

Accredited

Classics

GCSE 2012

Biblical Hebrew

Specification

J196

Version 1

April 2012



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By fax: 01223 552627

By post: Customer Contact Centre, OCR, Progress House, Westwood Business Park, Coventry CV4 8JQ

DON'T FORGET – you can download a copy of this specification and all our support materials at www.ocr.org.uk/gcse2012



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1.1 Overview of GCSE Biblical Hebrew

<p>Unit A201 <i>Language</i></p>	<p>Written Paper 2 hours - 100 marks 50% of the qualification</p> <p>Question Paper: Two sections: Section A and Section B. Section A: Unprepared Translation (50 marks). Section B: Comprehension (50 marks). Candidates answer all questions.</p>
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<p>Unit A202 <i>Literature</i></p>	<p>Written Paper 2 hours - 100 marks 50% of the qualification</p> <p>Question Paper: Six questions, two on each of the prescribed texts. Candidates are required to answer any four questions from the paper.</p>
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1.2 Guided learning hours

GCSE Biblical Hebrew requires 120–140 guided learning hours in total.

1.3 Aims and learning outcomes

GCSE specifications in Biblical Hebrew should encourage candidates to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The aims of this specification are to enable candidates to:

- actively engage in the process of enquiry into Biblical Hebrew to develop as effective and independent candidates and as critical and reflective thinkers
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of Biblical Hebrew
- develop awareness of the continuing influence of Biblical Hebrew on later times and of the similarities and differences between the Biblical world and later times
- develop and apply analytical and evaluative skills at an appropriate level
- make an informed, personal response to the material studied.

1.4 Prior learning

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

2.1 Summary of content

No specific edition of the Bible is prescribed; centres are free to use such complete editions of prescribed texts as they choose.

Unit A201: *Language*

Candidates should be able to:

- translate two unprepared passages of prose from Biblical Hebrew into English
- respond to comprehension questions, requiring explanation of the literary, contextual and grammatical features of the passage.

Unit A202: *Literature*

Candidates should be able to answer four out of six questions on the set texts.

Each question contains a passage from the set texts and requires candidates to:

- translate in part
- explain the context and discuss the literary features of the passage.

2.2 Unit A201: *Language*

2.2.1 Vocabulary

The vocabulary list produced in *Biblical Hebrew: An Introductory Grammar*, Page H. Kelley (pp. 374–397) and published by Eerdmans, Michigan (ISBN-10 0-80280-598-1; ISBN-13 978-0-80280-598-0) is appropriate for this unit.

This is not a recommendation about the suitability of the book for the specification. Teachers will need to use their professional judgement in assessing its suitability. The possibility exists that more up-to-date books may be prepared for the revised GCSE specification in Biblical Hebrew and may become available.

Candidates will be expected to understand straightforward compounds of the verbs in the list. Candidates should recognise the Biblical Hebrew formation of cardinal numbers 1 to 100; and the qualifying number attached to the numbers 100 and 1,000, including the dual form.

Any word not included in the list will be given as Vocabulary Assistance in the question paper. In addition, assistance will be given, as appropriate, with grammatical forms.

2.2.2 Accidence

Emphasis will be on candidates' ability to recognise the following forms found in the Hebrew Bible:

Verbs:

- all persons and numbers of the perfect and imperfect tenses (including the imperative, cohortative and jussive) and the present participle (active and passive)
- the regular verbs in the Kal, Piel, Niphal, Hiphil and Hithpael conjugations
- pual and Hophal where applicable
- the contracted (or so-called irregular) forms of the pe-nun, ayin-vav, lamed-heh and pe-vav verbs
- the effect of the gutturals within the verbal system
- vav conjunctive and consecutive (sometimes termed vav conversive)
- effect of objective suffixes (pronominal suffixes)
- infinitive (absolute and construct)
- use of Dagesh and mappiq.

Nouns:

- gender, number and state of both regular and those irregular nouns that appear in the Vocabulary List
- uses of prefixes and suffixes such as He, Mem and Tav
- prepositions
- pronominal suffixes.

Adjectives:

- agreement with noun
- formation of comparatives and superlatives of common adjectives.

Adverbs:

- personal, demonstrative, relative, interrogative
- pronominal suffixes.

Syntax:

- the basic sentence and clause
- subject, object and predicate
- active and passive
- oaths, negation and interrogation
- final, conditional, temporal and circumstantial clauses
- use of infinitive constructs as verbal clauses
- repetition of nouns for emphasis
- the concept of parallelism.

Note: Only the constructions listed above will be tested in Unit A201. Knowledge of other constructions will, of course, be necessary for a full understanding of the set texts.

