GCSE (9-1)
Biblical Hebrew

About Pearson

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All information in this specification is correct at time of publication.

Summary of Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Biblical Hebrew specification

Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
The set text for the examinations in 2026–2028 are: Set text 1: *Genesis – Joseph's rise to power* • Chapter 41 • Chapter 42 • Chapter 43 Set text 2: *Kings – the miracles of Elisha* • Chapter 4 • Chapter 5 • Chapter 6 • Chapter 7	9

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1 Introduction

Why choose the Pearson Edexcel GCSE in Biblical Hebrew?

We have designed our qualification to offer a unique and exciting course of study that will engage students in the study of the language and literature of Biblical Hebrew.

Clear and coherent structure – our qualification has a straightforward structure, with two components, assessed through two externally-examined papers.

Carefully selected set texts – we have worked closely with teachers and expert practitioners to ensure that we include interesting and relevant texts for students.

Clear and straightforward question papers – we have designed our question papers to be clear and accessible for students. Our written mark schemes are straightforward in making the requirements clear.

Supports progression to further study – this GCSE is designed to give students a solid introduction to the study of Biblical Hebrew, they can pursue it in more depth at A Level or at university.

Get help and support

Our subject advisor service is available to answer questions on the qualification, you can contact the service via TeachingLanguages@pearson.com

Learn more at qualifications.pearson.com

Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biblical Hebrew consists of two externally-examined components.

Students must complete all assessment in May/June in any single year.

Component 1: Language	(*Paper code: 1BH0/01)

Written examination: 2 hours

50% of the qualification

100 marks

Content overview

Students will:

- read and understand unseen passages of Biblical Hebrew
- translate text from unseen passages into English.

Students have an option to:

- show understanding of grammatical structures of Biblical Hebrew

or

- translate simple sentences from English into pointed (vocalised) Biblical Hebrew.

Assessment overview

- The question paper consists of two sections: Section A and B.
- Students will be provided with a Source Booklet containing unseen passages from the Hebrew Bible (these will not be taken from the set texts from Component 2). There will be two unseen passages for Section A and three unseen passages for Section B.
- All questions assess Assessment Objective 1 (AO1) **.

Section A: Comprehension (50 marks)

For each unseen passage:

- students are required to answer a number of short-response compulsory comprehension questions (15 marks)
- students then have the choice to either:
  o answer grammar questions on the unseen passage (10 marks)

  or

  o translate three sentences in English into pointed Biblical Hebrew (these will be translated sentences taken from the Hebrew Bible) (10 marks).

Section B: Translation (50 marks)

Students are required to translate from Biblical Hebrew into English based on three unseen passages.

- The first question requires the translation of words or short phrases from one unseen passage into English (15 marks).
- The second question requires the translation of one short unseen passage into English (15 marks).
- The third question requires the translation of a longer unseen passage into English (20 marks).

Component 2: Literature	(*Paper code: 1BH0/02)

Written examination: 2 hours

50% of the qualification

100 marks

Content overview

Students will study two set texts to:

- show their understanding of content and the context
- show knowledge and understanding of their key grammatical and literary features
- analyse, evaluate and respond to their content
- translate text from the set texts into English.

Assessment overview

- The question paper consists of three sections: Section A, B and C.
- Students must answer all questions.
- Students will be provided with a Source Booklet containing five passages from each of the two set texts.
- This paper assesses AO2 and AO3**.

Section A: Set text 1 (44 marks) and Section B: Set Text 2 (44 marks)

In each section, students are required to:

- answer questions on the first three passages (30 marks). These questions assess AO2 and AO3
- translate the fourth passage from Biblical Hebrew into English (5 marks). This question assesses AO2
- answer one extended-open response question based on the fifth passage (9 marks). This question assesses AO3.

Section C (12 marks)

- One extended-open response question that will require students to compare and contrast ideas, values and social practices from across both texts.
- This question assesses AO2 and AO3.

*See *Appendix 9: Codes* for a description of this code and all other codes relevant to this qualification.

**Please see the *Assessment Objectives* section for a description of these Assessment Objective(s).

Additional information

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.

2 Subject content and assessment information

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret the ancient language
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied to:
  - o demonstrate knowledge and understanding of the historical, literary and cultural context as described in the set text
  - o identify and appreciate its literary form and impact on the reader
  - o develop and apply their critical, analytical and reflective skills to evaluate evidence
- deploy their knowledge and understanding of the ancient language to deepen their understanding of other languages
- relate their knowledge and understanding of the ancient world to other disciplines
- develop research and analytical skills which will empower them to become independent students and enquirers, equipping them for further study in arts, humanities and sciences.

Cultural consideration

In this specification and in the assessment materials, Pearson has followed the Orthodox Jewish tradition, for example in the presentation of Divine names. Centres are free to follow this in their teaching or approach the qualification from a Christian or any other perspective.

However, students need to be made aware that the assessment materials (Question Papers and Source Booklets) will be presented following the Orthodox Jewish tradition. Teachers also need to be aware that the mark schemes will also be presented following this tradition and examiners will be briefed to accept correct non-Orthodox Jewish responses.

A further note on the presentation of Divine names:

- the four-letter Divine name will be written יי
- other Divine names will be written as they appear in the Hebrew Bible, except that a dash will be added inbetween the first and second letters, as follows

  שַׁ-דַּי, אֵ-ל, צְ-בָאוֹת, אֲ-דֹנָי, אֱ-לֹהִים
- when written in English the Divine names will be written as G-d, L-rd.

Centres should be aware that Hebrew verse counting will be used wherever relevant, for example in listing the set texts.

Component 1: Language

Overview

The purpose of studying this component is for students to develop their knowledge and understanding of the language of Biblical Hebrew and to demonstrate linguistic competence.

Students will develop their knowledge and understanding through the study of vocabulary and grammatical structures, using this knowledge to understand the meaning of unseen passages of Biblical Hebrew. Through studying this component, students will gain the ability to read and understand Biblical Hebrew texts in their original language.

Content

Skills

Students should be able to:

- read and understand unseen passages of Biblical Hebrew
- translate text from these passages into English.

There is a choice of optional content and students should be able to either:

- show understanding of grammatical structures of Biblical Hebrew

    or

- translate simple sentences from English into pointed (vocalised) Biblical Hebrew.

Students need to develop their knowledge of Biblical Hebrew vocabulary and linguistic structures through reading and studying a range of unseen narrative texts in Biblical Hebrew.

Compulsory content – comprehension

Students need to develop their linguistic competence through the comprehension of unseen Biblical Hebrew passages.

They must be able to respond to a variety of comprehension questions in English by:

- demonstrating an understanding of unseen Biblical Hebrew, including an understanding of individual words, phrases or sentences
- identifying the overall message, key points and details in the passage in relation to words, phrases and sentences
- processing more complex information to make meaning by deducing and inferring.

Compulsory content – translation from Biblical Hebrew to English

Students also need to develop their linguistic competence through the translation of unseen Biblical Hebrew passages.

Students should be able to:

- demonstrate knowledge of the vocabulary in *Appendix 1*
- accurately translate unseen material into idiomatic English.

Students need to be familiar with the vocabulary listed in *Appendix 1*. Any vocabulary not contained in this appendix will be given to students for assessment purposes, except vocabulary that bears an obvious cognate relationship to a word in the appendix.
For assessment purposes, names of people and places will also be given to students.

