

Getting Started Guide



GCSE (9-1) Biblical Hebrew

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

GCSE Biblical Hebrew Getting Started Guide

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1. Introduction

This Getting Started Guide provides an overview of the new GCSE specification, to help you get to grips with the changes to content and assessment, and to help you understand what these mean for you and your students.

We will be providing a package of support to help you plan and implement the new specification.

- **Planning:** In section 3 in this guide we will be providing a course planner that you can adapt to suit your department.
- **Tracking learner progress:** ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify topics and skills where students could benefit from further learning.
- **Support:** Our subject advisor service, and online community, will ensure you receive help and guidance from us, as well as enabling you to share ideas and information with each other. Email our subject advisor at Teachinglanguages@pearson.com

2. What's changed?

2.1 What are the changes to the GCSE qualification?

GCSE Biblical Hebrew specifications are changing for first assessment in 2020. These changes therefore apply to two-year courses from 2018 and three-year courses from 2017.

- There will be a new 9-1 grading system, with 9 being the top level.
- GCSE Biblical Hebrew continues to be fully linear, with all exams sat at the end of the course, and with no coursework or controlled assessment component.
- GCSE Biblical Hebrew continues to be untiered. There will be tiers in only a small number of subjects, such as Maths.

Changes to GCSE Biblical Hebrew content requirements

The content requirements for GCSE Biblical Hebrew have been revised by the Department for Education and Ofqual. All awarding organisations' specifications for GCSE Biblical Hebrew must meet these criteria.

GCSE Biblical Hebrew (9-1) specifications must include the following elements:

- Translation into English and comprehension of unseen passages of Biblical Hebrew
- Explanation of syntax and morphology within the context of an unseen passage, or translation of short sentences from English into Biblical Hebrew
- Study of two selections of prose and/or verse texts in Biblical Hebrew, including aspects of content, culture, social practices and values, literary style, common literary effects, and understanding of the cultural, historical and literary context of the literature.
- Selection, analysis and evaluation of evidence from the set texts, drawing informed conclusions to make a reasoned evidence-based response to the material studied.

Changes to Assessment Objectives

The GCSE Biblical Hebrew Assessment Objectives have been revised for the new specification. The main revision is that the old AO2 has been split into two separate objectives, AO2 and AO3, meaning that there is a greater focus on analysis, evaluation and response to literature in the new GCSE.

AO1 50%	Demonstrate knowledge and understanding of the language.
AO2 25%	Demonstrate knowledge and understanding of literature.
AO3 25%	Analyse, evaluate and respond to literature.

Timeline

Specification	2018	2019	2020
Current specification	Summer series as normal	Last assessment	
NEW 2018 specification	First teaching of two-year course		First assessment

3. Planning

3.1 Planning and delivering the course

The new GCSE Biblical Hebrew Specification is a linear course which means that all papers must be sat at the end of the course.

The new GCSE Biblical Hebrew specification has been designed so that teachers can deliver the content over 120 guided learning hours and have adequate time for revision and assessment. There are a number of ways to deliver the course and centres will need to decide on a delivery method which suits their teaching methods, school timetables and students.

The section below offers a brief overview of the course and is designed for centres to adapt to their own circumstances and teaching methods.

3.2 Delivery models

Two-year course planner

Year 1	Specification content
Autumn	Language Comprehension Literature Set text 1: Joshua 6, 8
Spring	Language Translation from Biblical Hebrew into English Literature Set text 1: Joshua 9
Summer	Language Optional content choice: grammar or translation from English into pointed Biblical Hebrew Literature Set text 1: Joshua 10:1–28
Year 2	
Autumn	Language Comprehension Literature Set text 2: I Kings 18, 20:1–21
Spring	Language Translation from Biblical Hebrew into English Literature Set text 2: I Kings 20:22–43, 21:1–25
Summer	Revision/exam preparation

