

**2005 HSC Notes from  
the Marking Centre  
Classical Hebrew**

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# 2005 HSC NOTES FROM THE MARKING CENTRE CLASSICAL HEBREW

## Introduction

This document has been produced for teachers and candidates of the Stage 6 courses in Classical Hebrew. It provides comments with regard to the 2005 Higher School Certificate examinations, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read in conjunction with the relevant syllabus, the 2005 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 2005, 40 Continuers and 23 Extension candidates attempted the Classical Hebrew examinations.

## Continuers

### Section I – Prescribed Text – Tanakh

#### Part A – Torah

Responses were detailed and indicated that the candidates were well versed in both the text and commentary. The questions that tested grammar were challenging for some candidates.

#### Question 1

- (a) The best responses went into detail and did not simply translate *vesita* and *vesamachta*. These responses included the types of offerings for the festivals and the place and people involved in the celebration.
- (b) Many responses did not contain both an explanation and reference to the commentary. The commentary part was answered well and in detail. The meaning of the word *misat* was not included by many candidates.
- (c) Most candidates simply translated the verse and gave some general information. The best responses showed the link between the festival and the slavery of the Jews in Egypt.
- (d) The parsing of the three verbs was well done. The *shoresh* of the first verb, *titein*, which is a common irregular verb, presented some difficulty. Some candidates who gave correct answers for every other aspect of the parsing did not differentiate between the infinitives and simply wrote ‘infinitive’ rather than ‘infinitive construct’.
- (e) This question on the festivals of *Shavuoth* and *Sukkot* was answered well and in detail.

## Question 2

- (a) Some candidates wrote in greater detail than was necessary.
- (b) Many candidates answered only one part of this question. Most translated the word correctly but did not refer to the commentary.
- (c) Most candidates answered this question correctly and in great detail.
- (d) Very few candidates answered this grammar question correctly.
- (e) Many responses simply translated the word *edrosh* in its *peshat* form and did not refer to the information in the commentary. The answers ‘I will enquire’ and ‘I will punish’ did not give the meaning of the word in the context of the verse.

## Question 3

This extended response question was answered well. The responses were detailed and included all the relevant information from the various chapters of Deuteronomy.

## Part B – Nevi'im

This part was generally well done by the majority of candidates. The responses indicated that candidates had learned both text and commentary well.

## Question 4

- (a) Most candidates answered fully. The best responses included a detailed account of David's relationship with Bathsheba and wove the royal lifestyle into that story. This question had two parts and some candidates focused on one part only.
- (b) This question was done well.
- (c) The *dagesh* in the first root letter led some candidates into thinking this was a *peh nun* verb. Some also identified the *binyan* as *Piel* or *Niphal*. While most candidates were able to identify the pronominal suffix, some did not identify the Consecutive *Vav*.
- (d) This question based on commentary was done well.
- (e) In this question, most candidates focused on the *derash* and left out the *peshat*. Also, while most were able to explain David's attempt to cover up his relationship with Bathsheba in some detail, many did not mention conditional and absolute divorces.

## Question 5

- (a) Most candidates answered this commentary question well.
- (b) Very few candidates were able to distinguish between the meaning of the *Qere* and *Kethib*.
- (c) This question on Absalom was answered very well and in great detail. Candidates not only described his deeds, they were able to evaluate his character.

## Part C – Ketuvim

Candidates were well prepared and the responses in this part were of a very good standard.

### Question 6

- (a) This was well answered.
- (b) The candidates answered this longer question well.
- (c) Candidates were able to give a name and its meaning but did not always explain the relevance of that name to the story.

### Question 7

- (a) Most responses were well written and included information from other sources such as Deuteronomy, Leviticus and Talmud. Some did not address specific issues raised in the question eg 'women's rights', 'inheritance and redemption'. Some responses were very general and discussed the philosophy of social justice without referring adequately to the Book of Ruth.
- (b) Most candidates who attempted this question gave all the relevant information. Some essays were neither logical nor well-structured. Some responses provided much of the information required but did not present a conclusion about Ruth's conversion.

## Section II – Prescribed Text – Mishna

This section was well done and the candidates were well prepared.

