

**2002 HSC Notes from
the Marking Centre
Classical Hebrew**

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2002 HSC NOTES FROM THE MARKING CENTRE

CLASSICAL HEBREW

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Classical Hebrew. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Classical Hebrew.

General Comments

In 2002, approximately 31 Continuers and 11 Extension candidates attempted the Classical Hebrew examination.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections should accumulate to a more comprehensive understanding than may be described in each section separately.

Continuers

Section I – Prescribed Text – Tanakh

Part A – Torah

Questions 1-4

There was a good range of performances in this section, with responses varying across the spectrum. Although many candidates performed well in the commentary and comprehension sections, they found the language and grammar questions very difficult.

Question 1

- (a) Unfortunately, many candidates ignored the clue ‘according to the commentators’ and the particular reference to the Hebrew word *shamor*.
- (b) There were varying responses to this question. Some candidates demonstrated little knowledge of the operation of language at the level of syntax.

- (c) Candidates generally were aware of the various approaches to reconcile the contradiction.
- (d) This was well done.

Question 2

- (a) Many candidates did not follow the instruction ‘outline’, and instead copied almost verbatim the text.
- (b) Many candidates were not aware of all grammatical features.
- (c) Some candidates found this question difficult.

Question 3

- (a) Most candidates performed well in terms of comprehension of the text. Some candidates did not focus on comprehension of the actual text, with faith and religion complementing comprehension of the text.
- (b)
 - (i) Many candidates remembered well the names of animals.
 - (ii) This question called for a ‘description’. A large number of candidates simply recorded the stimulus text in front of them, without entering into a ‘description of sacrificial rituals with particular reference to *Korban Pesach*’.
- (c) The question was dealt with thoroughly by most candidates. Nonetheless, the majority of candidates omitted the *derash* of the word in Deuteronomy 18:6.

Question 4

- (a) and (b) seemed to be within reach of the majority of candidates.

Questions 5-7

There was a very wide range of performances in this section. The candidates fared very well on the commentary and comprehension questions, but many found questions on grammar and language very difficult.

Part B – Nevi'im

Question 5

- (a) This was very well done; the candidates knew the *derash* very well.
- (b) This grammar question elicited poor responses. Some candidates knew the rule but were unable to put it into words. Many of them were able to give examples.
- (c) Most candidates were able to give one correct subject here, as either a servant or messenger. Quite a few were able to include David in the answer.

- (d) This question was very well done as the candidates had obviously focused their learning on the commentary.

Question 6

- (a) As this euphemism is explained in the commentary, many candidates were able to answer this well.
- (b) The candidates answered this question well.

Question 7

- (a) Very few candidates could answer this question. Many wrote the word *lifne*, which resembles a plural construct state but did not manage to identify a correct example of construct state.
- (b) Candidates could identify the *Qeri* but very few were able to explain how the words altered the meaning of the verse.
- (c) This question was answered very well with most candidates giving a thorough response. Some candidates did not answer all sections of this question.

Part C – Ketuvim

Question 8

- (a) This question was answered well. Most candidates were able to identify Shemaiah's position as the keeper of the Eastern Gate.
- (b) This did pose a problem to many candidates. It seems that the knowledge of the commentary was lacking in this regard.
- (c) Well answered by most candidates who made detailed, extended responses.

Question 9

The vast majority of candidates answered Question 9(a), the accomplishments of Nehemia.

The marks gained for Question 9(a) were consistently high and it is obvious that the candidates were well prepared for this topic.

Section II – Prescribed Text – Mishna

Questions 10-13

The observations made in reference to Section I hold equally true with regard to Section II. In fact, the Mishna language questions elicited poor responses.

