
A-LEVEL BIBLICAL HEBREW

(7677)

Specification

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

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Contents

1 Introduction	5
1.1 Why choose AQA for A-level Biblical Hebrew	5
1.2 Support and resources to help you teach	5
2 Specification at a glance	7
2.1 Subject content	7
2.2 Assessments	7
3 Subject content	11
3.1 Unseen translation, comprehension, pointing and composition	12
3.2 Prose literature and poetry	12
3.3 Grammar	13
3.4 Works	20
3.5 Vocabulary	20
4 Scheme of assessment	57
4.1 Aims	57
4.2 Assessment objectives	57
4.3 Assessment weightings	58
4.4 Paper 1: Translation, comprehension and composition	58
4.5 Paper 2: Prose literature	59
4.6 Paper 3: Poetry	60
4.7 Assessment Criteria	60
5 General administration	67
5.1 Entries and codes	67
5.2 Awarding grades and reporting results	67
5.3 Resits and shelf life	67
5.4 Previous learning and prerequisites	67
5.5 Access to assessment: diversity and inclusion	68
5.6 Working with AQA for the first time	68
5.7 Private candidates	68

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
- 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

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 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 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/keepinformed-computer-science

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)

What's assessed

- Unseen prose (translation, comprehension and pointing).
- Unseen poetry (translation and comprehension).
- Composition.

How it's assessed

- Written exam: 3 hours
- 150 marks
- 50% of A-level

Questions

The **translation, comprehension and composition** question paper has three sections. Students answer **all** sections.

In Section A, students will:

- 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).

In Section B, students will:

- translate a passage of unseen poetry into English (25 marks)
- answer comprehension and grammar questions on a passage of unseen poetry (25 marks).

In Section C, students will translate a passage of approximately 100 words in length into pointed Biblical Hebrew (50 marks).

No access to a dictionary during the assessment.



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 "

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: אֱלֹהִים, אֱדֹנָי, יְיָ-בְּאוֹת

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 accident 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 accident
- 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 accident
- 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 ל , 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, niph'al, piel, hiph'il and hithpael (in the prescribed tenses/aspect)
- The following contracted/irregular forms of verbs: פ"י; פ"נ; ע"ו; ל"ה; פ; irregularities of first root letters in hithpael
- Commonly occurring formations of hoph'al 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 ע	