### Question 8

- (a) This question was generally well done although some candidates did not answer the second part of the question which asked how the laws were derived. Some responses elaborated further and included the days on which the *Megillah* may be read.
- (b) Most candidates simply translated the two words and did not define them in the context of the *pasuk*. Most translated *loazot* as 'a foreign language' instead of 'speakers of a foreign language'.
- (c) Most candidates answered the part about the *Megillah* being understood by the listener. However, many did not mention that it must be written in that language. Some added that the foreign language must be written in *Ashurit*.

### Question 9

This question was generally well answered. Some wrote 'ink' without elaborating that it should be durable or noticeable ink. Others wrote about checking and correcting the *Megillah* which was not relevant to the question.

### Question 10

- (a) The question was answered well by most candidates.
- (b) Most responses were detailed and answered fully, but once again some candidates did not answer the second part of the question which asked for the derivation of the laws.
- (c) This question was done very well.

### Question 11

- (a) This question was done very well. Some candidates did not distinguish between the literal meaning and the full meaning.
- (b) Many candidates did not appear to know the origins of the *haftarah* which were in the introduction to the *mishna* and not in the actual text or commentary. Most were able to explain what the *haftarah* is, where it is taken from and when it is read. Many candidates included information from other chapters in order to answer in detail.

## Section III – Unseen Text – Tanakh

The questions from the Unseen Text were generally done well and the candidates were able to achieve a good standard.

### Question 12

- (a) This part was answered well.
- (b) Good responses.
- (c) Also done well.
- (d) Most answered the question correctly. However, some tried to translate literally. Most did not look at the gender of some of the verbs and attributed some aspects to the child and not to the mother.

### Question 13

- (a) Most candidates did not realise that *azata* is the Locative *heh* form of Aza ie Gaza.
- (b) This question was answered well.
- (c) Some candidates answered this part poorly.
- (d) Most replied correctly to the first part of the question but were unable to answer the second part.

## Extension

The paper was done extremely well and the responses indicated that the candidates had prepared themselves well.

## Section I – Prescribed Text

### Question 1

- (a) (i) This question was done well. However, some candidates did not justify their answer.
- (ii) This parsing question was generally answered correctly. However, some candidates did not identify the tense as ‘Imperfect becomes Perfect with the consecutive/ conversive *vav*’.
- (iii) This question was answered well.
- (iv) Most responses had great detail about the *moshel beyisrael*, and referred to both text and commentary. Some responses were brief and lacked essential information.
- (b) (i) While most candidates identified the analogy, many did not include information from the commentary. Also, some did not answer the second part of the question related to the purpose.
- (ii) Some excellent responses. Most responses had greater detail than the mark allocation would suggest.
- (c) This question was done well and was answered in detail.

### Question 2

All parts to this question were generally well answered.

- (a) The candidates answered in detail and their responses indicated their understanding and preparation.
- (b) Some candidates confused the two words and gave incorrect meanings. Others did not mention the context in which the words appear.
- (c) Candidates were familiar with the *pasuk* and its use. Some candidates failed to point out that Rabban Gamliel was speaking out against Rabbi Yose *in his presence*.
- (d) Candidates did not necessarily give the personal details of Rav Yehuda and Rabbi Yehuda, but through their responses it was clear that they knew they were discussing different people. Candidates also explained the opinion of Rabbi Yehuda - *mafsikin* and how Rav Yehuda’s view does not accord with it – *pores mapah*.



## Section II – Non-prescribed Text

### Question 3

The questions on the non-prescribed texts were generally done well.

- (a) (i) Most candidates answered well.
- (i) Some candidates struggled with the word *yechaneinu* but were able to identify other aspects of the Psalmist's request.
- (ii) This question was done well. Most candidates identified two terms, *goyim* and *amim*, but did not recognise *leumim*.
- (iii) This question was well answered.
- (b) (i) Most candidates identified the literary device as a metaphor. Others also mentioned simple parallelism and many elaborated on the simile. Many candidates did not recognise certain words eg *Maarav*, *mizrach*, *yereiav*.
- (ii) Most candidates addressed *afar anachnu* and the flower analogy, but not the *al yereiav* allusion to the world to come.
- (iii) This question was fairly well done. Most candidates mentioned *kirchok* and *hirchik*, *keracheim* and *richeim*, *ketzitz* and *yatzitz*. Other examples were also included. The responses translated the words to highlight the meanings, but generally did not refer to the grammatical differences.