Question 10

- (a) Candidates knew very well the various stages of judicial process but some had difficulty linking these stages to the Hebrew words.
- (b) With the exception of one candidate, no one gave the literal meaning of *ibbur*. The procedures were well ‘described’, though not necessarily ‘discussed’.
- (c) Some candidates just repeated the words of the Mishna without giving ‘general guidelines’. The options of 5, 7 and 10 judges were hardly mentioned. The better responses distinguished between less significant cases and more significant, though the concept of ‘national issues’ eluded most of them.
- (d) Candidates seemed to have a good grasp of the procedures.

Question 11

This question was quite well done, mainly because the candidates knew the commentary well.

- (a) *Aspanya* was something nearly all candidates were able to explain.
- (b) The candidates knew this Mishna very well and answered in great detail, much of which was not necessary but relevant.
- (c) Most candidates were able to give a detailed response that included some criteria. They wrote at great length about an Israelite king, discussing the restrictions placed on him, and about the respect due to him, thus overlapping somewhat with the previous question. Most candidates did not write in detail about the High Priest and most were not able to differentiate between their positions as national and spiritual leaders. They used the commentary widely and many wrote far too much for the mark allocation.

Question 12

- (a) The majority of candidates were able to discern what the nature of the disagreement was and were able to give both examples mentioned in the text.
- (b) This question was a cause of some concern to many candidates. The question demanded a response as to when and in what circumstances a defendant may choose not to accept the judicial process. Many candidates, after correctly answering Question 12(a), which related to textual material in the second of the two passages, did not consider that the second question would relate to the first of the two passages. In brief, candidates did not understand that the choice *not* to accept the judicial process grew out of a situation where the Beth Din in their particular city were not expert enough to hear their case. Answers were more often a repetition of what was written in response to Question 12(a).

Question 13

- (a) Some candidates found this question difficult and merely translated the Mishna. The majority of candidates, however, responded appropriately.

- (b) Candidates generally displayed adequate comprehension of the commentary.

Section III – Unseen Text – Tanakh

Question 14

The vast majority of candidates experienced little difficulty in responding with accuracy to this question.

- (a) One or two candidates did not identify either Ahab or Elijah as a ‘troubler’. Their alternative inaccurate answer was that Ahab and Elijah asked each other what they were doing about the troubles in Israel.
- (b) This question was very well answered.
- (c) This question was also well answered.

Question 15

This question was not particularly well answered.

- (a) The reference to King David was difficult for a number of candidates. Quite a few candidates simply wrote that David was written twice; once as being Hezekiah’s father. They were not able to translate the word *lema’an* as ‘for the sake of’ or ‘in the merit of’.
- (b) This posed few problems for the majority of candidates.
- (c) This was well answered.
- (d) The question required a response based on verses 5 and 6. A number of candidates did not include verse 6 in their answers. Consequently they did not include the 15 additional years added to Hezekiah’s life or that he was to be delivered from the power of the king of Assyria and that Jerusalem was to be protected.

Extension

Section I – Prescribed Text

The Extension paper gave the candidates the opportunity to display their knowledge, and to perform well.

Question 1

This section was well done; the candidates knew the commentary very well and as a result, were able to achieve high marks.

- (a) (i) The majority of candidates answered this well.

- (ii) The parsing was well done.
 - (iii) This short essay question gave candidates the opportunity to do well. Many answered in great detail and knew the *peshat* and commentary very well.
- (b)
- (i) This syntax question confused many candidates for 2 reasons: (1) Ignorance of the term and (2) lack of knowledge of the text. This question clearly identified the more able candidates.
 - (ii) The metaphor in this question was generally clearly understood and described appropriately. The answers relating to the effectiveness of the prophecy were generally poorly written, with little coherence or logic.
 - (iii) About half the candidates knew the answer about gutturals.

Question 2

Generally, the candidates performed very well in this section. The majority of candidates exhibited a good grasp of the makings of the Talmud, its language, style and structure.