Three-year course planner

Year 1	Specification content
Autumn	<p>Language Comprehension</p> <p>Literature Set text 1: Joshua 6</p>
Spring	<p>Language Translation from Biblical Hebrew into English</p> <p>Literature Set text 1: Joshua 8</p>
Summer	<p>Language Optional content choice: grammar OR translation from English into pointed Biblical Hebrew</p> <p>Literature Set text 1: Joshua 9</p>
Year 2	
Autumn	<p>Language Comprehension</p> <p>Literature Set text 1: Joshua 10:1–28</p>
Spring	<p>Language Translation from Biblical Hebrew into English</p> <p>Literature Set text 2: I Kings 18</p>
Summer	<p>Language Translation from Biblical Hebrew into English</p> <p>Literature Set text 2: I Kings 20</p>
Year 3	
Autumn	<p>Language Optional content choice: grammar OR translation from English into pointed Biblical Hebrew</p> <p>Literature Set text 2: I Kings 21:1–25</p>
Spring	<p>Language Comprehension Translation from Biblical Hebrew into English</p> <p>Literature Revision and synoptic assessment preparation</p>
Summer	Revision/exam preparation

3.3 Suggested resources

This list is not intended to be prescriptive or exhaustive, but may assist centres in preparing to teach the new specification.

Suggested resources for the set texts

<http://mg.alhatorah.org/>

<https://www.sefaria.org/>

Set text 1: Joshua – The wars of Joshua (2020-2022)

Kiel, J. (ed.) Book of Joshua. Mossad Harav Kook. Jerusalem, 1994

Rosenberg, A.J. (ed.) The Book of Joshua. The Judaica Press, Inc. New York, first printing 1980

Set text 2: I Kings – The reign of Ahab (2020-2022)

and Set text 2: I Kings – The reign of Solomon (2023-2025)

Kiel, J. (ed.) Book of Kings. Mossad Harav Kook. Jerusalem, 1989

Rosenberg, A.J. (ed.) The Book of Kings I. The Judaica Press, Inc. New York, 1980

Set text 1: Judges – Gideon and Abimelech as leaders (2023-2025)

Elizur, J. (ed.) Book of Judges. Mossad Harav Kook. Jerusalem, 1993

Rosenberg, A.J. (ed.) The Book of Judges. Judaica Press. New York, 1985

Suggested reference books and websites

<http://www.2letterlookup.com/>

Brown, F. et al. A Hebrew and English Lexicon of the Old Testament. Oxford and Clarendon Press, 1968.

Cowley, A.E. Gesenius' Hebrew Grammar. Oxford University Press. Oxford, 1966 (also available at [https://en.wikisource.org/wiki/Gesenius' Hebrew Grammar](https://en.wikisource.org/wiki/Gesenius'_Hebrew_Grammar))

Gillis, M. and Sint, M. Biblical Hebrew Vocabulary by Topic, a Guide for Students from Beginners up to Advanced Level. Prothero Press, 2014.

Kelley, P. H. Biblical Hebrew – An Introductory Grammar. Eerdmans. Michigan, 1992

4. Assessment guidance

4.1 Assessment overview

Paper	Section	Assessment objective	Marks
Paper 1: Language Weighting: 50% Total marks: 100 Exam time: 2 hours	Section A Comprehension <ul style="list-style-type: none"> Two sets of compulsory comprehension questions (total 30 marks) Two sets of optional content questions (total 20 marks) 	AO1	50
	Section B Translation <ul style="list-style-type: none"> Three questions 	AO1	50
Paper 2: Literature Weighting: 50% Total marks: 100 Exam time: 2 hours	Section A Set text 1 <ul style="list-style-type: none"> Three sets of short-response questions (total 30 marks) Translation passage (5 marks) Extended response question (9 marks) 	AO2/AO3	44
	Section B Set text 2 <ul style="list-style-type: none"> Three sets of short-response questions (total 30 marks) Translation passage (5 marks) Extended response question (9 marks) 	AO2/AO3	44
	Section C <ul style="list-style-type: none"> Synoptic question 	AO2/AO3	12

4.2 Paper 1

Paper 1 targets AO1. The Paper 1 question paper is divided into two sections:

- Section A: Comprehension
- Section B: Translation

A separate source booklet is provided containing five passages: two for Section A and three for Section B. One or two sentences of background information are provided in English before each passage in the source booklet. Two glossaries are provided for each passage: one containing a list of names in the passage, and one giving the translations of any words not in the required Vocabulary list (Appendix 1 in the specification).