Term	Acceptable alternative/s	Examples of unacceptable alternative/s
first root letter	פ" pe- first radical I–	
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 ך	privative ך	
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 hisrael	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 אהחערע	
labial letters	letters בומפ lip letters	
weak dagesh	dagesh lene dagesh qal/kal דגש 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	אביון	poor, oppressed
אבל√	mourn		
אבן	stone		
אדון	lord, master	א-דני	G-d
אדם	man		
אדמה	ground		
אדן	pedestal, socket		
אהב√	love, like	אהבה	love
אהל	tent		
או	or		
אולי	perhaps		
און	wickedness, sin		
אופן	wheel		
אוצר	supply, store-house, treasure		
אור	light		
אור√	shine		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אות	sign		
אָז	then		
אָזַן	listen	אָזַן	ear
אָח	brother	אָחוֹת	sister
אָחַז	seize, hold	אָחֻזָּה	inherited property, possession
אָחַר	delay	אָחֵר	behind, after
		אֲחֵר	another
		אָחֳרוֹן	behind; last
		אָחֳרִית	end, outcome
		אָחֹר	back; behind
אֵי	coast, island, region		
אֹיֵב, אֵיֵב	enemy		
אֵיֶּה	where?		
אֵיךְ	how		
אֵיל	ram		
אֵילִם, אֹלִם	vestibule		
אֵין, אִין	there is/are not		
אֵיפָה	ephah (grain measure)		
אִישׁ, אֲנָשִׁים	(s,pl) man, husband	אִשָּׁה, נָשִׁים	(s, pl) woman
		אָנוּשׁ	mankind
אָךְ	only; surely		
אָכַל	eat, devour	אָכַל	food
אֱלֹהִים	G-d, [other] gods		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אֶל	to, towards		
אֵל	no, not		
אֵלֶּה	these		
אָלָה	curse		
אֱלֹהִים	G-d		
אַלְמָנָה	widow		
אֶלֶף	thousand; tribe, clan	אֱלֹף	tribal chief; friend; ox
אִם	if, then		
אִמִּי	mother		
אַמָּה	forearm; cubit		
אִמָּה	female slave, maidservant		
אִמּוֹן	be steady, firm, trustworthy, faithful; believe	אִמּוֹנָה	steadiness, loyalty
אִמְצָח	be strong		
אָמַר	say	אָמַר	saying, word
		אִמְרָה	word, utterance
אִמְתָּ	trustworthiness, truth		
אֵן, אֵנָּה	where? from where?		
אֲנַחְנוּ	we		
אֲנִי, אֲנִי	I		
אָסַף	gather		
אָסַר	tie; be imprisoned		
אָף	nose, nostril; anger; also, even, the more so		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
אֶפֶד	ephod (priestly garment, cult object)		
אָפֶס	end, nothingness; without		
אֶצֶל	side; beside		
אֲרַב־	lie in ambush		
אַרְגָּמָן	purple		
אֲרוֹן	ark		
אַרְזִי	cedar		
אֶרֶץ	way, path		
אֲרִי, אֶרִיָּה	(m, m and f) lion		
אָרַךְ	be long	אֶרֶךְ	length
אַרְמוֹן	palace		
אֶרֶץ	earth, land		
אָרַךְ	curse		
אֵשׁ	fire	אֲשֶׁה	offering by fire
אָשָׁם	be(come) guilty	אָשָׁם	guilt, wrong; guilt offering
אֲשֶׁר	who, which, that		
אֲשֶׁר	fortune; happiness		
אֲשֶׁרָה	Ashera, sacred tree		
אֵת	(not translated); with, beside		
אַתָּה, אַתְּ	(s m,f) you		
אֲתוֹן	she-donkey		
אַתָּם; אַתֶּן	(pl m; f) you		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
בֵּאֵר	well, pit		
בֶּגֶד	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		
בִּלְתִּי; לְבִלְתִּי	non-existence, not, except; not to		
בָּמָה	high place		
בֵּן	son		
בנה√	build		
בְּעִבּוּר	on account of, for the sake of, because of, in order that		
בְּעַד, בָּעַד	(n) distance; (prep) behind, through, for (the benefit of)		
בַּעַל	owner, husband; idol (Baal)		
בער√	consume, burn, destroy; graze		
בקע√	split		
בָּקָר	cows, herds, cattle		
בֹּקֶר	morning		
בקש√	ask, search		
ברא√	create		
בָּרָזַל	iron		
ברח√	run away, flee		
בָּרִיחַ	bar		
בְּרִית	covenant, promise		
ברך√	bless	בִּרְכָּה	blessing
בָּשָׂר	flesh, meat		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
בַּת	daughter		
בְּתוּרָה	see תְּוֹרָה		
בְּתוּלָה	virgin		
גָּאוֹן	loftiness, exaltation; pride		
גָּאַל/√	redeem	גָּאַל	redeemer
גְּבִיחַ/√	be high	גְּבִיחַ	high
גְּבוּל	boundary, territory		
גְּבוּרָה	strength	גֶּבֶר	young man; strong man
		גִּבּוֹר	warrior, strong man
גִּבְעָה	hill; (cultic) high place		
גִּדּוּד	raiding party		
גִּדְּלַ/√	be(come) strong, great; bring up, let grow, nourish	גָּדוֹל	great
		מִגְדָּל	tower
גּוֹי	people, nation		
גּוֹרֵם/√	sojourn, live temporarily	גֵּר	stranger
גּוֹרָל	lot, lottery; allotment, portion		
גֵּיא	valley		
גִּילַ/√	shriek ecstatically, shout with joy		
גִּלְהָ/√	reveal, uncover; depart	גּוֹלָה	exiles; deportation, exile
גִּלּוּל	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	דָּבָר	word, thing, matter
דִּבֵּשׁ	honey		
דָּג, דָּגָה	fish		
דָּגָן	grain		
דוֹד	beloved, lover		
דוֹר	generation		
