

**2003 HSC Notes from
the Marking Centre
Classical Hebrew**

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2003 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 2003 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 2003 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 2003, approximately 33 Continuers and 19 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

Question 1

- (a) *Asima* confused many candidates with some wrongly describing the final *hey* as a locative *hey*. Many candidates commented on the correlation of the shresh in *Asima* and *Som Tasim* but did not detail the grammatical features further.

Som Tasim provided very mixed answers. Most candidates knew the meaning but had difficulty with the exact grammatical features. Only a few candidates mentioned the imperfect verb with the infinitive absolute being better recognised.

- (b) This question was answered well by most candidates.

- (c) Some responses provided great detail about the nature and purpose of the restrictions. Candidates knew their commentary well but generally the incorporation of references to the quoted text was weaker.

Question 2

- (a) Candidates generally had no problem describing *kosem kesamim* and had a good idea of the commentary.
- (b) (i) Generally correctly answered.
- (ii) The *nun energicum* was generally ignored by candidates, with some giving the tense as imperative instead of imperfect. Some candidates correctly gave the binyan as *Pa'al* using Hebrew consonants but then pointed the word as *Pi'el*. Had they not included the pointing, they would have retained the mark given.
- (c) Most responses gave the correct translation but few recognised the syntactical difficulty. Nearly all responses justified their translation by referring to the quoted text but did not mention the syntax of the three words.
- (d) The 'divination' aspect was described in detail, with less reference to the 'prophecy' aspect. Candidates generally had trouble evaluating the differences between the two.

Question 3

- (a) This question was generally answered correctly with most candidates understanding the word *zomem* and the *halakha* deduced from the word.
- (b) Candidates seemed unable to relate the quotation to the text and discussed either the quotation OR the text without being able to relate one to the other. They had difficulty extracting the ideals referred to in the Hebrew text. Many candidates answered at length about the 'witnesses' aspect of the text with less focus on the other aspects.

Part B – Nevi'im

This section on 2 Samuel was generally well done. The questions on the content and commentaries were answered in detail and at length and indicated that the candidates had learned this section well.

Question 4

- (a) Not many candidates were able to answer this question fully. Many knew that it was a defective spelling but did not know how to express it.
- (b) This question was based on the commentary and was well done. Most responses were detailed and read well.
- (c) Most candidates knew the meaning of this phrase but that was because they knew the translation. Not many were able to link it to the English expression.

- (d) Candidates knew the text and the commentary very well and wrote good essays. Some simply repeated the commentary without much thought as to where the commentary should go. This resulted in some responses that were not particularly logical.

Question 5

- (a) This question on syntax was well understood.
- (b) Some candidates had difficulty with the concept of anthropomorphism. Many simply regurgitated the commentary without a real understanding of what they were writing.
- (c) Once again, this question was well done because it was largely based on commentary. Some candidates did not make detailed reference to the text.

Question 6

Candidates were able to write very detailed responses to this question as there was an enormous amount to say from both text and commentary. However, while most were able to write a great deal about the two sets of advice, not many made the contrast and very few made a comparison.

Part C – Ketuvim

Question 7

- (a) This question was answered in detail.
- (b) This question was much more challenging and allowed the better candidates to display their knowledge of the actual text and its language.

Question 8

Some candidates appeared to present pre-learned responses, with little attempt to address the issues raised in the examination questions.

- (a) Candidates had difficulty relating their knowledge of conversion to Judaism to the set text.
- (b) Fewer candidates chose this question but those who did responded fully and correctly.

Section II – Prescribed Text – Mishna

The Mishna section called for knowledge and understanding of the set content (text and commentary) and its language, as well as analysis and evaluation of the subject matter. While the questions relating to knowledge of content posed no difficulty to candidates, the language and essay questions proved to be more challenging. It would seem that there was a lot of rote memorisation of material rather than an aim to improve their language skills.

Question 9

- (a) There was a full range of responses to this question.
- (b) This question was answered well.
- (c) Most responses identified the relationship between *Torah She-bikethav* and *Torah She-be'al peh* in an overall manner, but neglected to analyse the relationship.

Question 10

- (a) The level of analysis required was not demonstrated by many candidates.
- (b) This question was answered well.

Question 11

The question required candidates to examine the processes by which the Mishna was developed and compiled. Some candidates ignored the word 'examine' and therefore only engaged with the question on a superficial level.