- (a) Most candidates were able to identify the biblical quotations. Some candidates, however, found difficulty in explaining their usage. Candidates tended to write extensively on this topic, writing more than required, and beyond the space allotted.
- (b) Candidates identified the rabbinic interpretations of *hilulim* but some candidates left out some interpretations.
- (c) Most candidates were well versed in the methodologies of *qal vahomer* and *gezera shavah* and were able to explain its usage in the extract.
- (d) The responses to the essay question ranged from a basic superficial understanding of Talmud's contribution to Mishna to an advanced well-rounded presentation on the subject.

Most candidates discussed Talmud's contribution in the context of the particular extract. Some candidates went further and related their answers to the prescribed text as a whole. This allowed for discrimination among the candidates.

Some candidates, however, overemphasised the set text and showed a poor grasp of Talmud beyond the set text. A small number of candidates demonstrated knowledge as a whole without expressly linking it to the prescribed text.

Section II – Non-prescribed Text

Question 3(a)

- (i) Many candidates summarised the psalm, but failed to describe the events accurately.
- (ii) 1) Many candidates found this question difficult. Candidates were expected to parse *shuvah*, supplying 6 components of the verb. A small number was able to identify the emphatic imperative expressed in the letter *he*.
2) Out of the 2 grammatical features, candidates generally were able to identify at least one.
- (iii) Virtually all candidates were able to identify two literary devices.

Question 3(b)

- (i) The vast majority of candidates correctly identified G-d as ‘shepherd’ and, therefore, the psalm was one of care and comfort as a shepherd looks after and protects his flock from harm.
- (ii) Some candidates incorrectly stated that David was at ease because they took the soothing adjectives relating to the pastures and streams to indicate his placid mood. This was incorrect as David was frightened as to what lay ahead of him, but was confident that G-d, who had looked after him in the past, would continue to do so in the future.
- (iii) Most candidates were able to differentiate between the moods and styles of the two psalms. Some found the reference to liturgical usage difficult. Most were able to identify Psalm 126 as an introductory psalm for Grace After Meals.

Psalm 23, which is included in the Singers as a psalm to be recited by a sick person, was identified by a few candidates as the psalm to be chanted after the *me'en sheva* on Sabbath Eve.

