done (1).</li> </ul>	(2)

Question number	Answer	Mark
15	<p><b>A03</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• because the Gibeonites had made peace with the Israelites (rather than fight) (1)</li> <li>• the actions of the Gibeonites mean that other cities might also surrender (1)</li> <li>• they want to prevent the city from being controlled by the Israelites (1).</li> </ul>	(2)

Question number	Example response
16	<p><b>A02 (5 marks)</b></p> <p><b>Example translation</b></p> <p>Joshua burned Ai and made it into an everlasting heap of desolation until this day. He hanged the king of Ai on the gallows/tree until the time of the evening. When the sun set, Joshua gave instructions and they took down his corpse and threw it at the entrance of the gate of the city. They set upon it a large pile of stones until this day.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• 'at the coming of the sun' (instead of 'when the sun set/at sunset') – vocabulary error, sense compromised</li> <li>• 'the king of Ai hanged' (instead of 'He hanged the King of Ai') – syntax error</li> <li>• וַיִּשְׁלִיכוּ preposition כּ not translated with temporal meaning (as/when) – syntax error</li> <li>• וַיֵּרְדוּ they came down (instead of 'they took down') – binyan error, sense compromised</li> <li>• וַיִּשְׁלִיכוּ they sent (instead of 'they threw') – vocabulary error, sense compromised.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• 'He placed it' (instead of 'he made it') – awkward vocabulary choice, sense not compromised.</li> </ul>

Please refer to the Marking guidance for translation on pages 4–5 when using this marking grid.	
Mark	Descriptor
0	No rewardable material.
1	No continuous sense; isolated knowledge of vocabulary only.
2	Part correct but with overall sense lacking/unclear.
3	Overall meaning clear but more serious errors or omissions.
4	Essentially correct but two minor errors or one major error.
5	Perfectly accurate with no errors or omissions or has just one minor error.

Question number	Indicative content
17	<p data-bbox="379 338 596 371"><b>A03 (9 marks)</b></p> <p data-bbox="379 416 1359 577">This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore, candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.</p> <p data-bbox="379 645 1359 712"><b>Candidates may make the following points in relation to the analysis of the description of the aftermath of the battle of Jericho:</b></p> <ul data-bbox="379 719 1359 1245" style="list-style-type: none"> <li data-bbox="379 719 1359 786">• the linguistic emphasis on the care to save her entire family: father, mother, brothers, belongings and families</li> <li data-bbox="379 792 1359 887">• the contrast is made between the burning of the city and the saving of Rahab's family (particularly by the similarity of the two lists in close proximity)</li> <li data-bbox="379 893 1359 965">• use of Hiphil verbs in the description emphasises how the Israelites take responsibility for Rahab – הַחַיָּה, וַיִּנְיְחוּם, הוֹצִיאָו</li> <li data-bbox="379 972 1359 1039">• change in word order emphasises 'but the city, they had burned in fire'</li> <li data-bbox="379 1046 1359 1113">• Rahab stays safe among the Israelites – change in word order emphasises 'But Rahab... Joshua kept alive'</li> <li data-bbox="379 1120 1359 1187">• 'She lived among Israel <u>to this day</u>' – the description emphasises how Rahab's safety in Israel is everlasting</li> <li data-bbox="379 1193 1359 1245">• the reason Rahab is saved is stated: 'because she had hidden the messengers...'</li> </ul> <p data-bbox="379 1290 762 1323">Accept any other valid points.</p>

<b>Level</b>	<b>Mark</b>	<b>A03 descriptor</b>
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited analysis that identifies some simple aspects of content and/or features of literary style, with little support.</li> <li>• Limited evaluation with responses that draw and express simple conclusions, many of which are descriptive or underdeveloped and may not link to the analysis.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Some accurate analysis that identifies an emerging range of aspects of content and/or features of literary style, with some support.</li> <li>• Some accurate evaluation with responses that draw and express some relevant conclusions; with some developed reasoning and some links to the analysis.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Accurate or mostly accurate analysis that identifies a range of aspects of content and/or features of literary style, with relevant support.</li> <li>• Accurate or mostly accurate evaluation with responses that draw and express relevant conclusions; with mostly well-developed reasoning and clear links to the analysis.</li> </ul>

## Section B: Set text 2

Question number	Answer	Mark
18	<p><b>AO2</b></p> <p>Award the mark for any one of:</p> <ul style="list-style-type: none"> <li>• he makes it from stones (1)</li> <li>• he makes it for the sake of G-d (1)</li> <li>• he makes a large trench around it (1)</li> <li>• he lays out wood on the altar (1).</li> </ul>	(1)