Paper 1 Section A: Comprehension

Section A contains three types of question. Each question type is explained below.

Comprehension questions

There are two sets of comprehension questions, each worth 15 marks. Each set of comprehension questions is based on an unseen passage (Passages 1 and 2 in the source booklet).

Comprehension questions target students' ability to understand unseen passages of Biblical Hebrew, including identifying the overall message of a passage and inferring meaning. These questions are worth between one and four marks, and will be marked using a points-based mark scheme. The example mark scheme below is in response to the question:

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

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

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

Optional content

After each set of comprehension questions, there is a choice between answering grammar questions OR translating short sentences from English into pointed Biblical Hebrew. Each set of optional content questions is worth 10 marks.

Optional content: grammar questions

The grammar questions are based on the same unseen passages as the comprehension questions (Passages 1 and 2 in the source booklet).

The grammar questions target students’ ability to explain Biblical Hebrew morphology and syntax as listed in the Grammar list (Appendix 2 of the specification).

These questions will be marked using a points-based mark scheme. The example mark scheme below is in response to the question:

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

(i) לַמִּלְחָמָה (line 11)

Question number	Answer	Mark
7(b)(i)	AO1 Award the mark for the identification: feminine (noun).	(1)

Optional content: translation from English into pointed Biblical Hebrew

Each set of translation into Biblical Hebrew questions contains three short English sentences for translation.

These questions will be marked using a points-based mark scheme. In general, one Biblical Hebrew word is worth one mark. The mark scheme gives a sample answer but accepts alternative correct word choices and grammatical forms. Each correctly formed and pointed word gains one mark. Up to one pointing error is allowed per word.

The example mark scheme below is in response to the question:

8 Translate the following into pointed Biblical Hebrew.

(b) The men will eat meat.

Question number	Answer	Mark
8(b)	AO1 Award 1 mark for each correct part of the sentence: (1) יֹאכְלוּ (1) הָאֲנָשִׁים (1) בָּשָׂר	(3)

Paper 1 Section B: Translation

Section B contains three questions. Each question is based on a passage from the source booklet: Passages 3, 4 and 5. The two question types are explained below.

Translation of words and phrases

The first question in Section B requires students to translate individual words and phrases from an unseen Biblical Hebrew passage – Passage 3 in the source booklet. This question is worth 15 marks.

This question will be marked using a points-based mark scheme. In general, one mark is awarded for the correct contextual translation of one prefix, suffix or root/word.

The example mark scheme below illustrates the importance of a correct contextual translation. Marks will not be awarded for a translation which is incorrect in the context of the passage from the source booklet, even if the translation could be correct in a different context.

Question number		Answer	Mark
(f)	line 9	<div style="display: flex; align-items: center;"> נתתה You gave (1) it (1). Do not accept 'her' </div>	(2)

Translation of a passage

The second and third questions in Section B require students to translate passages of unseen Biblical Hebrew into English. The second question requires translation of a shorter passage (Passage 4 in the source booklet), worth 15 marks, and the third question requires translation of a longer passage (Passage 5 in the source booklet), worth 20 marks.

These questions will be marked using a levels-based mark scheme. The passages for translation are divided into sections of 5 marks each, and marks are awarded as follows:

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 one minor error.

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.

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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 will be treated as a maximum of one major error. Repeated vocabulary errors will not be penalised.