# Classical Hebrew Continuers

## 2005 HSC Examination Mapping Grid

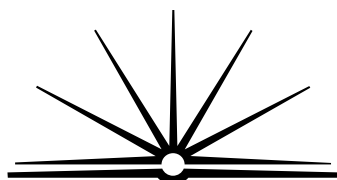
Question	Marks	Content	Syllabus outcomes
<b>Section I — Prescribed Text – Tanakh</b>			
<b>Part A — Torah</b>			
1 (a)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.4, H2.5, H3.1, H3.2, H3.3
1 (b)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.2, H1.3, H2.4, H2.5, H3.2
1 (c)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.4, H3.1, H3.3
1 (d)	3	Prescribed Text — Tanakh – Torah	H1.1, H1.2, H1.3, H2.1, H2.2
1 (e)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.2, H1.3, H2.4, H3.3
2 (a)	1	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.4
2 (b)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.4, H2.5, H3.2
2 (c)	3	Prescribed Text — Tanakh – Torah	H1.3, H2.4, H2.5, H3.1, H3.3
2 (d)	2	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H2.2
2 (e)	1	Prescribed Text — Tanakh – Torah	H1.1, H1.3, H3.2
3	5	Prescribed Text — Tanakh – Torah	H1.1, H2.4, H3.2
<b>Section I — Prescribed Text – Tanakh</b>			
<b>Part B — Nevi'im</b>			
4 (a)	4	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.3, H2.4, H3.1, H3.3
4 (b)	2	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.2, H2.4
4 (c)	2	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.2, H1.3, H2.1, H2.2
4 (d)	1	Prescribed Text — Tanakh – Nevi'im	H1.3, H2.1, H2.2, H2.3, H2.5 H3.2
4 (e)	3	Prescribed Text — Tanakh – Nevi'im	H2.4, H3.2
5 (a)	2	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.3, H2.4
5 (b)	2	Prescribed Text — Tanakh – Nevi'im	H1.3, H2.2, H2.3
5 (c)	4	Prescribed Text — Tanakh – Nevi'im	H1.1, H1.3, H2.4, H3.2
<b>Section I — Prescribed Text – Tanakh</b>			
<b>Part C — Ketuvim</b>			
6 (a)	1	Prescribed text — Tanakh – Ketuvim	H1.1, H1.3
6 (b)	3	Prescribed text — Tanakh – Ketuvim	H1.1, H1.3, H2.4
6 (c)	1	Prescribed text — Tanakh – Ketuvim	H1.1, H1.2, H1.3, H2.2, H2.4
7 (a)	10	Prescribed text — Tanakh – Ketuvim	H2.4, H2.5, H3.1, H3.3
7 (b)	10	Prescribed text — Tanakh – Ketuvim	H2.4, H2.5, H3.1, H3.3

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

# Classical Hebrew Extension

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — Prescribed Text</b>			
1 (a) (i)	2	Prescribed text	H1.1, H1.2, H2.4
1 (a) (ii) 1	1	Prescribed text	H1.2, H1.3
1 (a) (ii) 2	1	Prescribed text	H1.2, H1.3
1 (a) (iii)	2	Prescribed text	H1.1, H1.2, H1.3, H2.1, H2.5
1 (a) (iv)	5	Prescribed text	H1.1, H1.2, H2.1, H2.4, H2.5
1 (b) (i)	3	Prescribed text	H1.2, H1.3, H2.1, H2.3, H2.4, H2.5
1 (b) (ii)	2	Prescribed text	H1.2, H2.1, H2.2, H2.4, H2.5
1 (c)	4	Prescribed text	H1.1, H1.2, H2.1, H2.4, H2.5
2 (a)	4	Prescribed text	H1.1, H1.2, H1.3, H2.1, H2.4
2 (b)	4	Prescribed text	H1.1, H1.2, H1.3, H2.1, H2.2, H2.4
2 (c)	4	Prescribed text	H1.1, H1.2, H2.1, H2.4, H2.5
2 (d)	3	Prescribed text	H1.1, H1.2, H2.2, H2.3
<b>Section II — Non-prescribed Text</b>			
3 (a) (i)	1	Non-prescribed text	H1.3, H3.2, H3.3, H3.4
3 (a) (ii)	1	Non-prescribed text	H3.2, H3.4
3 (a) (iii)	5	Non-prescribed text	H1.1, H3.2, H3.4
3 (a) (iv)	1	Non-prescribed text	H1.2, H3.1, H3.3
3 (b) (i)	3	Non-prescribed text	H3.1, H3.2, H3.3, H3.4
3 (b) (ii)	2	Non-prescribed text	H3.2, H3.3, H3.4
3 (b) (iii)	2	Non-prescribed text	H3.1, H3.2



