



A-LEVEL BIBLICAL HEBREW

7677

Specification

For teaching from September 2018 onwards
For A-level exams in 2020 onwards

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Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/7677](https://www.aqa.org.uk/7677)
- We will write to you if there are significant changes to the specification.

1 Introduction

1.1 Why choose AQA for A-level Biblical Hebrew

A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively. Our objective is to enable students of all abilities to develop their Biblical Hebrew linguistic skills to their full potential, equipping them with a deeper understanding of the life and culture of the ancient world through the literature studied.

Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding. We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge of the ancient world whilst developing their linguistic skills. We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our Biblical Hebrew qualifications at [aqa.org.uk/languages](https://www.aqa.org.uk/languages)

1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

1.2.1 Teaching resources

Visit [aqa.org.uk/7677](https://www.aqa.org.uk/7677) to see all our teaching resources. They include:

- marked student responses to the questions on our sample assessments, with examiner commentaries
- training courses to help you deliver AQA Biblical Hebrew qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

1.2.2 Preparing for exams

Visit [aqa.org.uk/7677](https://www.aqa.org.uk/7677) for everything you need to prepare for our exams, including:

- past papers, mark schemes and examiners' reports
- specimen papers and mark schemes for new courses
- example student answers with examiner commentaries.

1.2.3 Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

1.2.4 Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

1.2.5 Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/7677

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/from-2017

Alternatively, you can call or email our subject team direct.

E: mfl@aqa.org.uk

T: 01423 534381

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

2.1 Subject content

1. [Unseen translation, comprehension, pointing and composition](#) (page 12)
2. [Prose literature and poetry](#) (page 12)
3. [Grammar](#) (page 13)
4. [Vocabulary](#) (page 20)
5. [Works](#) (page 20)

2.2 Assessments

Paper 1: Translation, comprehension and composition (language)
<p>What's assessed</p> <ul style="list-style-type: none">• Unseen prose (translation, comprehension and pointing).• Unseen poetry (translation and comprehension).• Composition.
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 3 hours• 150 marks• 50% of A-level
<p>Questions</p> <p>The translation, comprehension and composition question paper has three sections. Students answer all sections.</p> <p>In Section A, students will:</p> <ul style="list-style-type: none">• translate a passage of unseen prose into English (20 marks)• answer comprehension and grammar questions on a passage of unseen prose (25 marks)• point a passage of unseen prose (5 marks). <p>In Section B, students will:</p> <ul style="list-style-type: none">• translate a passage of unseen poetry into English (25 marks)• answer comprehension and grammar questions on a passage of unseen poetry (25 marks). <p>In Section C, students will translate a passage of approximately 100 words in length into pointed Biblical Hebrew (50 marks).</p> <p>No access to a dictionary during the assessment.</p>



Paper 2: Prose literature

What's assessed

- Set text comprehension, translation and analysis (set texts 1 and 2).
- Set text essay (set text 2).
- AO2 and AO3.

Students also study **additional literature in translation** in order to understand the context from which the set texts have been taken.

How it's assessed

- Written exam: 2 hours
- 75 marks
- 25% of A-level

Questions

The prose literature paper has three sections. Students answer **all** sections.

In section A students will:

- answer comprehension and grammar questions on set text 1 (10 marks)
- translate a passage from set text 1 (5 marks)
- answer a question analysing literary style, characterisation, argument and literary meaning on set text 1 (15 marks).

In section B students will:

- answer comprehension and grammar questions on set text 2 (5 marks)
- translate a passage from set text 2 (5 marks)
- answer a question analysing literary style, characterisation, argument and literary meaning on set text 2 (15 marks).

In section C students will write an essay which draws upon material from **set text 2** and the **material read in translation** (20 marks).

No access to texts during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 500 words per essay.



Paper 3: Poetry

What's assessed

- Set text comprehension, translation and analysis (set texts 3 and 4).
- Set text essay (set text 4).
- AO2 and AO3.

Students also study **additional literature in translation** in order to understand the context from which the set texts have been taken.

How it's assessed

- Written exam: 2 hours
- 75 marks
- 25% of A-level

Questions

The poetry paper has three sections. Students answer all sections.

In section A students will:

- answer comprehension and grammar questions on set text 3 (10 marks)
- translate a passage from set text 3 (5 marks)
- answer a question analysing literary style, characterisation, argument and literary meaning on set text 3 (15 marks).

In section B candidates will:

- answer comprehension and grammar questions on set text 4 (5 marks)
- translate a passage from set text 4 (5 marks)
- answer a question analysing literary style, characterisation, argument and literary meaning on set text 4 (15 marks).

In section C candidates will write an essay which draws upon material from set text 4 and the material read in translation (20 marks).

No access to texts during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 500 words per essay.

3 Subject content

The key features of the A-level in Biblical Hebrew for you and your students are knowledge and understanding of the language and knowledge and understanding of literature, society and values. The specification will provide:

- the opportunity to develop linguistic skills which will help both in the study and application of other languages
- the opportunity to be inspired, motivated and challenged by reading widely across a range of set texts
- the opportunity to gain a deeper understanding of the life and culture of the ancient world through the literature studied
- the encouragement to develop and apply critical analytical skills, which will help students in their future study
- the separation of the assessment of unseen language and set texts in different question papers
- the chance to develop the language and literature skills needed to progress to studying a classical languages degree or equivalent.

A-level Biblical Hebrew will build on the knowledge, understanding and skills specified for GCSE (9–1), although prior attainment of a GCSE (9–1) qualification in Biblical Hebrew is not a requirement. Students will be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax and accidence and the in-depth study of prose literature and poetry.

There is no defined vocabulary list for A-level Biblical Hebrew. Rather, the qualification will require students to know and build upon words which are listed in the Core Vocabulary List.

Students are expected to study a range of texts in order to develop a wider vocabulary and more complex understanding and application of syntax and accidence. They will be required to not only understand syntax and accidence but to be able to explain and apply it, both in unseen texts and in the set texts. This will enable them to translate unseen passages, answer comprehension and grammar questions on unseen prose and poetry passages, and translate a passage of English prose into Biblical Hebrew.

A-level Biblical Hebrew will also extend the study of ancient literature in terms of breadth and depth, further developing students' ability to critically analyse and evaluate ancient literature. The qualification also requires students to read additional literature in translation in order to understand the context from which the set texts have been taken.

Over the course of the A-level, students will have studied four different books of the Bible in preparation for the language and literature exams.

This specification follows the Orthodox Jewish tradition for 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 in between the first and second letters, for example: אֱ-לֹהִים, אֶ-דְנִי, צַ-בְאוֹת

You may use this approach, but you are also free to approach the qualification from a Christian or other perspective.

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

3.1 Unseen translation, comprehension, pointing and composition

This component is designed to enable students to demonstrate their linguistic competence in Biblical Hebrew. There is no Defined Vocabulary List for this component. Students should build on and develop their range of vocabulary through wider reading of texts during the A-level course.