Question 12

Most candidates answered this question well. A few candidates had some difficulty with the second meaning of *bain* in (b).

Section III – Unseen Text – Tanakh

Question 13

Many candidates experienced some difficulty in responding to this question.

- (a) The majority of candidates did not understand that Hosea's reign was cross-referenced against the reign of the Judean king Ahaz. Most thought it sufficient to write that historical events are dated by reference to the regnal year of the king.
- (b) The majority of candidates were able to ascertain that the king was evil. However, not many included the information that he was not as evil as previous Israelite kings.
- (c) Candidates confused the kings and had difficulty with the reference to *Minhah*.
- (d) To gain full marks a candidate had to include the following facts:
 - (1) arresting and imprisoning Hosea
 - (2) siege of Samaria for three years
 - (3) invasion of Samaria
 - (4) exile of the people.

Most responses were not sufficiently detailed.

Question 14

- (a) Very few candidates scored full marks in this question. Candidates were unable to understand the concept of cause and effect in history. Some correctly defined the issue but were unable to relate it to the text. Others were not able to pinpoint accurately the events which caused the ultimate disaster.
- (b) Quite a few candidates incorrectly assumed that *Ketuvim* was a reference to *Ketuvim* in *Tanakh*, when in fact the word is not a proper noun but a form of the verb root *ktv* presented as a passive participle.
- (c) The majority of candidates did recognise that *vayyishkav im avotav* is a term referring to the burial of a king in the royal tomb.
- (d) Some candidates had trouble unscrambling the syntax of '*ki laqah melech bavel minnahal misraim.*' They erroneously suggested that it was the king of Egypt who took the king of Babylon etc, demonstrating that they did not know the rule of *et* as the marker of a direct definite object.

Extension

Section I – Prescribed Text

The questions on content and the commentary were well done, but the question on the literary features was challenging.

Question 1

- (a) (i) Most candidates answered this question correctly.
 - (ii) Candidates displayed their knowledge of Amos the man and prophet by writing good, detailed answers.
 - (iii) This question was also well answered. The candidates had a good knowledge of the historical background.

- (b) This question presented the most difficulties in this section.

Firstly, most candidates knew the names of literary features but were unable to identify these correctly in the set text. Hence, these candidates spoke about rhetorical questions but gave a metaphor as the example.

Secondly, too many candidates created their own literary features eg symbolism.

Finally, most of those who named the features and gave correct examples did not explain how the prophet used these to make his point.

- (c) (i) This question was answered correctly by all candidates.
- (ii) Most candidates were able to say that it is G-d who controls the rain and they wrote good answers. Only two candidates answered fully by speaking about the Baal as the god of rain.
- (iii) Although this question tested the candidates' knowledge of the commentary, students found it challenging and did not answer it as well as other commentary questions. The answers were confused.

Question 2

- (a) Some candidates focused on the formula, without specific reference to the example in the extract. Other candidates analysed the example in the extract without describing the formula. However, many achieved both outcomes.
- (b) The majority of candidates demonstrated a great deal of knowledge of the text. Most candidates gave many cases where the various blessings are called for, but did not provide the reason as to why the blessing would be different.
- (c) Very detailed responses were given by many candidates. However, most candidates were unable to engage with a description of the characteristics of *orez* in comparison with *chameshet minei dagan*.
- (d) It was evident that many candidates were well versed in the background information to the theme of blessings. The differences emerged in relation to the quantity of information, depth of analysis (beyond the plain sense of the text) and the ability to structure this information as an appropriate introduction to the text.

Section II – Non-prescribed Text

Question 3

- (a) (i) Nearly all candidates gave the correct translation of *Shir HaMa'alot*. Its meaning as an introduction to the psalm was also generally well answered, with candidates mentioning the location where the psalm would have been recited.
- (ii) This question was well answered by candidates who nearly all mentioned the depressed state of the author. However, candidates rarely picked up the optimistic ending of the psalm.
- (iii) Well answered by many candidates.
- (iv) Many candidates did not answer this question completely. Most correctly identified three examples of repetition from the text but then went on to describe the meaning of each of their examples. Rarely did candidates answer the question being asked which was to explain the effect of the words.

(b) (i) Both parts were answered correctly by most candidates.

(ii) Most candidates correctly identified the theme of the psalm and related it to Amos' concerns. Most candidates mentioned the role of the judges and the theme of social equity and recognised the parallels between the psalm and Amos.