The determination of what is a minor error is only necessary when it is the only error in a translation; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 look likely, the overall proportion of meaning conveyed in the section is the only consideration.

The classification below should be seen as a general guide only:

- 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 (e.g. 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 and this will depend on their context.
- Mistranslation of binyanim (e.g. 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.

The final decisions on what constitutes a minor and major error will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

Example translation:

וְאָמַרְתֶּם לָהֶם אֲשֶׁר נִכְרְתוּ מִיַּמֵּי הַיַּרְדֵּן מִפְּנֵי אֲרוֹן בְּרִית־יְיָ בְּעָבְרוֹ בַּיַּרְדֵּן

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

- *You shall say to them that the waters of the Jordan were cut off before the Ark of the covenant of the LORD 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 LORD 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 LORD 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 LORD when it passed through the Jordan* – the aspect/tense error is major, so a mark of 4 is appropriate.

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- You said to them that the water of the Jordan was cut off before the Ark of the LORD 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 LORD 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.
- 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.

4.3 Paper 2

Paper 2 targets AO2 and AO3. The Paper 2 question paper is divided into three sections:

- Section A: Set text 1
- Section B: Set text 2
- Section C: Synoptic question

A separate source booklet is provided containing ten passages: five for Section A and five for Section B. No background information or glossaries are provided for the Paper 2 source booklet as the passages are taken from the set texts.

Paper 2 Sections A and B: Set texts 1 and 2

Sections A and B are identical in structure and each assess one of the set texts. Each section is worth a total of 44 marks, divided between a number of question types.

Short response questions

Each section contains a total of 30 marks of short response questions, targeting AO2 and AO3. The short response questions in each section are split across three passages in the source booklet: Passages A1, A2 and A3, and passages B1, B2 and B3.

Short response questions can be worth between one and four marks and are marked using a points-based mark scheme. Each type of short response question is outlined below and illustrated using an example question and mark scheme.

AO2 short response questions

AO2 short response questions require candidates to use one or more of the following skills:

- **Translate information from the source passage**

Example question and mark scheme (Source passage: Joshua 10:6)

11 State who approaches whom in line 1.

Question number	Answer	Mark
11	<p>AO2</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • the people of Gibeon (approach) <p>Award 1 mark for:</p> <ul style="list-style-type: none"> • (approach) Joshua 	(2)

- **Recall background information about the content of the source passage**

Example question and mark scheme (Source passage: I Kings 18:42)

23 Give the following information about Ahab/Achav:

(a) the role he held in Israel.

Question number	Answer	Mark
23 (a)	<p>AO2</p> <p>Award the mark for:</p> <ul style="list-style-type: none"> • king 	(1)

- **Show how the grammar of a word or phrase from the source passage affects its translation**

Example question and mark scheme (Source passage: Joshua 8:31)

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

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

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

AO3 short response questions

The command word 'Explain' is reserved for AO3 short response questions in Paper 2. AO3 short response questions require candidates to use one or more of the following skills:

- **Explain the meaning of a complex or unusual word or phrase in the context of the source passage**

Example question and mark scheme (Source passage: I Kings 18:30)

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

Question number	Answer	Mark
21	<p>AO3</p> <p>Award 1 mark for each of the following:</p> <ul style="list-style-type: none"> • it is normally used to mean 'to heal a person' (1) • in this context it means 'to repair/refurbish an object' (the altar) (1) 	(2)

- **Identify and analyse literary features of the source passage**

Example question and mark scheme (Source passage: I Kings 18:42-46)

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

Question number	Answer	Mark
26	<p>AO3</p> <p>Award 1 mark for any of the following, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • use of alliteration גשם גדול / שב שבע – the similar sounds increase phonetic impact and therefore add drama (1) • the dramatic contrast of a cloud the size of a man's hand turning into heavy rainfall (1) • series of imperatives (in lines 3–4) to express urgency (1) • the description of the rain using a dramatic adjective: 'a great rain' (1) • unusual root ויגהר – dramatic use of unusual words (1) • dramatic word הנה adds emphasis (1) • dramatic repeated idiom עד כה ועד כה (1) • idiom י = power, dramatic because of implicit metaphor (1) • 'the heavens grew dark, with clouds and wind' – dramatic build-up (1). 	(2)