Classical Hebrew Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
1 (a)	1	Prescribed Text – Tanakh - Torah	H1.3
1 (b)	2	Prescribed Text – Tanakh – Torah	H2.2
1 (c)	2	Prescribed Text – Tanakh – Torah	H2.5
1 (d)	1	Prescribed Text – Tanakh – Torah	H2.4
2 (a)	2	Prescribed Text – Tanakh – Torah	H2.4, H2.5
2 (b) (i)	1	Prescribed Text – Tanakh – Torah	H2.1, H2.2
2 (b) (ii)	1	Prescribed Text – Tanakh – Torah	H2.1, H2.2
2 (b) (iii)	1	Prescribed Text – Tanakh – Torah	H2.1, H2.2
2 (c)	1	Prescribed Text – Tanakh – Torah	H1.3
3a	1	Prescribed Text – Tanakh – Torah	H1.2, H2.4
3 (b) (i)	1	Prescribed Text – Tanakh – Torah	H1.3, H2.1, H2.4, H2.5
3 (b) (ii)	3	Prescribed Text – Tanakh – Torah	H1.3, H2.1, H2.4, H2.5
3 (c)	2	Prescribed Text – Tanakh – Torah	H1.2, H1.3, H2.2
4 (a)	2	Prescribed Text – Tanakh – Torah	H2.1, H2.2, H2.4
4 (b)	4	Prescribed Text – Tanakh - Torah	H2.1, H2.4
5 (a)	2	Prescribed Text – Tanakh – Nevi'im	H2.2, H2.3
5 (b)	2	Prescribed Text – Tanakh – Nevi'im	H2.2
5 (c)	2	Prescribed Text – Tanakh – Nevi'im	H1.1, H1.3
5 (d)	3	Prescribed Text – Tanakh – Nevi'im	H1.3, H2.2
6 (a)	2	Prescribed Text – Tanakh – Nevi'im	H2.1, H2.3
6 (b)	3	Prescribed Text – Tanakh – Nevi'im	H1.2, H2.1
7 (a)	1	Prescribed Text – Tanakh – Nevi'im	H1.3, H2.2
7 (b)	1	Prescribed Text – Tanakh – Nevi'im	H1.2, H1.3
7 (c)	4	Prescribed Text – Tanakh – Nevi'im	H2.4
8 (a)	1	Prescribed Text – Tanakh – Ketuvim	H1.3
8 (b)	1	Prescribed Text – Tanakh – Ketuvim	H1.2
8 (c)	3	Prescribed Text – Tanakh – Ketuvim	H1.2, H1.3
9 (a)	10	Prescribed Text – Tanakh – Essay (in English)	H2.4
9 (b)	10	Prescribed Text – Tanakh – Essay (in English)	H2.4
10 (a)	1	Prescribed Text – Tanakh – Mishna	H1.1
10 (b)	3	Prescribed Text – Tanakh – Mishna	H2.4, H2.5
10 (c)	3	Prescribed Text – Tanakh – Mishna	H2.4, H2.5
10 (d)	3	Prescribed Text – Tanakh – Mishna	H2.4, H2.5
11 (a)	1	Prescribed Text – Tanakh – Mishna	H1.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
11 (b)	2	Prescribed Text – Tanakh – Mishna	H2.2
11 (c)	5	Prescribed Text – Tanakh – Mishna	H1.3, H2.4
12 (a)	1	Prescribed Text – Tanakh – Mishna	H1.2, H2.5
12 (b)	3	Prescribed Text – Tanakh – Mishna	H2.4
13 (a)	2	Prescribed Text – Tanakh – Mishna	H1.1, H1.3
13 (b)	1	Prescribed Text – Tanakh – Mishna	H2.5
14 (a)	2	Unseen Text - Tanakh	H3.1, H3.3
14 (b)	3	Unseen Text – Tanakh	H3.1, H3.3
14 (c)	2	Unseen Text – Tanakh	H3.1, H3.3
15 (a)	1	Unseen Text – Tanakh	H3.1, H3.4
15 (b)	2	Unseen Text – Tanakh	H3.1, H3.4
15 (c)	1	Unseen Text – Tanakh	H3.1, H3.2
15 (d)	4	Unseen Text - Tanakh	H3.1, H3.3

2002 HSC Classical Hebrew Continuers Marking Guidelines — Written Examination

Section I — Prescribed Text – Tanakh Part A — Torah

Question 1 (a)

Outcomes assessed: H1.3

MARKING GUIDELINES

Criteria	Marks
• Correct answer given	1

Question 1 (b)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Explains that a preposition is missing and specifies missing preposition	2
• Knows a preposition is missing	1

Question 1 (c)*Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• States apparent contradiction. Reconciles contradiction	2
• Identifies either contradiction or reconciliation	1

Question 1 (d)*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Quotes/paraphrases Verse 6 or Verse 7	1

Question 2 (a)*Outcomes assessed: H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Provides detailed outline of the judicial process	2
• Provides general sketch of the judicial process	1

Question 2 (b) (i)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Discusses all grammatical features of the word	1

Question 2 (b) (ii)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Discusses all grammatical features of the word	1

Question 2 (b) (iii)*Outcomes assessed: H2.1, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Discusses all grammatical features of the word	1

Question 2 (c)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Correct meaning of entire phrase given	1

Question 3 (a)*Outcomes assessed: H1.2, H2.4***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 3 (b) (i)*Outcomes assessed: H1.3, H2.1, H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Complete answer given	1

Question 3 (b) (ii)*Outcomes assessed: H1.3, H2.1, H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Complete list and detailed knowledge of ritual given	3
• Gives list and demonstrates some knowledge of ritual	2
• Shows limited understanding	1