Students should be able to:

- extend and demonstrate their knowledge of vocabulary and linguistic structures through continued linguistic study and through wider reading and by studying passages of Biblical Hebrew
- recognise, explain, analyse and/or deploy, as appropriate, the accidence and syntax listed in [Grammar](#) (page 13)
- accurately translate unseen material into English or Biblical Hebrew
- demonstrate a detailed understanding of the linguistic structures of material written in the original language, including an understanding of individual words, phrases, clauses or sentences
- present relevant information in a clear, concise and logical manner using appropriate terminology in English
- understand and appreciate ancient Biblical Hebrew literature and have a critical awareness of its meaning and its literary techniques.

Students will be required to:

- demonstrate their understanding of a passage of unseen prose text through comprehension, translation and questions on syntax and accidence
- point approximately two lines of narrative prose
- demonstrate their understanding of a passage of unseen poetry text through comprehension, translation and questions on syntax and accidence
- translate unseen material from English into Biblical Hebrew.

3.2 Prose literature and poetry

Students will study two prose texts and two poetry texts, as detailed in [Works](#) (page 20).

Students should be able to:

- demonstrate detailed knowledge and understanding of the set texts studied
- understand and appreciate the literary context from which the set texts have been taken by reading an appropriate selection of ancient literature in English translation
- understand and appreciate, as appropriate, the social, cultural and historical contexts for the set texts.
- identify, analyse and evaluate literary techniques, characterisation, strength of argument and literary meaning in the set texts
- use appropriate technical terms in English to describe the literary techniques and features of the set texts
- demonstrate appropriate historical and/or cultural knowledge when necessary for the understanding or evaluation of a given phrase, clause, sentence or passage
- appropriately select relevant information from the material studied to support their argument and analyse and summarise their findings

- present relevant information in a clear, concise and coherent manner whilst writing at length, using appropriate terminology in English.

Students will be required to:

- understand and respond to passage(s) from a set text
- demonstrate knowledge and understanding of the wider context of a set text
- translate passages of each set text into English
- critically analyse the literary style, characterisation, argument and literary meaning of a passage from a set text
- develop judgement and independence in their in-depth study of a range of literary texts and their contexts
- demonstrate an increased level of critical appreciation by writing at sustained length on passages and topics from the set texts as well as material studied in translation.

As well as all the grammatical forms defined in [Grammar](#) (page 13), students should study:

- more complex grammatical forms where they appear in the set text
- up to two explanations of the meaning of any complex, ambiguous or uncommon word or phrase, supported by contextual and/or grammatical justification
- derivations of nouns which are derived from verbal forms, and of proper nouns (names of people and places)
- background information about incidents, characters, places and people, where relevant for a complete understanding of the storyline
- approximate locations of important places on maps of the region.

3.3 Grammar

Students must study the grammar below.

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

Students will be expected to be able to identify and explain more complex forms where they appear in the set texts for Papers 2 and 3.

3.3.1 Accidence

3.3.1.1 Formation of nouns, adjectives, and pronouns

- Gender, number and state of regular and irregular nouns
- Nouns formed with preformative letters נ , כ and ק , and affirmative letter א
- Agreement of adjectives with nouns
- Formation of comparatives and superlatives of adjectives
- Cardinal and ordinal numbers
- Pronominal suffixes attached to nouns, verbs and prepositions

3.3.1.2 Formation of verbs

- Weaknesses in verb roots
- All persons and numbers of the perfect and imperfect tenses/aspect, including the imperative
- Cohortative, jussive and polite imperative
- Participles in all conjugations, used as verbs, nouns or adjectives, including the qal passive participle

- Formation and function of qal, niphal, piel, hiphil and hithpael (in the prescribed tenses/aspect)
- The following contracted/irregular forms of verbs: פ"י; פ"נ; ע"ו; ל"ה; פ"ה; פ"י and ע guttural; geminate; irregularities of first root letters in hithpael
- Commonly occurring formations of hophal and pual
- Commonly occurring formations of polel, hithpolel, pilpel and hithpalpel
- Infinitive construct
- Infinitive absolute

3.3.1.3 Formation of words with prefixed and suffixed morphemes

- Inseparable prepositions and the preposition 'from'
- Definite article
- Interrogative ה
- Vav conjunctive
- Vav conversive/consecutive
- Gentilic י
- Locative ה
- Paragogic letters

3.3.1.4 Pointing

- Syllables and vowels, including sheva and hataf vowels
- Weak dagesh and strong dagesh, including euphonic dagesh
- The effect of the guttural and labial letters on pointing
- The effect of the accents milra/milei on pointing
- Pausal form

3.3.1.5 Syntax

- Word order
- Relative clauses
- Oath clauses
- Interrogative clauses

In addition, passages selected for examination in Component 1 may contain any of the following syntactical constructions for translation:

- 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

3.3.2 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 within 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.

3.3.2.1 Nouns, adjectives and pronouns

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
construct form	construct state	semichut סמיכות
preformative	noun prefix	introductory
cardinal		
ordinal		
dual form		
mappiq	mapik	
pronominal suffix		
singular		יחיד
plural		רבים
comparative		
superlative		

3.3.2.2 Verbs

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
root	shoresh	שרש
aspect/tense		
geminate	double γ	
first root letter	"פ pe- first radical –	

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
second root letter	"ע ayin- second radical II –	
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
emphatic imperative	softened imperative softening ה extended imperative polite imperative	
infinitive construct		מקור infinitive
negative ן	privative ן	
infinitive absolute		מקור infinitive
binyan	stem conjugation	בנין

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
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		
causative		
reflexive		
interactive	reciprocal	
participle		present aspect/tense
qal passive participle	qal passive	passive participle

3.3.2.3 Prefixed and suffixed morphemes

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
definite article		he hayedia ה הידיעה

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
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		

3.3.2.4 Pointing

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
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
shuruk		שורוק melupim

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
vocal sheva	pronounced sheva	שוא נע sheva na
silent sheva	unpronounced sheva	שוא נח sheva nach
open syllable		
closed syllable		
accented syllable	tone syllable stressed syllable	
unaccented syllable	unstressed syllable	
guttural letters	letters אהחךע	
labial letters	letters בומפ lip letters	
weak dagesh	dagesh lene dagesh qal/kal בגדכפת dagesh	דגש קל begeg kefet dagesh
strong dagesh	dagesh forte dagesh chazak	דגש חזק
euphonic dagesh	asei merachek/dechik (<i>where correct</i>)	

3.3.2.5 Syntax

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
parallelism		
pausal form	in pause	
subject		
object		
ellipsis		

3.4 Works

3.4.1 Set texts

Students must study the four texts in the list below. These set texts will remain valid for the lifetime of the specification.

Students must also study the texts included under the heading 'additional reading in English'. The additional reading covers events referred to in the set texts and will enable students to understand and appreciate their literary context.

3.4.1.1 Prose set texts

Set text 1: I Samuel 1-7 (omitting 2:1-10)

Set text 2: II Kings 9-13

Additional reading in English for set text 2:

I Kings 11:28-40, 12:19-33, 16:29-34, 21, II Kings 8:25-29

3.4.1.2 Poetry set texts

Set text 3: Jeremiah 13-18

Set text 4: Psalms 50-59

Additional reading in English for set text 4:

I Samuel 19:9-17, 21:2-16, 22:7-19, 23:14-28, 24:1-8, II Samuel 12:1-24

3.5 Vocabulary

There is no defined vocabulary list for the A-level in Biblical Hebrew. Rather, the qualification will require students to know and build upon words and regular compounds of the words, which are listed in the Core Vocabulary List for Biblical Hebrew.