Students need to be able to transfer meaning accurately from Biblical Hebrew to English. They must be able to translate Biblical Hebrew words, phrases and sentences into idiomatic English, which accurately transfers the meaning of the Biblical Hebrew, while showing an awareness of its morphology and syntax.

Optional content

Students need to further develop their linguistic ability by:

either

- developing knowledge and understanding of the morphology and syntax of Biblical Hebrew (i.e. grammatical structures)

or

- by developing their ability to translate short sentences from English into pointed (vocalised) Biblical Hebrew.

Students will be required to:

either

- show an understanding of the grammar listed in *Appendix 2* and terms listed in *Appendix 3*

or

- demonstrate an ability to transfer meaning accurately and use the standard word order from English to pointed Biblical Hebrew
- use the vocabulary and grammar knowledge as listed in *Appendix 4* and *Appendix 5*, as no other vocabulary and grammar will be used for this purpose.

Assessment information

- First assessment: May/June 2020.
- The assessment is 2 hours.
- The assessment consists of two sections.
- The assessment is out of 100 marks.
- AO1 is assessed. Please see the Assessment Objectives section for a description of this Assessment Objective.
- Students will be provided with a Source Booklet containing unseen passages from the Hebrew Bible (these will not be taken from the set texts from Component 2). There will be two unseen passages for Section A and three unseen passages for Section B.
- In Section A, for each unseen passage:
  - students are required to answer a number of short-response compulsory comprehension questions (15 marks)
  - students then have the choice to either:
    - answer grammar questions on the unseen passage (10 marks)

    or

    - translate three sentences in English into pointed Biblical Hebrew (these will be translated sentences taken from the Hebrew Bible) (10 marks).
- In Section B, students are required to translate from Biblical Hebrew into English based on three unseen passages.
  - The first question requires the translation of words or short phrases from one unseen passage into English (15 marks).
  - The second question requires the translation of one short unseen passage into English (15 marks).
  - The third question requires the translation of a longer unseen passage into English (20 marks).
  - Please see *Appendix 6* for a list of command words that may be used in the question paper.

Additional information

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 the 'block' system.

Transliteration of Biblical Hebrew words is acceptable only for proper nouns.

Sample assessment materials

A sample paper and mark scheme for this component can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9−1) in Biblical Hebrew Sample Assessment Materials (SAMs)* document.

Component 2: Literature

Overview

The purpose of studying this component is for students to be able to develop a thorough appreciation of Biblical Hebrew literature.

This component is designed to develop students' exploration of text and their ability to analyse and evaluate, and also comppare and contrast, ancient Biblical Hebrew literature through the study of two set texts.

Content

Skills

Students should be able to:

- show understanding of the content and the context of the set texts
- show knowledge and understanding of the key grammatical and literary features of the set texts
- analyse, evaluate and respond to the content of the set texts
- translate extracts from the set texts into English.
- compare and contrast ideas, values and social practices in both set texts.

Set texts

Students **must** study **both** set texts.

The set texts for the examinations in 2020–2022 are:

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

- Chapter 6
- Chapter 8
- Chapter 9
- Chapter 10: verses 1–28

Set text 2: *I Kings – The reign of Ahab*

- Chapter 18
- Chapter 20
- Chapter 21: verses 1–25

The set text for the examinations in 2023–2025 are:

Set text 1: *Judges – Gideon and Abimelech*

- Chapter 7
- Chapter 8
- Chapter 9

Set text 2: *I Kings – The reign of Solomon*

- Chapter 2
- Chapter 3
- Chapter 5

The set text for the examinations in 2026-2028 are:

Set text 1: *Genesis - Joseph's rise to power*

- Chapter 41
- Chapter 42
- Chapter 43

Set text 2: *Kings - The miracles of Elisha*

- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7

Any changes to these set texts or new set texts for the examination will be communicated to centres in advance, with sufficient time to prepare for such changes.

Study of the set texts

Students should study the following in relation to **both** set texts.

Translation

Students must be able to translate the set texts into idiomatic English, which accurately transfers the meaning of the Biblical Hebrew, while showing an awareness of its morphology and syntax.

Content and context

- Background information about events, characters, places and people, where relevant for a complete understanding of the themes and storyline.
- Approximate locations of important places on maps of the region.

Grammatical features

As well as all the grammatical forms defined in *Appendix 2*, students should study:

- more complex grammatical forms where they appear in the set texts
- derivations of nouns which are derived from verbal forms, and of proper nouns (names of people and places).

Literary features

- Aspects of literary style, including the choice of words and word order, imagery, parallelism, language used in oaths.

Students should also acquire up to two explanations of the meaning of any complex, ambiguous or uncommon word or phrase and be able to support this by contextual and/or grammatical justification.

Students should develop the skills to analyse and evaluate the set texts in terms of themes, significant events, relationships and characters.

Comparing and contrasting the two set texts

Students should develop the skills to draw and express conclusions about both set texts in relation to the representation of ideas, values and social practices in the texts.

Students should acquire detailed knowledge and understanding of each set text and be able to select relevant points in order to compare and contrast features of content and/or literary style.

Students should be able to evaluate the representation and significance of the ideas, values and social practices in the context of each set text and in relation to the set texts together.

Assessment information

- First assessment: May/June 2020.
- The assessment is 2 hours.
- The assessment consists of two sections each covering both set texts.
- The assessment is out of 100 marks.
- The assessment consists of three sections: Section A covers set text 1, Section B covers set text 2 and Section C covers both set texts.
- Students answer all questions in all sections.
- Students will be provided with a Source Booklet containing five passages from each of the two set texts.
- Section A: Set text 1 (44 marks) and Section B: Set text 2 (44 marks) - in each section students are required to:
  - answer questions on the first three passages (30 marks). These questions assesses AO2 and AO3
  - translate the fourth passage from Biblical Hebrew into English (5 marks). This question assesses AO2
  - answer one extended-open response question based on the fifth passage (9 marks). This question assesses AO3.
- Section C (12 marks)
  - Students answer one extended-open response question requiring them to compare and contrast ideas, values and social practices from across both set texts.
  - This question assesses AO2 and AO3.

Please see the *Assessment Objectives* section for a description of the Assessment Objectives.

Please see *Appendix 6* for a list of command words that may be used in the examination paper.

Additional information

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 the 'block' system.

Transliteration of Biblical Hebrew words is acceptable only for proper nouns.

Synoptic assessment

Students show their accumulated knowledge and understanding of a topic or subject area.

Synoptic assessment enables students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject.

This component assesses synopticity via the extended-open response question in Section C.

Sample assessment materials

A sample paper and mark scheme for this component can be found in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biblical Hebrew Sample Assessment Materials (SAMs)* document.

Assessment Objectives

Students must:		% in GCSE
AO1	demonstrate knowledge and understanding of the language	50
AO2	demonstrate knowledge and understanding of literature and/or other ancient sources*	25
AO3	analyse, evaluate and respond to literature and/or other ancient sources.*	25
	Total	**100%**

*NB: other ancient sources will not be covered in this qualification.

Breakdown of Assessment Objectives

Component	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	**AO2 %**	**AO3 %**	
Component 1: Language	50	0	0	50%
Component 2: Literature	0	25	25	50%
Total for GCSE	**50%**	**25%**	**25%**	**100%**

3 Administration and general information

Entries

Details of how to enter students for the examinations for this qualification can be found in our *UK Information Manual*. A copy is made available to all examinations officers and is available on our website: qualifications.pearson.com.