Candidates who have studied for this unit should be able to demonstrate:

- their knowledge and understanding of vocabulary, morphology, and syntax in context
- an understanding of the differences between inflected and uninflected language, including word order
- an understanding of the different ways in which ideas are expressed in English and Biblical Hebrew
- an understanding of an unprepared passage of Biblical Hebrew.

2.3 Unit A202: Literature

2.3.1 Literature: Prescribed Texts

For examination from June 2011 to June 2013

Candidates are required to study at least **two** of the **three** prescribed texts.

1. The trials and tribulations of Jacob/Yaakov – Genesis/Bereishith, as follows.

Chapter 27	verses 41–46
Chapter 28	verses 1–9
Chapter 31	all verses
Chapter 32	all verses
Chapter 33	all verses
Chapter 35	verses 1–21

2. Joshua/Yehoshua as an emerging leader of the Israelite nation – Joshua/Yehoshua Chapters 1, 2, 3, 4, 7, 14 and 20.
 To be read as background:
 Numbers/Bemidbar Chapter 11: verses 24–29
 Numbers/Bemidbar Chapter 13: verses 8 and 16
 Numbers/Bemidbar Chapter 14: verse 30.

3. The revolution and formation of the Northern and Southern kingdoms – Kings/Melachim 1: Chapter 11 verses 29–43; Chapters 12, 13, 14, 15 and 16.

For examination from June 2014

- the trials of Abraham – Genesis 12–18
- the early years of King David – 2 Samuel 2–6; 8–9
- a spotlight on the period of Judges – The Book of Ruth + Judges 11–12

Candidates who have studied for this unit should be able to demonstrate their:

- knowledge and understanding of some Biblical Hebrew literature, including verse (where appropriate), studied in the original, with reference to content and literary quality
- knowledge of the customs, institutions, achievements and historical significance of the Israelite and Judean civilisation in relation to the language and literature studied, including their ability to evaluate a range of evidence and to draw comparisons between the ancient world and later times.

3.1 Overview of the assessment in GCSE Biblical Hebrew

For GCSE Biblical Hebrew candidates must take units A201 and A202.

GCSE Biblical Hebrew J196

Unit A201: *Language*

50% of the total GCSE

2 hour written paper

100 marks

This unit has **two** sections: Section A and Section B.

Section A: Unprepared Translation (50 marks)

This section will consist of two questions.

In the first question, a short unseen prose passage of graded difficulty will be set. Specified words and phrases will be set for translation into English. These will be listed on a separate insert provided for candidates to write their responses. In the second question, an unseen prose passage will be set for translation into English. The level of difficulty of this passage will be higher than the passage set for the first question.

Section B: Comprehension (50 marks)

There will be a prose passage, or passages, on which comprehension questions of graded difficulty will be set, to be answered in English. The title of the passage will be given in English and vocabulary assistance will be provided where appropriate. Questions assess understanding and appreciation of the prescribed texts.

Candidates answer all questions.

As a guideline, the level of vocabulary expected is that which is to be found in:

Biblical Hebrew: An Introductory Grammar, Page H. Kelley (pp. 374–397), published by Eerdmans, Michigan

(ISBN-10 0-80280-598-1; ISBN-13 978-0-80280-598-1).

This unit is externally assessed.

Unit A202: *Literature*

50% of the total GCSE

2 hour written paper

100 marks

This unit has **six** questions, **two** on each of the prescribed texts. Candidates are required to answer **any four** questions from the paper.

This unit is externally assessed.

3.2 Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Demonstrate knowledge and understanding of language.
AO2	Demonstrate an understanding and an appreciation of literature and/or other sources related to society and values of the Biblical world through analysis, evaluation and response.

3.2.1 AO weightings - GCSE Biblical Hebrew

The relationship between the units and the assessment objectives of the scheme of assessment is shown in the following grid:

Unit	% of GCSE			Total
	AO1	AO2		
Unit A201: <i>Language</i>	30	20		50%
Unit A202: <i>Literature</i>	20	30		50%
Total	50%	50%		100%

3.3 Grading and awarding grades

GCSE results are awarded on the scale A* to G. Units are awarded a* to g. Grades are indicated on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Most GCSEs are unitised schemes. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries may have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw mark on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit, e.g. 41/100.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								
		a*	a	b	c	d	e	f	g	u
50%	100	90	80	70	60	50	40	30	20	0

A candidate's uniform marks for each unit are aggregated and grades for the specification are generated on the following scale:

Qualification	Max Uniform Mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

The written papers will have a total weighting of 100%.

The candidate's grade will be determined by the total uniform mark.

3.4 Grade descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

3.4.1 Grade F

Candidates demonstrate some basic knowledge and understanding of the meaning of vocabulary and of simple grammatical constructions. They have a basic knowledge and understanding of prescribed texts in the original language. They identify simple narrative aspects. They demonstrate some knowledge and understanding of the customs, institutions, events and achievements of the Biblical world. They select and use evidence, draw simple conclusions and, where appropriate, make simple comparisons between the Biblical world and later times.