This Core Vocabulary List is primarily intended as a guide for teachers to assist in the planning of schemes of work.

Students should be introduced to a greater range of vocabulary through wider reading of original material, more complex examples of syntax and accidence and the in-depth study of prose literature and poetry. Students are expected to study a range of genres in order to develop a wider vocabulary and more complex understanding of syntax and accidence. This will enable them to translate unseen passages, answer comprehension and grammar questions on unseen passages, and translate a passage of English into Biblical Hebrew.

In addition to the words printed in this list, the following forms are considered a part of the core vocabulary:

- verbs formed from the listed roots
- cardinal and ordinal numbers.

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 English column:

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

In the Biblical Hebrew column:

- a comma marks an alternative form of the same word
- a semi-colon marks an alternative form which has a distinct meaning – marked by a semi-colon on the meaning column as well.

3.5.1 General vocabulary

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אב	father		
√אבד	destroy; lose		
√אבה	accept, be willing	אָבִיוֹן	poor, oppressed
√אבל	mourn		
אָבֶן	stone		
אָדוֹן	lord, master	אֶ-דָּנִי	G-d
אָדָם	man		
אֲדָמָה	ground		
אָדָן	pedestal, socket		
√אהב	love, like	אָהֲבָה	love
אָהֶל	tent		
או	or		
אוּלַי	perhaps		
אָוֶן	wickedness, sin		
אוֹפֶן	wheel		
אוֹצָר	supply, store-house, treasure		
אוֹר	light		
√אור	shine		
אוֹת	sign		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אז	then		
אזן	listen	אזן	ear
אח	brother	אחות	sister
אחז	seize, hold	אחזה	inherited property, possession
אחר	delay	אחר	behind, after
		אחר	another
		אחרון	behind; last
		אחרית	end, outcome
		אחור	back; behind
אי	coast, island, region		
איב, אויב	enemy		
איה	where?		
איך	how		
איל	ram		
אילם, אולם	vestibule		
אין, אין	there is/are not		
איפה	ephah (grain measure)		
איש, אנשים	(s,pl) man, husband	אשה, נשים	(s, pl) woman
		אנוש	mankind
אך	only; surely		
אכל	eat, devour	אכל	food
א-ל	G-d, [other] gods		
אל	to, towards		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אל	no, not		
אלה	these		
אלה	curse		
אֱ-להים	G-d		
אלמנה	widow		
אלף	thousand; tribe, clan	אלוף	tribal chief; friend; ox
אם	if, then		
אם	mother		
אמה	forearm; cubit		
אמה	female slave, maidservant		
אמן	be steady, firm, trustworthy, faithful; believe	אמונה	steadiness, loyalty
אמץ	be strong		
אמר	say	אמר	saying, word
		אמרה	word, utterance
אמת	trustworthiness, truth		
אן, אנה	where? from where?		
אנחנו	we		
אני, אנכי	I		
אסף	gather		
אסר	tie; be imprisoned		
אף	nose, nostril; anger; also, even, the more so		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אֶפֶד	ephod (priestly garment, cult object)		
אָפֵס	end, nothingness; without		
אֶצֶל	side; beside		
אַרְבֵּץ	lie in ambush		
אַרְגָּמָן	purple		
אֲרוֹן	ark		
אַרְזִי	cedar		
אַרְחִי	way, path		
אַרְיֵה, אַרְיָה	(m, m and f) lion		
אַרְךָ	be long	אַרְךָ	length
אַרְמוֹן	palace		
אַרְצִי	earth, land		
אַרְרִי	curse		
אֵשׁ	fire	אֲשֶׁה	offering by fire
אַשְׁמִי	be(come) guilty	אַשָּׁם	guilt, wrong; guilt offering
אֲשֶׁר	who, which, that		
אַשְׁרָה	fortune; happiness		
אַשְׁרָה	Ashera, sacred tree		
אֵת	(not translated); with, beside		
אַתָּה, אַתָּ	(s m,f) you		
אַתּוֹן	she-donkey		
אַתָּם; אַתֶּן	(pl m; f) you		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
בְּאֵר	well, pit		
בִּגְד	item of clothing, garment		
בגדל √	treat faithlessly		
בֵּד	poles; shoots		
בדל √	separate oneself		
בהל √	be terrified		
בְּהֵמָה	cattle, animals		
בוא √	go in, enter, come	תְּבוּאָה	produce, yield
בּוֹר	pit, well		
בוש √	be ashamed		
בזה √	despise		
בזז √	plunder		
בְּחוּר	young man		
בחר √	choose		
בטח √	trust	בְּטָח	safety; securely
בֶּטֶן	belly, womb		
בין; בֵּין	between; interval		
בין √	understand	בִּינָה	insight
		תְּבוּנָה	intelligence, skill
בֵּית	house		
בכה √	weep		
בְּכֹר, בְּכוֹר	firstborn		
בֹּל	not		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
בלל	moisten; confuse		
בלע	swallow		
בלתי; לבלתי	non-existence, not, except; not to		
במה	high place		
בן	son		
בנה	build		
בעבור	on account of, for the sake of, because of, in order that		
בעד, בעד	(n) distance; (prep) behind, through, for (the benefit of)		
בעל	owner, husband; idol (Baal)		
בער	consume, burn, destroy; graze		
בקע	split		
בקר	cows, herds, cattle		
בקר	morning		
בקש	ask, search		
ברא	create		
ברזל	iron		
ברח	run away, flee		
בריח	bar		
ברית	covenant, promise		
ברך	bless	ברכה	blessing
בשר	flesh, meat		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
בת	daughter		
בְּתוּךְ	see תוּךְ		
בְּתוּלָה	virgin		
גְּאוֹן	loftiness, exaltation; pride		
גָּאֵל	redeem	גָּאֵל	redeemer
גְּבִיחַ	be high	גְּבִיחַ	high
גְּבוּל	boundary, territory		
גְּבוּרָה	strength	גְּבַר	young man; strong man
		גְּבוּר	warrior, strong man
גְּבֻעָה	hill; (cultic) high place		
גְּדוּד	raiding party		
גָּדַל	be(come) strong, great; bring up, let grow, nourish	גָּדוֹל	great
		מִגְדָּל	tower
גוֹי	people, nation		
גוֹרֵל	sojourn, live temporarily	גָּר	stranger
גוֹרָל	lot, lottery; allotment, portion		
גֵּיא	valley		
גִּילָה	shriek ecstatically, shout with joy		
גִּלָּה	reveal, uncover; depart	גוּלָה	exiles; deportation, exile
גִּלוּל	idols		
גַּם	also, indeed		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
גָּמַל	camel		
גָּמַל/√	finish; be weaned		
גַּן	garden		
גָּנַב/√	steal		
גֶּפֶן	vine, grape		
גֶּרֶן	threshing-floor		
גָּרַשׁ/√	banish, divorce, drive out; toss up		
גָּשָׁם	rain		
דָּבַק/√	stick to, stay close		
דָּבָר	plague		
דִּבֶּר/√	speak	דָּבַר	word, thing, matter
דְּבַשׁ	honey		
דָּג, דָּגָה	fish		
דָּגָן	grain		
דוֹד	beloved, lover		
דוֹר	generation		
דִּי	sufficiency, enough		
דָּל	mean, scanty; poor		
דֶּלֶת	door		
דָּם	blood		
דָּרַךְ/√	tread	דָּרַךְ	way, road, journey; custom
דָּרַשׁ/√	seek, ask		
הִבֵּל	breath; vanity, idol(s)		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
הוא	he		
הוי	alas!, woe!, ahoy!		
היא	she		
√היה	be, happen, become		
היכל	palace, temple		
√הלך	go, walk		
√הלל	praise	תְהִלָּה	glory, praise
הֵנָּה, הֵמָּה	(m, f) they		
√המה	make noise, roar	הַמּוֹן	tumult, turmoil, crowd
הִנֵּה	behold!, look!	הֵן	behold!; if
הִנֵּה	here; until now		
√הפך	turn, overturn		
הר	mountain, range		
√הרג	kill		
√הרה	conceive, become pregnant		
√הרס	demolish		
√זבח	sacrifice	זֶבַח	sacrifice
		מִזְבֵּחַ	altar
זֶה, זֹאת	(m, f) this		
זָהָב	gold		
√זוב	flow; suffer a discharge		
זֵית	olive (fruit and tree)		
זָכָר	man; male (animal)		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
זכר	remember		
זמר	sing		
זנה	commit adultery, be a prostitute, be unfaithful	זנה	(female) prostitute
זעק	cry out; call to arms		
זקן	old; old man, elder		
זר	strange, different		
זרה	scatter		
זרוע	arm		
זרע	sow	זרע	seed, descendants
זרק	scatter	מזרק	sprinkling basin
חבא	hide (oneself), be hidden		
חבל	rope; measure, plot		
חבש	bind; saddle		
חג, חג	festival, feast, festival sacrifice		
חגר	gird, put on a belt		
חדל	stop		
חדר	room, bedroom		
חדש	new, fresh	חדש	new moon, month
חזה	see שח		
חומה	(city) wall		
חוץ	outside, street		
חזה	see	חזון	vision