Discount code and performance tables

Centres should be aware that students who enter for more than one GCSE, or other Level 2 qualifications with the same discount code, will have only the grade for their 'first entry' counted for the purpose of the School and College Performance Tables (please see *Appendix 9: Codes*). For further information about what constitutes 'first entry' and full details of how this policy is applied, please refer to the DfE website: www.gov.uk/government/organisations/department-for-education.

Students should be advised that if they take two GCSEs with the same discount code, schools and colleges to which they wish to progress are likely to take the view that this achievement is equivalent to only one GCSE. The same view may be taken if students take two GCSEs or other Level 2 qualifications that have different discount codes but have significant overlap of content. Students or their advisers who have any doubts about their subject combinations should check with the institution they wish to progress to before embarking on their programmes.

Access arrangements, reasonable adjustments, special consideration and malpractice

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Language of assessment

Assessment of this qualification will be available in English. All student work must be in English with the exception of specific questions that require answers in Biblical Hebrew.

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, or affects timeframes or the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/ assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration, please refer to the JCQ website: www.jcq.org.uk.

Malpractice

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations **must** be reported to Pearson using a *JCQ Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com. Please provide as much information and supporting documentation as possible. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of our qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of suspected staff malpractice and maladministration **must** be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (available at www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures,* available at www.jcq.org.uk/exams-office/malpractice.

Awarding and reporting

This qualification will be graded, awarded and certificated to comply with the requirements of Ofqual's General Conditions of Recognition.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1, using the total subject mark where 9 is the highest grade. Individual components are not graded.

Students whose level of achievement is below the minimum judged by Pearson to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

The first certification opportunity for this qualification will be 2020.

Student recruitment and progression

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no prior learning or other requirements for this qualification.

Progression

Students can progress from this qualification to A Level Biblical Hebrew.

Appendices

Appendix 1: Vocabulary list

The following vocabulary list provides the core vocabulary that all students will need to acquire in relation to Component 1: Language.

The guiding principle of this vocabulary list has been to include words that appear 50 times or more in the Tanakh/Hebrew Bible in mostly prose contexts.

In addition to the words printed in the list, students will be expected to be familiar with the following forms:

- verbs formed from the listed roots
- cardinal numbers 1–100, and the qualifying number attached to the numbers 100 and 1000, including the dual form
- ordinal numbers 1–10.

All other words in the unseen passages in Component 1 will be given unless they bear obvious cognate relationship to words in the list.

Instructions for using this vocabulary list

Verb roots are marked with a root sign √ and are not pointed. All other parts of speech are pointed with their regular pointing.

In the **Meaning** columns:

- a comma marks an alternative meaning that is synonymous or closely related
- a semi-colon marks an unrelated meaning.

In the **Word/Cognate word/s** columns:

- a comma marks an alternative form of the same word
- a semi-colon marks an alternative form that has a distinct meaning – marked by a semi-colon in the 'Meaning' column as well.

Word	Meaning	Cognate word/s	Meaning
אָב	father		
אבד√	destroy; lose		
אבה√	accept, be willing	אֶבְיוֹן	poor, oppressed
אֶבֶן	stone		
אָדוֹן	lord, master	אֲ-דֹנָי	G-d
אָדָם	man, people		
אֲדָמָה	earth, land		
אהב√	love, like		
אֹהֶל	tent		

Word	Meaning	Cognate word/s	Meaning
אוֹ	or		
אוּלַי	perhaps		
אָוֶן	wickedness, sin		
אוֹצָר	supply, store-house, treasure		
אוֹר	light		
אוֹת	sign		
אָז	then		
אֹזֶן	ear		
אָח	brother	אָחוֹת	sister
אחז√	seize, hold	אֲחֻזָּה	inherited property, possession
אחר√	delay	אַחַר	behind, after
		אַחֵר	another
		אַחֲרוֹן	behind; last
		אַחֲרִית	end, outcome
אֹיֵב, אוֹיֵב	enemy		
אַיֵּה	where?		
אֵיךְ	how		
אַיִל	ram		
אַיִן, אֵין	there is/are not		
אִישׁ, אֲנָשִׁים	(s,pl) man, husband		
אַךְ	only; surely		
אכל√	eat, consume		
אֶל	to, towards		
אַל	no, not		
אֵ-ל	G-d		
אֵלֶּה	these		
אֱ-לֹהִים	G-d		
אַלְמָנָה	widow		

Word	Meaning	Cognate word/s	Meaning
אֶלֶף	thousand; tribe, clan	אַלּוּף	tribal chief; friend; ox
אִם	if, then; not *(in an oath)*		
אֵם	mother		
אַמָּה	forearm; cubit		
אָמָה	female slave, maidservant		
אמן√	be steady, firm, trustworthy, faithful; believe	אֱמוּנָה	steadiness, loyalty
אמר√	say		
אֱמֶת	trustworthiness, truth		
אֲנַחְנוּ	we		
אָנֹכִי, אֲנִי	I		
אסף√	gather		
אסר√	tie; be imprisoned		
אַף	nose, nostril; anger; also, even, the more so		
אֵצֶל	side; beside		
אָרוֹן	ark		
אֶרֶז	cedar		
אֹרַח	way, path		
אֲרִי, אַרְיֵה	(m, m and f) lion		
אֹרֶךְ	length		
אֶרֶץ	earth, land		
ארר√	curse		
אֵשׁ	fire	אִשֶּׁה	offering by fire
אִשָּׁה, נָשִׁים	(s, pl) woman		
אֲשֶׁר	who, which, that		
אֵת	(object marker, not translated); with, beside		

Word	Meaning	Cognate word/s	Meaning
אַתְּ	(f s) you		
אַתָּה	(m s) you		
אַתֶּם	(m pl) you		
אַתֵּן	(f pl) you		
בְּאֵר	well, pit		
בֶּגֶד	item of clothing, garment		
בְּהֵמָה	cattle, animals		
בוא√	go in, enter, come		
בּוֹר	pit, well		
בושׁ√	be ashamed		
בחר√	choose		
בטח√	trust		
בֶּטֶן	belly, womb		
בֵּין	between		
בין√	understand		
בַּיִת	house		
בכה√	cry		
בְּכוֹר	firstborn		
בִּלְתִּי; לְבִלְתִּי	not, except; not to		
בָּמָה	high place		
בֵּן	son		
בנה√	build		
בַּעַד, בְּעַד	behind, through, for (the benefit of)		
בַּעַל	owner, husband; idol (Baal)		
בער√	burn, remove		
בקע√	split		
בָּקָר	cows, herds, cattle		
בֹּקֶר	morning		

Word	Meaning	Cognate word/s	Meaning
בקשׁ√	ask, search, want		
ברא√	create		
בַּרְזֶל	iron		
ברח√	run away, flee		
בְּרִית	covenant, promise, agreement		
ברד√	bless	בְּרָכָה	blessing
בָּשָׂר	flesh, meat, living creatures		
בַּת	daughter		
בְּתוֹךְ	see תָּוֶךְ		
בְּתוּלָה	virgin		
גאל√	redeem		
גבה√	be high		
גְּבוּל	boundary, territory		
גְּבוּרָה	strength	גֶּבֶר	young man; strong man
		גִּבּוֹר	warrior, strong man
גִּבְעָה	hill; (cultic) high place		
גדל√	be(come) strong, great; bring up, let grow, nourish	גָּדוֹל	great
גּוֹי	people, nation		
גור√	sojourn, live temporarily	גֵּר	stranger
גּוֹרָל	lot, lottery; allotment, portion		
גלה√	reveal; depart; go into exile		
גַּם	also, indeed		
גָּמָל	camel		
גֶּפֶן	vine, grape		
דבק√	stick to, stay close		