3.4.2 Grade C

Candidates demonstrate sound knowledge and understanding of the meaning (and use, where applicable) of vocabulary and grammatical constructions. They have a sound knowledge and understanding of prescribed texts in the original language. They identify narrative aspects and appreciate simple points of style. They demonstrate a sound knowledge and understanding of the customs, institutions, events and achievements of the Biblical world. They analyse evidence to draw relevant conclusions and, where appropriate, make reasoned comparisons between the Biblical world and later times.

3.4.3 Grade A

Candidates demonstrate detailed knowledge and thorough understanding of the meaning (and use, where applicable) of vocabulary and grammatical constructions. They have a detailed knowledge and thorough understanding of prescribed texts in the original language. They make an informed personal response to an author's ideas, opinions and literary techniques. They demonstrate a detailed knowledge and thorough understanding of the customs, institutions, events and achievements of the Biblical world. They evaluate evidence in depth to draw informed conclusions and, where appropriate, make perceptive comparisons between the Biblical world and later times.

3.5 Quality of written communication

Quality of written communication is assessed in all units and is integrated in the marking criteria.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use an appropriate style of writing and, where applicable, specialist terminology.

4.1 Free resources available from the OCR website

The following materials will be available on the OCR website:

- GCSE Biblical Hebrew Specification
- [specimen assessment materials for each unit](#)
- [sample schemes of work and lesson plans](#)

4.2 Training

OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

4.3 OCR support services**4.3.1 Active Results**

Active Results is available to all centres offering OCR's GCSE Biblical Hebrew specifications.



Active Results is a free results analysis service to help teachers review the performance of individual candidates or whole schools.

Data can be analysed using filters on several categories such as gender and other demographic information, as well as providing breakdowns of results by question and topic.

Active Results allows you to look in greater detail at your results:

- richer and more granular data will be made available to centres including question level data available from e-marking
- you can identify the strengths and weaknesses of individual candidates and your centre's cohort as a whole
- our systems have been developed in close consultation with teachers so that the technology delivers what you need.

Further information on Active Results can be found on the [OCR website](#).

4.3.2 OCR Interchange

OCR Interchange has been developed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate and free access to candidate information at your convenience. Sign up on the [OCR website](#).

5.1 Equality Act information relating to GCSE Biblical Hebrew

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed by the regulators in order to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in Access Arrangements, *Reasonable Adjustments and Special Consideration* by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

The access arrangements permissible for use in this specification are in line with Ofqual's GCSE subject criteria equalities review and are as follows:

	Yes/No	Type of Assessment
Readers	Y	Only allowed to read in English
Scribes	Y	Only allowed for writing in English
Practical assistants	Y	All written examinations
Word processors	Y	All written examinations
Transcripts	Y	All written examinations
Oral language modifiers	Y	All written examinations
BSL signers	Y	Only allowed to sign English parts of the examination
Modified question papers	Y	All written examinations
Extra time	Y	All written examinations

5.2 Arrangements for candidates with particular requirements (including Special Consideration)

All candidates with a demonstrable need may be eligible for access arrangements to enable them to show what they know and can do. The criteria for eligibility for access arrangements can be found in the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Candidates who have been fully prepared for the assessment but who have been affected by adverse circumstances beyond their control at the time of the examination may be eligible for special consideration. As above, centres should consult the JCQ document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

6 Administration of GCSE Biblical Hebrew

In December 2011 the GCSE qualification criteria were changed by Ofqual. As a result, all GCSE qualifications have been updated to comply with the new regulations.

The most significant change for all GCSE qualifications is that, from 2014, unitised specifications must require that 100% of the assessment is terminal.

Please note that there are no changes to the terminal rule and re-sit rules for the June 2013 examination series:

- at least 40% of the assessment must be taken in the examination series in which the qualification is certificated
- candidates may re-sit each unit once before certification, i.e. each candidate can have two attempts at a unit before certification.

For full information on the assessment availability and rules that apply in the June 2013 examination series, please refer to the previous version of this specification [GCSE Biblical Hebrew \(July 2009\)](#) available on the website.

The sections below explain in more detail the rules that apply from the June 2014 examination series onwards.

6.1 Availability of assessment from 2014

There is one examination series available each year in June (all units are available each year in June).

GCSE Biblical Hebrew certification is available in June 2014 and each June thereafter.

	Unit A201	Unit A202	Certification availability
June 2014	✓	✓	✓
June 2015	✓	✓	✓

6.2 Certification rules

For GCSE Biblical Hebrew from June 2014 onwards, a 100% terminal rule applies. Candidates must enter for all their units in the series in which the qualification is certificated.