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
חזק	be(come) strong; seize, grasp	חזק	hard, strong
חטא	miss (a mark); sin	חטאת	sin; sin-offering
		חטא	fault, sin
חיה	live, be alive	חי; חיים	life, living; lifetime
		חיה	(s or pl) animals
חיל	strength; wealth; army; virtue		
חיק	lap, bosom		
חכם	wise	חכמה	wisdom
חלב	fat		
חלב	milk		
חלה	be(come) weak, ill		
חלום	dream		
חלל	pollute; begin	חלל	slain, struck dead
חלץ	take off; ready for battle		
חלק	divide; scatter	חלק	part, portion
		מחלקת	portion, share
חמה	heat; rage		
חמור	donkey		
חמל	feel compassion for		
חמס	violence, wrong		
חנה	camp	מחנה	camp, army
חנית	spear		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
חנם	without compensation; in vain		
חנן	be gracious to, favour	חן	charm, grace, favour
חסד	loyalty, kindness	חסיד	(one who is) faithful, devout
חסה	seek refuge		
חפץ	please, delight, take pleasure, want	חפץ	delight, joy
חץ	arrow		
חצי, חצי	half (of)		
חצר	courtyard, settlement		
חק	rule	חקה	statute, law
חרב	sword		
חרב	be dry	חרבה	desert, waste
חרד	tremble, shudder		
חרה	be(come) hot, angry	חרון	anger
חרם	devote to the ban		
חרף	taunt, reproach		
חרפה	reproach, disgrace		
חרש	craftsman		
חרש	be deaf; be silent		
חשב	account, regard, value, think	מחשבה	thought
חשך	darkness		
חתן	become related by marriage; father- (mother-) in-law		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
חתת√	be shattered; filled with terror		
טבח	butcher, cook		
טבעת	ring, signet-ring		
טהר√	be clean, pure	טהור	clean, pure
טוב√	be good, pleasant	טוב	good; goodness
		טוב	goodness, the best
טמא√	be unclean	טמא, טמאה	unclean
		טמאה	uncleanness
טף	children		
טרם, בטרם	not yet; before		
יאר	(great) river (Nile, Euphrates)		
יבש√	be dry; dry up		
יד	hand		
ידה√	throw; thank, praise, confess	תודה	(song, sacrifice of) thanksgiving
ידע√	know, notice	דעת	knowledge
		מדוע	why?
יב√	give; come on!		
י-ה-ו-ה, י-ה	G-d		
יום	day	יומם	in the daytime; daily
יונה	dove		
יחד, יחדו	community; together		
יחל√	wait		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
יטב√	be good		
יין	wine		
יכח√	dispute; tell off		
יכל√	be able		
ילד√	bring forth, give birth	ילד, ילדה	(s m; f) boy, girl
		תולדות	descendants, generations
ים	sea; west		
ימין	right hand; south	ימני	right (hand); southern
ינק√	suck, suckle, nurse		
יסד√	found, lay the foundations of		
יסף√	continue, add; stop		
יסר√	teach; teach oneself, take advice	מוסר	correction
יעד√	meet, gather, set	מועד	appointed place or time; season
		עדה	congregation, community
יען	on account of; because		
יעץ√	give advice; ask advice	עצה	advice
יער	forest		
יפה	handsome, beautiful		
יצא√	go out, come out		
יצב√	take one's stand, position, stand firm; appear, arrive		
יצק√	dish up (food); pour out (liquid)		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
יקר	rare, costly; noble		
ירא	fear, be afraid	יראה	fear, awe
		ירא	fearing, afraid
		נורא	awe-inspiring
ירד	go down		
ירה	instruct, teach; throw, shoot	תורה	teaching, law
יריעה	curtain, tent		
ירך	upper thigh		
ירש	possess, inherit; dispossess	תירוש	wine
יש	there is/are		
ישב	sit, live	ישב	inhabitant
		מושב	dwelling-place, seat
ישע	be saved; save	ישועה	salvation
		ישע	salvation, liberation
ישר	straight, right, upright		
יתום	orphan		
יתר	be left, remain	יתר	remainder
כאשר	as, when		
כבד	be heavy, honoured	כבד	heavy, weighty; rich
כבוד	possessions; honour, glory		
כבס	wash		
כבש, כבשה	(m, f) young ram, lamb		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
כֹּה	so		
כֹּהֵן	priest		
כּוֹכַב	star		
כּוֹלַף	seize; contain; clasp		
כּוֹנֵן	be established; establish; prepare		
כֹּחַ	strength, power		
כּוֹחֵד	be hidden		
כִּי	because, for, that, when, but, indeed		
כֵּן	so, thus		
כֶּכֶר	loaf of bread; coin		
כָּל, כָּל	all, every		
כָּלֵב	dog		
כַּלְה	daughter-in-law, bride		
כִּלְהָה	finish, complete; finish off		
כֵּלִי	vessel, utensil, container		
כִּלְמָה	be shamed, disgraced		
כְּמוֹ	just like		
כֵּן	rightly, upright, right		
כַּנּוֹר	lyre, harp		
כִּנְעָה	be subdued, humbled		
כַּנֶּף	wing, corner		
כִּסֵּא	seat, throne		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
כסה√	cover		
כסיל	fool, stupid person		
כסף	silver		
כעס√	(be) irritated, angry		
כף	hand, palm		
כפי, לפי	according to; as, so that		
כפר√	cover; expiate		
כרוב	cherub		
כרם	vineyard		
כרע√	bend the knee, kneel		
כרת√	cut (off); make (a promise/agreement)		
כשב, כשבה	see כָּבַשׁ		
כשל√	stumble		
כתב√	write		
כתף	shoulder(-blade)		
לא	no, not		
לאם	people, nation		
לב, לבב	heart		
לבד	alone; besides		
לבש√	put on, clothe	לבוש	garment; clothes
לוח	tablet; board, plank		
לחם	bread, food		
לחם√	fight	מלחמה	war, battle