Word	Meaning	Cognate word/s	Meaning
דבר√	speak	דָּבָר	word, thing, matter
דְּבַשׁ	honey		
דּוֹד	beloved, lover; uncle		
דּוֹר	generation		
דֶּלֶת	door		
דָּם	blood		
דרך√	tread	דֶּרֶךְ	way, road, journey; custom
דרשׁ√	seek, ask		
הֶבֶל	breath; vanity, idol(s)		
הוּא	he		
הִיא	she		
היה√	be, happen, become		
הֵיכָל	palace, temple		
הלך√	go, walk		
הלל√	praise	תְּהִלָּה	glory, praise
הֵם, הֵמָּה	(m) they, those		
הָמוֹן	tumult, turmoil, crowd		
הִנֵּה	behold!	הֵן	behold!; if
הֵנָּה	(f) they; here		
הפך√	turn, overturn		
הַר	mountain, range		
הרג√	kill		
זבח√	sacrifice	זֶבַח	sacrifice
		מִזְבֵּחַ	altar
זֶה, זֹאת	(m, f) this		
זָהָב	gold		
זָכָר	man, male		
זכר√	remember, mention		

Word	Meaning	Cognate word/s	Meaning
זנה√	commit adultery, be a prostitute, be unfaithful		
זעק√	cry out; call to arms		
זָקֵן	old; old man, elder		
זָר	strange, different		
זְרוֹעַ	arm		
זרע√	sow	זֶרַע	seed, descendants
חָג, חַג	festival, feast		
חדל√	stop		
חָדָשׁ	new, fresh	חֹדֶשׁ	new moon, month
חוה√	see שׁחה√		
חוֹמָה	(city) wall		
חוּץ	outside, street		
חזה√	see		
חזק√	be(come) strong; seize, grasp	חָזָק	hard, strong
חטא√	sin, transgress (a law); miss (a mark)	חֵטְא	sin
		חַטָּאת	sin; sin-offering
חיה√	live, be alive	חַי; חַיִּים	life, living; lifetime
		חַיָּה	(s or pl) animals
חַיִל	strength; wealth; army		
חָכָם	wise	חָכְמָה	wisdom
חֵלֶב	fat		
חלה√	be(come) weak, ill		
חֲלוֹם	dream		
חלל√	pollute; begin	חָלָל	slain, struck dead
חלק√	divide; scatter	חֵלֶק	part, portion
חֵמָה	heat; anger		
חֲמוֹר	donkey		

Word	Meaning	Cognate word/s	Meaning
חָמָס	violence, wrong		
חנה√	camp	מַחֲנֶה	camp, army
חנן√	be gracious to, favour	חֵן	charm, grace, favour
חֶסֶד	loyalty, kindness		
חפץ√	please, desire, take pleasure		
חֵץ	arrow		
חֲצִי	half		
חָצֵר	courtyard, village		
חֹק	law, statute	חֻקָּה	law, statute, custom
חֶרֶב	sword		
חרה√	be(come) hot, angry		
חרם√	ban, destroy		
חשב√	account, regard, value, think	מַחֲשָׁבָה	thought
חֹשֶׁךְ	darkness		
טהר√	be clean, pure	טָהוֹר	clean, pure
טוב√	be good, pleasant	טוֹב	good; goodness
טמא√	be impure	טָמֵא, טְמֵאָה	impure
טֶרֶם, בְּטֶרֶם	not yet; before		
יְאֹר	(great) river (Nile, Euphrates)		
יבשׁ√	be dry; dry up		
יָד	hand		
ידה√	thank, praise, confess; throw		
ידע√	know, notice	דַּעַת	knowledge
		מַדּוּעַ	why?
י-ה-ו-ה	Name of G-d (will appear in assessment as יי)		

Word	Meaning	Cognate word/s	Meaning
יוֹם	day	יוֹמָם	in the daytime; daily
יַחַד, יַחְדָּו	together		
יטב√	be good		
יַיִן	wine		
יכח√	dispute; rebuke, punish; decide		
יכל√	be able		
ילד√	bring forth, give birth		
יָם	sea; west		
יָמִין	right hand; south		
יסף√	continue, add; stop		
יעד√	meet, gather, set	מוֹעֵד	appointed place or time; season
		עֵדָה	congregation, community
יַעַן	on account of; because		
יעץ√	give advice; ask advice	עֵצָה	advice
יַעַר	forest		
יצא√	go out, come out		
יצק√	pour out (liquid)		
ירא√	fear, be afraid		
ירד√	go down		
ירה√	instruct, teach; shoot	תּוֹרָה	teaching, law
יְרִיעָה	curtain, tent		
ירשׁ√	possess, inherit; dispossess		
יֵשׁ	there is/are		
ישׁב√	sit, live	יֹשֵׁב	inhabitant
ישׁע√	be saved; save	יְשׁוּעָה	salvation
יָשָׁר	straight, right, upright		

Word	Meaning	Cognate word/s	Meaning
יתר√	be left, remain	יֶתֶר	remainder
כַּאֲשֶׁר	as		
כבד√	be heavy, be honoured		
כָּבוֹד	honour, glory; possessions		
כבס√	wash		
כֶּבֶשׂ, כִּבְשָׂה	(m, f) lamb, sheep		
כֹּה	so, this		
כֹּהֵן	priest		
כון√	be established; establish; prepare		
כֹּחַ	strength, power		
כִּי	because, for, that, when, but, indeed		
כִּכָּר	loaf of bread; coin; area of land		
כָּל, כּוֹל	all, every		
כלה√	finish, complete		
כְּלִי	vessel, utensil, weapon		
כְּמוֹ	just like		
כֵּן	this, so; correctly; right	לָכֵן	therefore
כָּנָף	wing, corner		
כִּסֵּא	seat, throne		
כסה√	cover		
כֶּסֶף	silver, money		
כעס√	(be) irritated, angry		
כַּף	hand, palm		
כְּפִי, לְפִי	according to; as, so that		
כפר√	cover; atone		
כְּרוּב	cherub		

Word	Meaning	Cognate word/s	Meaning
כֶּרֶם	vineyard		
כרת√	cut (off); make (a promise)		
כְּשָׂב, כִּשְׂבָּה	see כֶּבֶשׂ		
כשׁל√	stumble		
כתב√	write		
כָּתֵף	shoulder(-blade)		
לֹא	no, not		
לֵב, לֵבָב	heart		
לְבַד	alone; besides		
לבשׁ√	put on, clothe, wear		
לֶחֶם	bread, food		
לחם√	fight	מִלְחָמָה	war, battle
לַיְלָה, לֵיל	night		
לין√	spend the night		
לכד√	seize, capture		
למד√	learn; teach		
לָמָה, לָמָּה	why?		
לְמַעַן	for the sake of; in order that		
לְפִי	see כְּפִי		
לקח√	take		
לִקְרַאת	towards, to meet, opposite		
לָשׁוֹן	tongue, language		
מְאֹד	very; strength		
מֵאָז	since, formerly		
מאס√	reject		
מָגֵן	shield		
מִדְבָּר	wilderness, desert		
מדד√	measure	מִדָּה	measure