Question 3 (c)*Outcomes assessed: H1.2, H1.3, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Meaning in all four verses given	2
• Meaning in fewer than four verses given	1

Question 4 (a)*Outcomes assessed: H2.1, H2.2, H2.4***MARKING GUIDELINES**

Criteria	Marks
• All exemptions and all the reasons given	2
• Some exemptions and/or reasons given	1

Question 4 (b)*Outcomes assessed: H2.1, H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive and substantial knowledge of rituals and reasons	3–4
• Demonstrates some knowledge of rituals and gives some reasons	2
• Shows some knowledge of ritual	1

Section I (continued)
Part B — Nevi'im**Question 5 (a)***Outcomes assessed: H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Translation given. Explanation is given with reference to Peshat and Derash	2
• Either Derash or Peshat given	1

Question 5 (b)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Outlines reason and supports answer with examples from passage	2
• Outlines reason or provides relevant examples from the text	1

Question 5 (c)*Outcomes assessed: H1.1, H1.3***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies both subjects	2
• Correctly identifies one subject	1

Question 5 (d)*Outcomes assessed: H1.3, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Outlines connection between the three phrases	3
• Shows knowledge of a monthly cycle	2
• Shows some basic knowledge of text	1

Question 6 (a)*Outcomes assessed: H2.1, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Description of euphemism and reason given	2
• Description of euphemism given	1

Question 6 (b)*Outcomes assessed: H1.2, H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates detailed knowledge of actions of King David and consequences	3
• Demonstrates good knowledge of actions and consequences	2
• Shows some knowledge of actions and consequences	1

Question 7 (a)*Outcomes assessed: H1.3, H2.2***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 7 (b)*Outcomes assessed: H1.2, H1.3***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 7 (c)*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates detailed outline of causes, course and results of the rebellion	4
• General outline is given	3
• Limited understanding is shown	2
• Very limited understanding	1

Section I (continued)
Part C — Ketuvim**Question 8 (a)***Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 8 (b)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Complete explanation is given	1

Question 8 (c)*Outcomes assessed: H1.2, H1.3***MARKING GUIDELINES**

Criteria	Marks
• Complete summary of all points is given	3
• Summary of some of the points is given	2
• Limited response is given	1

Question 9 (a)

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Composes a well-structured, logical response Demonstrates a detailed knowledge of text Substantiates the answer 	9–10
<ul style="list-style-type: none"> Composes a well-structured response Demonstrates knowledge of the text Substantiates the answer 	7–8
<ul style="list-style-type: none"> Shows some ability to structure ideas and information with clarity Makes some relevant observations about the difficulties Nehemiah encounters 	5–6
<ul style="list-style-type: none"> Demonstrates some ability to structure ideas and information Cites some relevant examples from the Book of Nehemiah without necessarily making the link explicit between the question and the text 	3–4
<ul style="list-style-type: none"> Demonstrates a limited ability to structure ideas and information Identifies some isolated relevant information relating to Nehemiah 	1–2

Question 9 (b)

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Composes a well-structured, logical response Demonstrates a detailed knowledge of text Substantiates the answer with reference to the points mentioned in the suggested answer 	9–10
<ul style="list-style-type: none"> Composes a well-structured response Demonstrates knowledge of the text Substantiates answer with reference to some of the points detailed in the suggested answer 	7–8
<ul style="list-style-type: none"> Shows some ability to structure ideas and information with clarity Makes some relevant observations about the difficulties Nehemiah encounters 	5–6
<ul style="list-style-type: none"> Demonstrates some ability to structure ideas and information Cites some relevant examples from the Book of Nehemiah without necessarily making the link explicit between the question and the text 	3–4
<ul style="list-style-type: none"> Demonstrates a limited ability to structure ideas and information Identifies some isolated relevant information relating to Nehemiah 	1–2