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
לילה, ליל	night		
לין	spend the night		
לכד	seize, capture		
לכן	therefore		
למד	learn; teach		
למה, למה	why?		
למען	for the sake of; in order that		
לפי	see כפי		
לקח	take		
לקט	gather, glean		
לקראת	towards, opposite		
לשון	tongue, language		
לשכה	hall		
מאד	very; force		
מאומה	anything (at all)		
מאז	since, formerly		
מאן	refuse		
מאס	reject		
מבצר	fortress, fortified city		
מגן	shield		
מגרש	pasture, open space		
מדבר	wilderness, desert		
מדד	measure	מדה	measure

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
מדינה	province, district		
מה, מה, מה	what? how?		
מהר	hurry		
מוט	waver, totter		
מול	front; front of, towards		
מול	circumcise		
מופת	sign, omen, miracle		
מת	die	מת	death
		מת	dead
מזרח	sunrise, east		
מחה	wipe off; wipe out		
מחר	tomorrow	מחרת	the following day; on the next day
מטר	rain		
מי	who?		
מים	water		
מכר	sell		
מלא	be full; fill, fulfil	מלא	full
		מלא	fullness, what fills
מלאך	messenger, angel		
מלאכה	work		
מלה	word, message		
מלט	escape; save, deliver		
מלך	reign, be king	מלך	king

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
		מַלְכָּה	queen
		מַמְלָכָה	kingdom
		מַלְכוּת	kingdom
מִן	from, out of, part of, because of, than		
מִנְחָה	gift; offering		
מֵעָה	bowels, abdomen		
מֵעוּט	few; a little		
מַעֲלֵל	be unfaithful		
מַעֲלָל	deed, act		
מַעְרָה	cave		
מַעֲשֵׂר	tithe, tenth		
מִצָּא	find		
מִצָּה	unleavened bread		
מִקּוֹם	place		
מֵר	bitter; bitterly		
מַרְהֵל	be rebellious, obstinate		
מַרְמָה	deceit, fraud		
מִשְׁחָה	anoint	מְשִׁיחַ	anointed one
מִשְׁרָה	seize, pull		
מִשְׁל	saying, proverb		
מִשְׁלָה	rule, govern		
מִשְׁנָה	second, double		
מִשְׁפָּחָה	(extended) family; clan		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
מתי	when?		
מתנים	loins		
נא	now; please		
נאם	utterance, declaration, says		
נבא	prophecy	נביא	prophet
נבט	look at		
נבלה	corpse, carcass		
נגב	the dry country; south		
נגד	opposite, before		
נגד	make known, tell		
נגיד	chief, leader		
נגע	touch, reach	נגע	plague, blow
נגף	injure, strike		
נגש	draw near, approach		
נדח	be scattered		
נדָר, נִדָּר	vow, promise		
נהר	river, stream		
נה	pasturage, abode; praiseworthy		
נוח	rest, make quiet, lay	ניחוח	soothing, tranquilising
נוס	run away, flee		
נוע	shake, totter		
נוף	move back and forth		
נחה	lead		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
נַחַל	torrent valley, wadi, river		
נָחַל	inherit property	נַחֲלָה	inheritance
נָחַם	be sorry, repent; comfort, console		
נְחֹשֶׁת	copper, bronze		
נָטָה	turn, stretch out	מָטָה	stick; tribe
נָטַע	plant		
נָטַשׁ	leave, abandon		
נָכַח	hit, strike	מָכָה	blow, wound
נָכַר	investigate; recognise	נִכְרַ	foreign land
		נִכְרִי	foreign, strange; foreigner
נִסָּה	(put someone to the) test		
נִסָּךְ, נִסְךְ	libation (liquid offering)		
נָסַע	travel, depart		
נֶעַר	lad, youth, servant	נַעֲרָה	young girl, maid
		נַעֲוָרִים	youth
נָפַל	fall		
נָפֶשׁ	life, self, soul, mind		
נָצַב	take a stand, be stationed	מַצְבָּה	pillar
נִצַּח	glory, victory; everlastingness		
נִצַּח	lead; supervise, be long-lasting		
נִצַּל	be saved; take away		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
√נצ	watch, guard		
√נק	be free, clean	נקי	free from, exempt
√נקם	take revenge		
נר	lamp	מנורה	lampstand
√נשא	lift, carry	נשיא	prince, leader
		משא	carrying, burden
√נשג	overtake		
√נשק	kiss		
√נתן	give		
√נתץ	tear down, demolish		
√סבב	turn around, surround	סביב	circuit; surrounding
√סגר	shut, close; deliver up, give in one's power		
סוס, סוּסָה	(m, f) horse		
√סור	turn aside; take away, remove		
סֵלָה	selah (unexplained technical term of music)		
√סלח	forgive		
סֶלֶע	rock		
סֵלֶת	fine wheat flour		
√סמך	support		
√ספר	write, count; tell	מספר	number
		ספר	scribe, writer
		ספר	scroll, book

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
סריס	eunuch, court official		
סתַרְ	conceal, hide	סַתַר	hiding place; garment
עבד	serve, work	עַבַד	servant
		עֲבוּדָה	service, work
עבר	pass, cross, transgress	עָבַר	side, opposite side
		עֲבָרָה	arrogance
עגל	calf		
עד	to, as far as, until, while; eternity, always		
עדר	flock, herd		
עוד	yet, still, again		
עוד	testify, surround	עֵדוּת, עֵדָה	warning sign, reminder, testimony; commandment
		עֵד, עֵדָה	witness
עוֹלָה	wickedness, unfairness		
עולם, עלם	remote time, forever, eternity		
עון	transgression, sin		
עוף	flying creatures; birds		
עור	skin, leather		
עור	arouse, awake		
עז	goat; goat's hair		
עז, עז	strength, power	מְעוֹז	fortress
עזב	leave, abandon		
עזר	help	עֲזָרָה, עֲזָר	support, help, helper