Word	Meaning	Cognate word/s	Meaning
מָה, מֶה, מַה	what? how?		
מהר√	hurry		
מוּסָר	correction		
מות√	die	מָוֶת	death
		מֵת	dead
מִזְרָח	sunrise, east		
מָחָר	tomorrow, in future		
מִי	who?		
מַיִם	water		
מכר√	sell		
מלא√	be full; fill, fulfil	מָלֵא	full
מַלְאָךְ	messenger, angel		
מְלָאכָה	work		
מלט√	escape; save, deliver		
מלד√	reign, be king	מֶלֶךְ	king
		מַמְלָכָה	kingdom
		מַלְכוּת	kingdom
מִן	from, out of, part of, because of, than		
מִנְחָה	gift; offering		
מְעַט	few; a little		
מצא√	find		
מַצָּה	unleavened bread		
מָקוֹם	place		
משח√	anoint		
משׁל√	rule, govern		
מִשְׁפָּחָה	(extended) family		
נָא	now; please		
נְאֻם	declaration of, word of		

Word	Meaning	Cognate word/s	Meaning
נבא√	prophesy	נָבִיא	prophet
נבט√	look at		
נֶגֶב	the dry country; south		
נֶגֶד	opposite, before, against		
נגד√	make known, tell		
נגע√	touch, reach	נֶגַע	plague, blow
נגף√	strike, plague		
נגשׁ√	draw near, approach		
נדח√	drive away, banish		
נֶדֶר, נֵדֶר	vow, promise		
נָהָר	river, stream		
נוח√	rest, make quiet, lay		
נוס√	run away, flee		
נַחַל	torrent valley, wadi, river		
נחל√	inherit property	נַחֲלָה	inheritance
נחם√	be sorry, repent; comfort, console		
נְחֹשֶׁת	copper, bronze		
נטה√	turn, stretch out, spread out	מַטֶּה	stick; tribe
נטע√	plant		
נכה√	hit, strike		
נכר√	be foreign, be unknown; recognise		
נֶסֶךְ, נֵסֶךְ	libation (liquid offering)		
נסע√	travel, depart		
נַעַר	lad, youth, servant	נַעֲרָה	young girl, maid
נפל√	fall		
נֶפֶשׁ	life, self, soul, mind		

Word	Meaning	Cognate word/s	Meaning
נצב√	take a stand, be stationed		
נצל√	save; take away		
נצר√	watch, guard		
נשׂא√	lift, carry	נָשִׂיא	prince, leader
נשׂג√	overtake, reach		
נתן√	give, put, allow, make		
סבב√	turn (around), surround	סָבִיב	circuit; surrounding
סגר√	shut, close; hand over		
סוּס, סוּסָה	(m, f) horse		
סור√	turn aside; take away, remove		
סֶלַע	rock		
סֹלֶת	fine wheat flour		
ספר√	write, count; tell	מִסְפָּר	number
		סֹפֵר	scribe, writer
		סֵפֶר	scroll, book
סתר√	conceal, hide		
עבד√	serve, work	עֶבֶד	servant
		עֲבוֹדָה	service, work
עבר√	pass, cross, transgress	עֵבֶר	side, opposite side
עַד	to, as far as, until, while; eternity, always		
עוֹד	yet, still, again		
עוד√	testify	עֵדוּת, עֵדָה	warning sign, reminder, testimony; commandment
		עֵד, עֵדָה	witness
עוֹלָם, עֹלָם	forever, eternity, remote time		

Word	Meaning	Cognate word/s	Meaning
עָוֹן	transgression, sin		
עוֹף	flying creatures; birds		
עוֹר	skin, leather		
עור√	arouse, awake; blind		
עֵז	goat; goat's hair		
עֹז, עָז	strength, power		
עזב√	leave, abandon		
עזר√	help		
עַיִן	eye; fountain		
עִיר, עָרִים	(s, pl) city		
עַל	on, upon, against, over		
עלה√	go up; offer up	מַעַל	upwards; above
		עֹלָה	burnt offering
		עֶלְיוֹן	upper, Most High (G-d)
עִם	with		
עַם	people, nation		
עמד√	stand	עַמּוּד	pillar, column
עָמָל	distress, trouble; effort		
עֵמֶק	valley		
ענה√	answer; be afflicted, oppress	עָנִי	afflicted, poor
עָנָן	clouds		
עָפָר	dry earth, dust		
עֵץ	tree, wood		
עֶצֶם	bone; self, substance		
עֶרֶב	evening		
עֲרָבָה	desert, plain		
עֶרְוָה	nakedness		

Word	Meaning	Cognate word/s	Meaning
עֲרַךְ√	arrange, set in order		
עשׂה√	do, make	מַעֲשֶׂה	work
עֵת	time		
עַתָּה	now		
פֵּאָה	side, corner		
פדה√	buy (off), redeem, ransom		
פֶּה	mouth		
פֹּה, פֹּו, פֹּא	here		
פוּץ√	scatter, disperse		
פלא√	be extraordinary, wonderful		
פלל√	pray	תְּפִלָּה	prayer
פֶּן	in case, for fear that		
פנה√	turn	פָּנִים	face
		לִפְנֵי	before, in front of
פעל√	make, do		
פַּעַם	foot, step; time		
פקד√	visit, count, appoint; miss; remember		
פַּר, פָּרָה	(m, f) young bull; cow		
פְּרִי	fruit, offspring		
פרץ√	make a breach; burst out		
פרר√	break out, burst forth		
פָּרָשׁ	horseman, horse		
פרשׂ√	spread out; flaunt		
פֶּשַׁע	rebellion, revolt, transgression		
פתח√	open, loosen	פֶּתַח	opening, entrance
צֹאן	flock, sheep		

Word	Meaning	Cognate word/s	Meaning
צָבָא	army		
צַדִּיק	righteous; fair, just	צֶדֶק	righteousness; what is right
		צְדָקָה	righteousness
צוה√	command	מִצְוָה	commandment
צוּר	(large) rock		
צֵל	shadow, shade		
צלח√	advance, rush; succeed		
צעק√	cry out		
צָפוֹן	north		
צרר√	wrap up; be hostile toward; be distressed	צַר	enemy
		צָרָה	distress
קבץ√	assemble, gather together		
קבר√	bury	קֶבֶר	grave, burial place
קֶדֶם, קֶדֶם	in front; east; long ago	קָדִים	east side, east
קדשׁ√	be holy; make holy	קָדוֹשׁ	holy
		קֹדֶשׁ	holy (place, thing), holiness
		מִקְדָּשׁ	sanctuary, holy place
קָהָל	assembly, congregation		
קוֹל	voice, sound		
קום√	get up, rise, stand		
קָטָן, קָטֹן	small, unimportant, young		
קטר√	send an offering up in smoke; make smoke	קְטֹרֶת	smoke (of sacrifice); incense
קִיר	wall		
קלל√	curse; be slight, make light		
קנה√	acquire, buy	מִקְנֶה	cattle, livestock