Question number	Answer	Mark
19	<p><b>AO2</b></p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>• he cuts up the bull (1)</li> <li>• he places it on the wood pyre (1).</li> </ul>	(2)

Question number	Answer	Mark
20(a)	<p><b>AO2</b></p> <p>Award 1 mark for one of:</p> <ul style="list-style-type: none"> <li>• מִזְבֵּחַ altar</li> <li>• מִסְפֵּר number</li> <li>• תְּעֻלָּה channel/trench.</li> </ul> <p>Candidates must give the example in Biblical Hebrew and English to gain marks.</p>	(1)

Question number	Answer	Mark
20(b)	<p><b>A02</b></p> <p>Award the mark for a matching derivation:</p> <ul style="list-style-type: none"> <li>• זבח offer up</li> <li>• ספר count</li> <li>• עלה go up</li> </ul> <p>Candidates must give the derivation in Biblical Hebrew and English to gain marks.</p>	(1)

Question number	Answer	Mark
21	<p><b>A03</b></p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> <li>• it is normally used to mean to heal a person (1)</li> <li>• in this context it means to repair/refurbish an object (the altar) (1).</li> </ul>	(2)

Question number	Answer	Mark
22	<p><b>A03</b></p> <p>Award 1 mark for any of the following, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> <li>• to magnify/make the miracle greater (1)</li> <li>• the fire will light despite the water (1)</li> <li>• the water helps him to emphasise the power of G-d (1)</li> <li>• the fire will show that he is the true prophet (1).</li> </ul>	(3)

Question number	Answer	Mark
23(a)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• king.</li> </ul>	(1)



Question number	Answer	Mark
23(b)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• Jezebel/Izevel.</li> </ul>	(1)

Question number	Answer	Mark
24	<p><b>A02</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• there is nothing (1)</li> <li>• there is a (small thick) cloud (1)</li> <li>• it is the size of a man's hand (1)</li> <li>• it is coming up from the sea (1).</li> </ul>	(2)

Question number	Answer	Mark
25(a)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• locative/directional.</li> </ul>	(1)

Question number	Answer	Mark
25(b)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• it adds the word 'to'.</li> </ul>	(1)

Question number	Answer	Mark
26	<p><b>A03</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• use of alliteration גשם גדול / שב שבע – the similar sounds increase phonetic impact and therefore add drama (1)</li> <li>• the dramatic contrast of a cloud the size of a man's hand turning into a heavy rainfall (1)</li> <li>• series of imperatives (in lines 3–4) to express urgency (1)</li> <li>• the description of the rain using a dramatic adjective: 'a great rain' (1)</li> <li>• unusual root ויגהר – dramatic use of unusual words (1)</li> <li>• dramatic word הנה adds emphasis (1)</li> <li>• dramatic repeated idiom עד כה ועד כה (1)</li> <li>• idiom יד = power, dramatic because of implicit metaphor (1)</li> <li>• 'the heavens grew dark, with clouds and wind' – dramatic build-up (1).</li> </ul>	(2)

Question number	Answer	Mark
27	<p><b>A03</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• in Biblical times, people would wear long, flowing robes (1)</li> <li>• Elijah tucked his robe into his belt/tied his robe into a knot around his waist (1)</li> <li>• this would enable him to run fast (1)</li> <li>• (this phrase became used as an idiom for getting ready to do something (difficult/dangerous) (1)</li> <li>• phonetic link to root נסס/נציץ indicates acting speedily (1).</li> </ul>	(2)

Question number	Answer	Mark
28	<p><b>A02</b></p> <p>Award 1 mark each for: G-d (is speaking) (1) to Elijah (1).</p>	(2)

Question number	Answer	Mark
29	<p><b>A02</b></p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• I have found (you) (1)</li> <li>• because you have devoted yourself (1)</li> <li>• to doing evil in G-d's eyes (1).</li> </ul>	(2)

Question number	Answer	Mark
30(a)	<p><b>A02</b></p> <p>Award the mark for:</p> <ul style="list-style-type: none"> <li>• gentilic.</li> </ul>	(1)

Question number	Answer	Mark
30(b)	<p><b>A02</b></p> <p>Award the mark for one of:</p> <ul style="list-style-type: none"> <li>• (it makes it mean) Tishbite (1)</li> <li>• it makes the word mean 'a person from' (1).</li> </ul>	(1)