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
עין	eye; fountain		
עיר, ערים	(s, pl) city		
על	on, upon, against, over		
על	yoke, burden		
עלה√	go up; offer up	מעל	upwards; above
		עלה	burnt offering
		עליון	upper, Most High (G-d)
		מעלה	ascent
עם	with		
עם	people, nation, relative		
עמך	(always with suffix) with		
עמד√	stand	עמוד	pillar, column
עמך(ל)עמת	just like; close to, at		
עמל	distress, trouble; effort		
עמק	valley		
ענה√	answer, declare; be afflicted, oppress	עני	afflicted, poor
		עני	misery, affliction
ענן	clouds		
עפר	dry earth, dust		
עץ	tree		
עצם	bone; substance, self		
עצר√	restrain, stop		
ערב	evening		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
עֲרֵבָה	desert, plain		
עָרוֹה	nakedness, shame		
עָרַךְ	arrange, set in order	עָרַךְ	layer, row; accessories
עָרַל	uncircumcised		
עֲרָף	neck, nape		
עֵשֶׂב	green plants, herbs		
עָשָׂה	do, make	מַעֲשֵׂה	work
עָשָׂקָה	oppress, do wrong		
עֲשָׂרָה	riches		
עַתָּה	time	עַתָּה	now
פָּאָה	side, corner		
פָּגַעַת	encounter, meet; entreat		
פָּדָה	buy (off), redeem, ransom		
פֶּה	mouth		
פֹּה, פֹּה, פֹּה	here		
פָּוַץ	scatter, disperse		
פָּחַד	trembling, terror		
פָּלֵא	be extraordinary, wonderful		
פִּלְגֶשֶׁת, פִּלְגֶשֶׁת	concubine		
פָּלַל	pray, judge	תְּפִלָּה	prayer
פֶּן	in case		
פָּנָה	turn	פָּנִים	face

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
		לפני	before, in front of
		פנימי	inner
פסח	Passover (festival, sacrifice)		
פעל	deed, work		
פעל√	make, do		
פעם	foot, step; time		
פקד√	visit, count, appoint; miss; gather	פקדה	appointment, service
פר; פרה	(m, f) young bull; cow		
פרח√	sprout; break out		
פרי	fruit, offspring		
פרץ√	make a breach; burst out		
פרר√	break out, burst forth; shake		
פרש	horsemen, horse		
פרש√	spread out; flaunt		
פשט	take off; ready for battle		
פשע√	revolt, rebel	פשע	rebellion, revolt, transgression
פתח√	open, loosen	פתח	opening, entrance
צאן; צנה	flock, sheep		
צבא	service in war; army, organised group		
צד	side		
צדק√	be in the right, have a just cause, justify	צדיק	righteous; fair, just

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
		צָדִיק	righteousness; what is right
		צְדִיקָה	righteousness
צוֹאֵר	neck		
צוּהַ	command	מִצְוָה	commandment
צוּר	(large) rock		
צֶלַע	shadow, shade		
צָלַח	(be) strong; succeed		
צֵלַע	rib		
צִמְחָה	sprout		
צָעַק	cry out		
צָפַח	arrange; overlay; keep guard, watch		
צָפוֹן	north		
צִפּוֹר	bird		
צָפַן	hide; treasure up		
צָרַעַת	skin disease		
צָרַף	smelt, refine		
צָרַח	wrap up; be hostile toward; be distressed	צָר	enemy
		צָרָה	distress
קָבַץ	assemble, gather together		
קָבַר	bury	קֶבֶר	grave, burial place
קָדָם, קִדְמָה	in front, east	קִדְמִים	east side, east

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
קדש√	be holy; make holy; set aside	קדוש	holy
		קדש	holy
		מקדש	sanctuary, holy place
קהל√	assemble	קהל	assembly, congregation
קוה√	wait, await	תקוה	expectation, hope
קול	voice, sound		
קום√	get up, rise, stand	קומה	height, stature
קטן	small, insignificant	קטן	small, young
קטר√	send an offering up in smoke; make smoke	קטרת	smoke (of sacrifice); incense
קיר	wall		
קלל√	be slight; declare cursed; make light	קללה	curse
קנא√	be envious of, arouse jealousy	קנאה	passion
קנה√	acquire, buy	מקנה	possession of land/cattle
קץ	end; boundary	קצה	end, border
קצף√	be(come) angry		
קצר√	reap, harvest; shorten	קציר	crop, harvest
קרא√	call; meet; read; happen		
קרב; בקרב	inward part; in the middle of		
קרב√	draw near	קרוב, קרובה	near
		קרבן	offering, gift
קרן	horn		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
קרע√	tear up		
קַרֵשׁ	plank, board		
קשב√	be attentive		
קשה	hard, severe		
קשר√	tie up, bind		
קשת	bow (weapon); rainbow		
ראה√	see	מַרְאֵה	sight, appearance
ראש	head	רֵאשִׁית	beginning, first
רבב√	be(come) numerous; multiply	רב	much, many; captain, chief
		רַב	abundance, multitude
רבה√	be(come) numerous; multiply	הַרְבֵּה	great number, many, much
רגז√	shake, quake, rage		
רגל	foot		
רדף√	pursue, chase		
רוח	spirit, wind	ריח	scent, smell
רומ√	be high, raise	תְּרוּמָה	tribute, contribution
		מְרוֹם	height
רוע√	shout	תְּרוּעָה	shout (of alarm, joy)
רוץ√	run away, flee		
רחב	breadth	רָחֹב, רְחֹב	broad open space, plaza
רחם, רחם	womb		
רחם√	show love for, take pity on	רַחֲמִים	compassion

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
רחץ√	wash (oneself)		
רחק√	be(come) far, distant	רחוק	far, distant; distance
ריב√	argue, plead (a case)	ריב, ריבה	argument, quarrel; legal speech
רכב√	ride	רכב	chariot, chariotry
		מרכבה	chariot
רמון	pomegranate		
רנן√	shout (for joy), cheer	רנה	shout of joy
רע	friend, companion		
רעב	hunger, famine		
רעה√	feed, graze, look after (animals)	רעה	shepherd
רעע√	be wicked, evil; break	רע, רע, רעה	evil
רפא√	heal		
רפה√	become slack, sink down, be weak		
רצה√	be pleased with; like	רצון	pleasure, favour, will
רצח√	kill, murder		
רק	only		
רשע√	be(come) guilty	רשע, רשעה	(s m, f) guilty; wicked (one)
		רשעה, רשעה	wrong, injustice, guilt
שאול	sheol, underworld; grave		
שאל√	ask		
שאר√	remain; be left over	שארית	remainder