Section II — Prescribed Text – Mishna**Question 10 (a)***Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 10 (b)*Outcomes assessed: H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Complete response is given: Explains meaning of word <i>rw</i> b[(see sample answers) with reference to procedures of <i>vdjh rw</i> b[3
• Substantial response with reference to word and procedures is given	2
• Explains meaning of word or refers to one procedure	1

Question 10 (c)*Outcomes assessed: H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Details given about guidelines for ascertaining number of judges	3
• Some details given	2
• Limited information given	1

Question 10 (d)*Outcomes assessed: H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates detailed knowledge of both procedures	3
• Rough sketch of both procedure or detailed knowledge of one procedure is given	2
• Rough outline is given	1

Question 11 (a)*Outcomes assessed: H1.1***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 11 (b)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
• Relates text to the Mishna clearly	2
• Shows an understanding of the proof text but doesn't make an explicit link to the laws of the Mishna	1

Question 11 (c)*Outcomes assessed: H1.3, H2.4***MARKING GUIDELINES**

Criteria	Marks
• Gives a detailed and accurate response. Includes all criteria	5
• Gives a detailed and accurate response. Includes most criteria	4
• Gives a detailed and accurate response. Includes some criteria	3
• Includes some relevant information	1–2

Question 12 (a)*Outcomes assessed: H1.2, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Reference is made to both disagreements	1

Question 12 (b)*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• All circumstances and options are given	3
• Either all circumstances and some options are given <u>or</u> some circumstances and all options are given	2
• Some information is given	1

Question 13 (a)*Outcomes assessed: H1.1, H1.3***MARKING GUIDELINES**

Criteria	Marks
• All three are given	2
• Only two are given	1

Question 13 (b)*Outcomes assessed: H2.5***MARKING GUIDELINES**

Criteria	Marks
• Explains rationale	1

Section III — Unseen Text – Tanakh

Question 14 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Includes both Elijah's and Ahab's words	2
• Includes some of the words	1

Question 14 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Includes all information	3
• Includes most of the information	2
• Includes some of the information	1

Question 14 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Includes all information	2
• Includes some of the information	1

Question 15 (a)*Outcomes assessed: H3.1, H3.4***MARKING GUIDELINES**

Criteria	Marks
• All information given	1

Question 15 (b)*Outcomes assessed: H3.1, H3.4***MARKING GUIDELINES**

Criteria	Marks
• All information included	2
• Some information included	1

Question 15 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

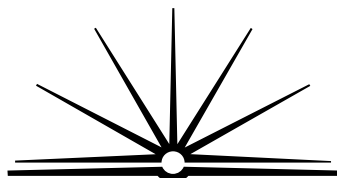
Question 15 (d)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• All information included	4
• At least 3–4 points included	3
• 2 points included	2
• 1 point included	1

Classical Hebrew Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
1 (a) (i)	1	Prescribed text – Tanakh Nevi'im	H1.2, H1.3, H2.3
1 (a) (ii) 1	1	Prescribed text – Tanakh Nevi'im	H1.3
1 (a) (ii) 2	1	Prescribed text – Tanakh Nevi'im	H1.3
1 (a) (iii)	6	Prescribed text – Tanakh Nevi'im	H1.2, H2.3
1 (b) (i)	2	Prescribed text – Tanakh Nevi'im	H1.3, H2.3
1 (b) (ii)	3	Prescribed text – Tanakh Nevi'im	H1.2, H1.3, H2.3
1 (b) (iii)	5	Prescribed text – Tanakh Nevi'im	H1.2, H2.3
1 (b) (iv)	1	Prescribed text – Tanakh Nevi'im	H1.3
2 (a)	2	Prescribed text – Talmud	H2.1
2 (b)	2	Prescribed text – Talmud	H2.1
2 (c)	4	Prescribed text – Talmud	H2.1
2 (d)	7	Prescribed text – Talmud	H2.2, H2.4, H2.5
3 (a) (i)	2	Non-prescribed text	H3.2
3 (a) (ii) 1	1	Non-prescribed text	H3.1
3 (a) (ii) 2	2	Non-prescribed text	H3.1
3 (a) (iii) 1	1	Non-prescribed text	H3.3
3 (a) (iii) 2	1	Non-prescribed text	H3.3
3 (b) (i)	2	Non-prescribed text	H3.1, H3.2
3 (b) (ii)	2	Non-prescribed text	H3.4
3 (c)	4	Non-prescribed text	H3.1, H3.2, H3.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Classical Hebrew Extension Marking Guidelines — Written Examination