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- **Explain why something happens in the source passage, where the answer is based on analysis and not part of the source passage**

Example question and mark scheme (Source passage: I Kings 18:33-34)

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

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

- **Explain aspects of a social, cultural or societal theme in the text**

Example question and mark scheme (Source passage: Joshua 6:1-5)

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

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

Translation questions

After the three sets of short response questions on each set text, there is a passage from the set text for translation into English – Passages A4 and B4 in the source booklet. Each translation passage is marked out of 5 marks. Translation passages from a set text target objective AO2.

The translation questions in Paper 2 will be marked in the same way as those in Paper 1 – see 'Translation of a passage' under *Paper 1 Section B: Translation* above.

Extended response questions

The last question in Sections A and B is an extended response question worth 9 marks and targeting AO3. Each question refers to one passage in the source booklet: Passages A5 and B5.

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.

The 9-mark extended response questions use the command word 'Examine' and contain the sentence 'You should refer to the Biblical Hebrew and evaluate the use of language'.

Students should be prepared to read the question and the source passage carefully and select relevant examples of content and features of literary style which they can use to answer the question. Students should ensure that their answers focus on the language used, as well as the content of the source passage.

The 9-mark extended response questions are marked using a levels-based mark scheme. For levels-based mark schemes, the indicative content is provided first, followed by the levels.

The example below is for the following question on Set text 1:

17 Examine the description of the aftermath of the battle of Jericho in this passage.

You should respond to:

- *the treatment of Rahab/Rachav and her family*
- *what happens to the city and its contents.*

You should refer to the Biblical Hebrew and evaluate the use of language.

Question number	Indicative content
17	<p>A03 9 marks</p> <p>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>Candidates may make the following points in relation to the analysis of the description of the aftermath of the battle of</p>

	<p>Jericho:</p> <ul style="list-style-type: none"> the linguistic emphasis on the care to save her entire family: father, mother, brothers, belongings and families 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) use of Hiphil verbs in the description emphasises how the Israelites take responsibility for Rahab – החיה, ויניחום, הוציאו change in word order emphasises ‘but the city, they had burned in fire’ Rahab stays safe among the Israelites – change in word order emphasises ‘But Rahab... Joshua kept alive’ ‘She lived among Israel <u>to this day</u>’ – the description emphasises how Rahab’s safety in Israel is everlasting the reason Rahab is saved is stated: ‘because she had hidden the messengers ...’. <p>Accept any other valid points.</p>
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Level	Mark	A03 descriptor
Level 1	1–3	<ul style="list-style-type: none"> Limited analysis that identifies some simple aspects of content and/or features of literary style, with little support. Limited evaluation with responses that draw and express simple conclusions, many of which are descriptive or underdeveloped and may not link to the analysis.
Level 2	4–6	<ul style="list-style-type: none"> Some accurate analysis that identifies an emerging range of aspects of content and/or features of literary style, with some support. Some accurate evaluation with responses that draw and express some relevant conclusions; with some developed reasoning and some links to the analysis.
Level 3	7–9	<ul style="list-style-type: none"> Accurate or mostly accurate analysis that identifies a range of aspects of content and/or features of literary style, with relevant support. Accurate or mostly accurate evaluation with responses that draw and express relevant conclusions; with mostly well-developed reasoning and clear links to the analysis.

Examiners are instructed to apply a ‘best-fit’ approach when marking. This acknowledges that students may be stronger in one skill than another. In the example above, two strands are indicated. This means that very strong performance in strand 1 might allow a student into Level 3, even if the performance in strand 2 better fitted Level 2. For marks at the top of a level to be awarded, both strands must fit the descriptors at the level. The General marking guidance in the sample assessment materials provides general information on ‘Finding the right level’ and ‘Placing a mark within a level’.