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
שָׁבַח	take captive	שָׁבִי	(those who are/that which is) taken captive
		שְׁבוּת, שְׁבִית	(carrying off to) captivity, imprisonment
שֶׁבֶט	rod, stick; tribe		
שָׁבַע	swear, promise		
שָׁבַע	satisfy, be satisfied		
שָׁבַר	break	שָׁבַר, שֶׁבַר	breaking, fracture; interpretation
שָׁבַת	rest, stop	שָׁבַת	sabbath, rest
שָׁדַד	devastate, lay waste		
שָׂדֵה	field		
שָׁדַי	G-d		
שֶׁה	lamb, kid		
שָׁוָא	worthlessness; in vain		
שָׁוַב	turn, return		
שׁוֹפָר	ram's horn, trumpet		
שׁוֹר	bull, ox		
שָׁחָה	bow down		
שָׁחַט	slaughter, kill		
שָׁחַק	play (act) clumsy; laugh		
שָׁחַת	ruin, destroy		
שָׁמַח	put		
שָׁרַח	sing	שִׁיר, שִׁירָה	(m, f) song
שָׁתַח	put, place		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
שכב√	lie down	משכב	couch, bed
שכח√	forget		
שכל√	have success; understand		
שכם	Shechem; shoulder		
שכם√	rise early		
שכן√	live, settle	משכן	dwelling, tabernacle
שלח√	send, stretch out, let go		
שלחן	table		
שליך√	throw		
שלל	plunder, booty, loot		
שלם√	be whole, complete; repay; make peace	שלים	final or peace offering
		שלום	peace, health
שם	name, reputation		
שם	there		
שמאל	left; left hand		
שמד√	be destroyed; destroy		
שמח√	be happy	שמחה	joy, rejoicing
שמים	heavens, sky		
שמם√	be astonished; be desolate	שממה	horror, desolation
		שמה	astonishment, horror
שמן	oil		
שמע√	hear, listen, obey		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
שמר√	keep watch, guard	משמרת	guard, obligation, service
שמש	sun		
שן	tooth; cliff		
שנא√	hate	שנא	enemy
שנה	year		
שני	crimson, scarlet		
שעיר	he-goat; hairy		
שער	gate	שוער	gatekeeper
שערה	barley		
שפה	lip; shore		
שפחה	female slave, maidservant		
שפט√	judge; plead	משפט	judgement, custom, justice
		שפט	judge
שפר√	pour out		
שק	goathair cloth, sackcloth; sack		
שקה√	give to drink		
שקט√	have peace, be at peace, be quiet		
שקל	shekel (unit of weight)	משקל	weight
שקר	lie, falsehood		
שר	leader, prince		
שרף√	burn		
שרש	root		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
שרת√	serve		
שש	linen		
שתה√	drink	משתה	(drinking-) feast
תאנה	fig (-tree)		
תבל	world, continent(s)		
תהום	deep, ocean depths		
תוך; בתוך	middle; in the middle of, through		
תולעה	worm		
תועבה	abomination		
תחת	beneath, under, instead of	תחתית, תחתון	lower, lowest; the lowest
תכלת	violet/blue wool		
תמיד	continuance; regularly, continually		
תמם√	be complete	תמים	whole, blameless
תעה√	wander off, stagger		
תפארת	ornament, decoration		
תפש√	seize, take hold of		
תקע√	drive, thrust; strike; pitch		
תשועה	salvation		

4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

A-level exams and certification for this specification are available for the first time in May/June 2020 and then every May/June for the life of the specification.

All materials are available in English only.

Our A-level exams in Biblical Hebrew include questions that allow students to demonstrate their ability to:

- read and understand a range of literary texts, both prose and poetry, in the original language
- apply analytical and evaluative skills at an appropriate level which show direct engagement with the ancient texts
- apply their critical thinking skills to make an informed personal response to the material studied.

4.1 Aims

Courses based on this specification must encourage students to:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable a student to read literary texts, both prose and poetry, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable students to read ancient literature, both prose and poetry, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally
- develop research and analytical skills that will empower them to become independent learners.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all A-level Biblical Hebrew specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of the language.
- AO2: Demonstrate knowledge and understanding of literature.
- AO3: Critically analyse, evaluate and respond to literature.

4.2.1 Assessment objective weightings for A-level Biblical Hebrew

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	50			50
AO2		11.7	11.7	23.3
AO3		13.3	13.3	26.7
Overall weighting of components	50	25	25	100

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Translation, Comprehension and Composition	150	x1	150
Paper 2: Prose Literature	75	x1	75
Paper 3: Poetry	75	x1	75
Total scaled mark:			300

4.4 Paper 1: Translation, comprehension and composition

Duration: 3 hours; total raw mark: 150

This component is designed to enable students to demonstrate their linguistic competence in Biblical Hebrew.

There is no Defined Vocabulary List for this component. Students should build on and develop their range of vocabulary through wider reading of texts during the A-level course. No dictionaries are allowed in this exam.

4.4.1 Unseen prose translation, comprehension and pointing

In Section A, students will translate an unseen passage of Biblical Hebrew prose into English, and respond to comprehension and grammar questions on a second unseen passage of Biblical Hebrew prose. One or two sentences of background information will be given in English as an introduction to the Biblical Hebrew text. Names of people and places in the text will be glossed, as well as words that are either very rare or used unusually, if the meaning cannot be derived from the available text.

Questions will target accurate understanding of the Biblical Hebrew text. Students should be able to translate unprepared passages from Biblical Hebrew into idiomatic English which accurately transfers the meaning of the Biblical Hebrew, while showing an awareness of its morphology and syntax. The split between comprehension and grammar questions will be approximately even.

Students will also be required to point approximately 25 words of Biblical Hebrew prose.

4.4.2 Unseen poetry translation and comprehension

In Section B, students will translate an unseen passage of Biblical Hebrew poetry into English, and respond to comprehension and grammar questions on a second unseen passage of Biblical Hebrew poetry. One or two sentences of background information will be given in English as an introduction to the Biblical Hebrew text. Names of people and places in the text will be glossed, as well as words that are either very rare or used unusually, if the meaning cannot be derived from the available text.

Questions will target accurate understanding of the Biblical Hebrew text. Students should be able to translate unprepared passages from Biblical Hebrew into idiomatic English which accurately transfers the meaning of the Biblical Hebrew, while showing an awareness of its morphology and syntax. The split between comprehension and grammar questions will be approximately even.

4.4.3 Composition

In Section C, students will translate a prose passage, of approximately 100 words in length, from English into Biblical Hebrew. The passage will be based on a suitably ancient text, and may be adapted. The passage will be written primarily in third person narrative prose, with some direct speech. Names of people and places in the text will be provided in pointed Hebrew in a glossary.

4.5 Paper 2: Prose literature

Duration: 2 hours; total raw mark: 75

In Sections A and B, students will answer questions to show their understanding and appreciation of Set texts 1 and 2. For each set text, students will translate a passage from the set text into English and answer comprehension and grammar questions, which will target contextual and grammatical understanding of the text.

For each set text, students will answer a 15-mark question analysing literary style, characterisation, argument and literary meaning. Students will be asked to refer both to the content and to the language of the passage.

In Section C, students will write an essay which draws upon material from Set text 2 and the material read in translation. Students will need to select relevant examples from the set text and draw and express conclusions based on the selected examples in relation to the question posed. The question will require a critical and analytical response.

Students will be advised to write approximately 300 words for each 15-mark question, and approximately 500 words for the essay question. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the set texts is not allowed in this exam, except for those extracts quoted within the exam paper.

4.6 Paper 3: Poetry

Duration: 2 hours; total raw mark: 75

In Sections A and B, students will answer questions to show their understanding and appreciation of Set texts 3 and 4. For each set text, students will translate a passage from the set text into English and answer comprehension and grammar questions, which will target contextual and grammatical understanding of the text.

For each set text, students will answer a 15-mark question analysing literary style, characterisation, argument and literary meaning. Students will be asked to refer both to the content and to the language of the passage.

In Section C, students will write an essay which draws upon material from Set text 4 and the material read in translation. Students will need to select relevant examples from the set text and draw and express conclusions based on the selected examples in relation to the question posed. The question will require a critical and analytical response.