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

## **2005 HSC Classical Hebrew Continuers Marking Guidelines — Written Examination**

### **Section I — Prescribed Text – Tanakh Part A — Torah**

#### **Question 1 (a)**

*Outcomes assessed: H1.1, H1.3, H2.4, H2.5, H3.1, H3.2, H3.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the difference between the two words and further references to observances	2
• Identifies some relevant information	1

#### **Question 1 (b)**

*Outcomes assessed: H1.1, H1.2, H1.3, H2.4, H2.5, H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains meaning according to commentary	2
• Gives an appropriate meaning without reference to commentary	1

#### **Question 1 (c)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates comprehensive understanding of the quoted words to the passage	2
• Provides some relevant information	1

**Question 1 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Gives a complete answer to all three verbs</li> </ul>	3
<ul style="list-style-type: none"> <li>Gives a complete answer to two of the verbs</li> </ul> OR	2
<ul style="list-style-type: none"> <li>Gives a substantially correct answer to all three verbs</li> </ul>	
<ul style="list-style-type: none"> <li>Provides one verb correctly, or gives several correct items of isolated information</li> </ul>	1

**Question 1 (e)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Gives literal meaning of words with explanation of the celebrations</li> </ul>	2
<ul style="list-style-type: none"> <li>Gives literal meaning of both words with explanation of one celebration</li> </ul>	1

**Question 2 (a)**

*Outcomes assessed: H1.1, H1.3, H2.4*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides the historical circumstances</li> </ul>	1

**Question 2 (b)**

*Outcomes assessed: H1.1, H1.3, H2.4, H2.5, H3.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains meaning and significance of the word with reference to the commentary</li> </ul>	2
<ul style="list-style-type: none"> <li>Explains the simple meaning of מִקְרָבָךְ</li> </ul>	1

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

<b>Criteria</b>	<b>Marks</b>
• Details the role of the prophet and how the prophet is recognised	3
• Gives some information on the role and recognition of the prophet	2
• Give isolated information on the role or recognition of the prophet	1

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

<b>Criteria</b>	<b>Marks</b>
• Accounts for the different vocalisation of the article and makes reference to the dagesh	2
• Accounts for vocalisation of the article only	1

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

<b>Criteria</b>	<b>Marks</b>
• Gives the meaning according to the commentary	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a full explanation of rules of warfare demonstrating knowledge of the texts	5
• Provides a general explanation, with some details and references to the texts	3–4
• Provides some relevant information on warfare	1–2

**Section I (continued)**  
**Part B — Nevi'im****Question 4 (a)***Outcomes assessed: H1.1, H1.3, H2.4, H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes the circumstances and the royal lifestyle	3–4
• Provides isolated information about either the circumstances or the royal lifestyle	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Provides two relevant reasons	2
• Provides one relevant reasons	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides the correct answer	2
• Provides an answer which does not include the pronominal suffix	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides an appropriate answer	1



**Question 4 (e)***Outcomes assessed: H2.4, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed explanation which makes reference to peshat and derash	3
• Provides some explanation which makes reference to peshat and derash	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides two different appropriate views	2
• Provides one appropriate view	1

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

<b>Criteria</b>	<b>Marks</b>
• Differentiates between Qere and Kethib, giving meanings	2
• Identifies Qere and Kethib	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides an evaluation of Absalom's character with reference to the given extracts and other passages	3–4
• Describes some aspects of Absalom's character	1–2

**Section I (continued)**  
**Part C — Ketuvim****Question 6 (a)***Outcomes assessed: H1.1, H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a correct answer	1

**Question 6 (b)***Outcomes assessed: H1.1, H1.3, H2.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a clear explanation of Naomi's advice and of her lot	3
• Provides some explanation of Naomi's advice and/or of her lot	2
• Provides some related information	1

**Question 6 (c)***Outcomes assessed: H1.1, H1.2, H1.3, H2.2, H2.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a correct answer	1