Section I — Prescribed Text

Question 1 (a) (i)

Outcomes assessed: H1.2, H1.3, H2.3

MARKING GUIDELINES

Criteria	Marks
• Correct answer given	1

Question 1 (a) (ii) 1

Outcomes assessed: H1.3

MARKING GUIDELINES

Criteria	Marks
• Correct answer given	1

Question 1 (a) (ii) 2*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• All parts to be given	1

Question 1 (a) (iii)*Outcomes assessed: H1.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed description of concerns of Amos and explains perceptively the relevance of historical references using Peshat and commentary	5–6
• Provides a description giving some detail and accurately explains the relevance of historical references in Peshat and commentary	3–4
• Gives a brief description with limited reference to the relevance of historical reference	1–2

Question 1 (b) (i)*Outcomes assessed: H1.3, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Note that the vav is out of place AND • Note the form of the verb or offer a translation that accounts for the difficult syntax	2
• Note that the vav is out of place OR note the form of the verb OR offer a translation that accounts for the different syntax	1

Question 1 (b) (ii)*Outcomes assessed: H1.2, H1.3, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Describe the metaphor and effectiveness of the prophecy	2–3
• Either describe metaphor OR answer about the effectiveness of the prophecy	1

Question 1 (b) (iii)*Outcomes assessed: H1.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
• Gives a detailed discussion of the background and the names	4–5
• Gives a proper exegesis of the names and their intent in the passage or background	2–3
• Gives a generalised discussion about background or names	1

Question 1 (b) (iv)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• 1 mark for correct answer	1

Question 2 (a)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Cites two or more and explains usage	2
• Cites one example and gives generalised discussion on usage	1

Question 2 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Gives detailed discussion	2
• Gives general discussion	1

Question 2 (c)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Explains methodology of both terms and their usage in the text	3–4
• Explains usage and identifies examples	2
• Identifies examples or explains usage	1

Question 2 (d)*Outcomes assessed: H2.2, H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates breadth and depth of knowledge of the methodology of Talmud • Substantiates arguments with appropriate reference to the text and can give detailed examples	6–7
• Demonstrates breadth and some depth of knowledge of the methodology of Talmud and can give one example	4–5
• Cites examples without necessarily making explicit the link between the examples and methodology of Talmud	2–3
• Identifies isolated relevant matter relating to the methodology of Talmud	1

Section II — Non-prescribed Text

Question 3 (a) (i)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Gives detailed description of events and knows they may not have taken place	2
• Describes events as certainties	1

Question 3 (a) (ii) (1)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Parses correctly or gives 5 out of 6 pieces of information	1

Question 3 (a) (ii) (2)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies two features	2
• Identifies one feature	1

Question 3 (a) (iii) 1

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies and cites one device	1

Question 3 (a) (iii) 2

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies and cites one device	1

Question 3 (b) (i)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Explains the introduction in relation to the imagery in the Psalm	2
• Identifies the imagery and/or the introduction	1

Question 3 (b) (ii)*Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Marks
• Cites examples and gives a general explanation of their relevance	2
• Gives examples or gives a general explanation	1

Question 3 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Gives a sound comparison which describes their differences in detail	3–4
• Gives a less detailed comparison	2
• Gives some isolated information	1