(iii) Many candidates did not realise that the psalm was referring to the Divine Court. Despite the guidance given to candidates to refer to verse 6 in their answers, candidates were not able to draw the conclusion which the question sought.

Classical Hebrew Continuers

2003 HSC Examination Mapping Grid

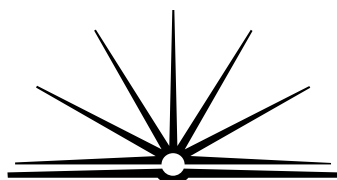
Question	Marks	Content	Syllabus outcomes
Section I — Prescribed Text – Tanakh			
Part A — Torah			
1 (a)	2	Prescribed Text — Tanakh – Torah	H1.1, H2.1
1 (b)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.2
1 (c)	4	Prescribed Text — Tanakh – Torah	H2.4, H2.5, H3.1, H3.2
2 (a)	2	Prescribed Text — Tanakh – Torah	H2.5, H3.2, H3.3
2 (b) (i)	1	Prescribed Text — Tanakh – Torah	H2.2
2 (b) (ii)	1	Prescribed Text — Tanakh – Torah	H2.2
2 (c)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.1, H2.2
2 (d)	5	Prescribed Text — Tanakh – Torah	H2.4, H3.1, H3.3
3 (a)	1	Prescribed Text — Tanakh – Torah	H1.1, H2.4, H2.5, H3.2
3 (b)	5	Prescribed Text — Tanakh – Torah	H1.3, H2.4, H3.1, H3.3
Section I — Prescribed Text – Tanakh			
Part B — Nevi'im			
4 (a)	1	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.2, H1.3
4 (b)	2	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.3, H3.2
4 (c)	1	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.2
4 (d)	6	Prescribed Text — Tanakh – Nevi'im	H1.3, H2.4, H3.1, H3.2
5 (a)	2	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.2, H2.2
5 (b)	2	Prescribed Text — Tanakh – Nevi'im	H2.4, H2.5, H3.1, H3.2
5 (c)	3	Prescribed Text — Tanakh – Nevi'im	H1.3, H2.4, H3.2
6	3	Prescribed Text — Tanakh – Nevi'im	H1.3, H2.4

Question	Marks	Content	Syllabus outcomes
Section I — Prescribed Text – Tanakh			
Part C — Ketuvim			
7 (a)	2	Prescribed text — Tanakh – Ketuvim	H1.3
7 (b)	3	Prescribed text — Tanakh – Ketuvim	H1.2, H1.3, H2.3
8 (a)	10	Prescribed text — Tanakh – Ketuvim	H2.4, H3.1, H3.3
8 (b)	10	Prescribed text — Tanakh – Ketuvim	H2.4, H3.1, H3.3
Section II — Prescribed Text – Mishna			
9 (a)	3	Prescribed text — Mishna	H1.1, H1.3, H2.3
9 (b)	2	Prescribed text — Mishna	H1.3, H2.4, H2.5, H3.1
9 (c)	5	Prescribed text — Mishna	H2.4, H2.5, H3.2
10 (a)	3	Prescribed text — Mishna	H2.4, H2.5, H3.1, H3.3
10 (b)	4	Prescribed text — Mishna	H1.3, H2.5, H3.3
11	5	Prescribed text — Mishna	H2.4
12 (a)	1	Prescribed text — Mishna	H1.3
12 (b)	2	Prescribed text — Mishna	H1.1, H1.2, H1.3
Section III — Unseen Text – Tanakh			
13 (a)	2	Unseen text — Tanakh	H1.3
13 (b)	2	Unseen text — Tanakh	H1.2, H1.3
13 (c)	1	Unseen text — Tanakh	H1.3
13 (d)	2	Unseen text — Tanakh	H1.3
14 (a)	3	Unseen text — Tanakh	H1.3
14 (b)	2	Unseen text — Tanakh	H1.3
14 (c)	1	Unseen text — Tanakh	H1.3
14 (d)	2	Unseen text — Tanakh	H1.3