Question number	Answer	Mark
31	<p><b>A03</b></p> <p>Award 1 mark for a relevant language point and 1 mark for an appropriate reference to the Biblical Hebrew, up to a maximum of 4 marks as follows:</p> <ul style="list-style-type: none"> <li>• repetition adds urgency to G-d's message (1) 'so you will say as follows'/'so says G-d' (1)</li> <li>• rhetorical question emphasises Ahab's misdeeds (1) 'have you murdered and taken possession?' (1)</li> <li>• irony/G-d pays back like for like (1) the dogs will lick up Ahab's blood precisely in the place they licked up Naboth's blood (1)</li> <li>• onomatopoeia emphasises the irony (1) root לִקַּק 'lick' (1)</li> <li>• additional pronoun emphasises Ahab's misdeeds (1) 'also you' (1)</li> <li>• use of vulgarism/metaphor emphasises the intensity of Ahab's punishment (1) מִשְׁתִּין בְּקִיר lit. 'one who urinates against the wall' (1)</li> <li>• emphatic word adds emphasis to the punishment Ahab will receive (1) הֲנִנִּי 'indeed I...'</li> </ul> <p>Accept any other valid answers.</p>	<b>(4)</b>

Question number	Example response
32	<p><b>AO2 (5 marks)</b></p> <p><b>Example translation</b></p> <p>The man of G-d approached and said to the king of Israel, 'So says the L-rd, 'Because Aram/Syria has said 'the L-rd is the G-d of the mountains and not the G-d of the valleys, I will give/put all this great population into your control and you will know that I am the L-rd.'</p> <p>They camped opposite each other for seven days.</p> <p>Examples of major errors:</p> <ul style="list-style-type: none"> <li>• ויגש איש הא-להים he drew near to the man of G-d (instead of 'the man of G-d approached') – syntax error</li> <li>• יען he will answer (instead of 'because') – vocabulary and part of speech error, sense compromised</li> <li>• אשר אמרו ארם א-להי הרים because they said: Aram is the god of the mountains (instead of 'because Aram has said: the L-rd is the G-d of the mountains) – syntax error.</li> </ul> <p>Examples of minor errors:</p> <ul style="list-style-type: none"> <li>• ויחנו אלה נכה אלה and they camped, these opposite these (instead of than 'they camped opposite each other' – awkward vocabulary choice but sense not altered.</li> </ul>

Please refer to the marking guidance for translation on pages 4–5 when using this marking grid.	
Mark	Descriptor
0	No rewardable material.
1	No continuous sense; isolated knowledge of vocabulary only.
2	Part correct but with overall sense lacking/unclear.
3	Overall meaning clear but more serious errors or omissions.
4	Essentially correct but two minor errors or one major error.
5	Perfectly accurate with no errors or omissions or has just one minor error.

Question number	Indicative content
33	<p data-bbox="379 338 596 371"><b>A03 (9 marks)</b></p> <p data-bbox="379 421 1359 582">This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore, candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.</p> <p data-bbox="379 629 1359 689"><b>Candidates may make the following points in relation to the analysis of how the speakers communicate messages.</b></p> <ul data-bbox="379 701 1359 1209" style="list-style-type: none"> <li data-bbox="379 701 1359 734">• Ahab attempts to appease Ben-Hadad with respectful 'my master'</li> <li data-bbox="379 741 1359 801">• emphasises how until now he has complied with Ben-Hadad's wishes before explaining that he cannot fulfil this</li> <li data-bbox="379 808 1359 869">• word order for emphasis – object before verb: 'This thing, I cannot do!' (contrasting second request with first)</li> <li data-bbox="379 875 1359 909">• introductory phrase to oath: 'So may the gods do and continue...'</li> <li data-bbox="379 916 1359 949">• Ben-Hadad references his own gods</li> <li data-bbox="379 956 1359 990">• metaphor: 'Samaria's dust is not enough for handfuls for my men...'</li> <li data-bbox="379 996 1359 1057">• the second time, Ahab is more abrupt: he simply says 'say' (previously: 'say to my master the king')</li> <li data-bbox="379 1064 1359 1124">• metaphor: 'Let the one putting on his belt (for war) not boast like one taking his belt off (after his victory)'</li> <li data-bbox="379 1131 1359 1164">• use of jussive אֵל יִתְהַלֵּל</li> <li data-bbox="379 1171 1359 1209">• abrupt command to begin battle: set up.</li> </ul> <p data-bbox="379 1272 762 1305">Accept any other valid points.</p>