Paper 2 Section C: Synoptic assessment

Section C is an extended response question worth 12 marks targeting both AO2 and AO3. The question refers to both set texts, and allows students to show their ability to combine their skills, knowledge and understanding with breadth and depth of the subject. The 12-mark extended response question will require students to compare and contrast ideas, values and social practices from across both texts.

This question focuses on candidates’ ability 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. They 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.

The 12-mark extended response question is marked using a levels-based mark scheme. For levels-based mark schemes, the indicative content is provided first, followed by the levels.

The example below is for the following synoptic question:

34 Compare and contrast how punishment is presented in the two set texts.

You should:

- *support your answer with a range of references from both texts (you may include passages printed in the Source Booklet)*
- *draw conclusions about how punishment is represented in both texts.*

Question number	Indicative content
34	<p>AO2 (6 marks) AO3 (6 marks)</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>Candidates may make the following possible points of comparison:</p> <ul style="list-style-type: none"> • in Set Text 1, the five Amorite kings attack the Gibeonites in order to punish them for making peace with the enemy Israelites (AO2) • likewise, in Set Text 2, Ben-Haddad threatens to attack Ahab as a punishment for not agreeing to his demands (AO2)

<p>34 (cont)</p>	<ul style="list-style-type: none"> • 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) • 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) • 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) • 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) • 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) • 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) • punishment is often shown to fit the crime. This serves to reinforce the idea that the punishment is well deserved (AO3) • 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 • 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 talking about Ahab himself who took the decision to keep Ben-Haddad alive and would pay for this with his own death (AO2) • 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). <p>Accept any other valid points of comparison.</p> <p>Candidates may make the following possible points of contrast:</p> <ul style="list-style-type: none"> • 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) • 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)
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<p>34 (cont)</p>	<ul style="list-style-type: none"> • 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) • 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) • 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) • 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) • 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) • 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) • 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) • 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) • 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) • some actions always deserve punishment but other actions might 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>Accept any other valid points of contrast.</p>
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Level	Mark	Descriptors
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Limited knowledge and understanding of the set texts demonstrated (AO2). • Limited relevant points made and few are drawn from across the whole of the two texts; points tend to be simple and underdeveloped (AO2). • 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). • Responses draw and express simple conclusions, many of which are descriptive or underdeveloped and may not link to the analysis (AO3).
Level 2	4–6	<ul style="list-style-type: none"> • Some relevant knowledge and understanding of the set texts demonstrated (AO2). • Some relevant points made and some are drawn from across the whole of the two texts; points have some development (AO2). • 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). • Responses draw and express some relevant conclusions; with some developed reasoning and some links to the analysis (AO3).
Level 3	7–9	<ul style="list-style-type: none"> • Mostly relevant knowledge and understanding of the set texts demonstrated (AO2). • Mostly relevant points made and most are drawn from across the whole of the two texts; points are clearly developed (AO2). • 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). • Responses draw and express relevant conclusions; with mostly developed reasoning and mostly clear links to the analysis (AO3).

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Level 4	10–12	<ul style="list-style-type: none">• Relevant knowledge and excellent understanding of the set texts demonstrated (AO2).• 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).• 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).• Responses draw and express insightful conclusions, with well-developed reasoning and clear links to the analysis (AO3).
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Examiners are instructed to apply a 'best-fit' approach when marking. This acknowledges that students may be stronger in one skill than another. In the example above, four strands are indicated. This means that very strong performance in the AO2 strands might allow a student into Level 4, even if the performance in AO3 better fitted Level 3. For marks at the top of a level to be awarded, all four strands must fit the descriptors at the level. The General marking guidance in the sample assessment materials provides general information on 'Finding the right level' and 'Placing a mark within a level'.