Classical Hebrew Extension

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Section I — Prescribed Text			
1 (a) (i)	1	Prescribed text – Tanakh	H1.2, H1.3
1 (a) (ii)	6	Prescribed text – Tanakh	H2.1, H2.4, H2.5
1 (a) (iii)	3	Prescribed text – Tanakh	H1.2, H2.4
1 (b)	4	Prescribed text – Tanakh	H2.3
1 (c) (i)	1	Prescribed text – Tanakh	H1.1, H1.3
1 (c) (ii)	2	Prescribed text – Tanakh	H1.2, H2.1
1 (c) (iii)	3	Prescribed text – Tanakh	H1.2, H1.3
2 (a)	2	Prescribed text – Mishnah	H1.3, H2.2, H2.3, H2.5
2 (b)	3	Prescribed text – Mishnah	H1.2, H2.1
2 (c)	3	Prescribed text – Mishnah	H1.3, H2.1, H2.4
2 (d)	7	Prescribed text – Mishnah	H1.2, H2.1, H2.2, H2.3, H2.5
Section II — Non-prescribed Text			
3 (a) (i)	2	Non-prescribed text	H1.2, H3.4
3 (a) (ii)	1	Non-prescribed text	H3.2
3 (a) (iii)	2	Non-prescribed text	H3.2, H3.4
3 (a) (iv)	3	Non-prescribed text	H3.1, H3.3
3 (b) (i) (1)	1	Non-prescribed text	H3.1
3 (b) (i) (2)	1	Non-prescribed text	H3.1
3 (b) (ii)	3	Non-prescribed text	H3.2, H3.4
3 (b) (iii)	2	Non-prescribed text	H3.1, H3.2, H3.4



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

2003 HSC Classical Hebrew Continuers Marking Guidelines — Written Examination

Section I — Prescribed Text – Tanakh Part A — Torah

Question 1 (a)

Outcomes assessed: H1.1, H2.1

MARKING GUIDELINES

Criteria	Marks
• For each verb, provides any one of the meanings and any one of the grammatical features' effect on that meaning	2
• Provides one of the above or answer for one verb is correct	1

Question 1 (b)

Outcomes assessed: H1.1, H1.3, H2.2

MARKING GUIDELINES

Criteria	Marks
• Provides one appropriate meaning with justification	2
• Provides one meaning or gives one justification	1

Question 1 (c)

Outcomes assessed: H2.4, H2.5, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough response that links restrictions and purpose with reference to both text and commentary	4
• A substantial response that makes some reference to text and commentary, without necessarily linking restrictions and purpose	2–3
• Some isolated details	1

Question 2 (a)

Outcomes assessed: H2.5, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• A thorough answer incorporating most of the points below	2
• Some of the points below	1

Questions 2 (b) (i) and 2 (b) (ii)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• All three forms to be given for 1 mark	1

Question 2 (c)

Outcomes assessed: H1.1, H1.3, H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Translation and justification	2
• Either of the above or pointing out syntactical difficulty	1

Question 2 (d)*Outcomes assessed: H2.4, H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• A complete and thorough evaluation	4–5
• Identifies various features and distinctions without making an evaluation	2–3
• Identifies isolated information	1

Question 3 (a)*Outcomes assessed: H1.1, H2.4, H2.5, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 3 (b)*Outcomes assessed: H1.3, H2.4, H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• A thorough answer, using multiple references linked to the quotation	4–5
• Some references with some link to the quotation	2–3
• Isolated references no link to the quotation	1

Section I (continued)
Part B — Nevi'im**Question 4 (a)***Outcomes assessed: H1.1, H1.2, H1.3***MARKING GUIDELINES**

Criteria	Marks
• Correct answer given	1

Question 4 (b)*Outcomes assessed: H1.1, H1.3, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Gives a reason for the change	2
• Explains the words only	1

Question 4 (c)*Outcomes assessed: H1.1, H1.2***MARKING GUIDELINES**

Criteria	Marks
• Explains the relationship	1

Question 4 (d)

Outcomes assessed: H1.3, H2.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a high level of ability and understanding of Nathan's parable and David's response using both text and commentary	5–6
• Demonstrates reasonable level of ability and understanding of the parable and response	3–4
• Some or basic level of understanding of text OR commentary	1–2

Question 5 (a)

Outcomes assessed: H1.1, H1.2, H2.2

MARKING GUIDELINES

Criteria	Marks
• Gives complete answer	2
• Gives translation only	1

Question 5 (b)

Outcomes assessed: H2.4 H2.5, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• A full discussion of the term	2
• Identifies the term only	1

Question 5 (c)*Outcomes assessed: H1.3, H2.4, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a thorough evaluation of Shimei's perception• Justifies answer with detailed references	3
<ul style="list-style-type: none">• Provides some evaluation with limited references to text and commentary	2
<ul style="list-style-type: none">• Identifies some limited, isolated relevant information	1