דִּי	sufficiency, enough		
דָּל	mean, scanty; poor		
דֶּלֶת	door		
דָּם	blood		
דָּרַךְ/√	tread	דֶּרֶךְ	way, road, journey; custom
דָּרַשׁ/√	seek, ask		
הֶבֶל	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	תהלה	glory, praise
המה, הנה	(m, f) they		
המה√	make noise, roar	המון	tumult, turmoil, crowd
הנה	behold!, look!	הן	behold!; if
הנה	here; until now		
הפך√	turn, overturn		
הר	mountain, range		
הרג√	kill		
הרה√	conceive, become pregnant		
הרס√	demolish		
זבח√	sacrifice	זבח	sacrifice
		מזבח	altar
זה, זאת	(m, f) this		
זהב	gold		
זוב√	flow; suffer a discharge		
זית	olive (fruit and tree)		
זכר	man; male (animal)		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
זָכַר	remember		
זָמַר	sing		
זָנָה	commit adultery, be a prostitute, be unfaithful	זָנָה	(female) prostitute
זָעַק	cry out; call to arms		
זָקֵן	old; old man, elder		
זָר	strange, different		
זָרַח	scatter		
זְרוּעַ	arm		
זָרַע	sow	זָרַע	seed, descendants
זָרַק	scatter	מִזְרֵק	sprinkling basin
חָבֵא	hide (oneself), be hidden		
חָבַל	rope; measure, plot		
חָבַשׁ	bind; saddle		
חַג, חֲגִ	festival, feast, festival sacrifice		
חָגַר	gird, put on a belt		
חָדַל	stop		
חֶדֶר	room, bedroom		
חֹדֶשׁ	new, fresh	חֹדֶשׁ	new moon, month
חָוָה	see שָׁחָה		
חֹמֶה	(city) wall		
חוּץ	outside, street		
חָזָה	see	חִזִּין	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
		מחלקות	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
חַתַּח	be shattered; filled with terror		
טָבַח	butcher, cook		
טַבַּעַת	ring, signet-ring		
טָהַר	be clean, pure	טָהוֹר	clean, pure
טוֹב	be good, pleasant	טוֹב	good; goodness
		טוֹב	goodness, the best
טָמֵא	be unclean	טָמֵא, טִמְאָה	unclean
		טִמְאָה	uncleanness
טָף	children		
טָרַם, בְּטָרַם	not yet; before		
יָאֵר	(great) river (Nile, Euphrates)		
יָבֵשׁ	be dry; dry up		
יָד	hand		
יָדָה	throw; thank, praise, confess	תּוֹדָה	(song, sacrifice of) thanksgiving
יָדַע	know, notice	יָדַעַת	knowledge
		מַדּוּעַ	why?
יָהַב	give; come on!		
יְהוָה, יְהִי	G-d		
יוֹם	day	יוֹמָם	in the daytime; daily
יוֹנָה	dove		
יָחַד, יַחְדּוֹ	community; together		
יָחַל	wait		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
יטב√	be good		
יין	wine		
יחל√	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
יָקָר	rare, costly; noble		
יִרְאָה	fear, be afraid	יִרְאָה	fear, awe
		יָרָא	fearing, afraid
		נוֹרָא	awe-inspiring
יָרַד	go down		
יִרְהַל	instruct, teach; throw, shoot	תּוֹרָה	teaching, law
יִרְיעָה	curtain, tent		
יֵרֶךְ	upper thigh		
יִרְשָׁה	possess, inherit; dispossess	תִּירוֹשׁ	wine
יֵשׁ	there is/are		
יִשְׁבֹּה	sit, live	יָשָׁב	inhabitant
		מוֹשָׁב	dwelling-place, seat
יִשְׁעָה	be saved; save	יְשׁוּעָה	salvation
		יִשְׁע	salvation, liberation
יָשָׁר	straight, right, upright		
יָתוֹם	orphan		
יָתַר	be left, remain	יָתַר	remainder
כַּאֲשֶׁר	as, when		
כָּבֵד	be heavy, honoured	כָּבֵד	heavy, weighty; rich
כְּבוֹד	possessions; honour, glory		
כִּבְסָה	wash		
כֶּבֶשׂ, כְּבִשָּׂה	(m, f) young ram, lamb		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
כֹּה	so		
כֹּהֵן	priest		
כּוֹכַב	star		
כּוֹלֵץ	seize; contain; clasp		
כּוֹנֵן	be established; establish; prepare		
כֹּחַ	strength, power		
כּוֹחֵץ	be hidden		
כִּי	because, for, that, when, but, indeed		
כֵּן	so, thus		
כֶּכֶר	loaf of bread; coin		
כָּל, כָּל	all, every		
כָּלֵב	dog		
כַּלָּה	daughter-in-law, bride		
כָּלֵה	finish, complete; finish off		
כֵּלִי	vessel, utensil, container		
כָּלֵם	be shamed, disgraced		
כִּמוֹ	just like		
כֵּן	rightly, upright, right		
כִּנּוֹר	lyre, harp		
כָּנַע	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)		
קָשַׁב, קָשְׁבָה	see קָבַשׁ		
כשל√	stumble		
כתב√	write		
כתף	shoulder(-blade)		
לא	no, not		
לאם	people, nation		
לב, לֵבָב	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
לַיְלָה, לַיִל	night		
לַיִל	spend the night		
לָכַד	seize, capture		
לָכֵן	therefore		
לִמַּד	learn; teach		
לָמָּה, לָמָּה	why?		
לְמַעַן	for the sake of; in order that		
לִפְיָ	see כָּפִי		
לָקַח	take		
לָקַט	gather, glean		
לְקִרְאָת	towards, opposite		
לְשׁוֹן	tongue, language		
לְשָׁכָה	hall		
מְאֹד	very; force		
מְאוּמָּה	anything (at all)		
מֵאָז	since, formerly		
מֵאֵן	refuse		
מֵאֵס	reject		
מִבְצָר	fortress, fortified city		
מָגֵן	shield		
מִגְרָשׁ	pasture, open space		
מִדְבָּר	wilderness, desert		
מִדְדָּה	measure	מִדָּה	measure