6.3 Rules for re-taking a qualification

Candidates may enter for the qualification an unlimited number of times.

Where a candidate re-takes a qualification, **all** units must be re-entered and all units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

6.4 Making entries

6.4.1 Unit entries

Centres must be approved to offer OCR qualifications before they can make any entries, including estimated entries. It is recommended that centres apply to OCR to become an approved centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and administrative materials.

It is essential that correct unit entry codes are used when making unit entries.

Unit entry code	Component code	Assessment method	Unit titles
A201	01	Written Paper	<i>Language</i>
A202	01	Written Paper	<i>Literature</i>

6.4.2 Certification entries

Candidates must be entered for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates must enter for:

- GCSE Biblical Hebrew certification code J196.

6.5 Enquiries about results

Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about results for GCSE units must be made immediately following the series in which the relevant unit was taken and by the relevant enquiries about results deadline for that series.

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide: 14–19 Qualifications* for further guidance on enquiries about results and deadlines. Copies of the latest versions of these documents can be obtained from the OCR website at www.ocr.org.uk.

6.6 Prohibited qualifications and classification code

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is 6650.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if candidates take two GCSE specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should seek advice, either from their centre or from the institution to which they wish to progress.

7 Other information about GCSE Biblical Hebrew

7.1 Overlap with other qualifications

The skills required for Biblical Hebrew overlap with those required for the comparable components in GCSE Latin and Classical Greek. However the material studied and the language of the original texts are different.

7.2 Progression from this qualification

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Avoidance of bias

OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

7.4 Regulatory requirements

This specification complies in all respects with the current: *General Conditions of Recognition; GCSE, GCE, Principal Learning and Project Code of Practice; GCSE Controlled Assessment regulations* and the *GCSE subject criteria for Biblical Hebrew*. All documents are available on the [Ofqual website](#).

7.5 Language

This specification and associated assessment materials are in English only. Only answers written in English will be assessed.

7.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

This specification offers opportunities that can contribute to an understanding of these issues by:

- presenting the study of a culture or cultures alien to the candidates own, and of their moral values and religious beliefs
- promoting awareness of aspects of human life other than the physical and material
- providing opportunities for the analysis of works of literature that offer a profound insight into the morality of human behaviour.

The study of cultural issues helps candidates develop the skills of enquiry and communication, by providing opportunities to:

- research political, spiritual, moral, social and cultural issues from a variety of sources
- express, justify and defend, orally and in writing, personal opinions about such issues
- contribute to group and exploratory class discussions.

7.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

This specification supports these issues, consistent with current EU agreements, as outlined below.

As this specification focuses on a society which forms the root of large sections of modern European culture, the European dimension is an inherent part of it. Candidates have the opportunity to discover how elements of the ethos of the ancient world are still prevalent in modern Europe.

7.8 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication*, *Application of Number*, *Information and Communication Technology*, *Working with Others*, *Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
A201	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
A202	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

7.9 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Biblical Hebrew.

This section offers guidance on opportunities for using ICT during the course. Such opportunities may or may not contribute to the provision of evidence for ICT Key Skills.

ICT application/development	Opportunities for using ICT during the course
<ul style="list-style-type: none"> • Use of Dagesh programs • Or Davkewriter • Bar Ilan Database 	<ul style="list-style-type: none"> • Analysis of literature • Display of similar words and phrases • Search for parallel literature

7.10 Citizenship

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship.

This section offers guidance for developing knowledge, skills and understanding of citizenship issues during the course. The candidates will have opportunities to:

- experience, appreciate and relate to a classical culture
- explore and discuss with others spiritual issues and religious beliefs
- reach moral judgements and express personal views on moral and ethical issues
- analyse the conduct of individuals and society as a whole
- explore notions of family, community and society, and their impact on individuals and groups
- consider how cultural issues are portrayed through literature.



YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- Bookmark www.ocr.org.uk/gcse2012
- Be among the first to hear about support materials and resources as they become available. Register for email updates at www.ocr.org.uk/updates
- Book your inset training place online at www.ocreventbooker.org.uk
- Learn more about active results at www.ocr.org.uk/activeresults
- Join our Classics social network community for teachers at www.social.ocr.org.uk

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Email: general.qualifications@ocr.org.uk

Online: <http://answers.ocr.org.uk>

Fax: **01223 552627**

Post: **Customer Contact Centre, OCR, Progress House,
Westwood Business Park, Coventry CV4 8JQ**

WHAT TO DO NEXT

Become an approved OCR centre – if your centre is completely new to OCR and has not previously used us for any examinations, visit www.ocr.org.uk/centreapproval to become an approved OCR centre.

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