Question 6*Outcomes assessed: H1.3, H2.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an ability to compare and contrast the advice	3
<ul style="list-style-type: none">• Demonstrates an ability to compare or contrast but not to do both	2
<ul style="list-style-type: none">• Cites relevant information about the advice given	1

Section I (continued)
Part C — Ketuvim**Question 7 (a)***Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Recounts all the events	2
• Recounts some of the events	1

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

Criteria	Marks
• A thorough analysis of the language used	2–3
• Isolated information relating to the language	1

Question 8 (a)*Outcomes assessed: H2.4, H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Composes a well-structured, logical response • Demonstrates a detailed knowledge of text • Substantiates the answer	9–10
• Composes a well-structured response • Demonstrates knowledge of the text • Substantiates the answer	7–8
• Shows some ability to structure ideas and information with clarity • Makes some relevant observations about Ruth and her conversion	5–6
• Demonstrates some ability to structure ideas and information • Cites some relevant examples from the Book of Ruth without necessarily making the link explicit between the question and the text	3–4
• Demonstrates a limited ability to structure ideas and information • Identifies some isolated relevant information relating to Ruth	1–2

Question 8 (b)*Outcomes assessed: H2.4, H3.1, H3.3***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 social justice	5–6
<ul style="list-style-type: none">• Demonstrates some ability to structure ideas and information• Cites some relevant examples from the Book of Ruth 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 Ruth	1–2

Section II — Prescribed Text – Mishna

Question 9 (a)

Outcomes assessed: H1.1, H1.3, H2.3

MARKING GUIDELINES

Criteria	Marks
• Complete explanation given with reference to Mishnaic and Biblical Hebrew	3
• Two words explained in both Mishnaic and Biblical Hebrew	2
• One word explained in both Mishnaic and Biblical Hebrew	1

Question 9(b)

Outcomes assessed: H1.3, H2.4, H2.5, H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains both the reason and how it is avoided	2
• Explains either reason or how it is avoided	1

Question 9 (c)

Outcomes assessed: H2.4, H2.5, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a high level of ability to analyse relation between written and oral Torah and supports with reference from this Mishna	5
• Demonstrates a reasonable level of ability to discuss relationship between written and oral Torah without necessarily establishing the link between the discussion and this Mishna	3–4
• Identifies some isolated information relevant to the question	1–2

Question 10 (a)*Outcomes assessed: H2.4, H2.5, H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Clearly analyses the impact of circumstances on Halakha, as implied in the Mishna	3
• Identifies impact of circumstances on halakha without necessarily establishing link with Mishna	2
• Identifies some circumstances	1

Question 10 (b)*Outcomes assessed: H1.3, H2.5, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies all four categories and analyses the reasons for all of the categories	4
• Identifies all four categories and explains some of the reasons	2–3
• identifies some categories	1

Question 11*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
• Examines the processes of development and compilation of Mishna, with particular reference to Mishna 4	5
• Identifies the references in the Mishna, without placing them in the wider context of the compilation of Mishna	3–4
• Makes some general observations related to the question	1–2

Question 12 (a)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Gives complete answer	1

Question 12 (b)*Outcomes assessed: H1.1, H1.2, H1.3***MARKING GUIDELINES**

Criteria	Marks
• Explains multiple meaning	2
• Explains one meaning	1

Section III — Unseen Text – Tanakh**Question 13 (a)***Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies and describes method	2
• Identifies method	1

Question 13 (b)*Outcomes assessed: H1.2, H1.3***MARKING GUIDELINES**

Criteria	Marks
• Gives a full description	2
• Gives a partial answer	1

Question 13 (c)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Gives a correct answer	1

Question 13 (d)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
• Gives thorough response	2
• Gives some details	1

Question 14 (a)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an understanding of the Tanakh's perception of cause and effect in history with reference to this passage	2–3
<ul style="list-style-type: none">• Demonstrates an understanding of cause and effect in Tanakh but not related to this passage OR <ul style="list-style-type: none">• Cause and effect in this passage but not related to Tanakh	1

Question 14 (b)*Outcomes assessed: H1.3***MARKING GUIDELINES**

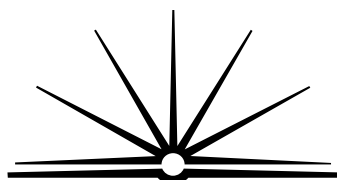
Criteria	Marks
<ul style="list-style-type: none">• Gives thorough answer	2
<ul style="list-style-type: none">• Gives basic answer	1