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
מְדִינָה	province, district		
מָה, מַּה, מֶה	what? how?		
מַהֲרָה	hurry		
מוֹטָה	waver, totter		
מוֹל	front; front of, towards		
מוֹלֵךְ	circumcise		
מוֹפֵת	sign, omen, miracle		
מוֹתָה	die	מוֹת	death
		מוֹת	dead
מִזְרָח	sunrise, east		
מַחֲהָה	wipe off; wipe out		
מָחָר	tomorrow	מָחָרָת	the following day; on the next day
מָטָר	rain		
מִי	who?		
מַיִם	water		
מָכַרָה	sell		
מָלֵא	be full; fill, fulfil	מָלֵא	full
		מָלֵא	fullness, what fills
מַלְאָךְ	messenger, angel		
מַלְאָכָה	work		
מָלֶה	word, message		
מָלֻטָה	escape; save, deliver		
מָלַךְ	reign, be king	מָלַךְ	king

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

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
מתי	when?		
מִתְּנִים	loins		
נָא	now; please		
נָאֻם	utterance, declaration, says		
נְבִיא	prophesy	נְבִיא	prophet
נִבֵּט	look at		
נֶבֶלָה	corpse, carcass		
נֶגֶב	the dry country; south		
נֶגֶד	opposite, before		
נִגְדַּל	make known, tell		
נִגִּיד	chief, leader		
נִגַּע	touch, reach	נִגַּע	plague, blow
נִגְף	injure, strike		
נִגְשָׁה	draw near, approach		
נִדְחָה	be scattered		
נִדָּר, נִדָּרָה	vow, promise		
נָהָר	river, stream		
נִוָּה	pasturage, abode; praiseworthy		
נִוַּח	rest, make quiet, lay	נִיחֻחַ	soothing, tranquilising
נִוָּס	run away, flee		
נִוַּע	shake, totter		
נִוָּךְ	move back and forth		
נִוָּחָה	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		
נָכַה־	hit, strike	מָכָה	blow, wound
נָכַר־	investigate; recognise	נָכַר	foreign land
		נָכְרִי	foreign, strange; foreigner
נִסָּה־	(put someone to the) test		
נִסָּךְ, נִסְךְ	libation (liquid offering)		
נָסַע־	travel, depart		
נֶעֱר	lad, youth, servant	נַעֲרָה	young girl, maid
		נְעוּרִים	youth
נָפַל־	fall		
נָפֶשׁ	life, self, soul, mind		
נָצַב־	take a stand, be stationed	מַצְבָּה	pillar
נִצָּח	glory, victory; everlastingness		
נִצַּח־	lead; supervise, be long-lasting		
נִצַּל־	be saved; take away		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
נצֹר־	watch, guard		
נָקֵה־	be free, clean	נָקִי	free from, exempt
נָקָם־	take revenge		
נֵר	lamp	מְנוּרָה	lampstand
נָשָׂא־	lift, carry	נָשִׂיא	prince, leader
		מָשָׂא	carrying, burden
נִשְׁגָּח־	overtake		
נִשְׁקָה־	kiss		
נָתַן־	give		
נִתְּץ־	tear down, demolish		
סָבַב־	turn around, surround	סָבִיב	circuit; surrounding
סָגַר־	shut, close; deliver up, give in one's power		
סוּס ,סוּסָה	(m, f) horse		
סוּר־	turn aside; take away, remove		
סִלָּה	selah (unexplained technical term of music)		
סָלַח־	forgive		
סֶלֶע	rock		
סִלָּת	fine wheat flour		
סָמַךְ־	support		
סָפַר־	write, count; tell	מִסְפָּר	number
		סֹפֵר	scribe, writer
		סֵפֶר	scroll, book