<b>Level</b>	<b>Mark</b>	<b>AO3 descriptor</b>
Level 1	1-3	<ul style="list-style-type: none"> <li>• Limited analysis that identifies some simple aspects of content and/or features of literary style, with little support.</li> <li>• Limited evaluation with responses that draw and express simple conclusions, many of which are descriptive or underdeveloped and may not link to the analysis. Example responses.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Some accurate analysis that identifies an emerging range of aspects of content and/or features of literary style, with some support.</li> <li>• Some accurate evaluation with responses that draw and express some relevant conclusions; with some developed reasoning and some links to the analysis.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Accurate or mostly accurate analysis that identifies a range of aspects of content and/or features of literary style, with relevant support.</li> <li>• Accurate or mostly accurate evaluation with responses that draw and express relevant conclusions; with mostly well-developed reasoning and clear links to the analysis.</li> </ul>

## Section C

Question number	Indicative content
34	<p><b>AO2 (6 marks) AO3 (6 marks)</b></p> <p>This question is on the whole of Set Text 1 and Set Text 2. Responses are credited for AO2 on the detail and accuracy of the knowledge and understanding of the set text. Responses are credited for AO3 on analysis and evaluation, including comparing and contrasting using selected examples, and on the drawing and expressing of conclusions in relation to the question posed.</p> <p><b>Candidates may make the following possible points of comparison:</b></p> <ul style="list-style-type: none"> <li>• in Set Text 1, the five Amorite kings attack the Gibeonites in order to punish them for making peace with the enemy Israelites (AO2)</li> <li>• likewise, in Set Text 2, Ben-Haddad threatens to attack Ahab as a punishment for not agreeing to his demands (AO2)</li> <li>• leaders and kings would go to battle in order to punish another nation. Nations are often in conflict with one another and fighting is a way to prove or gain power, particularly if there is a perceived reason to attack (AO3)</li> <li>• in Set Text 1, a clear link is made between behaviour and reward or punishment. Joshua reads out the Law of G-d to the Israelites, including the blessings and the curses which are promised to those who deserve them (AO2)</li> <li>• in Set Text 2, Obadiah pleads with Elijah, asking what sin he has committed to deserve death at the hands of Ahab. He worries that G-d will transport Elijah somewhere and Ahab will then kill Obadiah. Obadiah even points out his faithfulness to G-d by protecting the prophets from Jezebel. Elijah reassures Obadiah by promising that he will indeed meet with Ahab, and will not disappear (AO2)</li> <li>• there is an assumption that negative events will not occur to those who do not deserve punishment. People's understanding of punishment is that it is clearly linked to cause and effect (AO3)</li> <li>• in Set Text 2, Ahab is told of his fitting punishment for the incident with Naboth: 'In the place where dogs licked the blood of Naboth, they will lick your blood' (AO2)</li> <li>• in a similar way, in Set Text 1, Rahab is spared from death by the spies whom she saved. She does not deserve to be killed with the rest of Jericho and her delivery is executed by the very people who owe her a debt of gratitude (AO2)</li> <li>• punishment is often shown to fit the crime. This serves to reinforce the idea that the punishment is well deserved (AO3)</li> <li>• in Set Text 1, Joshua curses anyone who rebuilds Jericho – the punishment will be loss of children but this is expressed poetically: with his firstborn he shall lay its foundations, and with his youngest he will set up its gates</li> <li>• similarly in Set Text 2, a prophet tells Ahab a story about having to watch a man in battle and taking responsibility for the man's life in exchange for his own. After Ahab pronounces judgement about the story, saying that the man should die, the prophet explains that he was</li> </ul>