Word	Meaning	Cognate word/s	Meaning
קֵץ	end; boundary	קָצֶה	end, border
קצר√	be short, shorten, harvest		
קרא√	call; meet; read; happen		
קֶרֶב; בְּקֶרֶב	inward part; in the middle of		
קרב√	draw near	קָרוֹב, קְרוֹבָה	near
		קָרְבָּן	offering, gift
קֶרֶן	horn		
קרע√	tear up		
קֶשֶׁת	bow (weapon); rainbow		
ראה√	see	מַרְאֶה	sight, appearance
רֹאשׁ	head	רֵאשִׁית	beginning, first
רבב√	be(come) numerous; multiply	רַב	much, many; captain, chief
		רֹב	abundance, multitude
רבה√	be(come) numerous; multiply		
רֶגֶל	foot		
רדף√	pursue, chase		
רוּחַ	spirit, wind	רֵיחַ	scent, smell
רום√	be high, raise	תְּרוּמָה	tribute, contribution
		מָרוֹם	height
רוּץ√	run away, flee		
רֹחַב	width		
רחץ√	wash (oneself)		
רחק√	be(come) far, distant	רָחוֹק	far, distant; distance
ריב√	argue, plead (a case)	רִיב, רִיבָה	argument, quarrel; legal speech
רכב√	ride	רֶכֶב	chariot, chariotry
רנן√	shout (for joy), cheer		

Word	Meaning	Cognate word/s	Meaning
רֵעַ	friend, companion		
רָעָב	hunger, famine		
רעה√	feed, graze, look after (animals)	רֹעֶה	shepherd
רעע√	be wicked, evil	רָע, רַע, רָעָה	evil
רפא√	heal		
רצה√	be pleased with; like	רָצוֹן	pleasure, favour, will
רַק	only		
רָשָׁע	(s m, f) guilty; wicked (one)		
שאל√	ask		
שאר√	remain; be left over	שְׁאֵרִית	remainder
שֵׁבֶט	rod, stick; tribe		
שבע√	swear, promise		
שבע√	satisfy, be satisfied		
שבר√	break		
שבת√	rest, stop	שַׁבָּת	sabbath, rest
שדד√	devastate, lay waste		
שָׂדֶה	field		
שָׁוְא	worthlessness; in vain		
שוב√	turn, return		
שׁוֹפָר	ram's horn, trumpet		
שׁוֹר	bull, ox		
שחה√ (חוה√)	bow down		
שחט√	slaughter, kill		
שחת√	ruin, destroy		
שׂים√	put, place, make		
שׁיר√	sing	שִׁיר, שִׁירָה	(m, f) song
שׁית√	put, place		
שׁכב√	lie down, sleep		

Word	Meaning	Cognate word/s	Meaning
שׁכח√	forget		
שׂכל√	have success; understand		
שְׁכֶם	shoulder		
שׁכם√	rise early		
שׁכן√	live, settle	מִשְׁכָּן	dwelling, tabernacle
שׁלח√	send, stretch out, let go		
שֻׁלְחָן	table		
שׁלך√	throw		
שָׁלָל	plunder, booty		
שׁלם√	be whole, complete; repay; make peace	שֶׁלֶם ,שְׁלָמִים	final or peace offering
		שָׁלוֹם	peace, health
שֵׁם	name		
שָׁם	there		
שְׂמֹאל	left; left hand; north		
שׁמד√	be destroyed; destroy		
שׂמח√	be happy	שִׂמְחָה	joy, rejoicing
שָׁמַיִם	heavens, sky		
שׁמם√	be astonished; be desolate	שְׁמָמָה	horror, desolation
שֶׁמֶן	oil		
שׁמע√	hear, listen, obey		
שׁמר√	keep, guard	מִשְׁמֶרֶת	guard, obligation, service
שֶׁמֶשׁ	sun		
שֵׁן	tooth; cliff		
שׂנא√	hate		
שָׁנָה	year		
שָׂעִיר	he-goat; hairy		
שַׁעַר	gate		

Word	Meaning	Cognate word/s	Meaning
שָׂפָה	lip; shore		
שִׁפְחָה	female slave, maidservant		
שׁפט√	judge	מִשְׁפָּט	judgement, custom, justice
		שֹׁפֵט	judge
שׁפך√	pour out		
שׁקה√	give to drink		
שֶׁקֶל	shekel (unit of weight)		
שֶׁקֶר	lie, falsehood		
שַׂר	leader, prince		
שׂרף√	burn		
שׁרת√	serve		
שׁתה√	drink		
תָּוֶךְ; בְּתוֹךְ	middle; in the middle of, through		
תּוֹעֵבָה	abomination		
תַּחַת	beneath, under, instead of		
תָּמִיד	regularly, always; continuance		
תמם√	be complete, finish	תָּמִים	whole, blameless
תִּפְאֶרֶת	glory, decoration		
תפשׂ√	seize, take hold of		
תקע√	drive, thrust; strike; pitch; blow		

Appendix 2: Grammar list

The general principle of this list is to cover all forms which may be examined in Component 1: Language.

Additional forms may appear in the unseen passages used in Component 1. These will not be examined in the optional grammar questions. However, they may occasionally appear in the comprehension and translation passages. In this case, students are expected to understand the meaning from the context, without knowledge of the grammatical form.

Students should be able to identify and explain more complex forms where they appear in the set texts for Component 2.

It is recognised that some terms have different variations, for example imperfect with vav conversive, wayyiqtol or waw consecutive imperfect. In these instances, centres have the choice to teach whichever term is more familiar. However, for the purposes of assessment we will use the terms listed in this appendix.

Morphology

Formation of nouns, adjectives, and pronouns

- Gender, number and state of both regular and those irregular nouns that appear in the vocabulary list.
- Nouns formed with preformative letters א, מ and ת
- Agreement of adjectives with nouns.
- Formation of comparatives and superlatives of adjectives in the vocabulary list.
- Cardinal and ordinal numbers.
- Pronominal suffixes attached to nouns, verbs and prepositions.

Formation of verbs

- Weaknesses in verb roots.
- All persons and numbers of the perfect and imperfect.
- Pluperfect in a narrative where the subject noun precedes the verb.
- Imperative and cohortative.
- Qal participles used as verbs.
- Regular formation and function of qal, niphal, piel, hiphil and hithpael (in the prescribed aspects/tenses).
- The following contracted/irregular forms of verbs in the vocabulary list:פ"י; פ"נ; ע"ו; ל"ה; פ and ע guttural; geminate.
- Commonly occurring formations of hophal and pual.
- Infinitive construct with prefixes ב, כ, ל and מ
- Infinitive absolute occurring before a perfect or imperfect verb.

Formation of words with prefixed and suffixed morphemes

- Inseparable prepositions and the preposition 'from'.
- Definite article.
- Interrogative הֲ
- Vav conjunctive.
- Vav consecutive/conversive.
- Gentilic י
- Locative הָ

Pointing

- Syllables and vowels, including sheva and hataf vowels.
- Weak dagesh and common occurrences of strong dagesh.
- The effect of the guttural and labial letters on pointing.

Syntax

Unseen passages selected for examination in Component 1 may contain any of the following syntactical constructions:

- relative clauses
- common types of conditional sentence
- common temporal, concessive and causal clauses
- purpose clauses
- result clauses
- verbless clauses
- asseverative clauses
- common negative clauses (including legal prohibitions)
- common oath clauses
- common interrogative clauses.

Appendix 3: Grammatical terminology

Students should be able to recognise and accurately use appropriate grammatical terminology from the following list.

The **Term** column in this list defines the vocabulary that will be used in examination, either in the question asked or as part of the answer required.

Students will not be penalised for correctly using any of the acceptable alternative terms from the list but they should not use unacceptable alternatives.

Phonetic spellings in English letters will be accepted as long as the intended meaning is clear.

Terms in italics are not included in the grammar list for Component 1. They are listed here in the event that they are relevant for a complete study of the set texts for Component 2.