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
סְרִיס	eunuch, court official		
סִתְרָה	conceal, hide	סִתֵּר	hiding place; garment
עֲבַד	serve, work	עָבַד	servant
		עֲבוּדָה	service, work
עָבַר	pass, cross, transgress	עָבַר	side, opposite side
		עֲבָרָה	arrogance
עֵגֶל	calf		
עַד	to, as far as, until, while; eternity, always		
עֵדָר	flock, herd		
עוֹד	yet, still, again		
עוֹדֵף	testify, surround	עֵדוּת, עֵדָה	warning sign, reminder, testimony; commandment
		עֵד, עֵדָה	witness
עוֹלָה	wickedness, unfairness		
עוֹלָם, עֵלָם	remote time, forever, eternity		
עוֹן	transgression, sin		
עוֹף	flying creatures; birds		
עוֹר	skin, leather		
עוֹרֵף	arouse, awake		
עֵז	goat; goat's hair		
עֵז, עֵזָה	strength, power	מְעוֹזָה	fortress
עָזַב	leave, abandon		
עֲזָרָה	help	עֲזָרָה, עֲזָרָה	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	מַעַל	upwards; above
		עֹלָה	burnt offering
		עֲלִיוֹן	upper, Most High (G-d)
		מַעֲלָה	ascent
עם	with		
עם	people, nation, relative		
עִמָּד	(always with suffix) with		
עמד√	stand	עֲמֹד	pillar, column
על(עִמָּת	just like; close to, at		
עָמַל	distress, trouble; effort		
עֵמֶק	valley		
ענה√	answer, declare; be afflicted, oppress	עָנִי	afflicted, poor
		עָנִי	misery, affliction
עָנָן	clouds		
עָפָר	dry earth, dust		
עֵץ	tree		
עָצָם	bone; substance, self		
עצר√	restrain, stop		
עָרַב	evening		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
עֲרֶבָה	desert, plain		
עָרוֹה	nakedness, shame		
עֲרָךְ	arrange, set in order	עֲרָךְ	layer, row; accessories
עָרַל	uncircumcised		
עֵרֶךְ	neck, nape		
עֵשֶׁב	green plants, herbs		
עָשָׂה	do, make	מַעֲשֵׂה	work
עֲשָׂקָה	oppress, do wrong		
עֲשָׂרָה	riches		
עֵת	time	עַתָּה	now
פָּאָה	side, corner		
פָּגַעַךְ	encounter, meet; entreat		
פָּדָה	buy (off), redeem, ransom		
פֶּה	mouth		
פֹּה, פֹּה, פֹּה	here		
פִּוּץ	scatter, disperse		
פָּחַד	trembling, terror		
פִּלְאָה	be extraordinary, wonderful		
פִּלְגֶשֶׁת, פִּלְגֶשֶׁת	concubine		
פָּלַח	pray, judge	תַּפִּלָּה	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
		צִדִּיק	righteousness; what is right
		צִדְקָה	righteousness
צוֹאֵר	neck		
צוה√	command	מִצְוָה	commandment
צוֹר	(large) rock		
צֵל	shadow, shade		
צלח√	(be) strong; succeed		
צֵלַע	rib		
צמח√	sprout		
צעק√	cry out		
צפה√	arrange; overlay; keep guard, watch		
צָפוֹן	north		
צָפוֹר	bird		
צָפַן√	hide; treasure up		
צָרַעַת	skin disease		
צרף√	smelt, refine		
צרר√	wrap up; be hostile toward; be distressed	צָר	enemy
		צָרָה	distress
קבץ√	assemble, gather together		
קבר√	bury	קֶבֶר	grave, burial place
קֶדֶם, קֵדָם	in front, east	קֵדִים	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
קצר√	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
קָרַעַ	tear up		
קָרַשׁ	plank, board		
קָשַׁבַ	be attentive		
קָשָׁה	hard, severe		
קָשַׁרַ	tie up, bind		
קֶשֶׁת	bow (weapon); rainbow		
רָאָהַ	see	מַרְאֵה	sight, appearance
רֹאשׁ	head	רֵאשִׁית	beginning, first
רָבַבַ	be(come) numerous; multiply	רַב	much, many; captain, chief
		רַב	abundance, multitude
רָבַהַ	be(come) numerous; multiply	הַרְבֵּה	great number, many, much
רָגַזַ	shake, quake, rage		
רֶגֶל	foot		
רָדַףַ	pursue, chase		
רוּחַ	spirit, wind	רִיחַ	scent, smell
רָוַםַ	be high, raise	תְּרוּמָה	tribute, contribution
		מָרוֹם	height
רוּעַ	shout	תְּרוּעָה	shout (of alarm, joy)
רוּץַ	run away, flee		
רָחַב	breadth	רָחֹב, רְחֹב	broad open space, plaza
רֶחֶם, רָחֵם	womb		
רָחַםַ	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)
		רשע, רשעה	wrong, injustice, guilt
שאול	sheol, underworld; grave		
שאל	ask		
שאר	remain; be left over	שארי	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, שִׁבְרָה	breaking, fracture; interpretation
שָׁבַת	rest, stop	שָׁבַת	sabbath, rest
שָׁדַד	devastate, lay waste		
שָׂדֶה	field		
שֶׁ-דִּי	G-d		
שָׂה	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		
שָׁמַע	put		
שָׁרַח	sing	שָׁרַח, שִׁירָה	(m, f) song
שָׁתַּח	put, place		