**Question 7 (a)***Outcomes assessed: H2.4, H2.5, H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Discusses in detail the specific examples in the question with reference to the Book of Ruth and Ancient Israel generally</li><li>• Demonstrates an understanding of the texts and the theme of social justice</li><li>• Presents a sustained logical and well-structured answer</li></ul>	9–10
<ul style="list-style-type: none"><li>• Discusses in some detail the specific examples in the question with reference to the Book of Ruth and Ancient Israel generally</li><li>• Demonstrates some understanding of the texts and the theme of social justice</li><li>• Presents a logical and well-structured answer</li></ul>	7–8
<ul style="list-style-type: none"><li>• Discusses some of the examples in the questions, with reference to the Book of Ruth and limited reference to Ancient Israel</li><li>• Demonstrates limited understanding of the texts and the theme of social justice</li><li>• Demonstrates some ability to structure ideas and information</li></ul>	5–6
<ul style="list-style-type: none"><li>• Refers to some of the examples in the question, with little reference to the Book of Ruth or Ancient Israel or social justice</li><li>• Demonstrates a limited ability to structure ideas and information</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides some isolated, relevant information about the theme of social justice</li></ul>	1–2

**Question 7 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a judgement about the reliability of the statement, with support from the text</li> <li>• Makes a judgement about the implications of the statement</li> <li>• Demonstrates an understanding of the texts and the theme of conversion</li> <li>• Presents a sustained, logical and well-structured answer</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Makes some judgement about the reliability of the statement, with some support from the text</li> <li>• Makes a limited judgement about the implications of the statement</li> <li>• Demonstrates some understanding of the texts and the theme of the conversion</li> <li>• Presents a logical and well-structure answer</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Makes limited judgement about the reliability of the statement, with little support from the text</li> <li>• Identifies implications, without making a judgement</li> <li>• Demonstrates limited understanding of the text and the theme of conversion</li> <li>• Demonstrates some ability to structure ideas and information</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Provides some information about Ruth, with little reference to the theme of conversion</li> <li>• Demonstrates a limited ability to structure ideas and information</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides some isolated, relevant information about Ruth and/or the theme of conversion</li> </ul>	1–2

**Section II — Prescribed Text – Mishna****Question 8 (a)***Outcomes assessed: H2.5, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies both laws and their derivation	3
• Identifies laws without stating how they are derived	2
• Provides isolated relevant information	1

**Question 8 (b)***Outcomes assessed: H1.1, H1.2, H1.3, H2.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Defines both terms in context of Mishna	2
• Defines one term in context of Mishna	1

**Question 8 (c)***Outcomes assessed: H2.4, H2.5***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies two conditions	2
• Identifies one condition	1

**Question 9***Outcomes assessed: H1.3, H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides relevant characteristics and features of the proper method	2
• Provides one characteristic or feature of the method	1

**Question 10 (a)***Outcomes assessed: H1.1, H1.3, H2.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Gives meaning and significance of the word – ועוד	2
• Gives either meaning or significance of the word – ועוד	1

**Question 10 (b)***Outcomes assessed: H1.1, H1.3, H2.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies several rules and their derivation	3–4
• Identifies one or more rules and their derivation	12

**Question 10 (c)***Outcomes assessed: H1.1, H1.3, H2.2, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Gives a correct answer	1

**Question 11 (a)**

*Outcomes assessed: H1.1, H1.2, H1.3, H2.5*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Gives a complete answer including the literal and full meaning and halakhic implications	4
• Gives a complete answer including the literal and full meaning of one phrase and only the literal or full meaning of a second phrase	3
• Gives the literal and full meaning of one phrase	2
• Gives either literal or full meaning of two phrases	1

**Question 11 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed discussion of both the term and the origin of the practice	5
• Provides some details related to the term and the origin of the practice	3–4
• Provides some limited, relevant information	1–2

**Section III — Unseen Text – Tanakh****Question 12 (a)***Outcomes assessed: H1.2, H1.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes the consequences related to the Philistines and the 40 years	2
• Identifies either the Philistines or the timeframe of 40 years	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a correct answer	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a correct answer	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a complete answer which incorporates specifics and recognises the role and nazirite status of the child	4
• Provides an answer which includes some appropriate detail and recognises either the nazirite role of the child or the saviour role of the child	2–3
• Provides some relevant information	1



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

Criteria	Marks
• Provides a correct answer	1

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

Criteria	Marks
• Provides a complete answer which incorporates all the details	3
• Provides a detailed answer which fails to note that Samson was to be killed	2
• Provides some relevant information	1