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
nouns, adjectives and pronouns		
construct form	construct state	semichut סמיכות
preformative	noun prefix	introductory
cardinal		
ordinal		
dual form		
mappiq	mapik	
pronominal suffix		
singular		יחיד
plural		רבים
comparative		
superlative		
verbs		
root	shoresh	שֹׁרֶשׁ
tense	aspect	
geminate	double עַ	
first root letter	פ" pe- first radical I–	
second root letter	ע" ayin- second radical II –	

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
verbs		
third root letter	ל" lamed- third radical III –	
perfect (aspect/tense)	past tense	עבר
imperfect (aspect/tense)	future tense	עתיד
cohortative		
jussive		
imperative	command	צווי
infinitive construct		מקור infinitive
negative מ	privative מ	
infinitive absolute		מקור infinitive
binyan	stem conjugation	בנין
qal	kal pa'al	פעל Note that phonetic spellings of pa'al are likely to be confused with other conjugations. Candidates should be encouraged to learn the recommended spelling or use the terms 'qal' or 'kal'.
niphal	nifal	נפעל
piel		פיעל
hiphil	hifil	הפעיל
hithpael	hitpael hispael	התפעל
pual		פועל
hophal	hofal hufal	הפעל
active		
passive		

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
verbs (*continued*)		
causative		
reflexive		
interactive	reciprocal	
participle		present aspect/tense
qal passive participle	*qal passive*	*passive participle*
prefixed and suffixed morphemes		
definite article		he hayedia ה הידיעה
interrogative ה	questioning ה	he hasheila ה השאלה
locative ה	directional ה ה locale ה directive	
vav conjunctive		
vav consecutive	vav conversive	vav hahipuch ו ההיפוך
gentilic י		
pointing		
pointing	vowels niqqud	ניקוד
patah	patach	פתח
kamats	qamets	קמץ
segol		סגול
hataf-	reduced chataf- composite compound	חטף
hiriq	chirik	חיריק
tsere	zeire	צירי
holam	cholam	חולם
kubuts		קבוץ

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
pointing (*continued*)		
shuruk		שׁוּרוֹק melupim
vocal sheva	pronounced sheva	שׁוא נע sheva na
silent sheva	unpronounced sheva	שׁוא נח sheva nach
open syllable		
closed syllable		
accented syllable	tone syllable stressed syllable	
unaccented syllable	unstressed syllable	
guttural letters	letters אהחרע	
labial letters	letters בומפ lip letters	
weak dagesh	dagesh lene dagesh qal/kal בגדכפת dagesh	דגש קל beged kefet dagesh
strong dagesh	dagesh forte dagesh chazak	דגש חזק
syntax		
parallelism		
pausal form	*in pause*	
subject		
object		
ellipsis		

Appendix 4: Restricted vocabulary list for the translation of English sentences into Biblical Hebrew

Instructions for using this vocabulary list:

Verb roots are marked with a root sign $\sqrt{}$ and are not pointed. All other parts of speech are pointed with their regular pointing.

In the **Meaning** column:

- a comma marks an alternative meaning that is synonymous or closely related
- a semi-colon marks an unrelated meaning.

In the **Word** column:

- a comma marks an alternative form of the same word
- a semi-colon marks an alternative form that has a distinct meaning – marked by a semi-colon in the 'Meaning' column as well.

Meaning	Word	Part of speech	Required conjugation (for verbs)
(object marker, not translated); with, beside	אֵת	preposition	
altar	מִזְבֵּחַ	noun	
be, happen, become	היה√	verb	qal
before, in front of	לִפְנֵי	preposition	
behind, after	אַחַר	preposition	
beneath, under, instead of	תַּחַת	preposition	
between	בֵּין	preposition	
bless	ברך√	verb	piel
blood	דָּם	noun	
boundary, territory	גְּבוּל	noun	
bread, food	לֶחֶם	noun	
bring forth, give birth	ילד√	verb	qal
brother	אָח	noun	
burnt offering	עֹלָה	noun	
call	קרא√	verb	qal
city (s, pl)	עִיר, עָרִים	noun	

Meaning	Word	Part of speech	Required conjugation (for verbs)
command	צוה√	verb	piel
covenant, promise	בְּרִית	noun	
cut (off); make (a promise)	כרת√	verb	qal
daughter	בַּת	noun	
day	יוֹם	noun	
die	מות√	verb	qal
do, make	עשׂה√	verb	qal
earth, land	אֶרֶץ	noun	
eat	אכל√	verb	qal
enemy	אֹיֵב, אוֹיֵב	noun	
(extended) family; clan	מִשְׁפָּחָה	noun	
eye	עַיִן	noun	
face	פָּנִים	noun	
fall	נפל√	verb	qal
father	אָב	noun	
field	שָׂדֶה	noun	
find	מצא√	verb	qal
fire	אֵשׁ	noun	
flesh	בָּשָׂר	noun	
flock, sheep	צֹאן	noun	
foot	רֶגֶל	noun	
from, out of, part of, because of, than	מִן	preposition	
gate	שַׁעַר	noun	
get up, rise, stand	קום√	verb	qal
give	נתן√	verb	qal
go down	ירד√	verb	qal
go in, enter, come	בוא√	verb	qal

Meaning	Word	Part of speech	Required conjugation (for verbs)
go out, come out	יצא√	verb	qal
go up	עלה√	verb	qal
go, walk	הלך√	verb	qal
gold	זָהָב	noun	
good	טוֹב	adjective	
great	גָּדוֹל	adjective	
ground	אֲדָמָה	noun	
hand	יָד	noun	
he	הוּא	pronoun	
head	רֹאשׁ	noun	
hear, listen, obey	שמע√	verb	qal
heart	לֵב, לֵבָב	noun	
heavens, sky	שָׁמַיִם	noun	
holy (place, thing), holiness	קֹדֶשׁ	noun	
house	בַּיִת	noun	
I	אָנֹכִי, אֲנִי	pronoun	
in the middle of	בְּקֶרֶב	preposition	
in the middle of	בְּתוֹךְ	preposition	
judgement, custom, justice	מִשְׁפָּט	noun	
keep watch, guard	שמר√	verb	qal
king	מֶלֶךְ	noun	
know, notice	ידע√	verb	qal
lad, youth, servant	נַעַר	noun	
leader, prince	שַׂר	noun	
life, living; lifetime	חַי; חַיִּים	noun	
life, self, soul, mind	נֶפֶשׁ	noun	
lift, carry	נשׂא√	verb	qal

Meaning	Word	Part of speech	Required conjugation (for verbs)
lord, master	אָדוֹן	noun	
man	אָדָם	noun	
man (s,pl)	אִישׁ, אֲנָשִׁים	noun	
mountain, range	הַר	noun	
mouth	פֶּה	noun	
name	שֵׁם	noun	
new moon, month	חֹדֶשׁ	noun	
night	לַיְלָה	noun	
on, upon, against, over	עַל	preposition	
pass, cross, transgress	עברְ√	verb	qal
people, nation	גּוֹי	noun	
people, nation	עַם	noun	
place	מָקוֹם	noun	
priest	כֹּהֵן	noun	
prophet	נָבִיא	noun	
reign, be king	מלךְ√	verb	qal
remember	זכר√	verb	qal
say	אמר√	verb	qal
sea; west	יָם	noun	
see	ראה√	verb	qal
seed, descendants	זֶרַע	noun	
send, stretch out	שׁלח√	verb	qal
servant	עֶבֶד	noun	
serve, work	עבד√	verb	qal
service in war; army	צָבָא	noun	
she	הִיא	pronoun	
silver	כֶּסֶף	noun	
sin; sin-offering	חַטָּאת	noun	

Meaning	Word	Part of speech	Required conjugation (for verbs)
sit, live	יָשַׁב√	verb	qal
son	בֵּן	noun	
speak	דבר√	verb	piel
spirit, wind	רוּחַ	noun	
stand	עמד√	verb	qal
stone	אֶבֶן	noun	

Appendix 5: Restricted grammar list for the translation of English sentences into Biblical Hebrew

Morphology, pointing and syntax required for translating the English sentences into Biblical Hebrew in Component 1.