Biblical Hebrew	English	Biblical Hebrew cognate word/s	English
שָׁכַב	lie down	מִשְׁכָּב	couch, bed
שָׁכַח	forget		
שָׁכַל	have success; understand		
שֶׁכֶם	Shechem; shoulder		
שָׁכַם	rise early		
שָׁכַן	live, settle	מִשְׁכָּן	dwelling, tabernacle
שָׁלַח	send, stretch out, let go		
שֻׁלְחָן	table		
שָׁלַךְ	throw		
שָׁלַל	plunder, booty, loot		
שָׁלַם	be whole, complete; repay; make peace	שָׁלַם	final or peace offering
		שָׁלוֹם	peace, health
שֵׁם	name, reputation		
שָׁם	there		
שְׂמָאל	left; left hand		
שָׁמַד	be destroyed; destroy		
שָׁמַח	be happy	שִׂמְחָה	joy, rejoicing
שָׁמַיִם	heavens, sky		
שָׁמַם	be astonished; be desolate	שִׂמְמָה	horror, desolation
		שִׁמְהָ	astonishment, horror
שֶׁמן	oil		
שָׁמַע	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
שפך√	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		
נשט	linen		
שתה√	drink	משקה	(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

Marks	Grammar	Spelling and pointing
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.

AO3 = 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 Resits and shelf life

Students can resit 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](https://www.aqa.org.uk/privatecandidates)
- email privatecandidates@aca.org.uk

Get help and support

Visit our website for information, guidance, support and resources at

You can talk directly to the Biblical Hebrew subject team:

E: mfl@aqa.org.uk

T: 01423 534381