Question 14 (c)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives correct answer	1

Question 14 (d)*Outcomes assessed: H1.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Gives thorough response	2
<ul style="list-style-type: none">• Gives isolated information	1



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

2003 HSC Classical Hebrew Extension Marking Guidelines — Written Examination

Section I — Prescribed Text

Question 1 (a) (i)

Outcomes assessed: H1.2, H1.3

MARKING GUIDELINES

Criteria	Marks
• Correct answer given	1

Question 1 (a) (ii)

Outcomes assessed: H2.1, H2.4, H2.5

MARKING GUIDELINES

Criteria	Marks
• A thorough answer demonstrating extensive knowledge of Amos and his background	5–6
• Demonstrates a reasonable level of knowledge	3–4
• Demonstrates a basic level of knowledge	1–2

Question 1 (a) (iii)*Outcomes assessed: H1.2, H2.4***MARKING GUIDELINES**

Criteria	Marks
• Complete answers including reference to transgressions and opinions about chronology	3
• Partial answer, including some transgressions and/or some opinions	1–2

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

Criteria	Marks
• Provides THREE features and at least THREE examples	4
• Provides TWO features and some examples	2–3
• Provides ONE feature and an example	1

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

Criteria	Marks
• Thorough, correct explanation	1

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

Criteria	Marks
• Provides BOTH parts of the answer	2
• Provides ONE part of the answer	1

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

Criteria	Marks
• Provides all THREE parts of the answer	3
• Provides TWO parts of the answer	2
• Provides ONE part of the answer	1

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

Criteria	Marks
• Describes formula with reference to the extract	2
• Describes formula in limited context of extract	1

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

Criteria	Marks
• All forms of blessings described in detail	3
• All blessings explained in detail	2
OR	
• Some blessings explained well	1
• Some blessings explained reasonably	

Question 2 (c)*Outcomes assessed: H1.3, H2.1, H2.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Describes characteristics of <i>orez</i> in relation to <i>Dagan</i> and its effect on the laws of blessings	3
<ul style="list-style-type: none">Describes characteristics of <i>orez</i> in brief and its effect on the laws of blessings	2
<ul style="list-style-type: none">Describes characteristics of <i>orez</i> without explaining its effect on blessings, or explains its laws without relating it to its characteristics	1

Question 2 (d)*Outcomes assessed: H1.2, H2.1, H2.2, H2.3, H2.5***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Composes a well-structured, logical responseIncludes detailed information on the reasons for brachot, their origin, structure and general halakhic concernsDemonstrates a high level of ability to present the information as an appropriate introduction	6–7
<ul style="list-style-type: none">Presents the information in a less structured fashionIncludes adequate information on the reasons for brachot, their origin, structure and general halakhic concernsPresents the information in such a way that the introduction is incomplete	4–5
<ul style="list-style-type: none">Demonstrates some ability to structure ideas and information relevant to the reasons for brachot, their origin, structure and halakhic concerns	2–3
<ul style="list-style-type: none">Identifies some isolated, relevant information to the rationale for brachot, their origin, formulae and general halakhic concerns	1

Section II — Non-prescribed Text

Question 3 (a) (i)

Outcomes assessed: H1.2, H3.4

MARKING GUIDELINES

Criteria	Marks
• Gives a comprehensive answer	2
• Gives a partial answer	1

Question 3 (a) (ii)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Gives a correct answer	1

Question 3 (a) (iii)

Outcomes assessed: H3.2, H3.4

MARKING GUIDELINES

Criteria	Marks
• Gives a complete answer	2
• Gives a partial answer	1

Question 3 (a) (iv)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Gives all THREE examples of repetition and explanation of their effect	3
• Gives all THREE examples and a less complete explanation OR	2
• Gives TWO examples and an explanation of their effect	
• Gives ONE example and some explanation	1

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

Criteria	Marks
• Gives correct answer	1

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

Criteria	Marks
• Gives correct answer	1

Question 3 (b) (ii)*Outcomes assessed: H3.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Gives a complete answer	3
• Gives a partial answer	2
• Recognises concerns and not connecting with Amos	1

Question 3 (b) (iii)*Outcomes assessed: H3.1, H3.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Gives a complete answer	2
• Does not recognise that the Psalm may refer to a heavenly court, only an earthly tribunal	1