Morphology and pointing

- The forms of verbs from the restricted vocabulary list in their natural conjugation of qal or piel, perfect and imperfect.
- The forms of the nouns in the restricted vocabulary list, including gender, number and state.
- Pronominal suffixes attached to words in the restricted vocabulary list.
- Inseparable prepositions and the preposition 'from'.
- Definite article.
- Vav conjunctive.
- Vav consecutive/conversive attached to the imperfect.

Syntax

- Standard word order (verb – subject – preposition – object).
- The use of the imperfect aspect/tense with vav consecutive/conversive for narrative prose.
- Direct statements.

Appendix 6: Command words

The following command words summarise the essential skills required of students in responding to questions. To ensure that students have a full understanding as to how to respond, please refer to the relevant levels-based mark schemes provided in the *Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Biblical Hebrew Sample Assessment Materials (SAMs)* document.

Command word	Definition	AO assessed	
		Component 1	**Component 2**
Give Identify List Name State	Recall/select one or more pieces of information from text.	AO1	AO2
Describe	Give an account of the main characteristic of something from text. Statements in the response should be developed but do not need to include a justification or reason.		
Translate	Take words from Biblical Hebrew and change them into English *or* from English and change them into pointed Biblical Hebrew.	AO1	AO2
Explain	Provide reasoning to justify or exemplify a point. The answer should respond to the question and give reasons.	AO1	AO3
Examine	To analyse carefully by identifying aspects of content and features of literary style in text, then drawing and expressing conclusions.		AO3
Compare and contrast	To analyse the similarities and/or differences of the two set texts and evaluate their representation and significance. (NB: the comparison and contrast focuses on the ideas, values and social practices presented throughout both set texts.)		AO2 AO3

Appendix 7: The context for the development of this qualification

All our qualifications are designed to meet our World Class Qualification Principles[1] and our ambition to put the student at the heart of everything we do.

We have developed and designed this qualification by:

- reviewing other curricula and qualifications to ensure that it is comparable with those taken in high-performing jurisdictions overseas
- consulting with key stakeholders on content and assessment, including learned bodies, higher-education academics, teachers to ensure this qualification is suitable for a UK context
- reviewing the legacy qualification and building on its positive attributes.

This qualification has also been developed to meet criteria stipulated by Ofqual in their documents *GCSE (9 to 1)/GCE Qualification Level Conditions and Requirements*, and *GCSE/GCE Subject Level Conditions and Requirements for Ancient Languages*, published in March 2017.

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[1] Pearson's World Class Qualification Principles ensure that our qualifications are:

- **demanding**, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- **rigorous**, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence in end users of the knowledge, skills and competencies of certified students
- **inclusive**, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- **empowering**, through promoting the development of transferable skills, see *Appendix 8*.

From Pearson's Expert Panel for World Class Qualifications

May 2014

"The reform of the qualifications system in England is a profoundly important change to the education system. Teachers need to know that the new qualifications will assist them in helping their learners make progress in their lives.

When these changes were first proposed we were approached by Pearson to join an 'Expert Panel' that would advise them on the development of the new qualifications.

We were chosen, either because of our expertise in the UK education system, or because of our experience in reforming qualifications in other systems around the world as diverse as Singapore, Hong Kong, Australia and a number of countries across Europe.

We have guided Pearson through what we judge to be a rigorous qualification development process that has included:

- establishing External Subject Advisory Groups, drawing on independent subject-specific expertise to challenge and validate our qualifications
- subjecting the final qualifications to scrutiny against the DfE content and Ofqual accreditation criteria in advance of submission.

Importantly, we have worked to ensure that the content and learning is future oriented. The design has been guided by what is called an 'Efficacy Framework', meaning learner outcomes have been at the heart of this development throughout.

We understand that ultimately it is excellent teaching that is the key factor to a learner's success in education. As a result of our work as a panel we are confident that we have supported the development of qualifications that are outstanding for their coherence, thoroughness and attention to detail and can be regarded as representing world-class best practice."

Sir Michael Barber (Chair)

Chief Education Advisor, Pearson plc

Professor Lee Sing Kong

Director, National Institute of Education, Singapore

Bahram Bekhradnia

President, Higher Education Policy Institute

Professor Jonathan Osborne

Stanford University

Dame Sally Coates

Principal, Burlington Danes Academy

Professor Dr Ursula Renold

Federal Institute of Technology, Switzerland

Professor Robin Coningham

Pro-Vice Chancellor, University of Durham

Professor Bob Schwartz

Harvard Graduate School of Education

Dr Peter Hill

Former Chief Executive ACARA

All titles are correct as of May 2014.

Appendix 8: Transferable skills

The need for transferable skills

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning.' [1]

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework as the most evidence-based and robust skills framework. We adapted the framework slightly to include the Program for International Student Assessment (PISA) ICT Literacy and Collaborative Problem Solving (CPS) Skills.

The adapted National Research Council's framework of skills involves: [2]

Cognitive skills

- **Non-routine problem solving** – expert thinking, metacognition, creativity.
- **Systems thinking** – decision making and reasoning.
- **Critical thinking** – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- **ICT literacy** – access, manage, integrate, evaluate, construct and communicate. [3]

Interpersonal skills

- **Communication** – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- **Relationship-building skills** – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- **Collaborative problem solving** – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal skills

- **Adaptability** – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- **Self-management and self-development** – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Transferable skills enable young people to face the demands of further and higher education, as well as the demands of the workplace, and are important in the teaching and learning of this qualification. We will provide teaching and learning materials, developed with stakeholders, to support our qualifications.

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[1] OECD – *Better Skills, Better Jobs, Better Lives* (OECD Publishing, 2012)

[2] Koenig J A, National Research Council – *Assessing 21st Century Skills: Summary of a Workshop* (National Academies Press, 2011)

[3] PISA – *The PISA Framework for Assessment of ICT Literacy* (2011)

Appendix 9: Codes

Type of code	Use of code	Code
Discount codes	Every qualification eligible for performance tables is assigned a discount code that indicates the subject area to which it belongs. Discount codes are published by the DfE.	Please see the GOV.UK website*
Regulated Qualifications Framework (RQF) codes	Each qualification title is allocated an Ofqual Regulated Qualifications Framework (RQF) code. The RQF code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96 and on the LARA as being eligible for 16–18 and 19+ funding, and is to be used for all qualification funding purposes. The QN will appear on students' final certification documentation.	The QN for this qualification is: 603/3183/5
Subject codes	The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.	GCSE – 1BH0
Component codes	These codes are provided for reference purposes. Students do not need to be entered for individual components.	Component 1: 1BH0/01 Component 2: 1BH0/02

*www.gov.uk/government/publications/2018-performance-tables-discount-code

Pearson
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