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

Criteria	Marks
• Provides an answer which details the time and the removal of the gates	2
• Provides some relevant information	1

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

Criteria	Marks
• Provides a correct answer	1

## 2005 HSC Classical Hebrew Extension Marking Guidelines — Written Examination

### Section I — Prescribed Text

#### Question 1 (a) (i)

*Outcomes assessed: H1.1, H1.2, H2.4*

#### MARKING GUIDELINES

Criteria	Marks
• Provides a correct alternative name with justification	2
• Gives a correct alternative name	1

#### Question 1 (a) (ii) (1)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a correct answer	1

#### Question 1 (a) (ii) (2)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides a correct answer	1

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

Criteria	Marks
• Presents a detailed comment and provides an alternative translation	2
• Presents a comment or an alternative translation	1

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

Criteria	Marks
• Provides a detailed and comprehensive answer	5
• Provides some details including reference to text and commentary	3–4
• Provides isolated information on text OR commentary	1–2

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

Criteria	Marks
• Explains in detail the analogy and purpose	3
• Provides some relevant information about analogy and purpose	2
• Presents some isolated information	1

**Question 1 (b) (ii)***Outcomes assessed: H1.2, H2.1, H2.2, H2.4, H2.5***MARKING GUIDELINES**

Criteria	Marks
• Presents a detailed response which makes reference to covenant situation	2
• Presents a partial answer which makes reference to gratitude only	1

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

Criteria	Marks
• Presents a detailed answer which relates effects and causes	3–4
• Presents a limited response which includes some aspects of effects and/or causes	1–2

**Question 2 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Explains how the Mishna must refer to Arvei Pesahim only, according to both interpretations in the Talmud, with sufficient detail</li></ul>	3–4
<ul style="list-style-type: none"><li>Explains how the Mishna must refer to Arvei Pesahim only, according to either interpretation, or lacking sufficient detail</li></ul>	1–2

**Question 2 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Gives the meaning of both words and the context</li><li>Distinguishes between Mishna and Baraitha as demonstrated through the use of these words</li></ul>	4
<ul style="list-style-type: none"><li>Gives meaning of both words without reference to context</li><li>Distinguishes between Mishna and Baraitha without reference to the words</li></ul>	3
<ul style="list-style-type: none"><li>Gives some isolated information regarding one or both words and about Mishna and Baraitha</li></ul>	1–2

**Question 2 (c)**

*Outcomes assessed: H1.1, H1.2, H2.1, H2.4, H2.5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Gives literal meaning of the words</li><li>Explains the effect achieved by quoting these words</li></ul>	3–4
<ul style="list-style-type: none"><li>Gives the literal meaning with little or no explanation of the effect</li></ul>	1–2

**Question 2 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"><li>Gives the distinction between R. Yehuda and Rabbi Yehuda</li></ul>	2–3
<ul style="list-style-type: none"><li>Presents some related information about Rabbi Yehuda or R. Yehuda</li></ul>	1

## Section II — Non-prescribed Text

### Question 3 (a) (i)

*Outcomes assessed: H1.3, H3.2, H3.3, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Provides the correct function of the verbs	1

### Question 3 (a) (ii)

*Outcomes assessed: H3.2, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Provides the correct answer	1

### Question 3 (a) (iii)

*Outcomes assessed: H1.1, H3.2, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies most of the terms for nations used in the Psalm • Identifies at least two of the things said about the nations	5
• Identifies some of the terms for nations • Identifies at least one of the things said about the nations	3–4
• Identifies at least one term for nations	1–2

### Question 3 (a) (iv)

*Outcomes assessed: H1.2, H3.1, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Suggests a suitable reason	1

**Question 3 (b) (i)**

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the literary device and explains its purpose in detail	3
• Identifies the literary device and provides some details of purpose	2
• Identifies the literary device and/or gives some details of the purpose	1

**Question 3 (b) (ii)**

*Outcomes assessed: H3.2, H3.3, H3.4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a suggestion that reflects the contents of verses 14–16 and other idea(s) in the psalm	2
• Provides a suggestion that reflects some idea(s) in the psalm	1

**Question 3 (b) (iii)**

*Outcomes assessed: H3.1, H3.2*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies two sets of words and explains the difference in each case	2
• Identifies one set of words and explains the difference	1