Question number	Indicative content
34 (contd.)	<p>           talking about Ahab himself who took the decision to keep Ben-Haddad alive and would pay for this with his own death (AO2)         </p> <ul style="list-style-type: none"> <li>• punishment can be expressed in a poetic way. The use of poetic or dramatic language to express punishment serves to emphasise the punishment to the listeners (AO3).</li> </ul> <p>Accept any other valid points of comparison.</p> <p><b>Candidates may make the following possible points of contrast:</b></p> <ul style="list-style-type: none"> <li>• in Set Text 1, Joshua warns that anyone who takes from spoils of Jericho will be punished as the spoil is consecrated to G-d (AO2)</li> <li>• in contrast, in Set Text 2, Ahab is told by a prophet that he will defeat Aram only because Aram denigrated G-d and therefore deserves defeat. Ahab himself does not deserve to be victorious but he is victorious this time because Aram deserves to lose (AO2)</li> <li>• disobeying or denigrating G-d often brings punishment but sometimes one might escape punishment if an alternative event takes precedence. Punishment from G-d is nuanced and complex, as many varying factors are involved (AO3)</li> <li>• in Set Text 1, Joshua and the Israelites are bound to protect the Gibeonites as they made a pact with them, despite the fact that the pact was made under false pretences. After discovering the Gibeonites' elaborate deceit, they are unable to punish them by killing them and can only make slaves of them. They are also still required to support the Gibeonites in a later battle in accordance with the terms of their pact (AO2)</li> <li>• in contrast, in Set Text 2, the innocent Naboth is killed after Jezebel arranges for two wicked men to testify that he has cursed G-d and the king. Naboth is punished with death for a sin he did not commit and Ahab benefits by appropriating his property (AO2)</li> <li>• punishment can be restricted even if it is deserved and in contrast, can be inflicted even if it is undeserved. People may not identify with the fairness of particular events and may perceive punishment as unfair (AO3)</li> <li>• in Set Text 1, Joshua publicly humiliates and executes the five Amorite kings who dared to attack the Gibeonites for making peace with the Israelites (AO2)</li> <li>• in contrast, in Set Text 2, Ahab agrees to make a treaty with Ben-Haddad after defeating him, allowing Ben-Haddad to live. He is later told by a prophet that this decision will cost him his life (AO2)</li> <li>• it is presented as important to punish enemy kings after victory in battle. This would serve a dual purpose: to emphasise the success of the victorious nation and to warn other nations away from attacking them (AO3)</li> <li>• in Set Text 1, although at the battle of Jericho the people were warned that there would be a punishment for taking from the loot, with the battle of Ai, G-d specifies that in this case the people are allowed to take the loot for themselves (AO2)</li> <li>• in contrast, in Set Text 2, idol worship is consistently shown to be deserving of punishment, for example when the prophets of the Baal are killed after the showdown with Elijah at Mount Carmel (AO2)</li> <li>• some actions always deserve punishment but other actions might</li> </ul>

Question number	Indicative content
34 (contd.)	<p>deserve punishment in one instance but not in another. There are certain actions that are always regarded as sins and therefore punished but there are other actions that might only in some cases be designated as forbidden (AO3).</p> <p>Accept any other valid points of contrast.</p>

Level	Mark	Descriptors
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of the set texts demonstrated (AO2).</li> <li>Limited relevant points made and few are drawn from across the whole of the two texts; points tend to be simple and underdeveloped (AO2).</li> <li>Limited analysis and evaluation that demonstrates some simple comparison and contrast; presents obvious similarities and differences in terms of content and/or features of literary style, with little support (AO3).</li> <li>Responses draw and express simple conclusions, many of which are descriptive or underdeveloped and may not link to the analysis (AO3).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>Some relevant knowledge and understanding of the set texts demonstrated (AO2).</li> <li>Some relevant points made and some are drawn from across the whole of the two texts; points have some development (AO2).</li> <li>Some accurate analysis and evaluation that compares and contrasts the two texts; presents some relevant similarities and differences of content and/or features of literary style, with some support (AO3).</li> <li>Responses draw and express some relevant conclusions; with some developed reasoning and some links to the analysis (AO3).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>Mostly relevant knowledge and understanding of the set texts demonstrated (AO2).</li> <li>Mostly relevant points made and most are drawn from across the whole of the two texts; points are clearly developed (AO2).</li> <li>Mostly accurate analysis and evaluation that compares and contrasts the two texts effectively; presents a range of similarities and differences in terms of content and/or features of literary style, with relevant support (AO3).</li> <li>Responses draw and express relevant conclusions; with mostly developed reasoning and mostly clear links to the analysis (AO3).</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>Relevant knowledge and excellent understanding of the set texts demonstrated (AO2).</li> <li>Points cover all relevant areas and are drawn from across the whole of the two texts; points are well developed in a logical and clear way (AO2).</li> <li>Accurate analysis and evaluation that compares and contrasts the two texts; presents a wide variety of similarities and differences in terms of content and/or features of literary style, with relevant support (AO3).</li> <li>Responses draw and express insightful conclusions, with well-developed reasoning and clear links to the analysis (AO3).</li> </ul>

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