Students will be advised to write approximately 300 words for each 15-mark question, and approximately 500 words for the essay question. Everything that students write will be marked; there is no word limit. Students who write the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the set texts is not allowed in this exam, except for those extracts quoted within the exam paper.

4.7 Assessment Criteria

4.7.1 Paper 1: Translation questions (A01)

Translation passages will be divided into sections, each worth 5 marks.

The general principle in assessing each section will be the proportion (out of 5) of sense achieved.

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the Biblical Hebrew
0	No response or no response worthy of credit

4.7.2 Paper 1: Pointing question (A01)

The number of pointing errors will be added up and marks awarded according to the grid below.

Each separate vowel or point will be included in the count, as follows:

1. An incorrect vowel = one error
2. A vowel on a letter which should be unpointed = one error
3. A missing vowel or dagesh = one error
4. A dagesh in a letter which should not have one = one error

Marks	Description
5	1–5 errors
4	6–10 errors
3	11–20 errors
2	21–30 errors
1	31–45 errors
0	more than 45 errors

4.7.3 Paper 1: Composition question (A01)

The composition passage will be divided into nine sections, each worth 5 marks. Additional marks to a maximum of 5 will be awarded for individual instances of idiomatic and stylish Biblical Hebrew writing.

The general principle in assessing each section will be the proportion (out of 5) of sense achieved.

For each of the nine phrases, the examiner will start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that mark. The descriptor for the mark indicates the different qualities that might be seen in the student's answer for that mark.

If the answer covers different aspects of different levels of the mark scheme (eg pointing correct but grammatical errors present, or no grammatical errors but spelling errors) examiners will use a best fit approach for defining the marks. An answer with no attempt at pointing cannot gain more than 2 marks for the phrase.

Marks	Grammar	Spelling and pointing
5	Accurate translation with one slight grammatical error allowed	Spelling all correct, pointing 75% or more correct
4	Mostly correct	One or two minor spelling errors, pointing 50% or more correct
3	More than half right	Minor spelling errors, any attempt at pointing
2	Less than half right	Spelling errors, no pointing present
1	Little recognisable relation or meaning to the Biblical Hebrew	Spelling errors, no pointing present

4.7.4 Papers 2 and 3: Translation questions (A02)

Translation passages will be divided into sections, each worth 5 marks.

The general principle in assessing each section will be the proportion (out of 5) of sense achieved.

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation or meaning to the Biblical Hebrew
0	No response or no response worthy of credit

4.7.5 Papers 2 and 3: 15 mark questions (A03)

This question focuses on students' ability to select relevant examples of content and language from the passage and to structure an answer around these examples to express relevant points. Therefore students will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners will use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners will carefully consider which level is the best fit for the performance overall.

15-mark grid for the extended response question.

A03 = 15 marks = critically analyse, evaluate and respond to literature.

Level	Marks	Characteristics of performance
5	13–15	<p>Very good engagement with the question.</p> <p>Expresses a range of perceptive points, with very good development, leading to convincing conclusions, based on a range of well selected, accurate and precise examples from the passage.</p> <p>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</p>

Level	Marks	Characteristics of performance
4	10–12	<p>Good engagement with the question.</p> <p>Expresses a range of relevant points, with good development, leading to sound conclusions, based on well selected, accurate examples from the passage.</p> <p>The response is logically structured, with a well-developed and clear line of reasoning.</p>
3	7–9	<p>Some engagement with the question.</p> <p>Expresses reasonable points, with some development, leading to tenable conclusions, based on a selection of some accurate examples from the passage.</p> <p>The response presents a line of reasoning which is mostly relevant and has some structure.</p>
2	4–6	<p>Limited engagement with the question.</p> <p>Expresses limited points, with little development, leading to a weak conclusion, which is occasionally supported by examples from the passage.</p> <p>The response presents a line of reasoning but may lack structure.</p>
1	1–3	<p>Very limited engagement with the question.</p> <p>Expresses points which are of little relevance and supported with little evidence from the passage.</p> <p>The information is communicated in an unstructured way.</p>

0 = No response or no response worthy of credit.

4.7.6 Papers 2 and 3: Essay questions (AO2 and AO3)

Two Assessment Objectives are being assessed in the Section C essay question – AO2 (Demonstrate knowledge and understanding of literature) and AO3 (Critically analyse, evaluate and respond to literature). The two Assessment Objectives are equally weighted.

Examiners will use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners will carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 14 made up of AO2 = 11 and AO3 = 3.

Responses are credited for AO2 for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text as well as the social, historic and cultural context for the set text.

Responses are credited for AO3 for how well the response addresses the question, for students selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Students will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

20-mark grid for the extended response question.

AO2 = 10 marks = demonstrate knowledge and understanding of literature.

AO3 = 10 marks = critically analyse, evaluate and respond to literature.

Level	Marks	Characteristics of performance
5	17–20	<p>Very detailed knowledge and a thorough understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2).</p> <p>An excellent response to the question containing a wide range of relevant points, which are very well-supported by examples selected with precision from the material studied, leading to cogent conclusions (AO3).</p> <p>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</p>

Level	Marks	Characteristics of performance
4	13–16	<p>Detailed knowledge and a sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2).</p> <p>A good response to the question containing a range of relevant points, which are well-supported by examples from the material studied, leading to appropriate conclusions (AO3).</p> <p>The response is logically structured, with a well-developed and clear line of reasoning.</p>
3	9–12	<p>Some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2).</p> <p>Reasonable response to the question containing some relevant points, which are generally supported by examples from the material studied, leading to tenable conclusions (AO3).</p> <p>The response presents a line of reasoning which is mostly relevant and has some structure.</p>

Level	Marks	Characteristics of performance
2	5–8	<p>A limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2).</p> <p>A limited response to the question containing some points, which may be narrow in scope, which are occasionally supported by examples from the material studied or are unsupported assertions, leading to a limited conclusion (AO3).</p> <p>The response presents a line of reasoning but may lack structure.</p>
1	1–4	<p>Very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2).</p> <p>Little or no engagement with the question and any points made are of little or no relevance (AO3).</p> <p>The information is communicated in an unstructured way.</p>

0 = no response or no response worth of credit.

5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code, further and higher education providers are likely to take the view that they have only achieved one of the two qualifications. Please check this before your students start their course.

Qualification title	AQA entry code	DfE discount code
AQA Advanced Level GCE in Biblical Hebrew	7677	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCE qualification level conditions that apply to all GCEs
- Ofqual GCE subject level conditions that apply to all GCEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/2295/0.

5.2 Awarding grades and reporting results

The A-level qualification will be graded on a six-point scale: A*, A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

5.3 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

5.4 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

However, we recommend that students should have the skills and knowledge associated with a GCSE Biblical Hebrew or equivalent.

5.5 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at aqa.org.uk/eaqa

Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

5.6 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at aqa.org.uk/becomeacentre

5.7 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at aqa.org.uk/privatecandidates
- email privatecandidates@aqaa.org.uk



Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/7677

You can talk directly to the Biblical Hebrew subject team:

E: mfl@aqa.org.uk

T: 01423 534381