

**2006 HSC Notes from  
the Marking Centre  
Classical Hebrew**

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Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 978 174147 5272

2007035

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## 2006 HSC NOTES FROM THE MARKING CENTRE CLASSICAL HEBREW

### General Comments

The majority of candidates were well prepared for this examination and their responses reflected a sound understanding of the material covered.

### Section I – Prescribed Text – Tanakh

#### Part A – Torah

#### Question 1

- (a) While this question was well understood, a number of candidates did not answer fully. Many candidates were unfamiliar with the meaning of *al ken*.
- (b) Most candidates were able to provide the translations correctly, although some had difficulty with commenting on the appropriateness of the better translation.
- (c) Most candidates were able to provide a literal definition. However, some had difficulty in understanding the meaning of the word ‘idiomatic’ and were unable to give the relevant meaning.
- (d) A number of candidates did not realise that they had to add words that had been omitted in order to give the phrase its correct meaning, ie ‘Thus you will **purge those who shed** innocent blood’. The best answers indicated that it was a person(s) who had to be purged.

#### Question 2

- (a) A significant number of responses did not include the liturgical part of the answer. Candidates were often able to provide other purposes but not the fact that it is used liturgically. The best answers provided a detailed explanation of the division of Torah into weekly portions and understood that the *parasha* is named after the first word of that portion.
- (b) Most candidates understood the relevance of *lishvatecha*.
- (c) Nearly all candidates were able to provide the pausal form. However, relatively few were able to distinguish between the masculine and feminine forms.
- (d) The best responses provided *shoresh*, *binyan* and tense, which are essential to parsing.

- (e) The majority of candidates answered this question in detail. However, a number of responses were fairly general and focused on the commentary, which was not specifically required. Some responses mentioned *baal* and *asheirah* and referred to commentary, without discussing their relationship to idol worship.

### Question 3

The majority of candidates showed a good understanding of this question. However, many did not use the provided extracts as a trigger. They did not refer to the text as a starting point and did not expand sufficiently using material from the other chapters. A number of responses very briefly compared pre-Israelite society to the way it was intended to be. The best responses referred to all the chapters of Deuteronomy and also made some comparison with pre-Israelite, which had to be inferred from the text.

### Part B – Nevi'im

#### Question 4

- (a) The majority of candidates were able to identify the first *dagesh* as *begeid kefet*. There were some who were able to identify the *heh* as being a weak letter and therefore not taking a *dagesh*. Most of the candidates did not identify the *dagesh* in the *yud*. The best answers gave clear grammatical reasons for the use or absence of the *dagesh*.
- (b) Candidates sometimes relied on commentary rather than text and emphasised the aspect of prophecy being rare, with total exclusion of the concept of Samuel serving G-d through the prophet Eli. Many responses lacked detail from the text. Few discussed the concept of where they slept and the physical service of G-d. The best answers included references to the vocabulary, symbolism and commentary and also included inference.

#### Question 5

- (a) This question was well understood by most candidates.
- (b) The *shoresh* of this verb is highly irregular but this did not present a significant problem.
- (c) The best answers provided information from the text, commentary and background knowledge.

### Question 6

- (a) While most candidates were able to explain the difference (although very briefly) between the two words, some had difficulty suggesting a reason for the preference in the text for *techorim*.
- (b) Most candidates coped well with this question. Many wrote fairly general answers, without including the finer details. The best answers included the names of the Philistine cities to which the Ark was taken.

### Part C – Ketuvim

#### Question 7

- (a) The best responses provided meaning and relevance.
- (b) Candidates handled this question well.
- (c) Candidates handled this question well.

#### Question 8

Most of the candidates chose essay (b) and handled the question well.

- (a) Most candidates had learned the information about the return of Nehemiah (and Ezra) to Judah and obviously knew the material but did not always adapt their knowledge to the essay topic. There was a tendency to overlook the word 'symbolic' in the question and not address this aspect.
- (b) Most candidates changed the word 'opposition' to 'problems' (the adaptation worked well) and wrote very strong essays.

## Section II – Prescribed Text – Mishna

### Question 9

- (a) This question was challenging for some candidates. The best responses included the definition of the *ir hanichat* as well as two reasons for the Rabbis being able to override the Biblical injunction. Most responses omitted the fact that there should be no more than one *ir hanidachat* in an area.
- (b) Most candidates coped well with this question. Some provided a very general answer and did not provide details from the commentary. Many explained the false prophet according to Deuteronomy rather than Kehati commentary.
- (c) Most candidates showed a good understanding of this question, mentioning both Jerusalem and the courtyards. Weaker responses failed to mention the difference in sanctity or the halakhic consequences.

### Question 10

The best responses provided a number of reasons justifying the need for a commentary and provided numerous examples from both *mishnayot*. There were many responses that mentioned one justification briefly, ie that the Mishna is laconic and requires detailed explanation, and only included a few examples from either one or both the *mishnayot*.

Many focused on examples rather than the principles of the commentary and even when giving examples did not always explain the need for commentary. The best responses referred to several principles and gave a number of examples.

### Question 11

- (a) Most candidates were able to outline the phrases correctly. Some candidates either outlined only one phrase or did not explain the phrase. While most candidates were able to give the phrases, some could not address the second part, why they are recorded in this Mishna. They were unable to provide the principles.
- (b) The best answers explained both phrases and were able to correlate the two.
- (c) Many candidates provided a sound response to this question. Answers differed in detail. The better responses provided many differences between the two and distinguished between structure and general proceedings. The weaker responses either did not distinguish between structure and general proceedings, or only provided few examples.

### **Section III – Unseen Text – Tanakh**

#### **Question 12**

Questions (a) and (b) were well understood by the majority of candidates.

- (c) A number of responses were not specific enough or relied on prior knowledge, rather than demonstrating a good understanding of the given text.
- (d) There were three elements to the answer and a number of candidates answered only two of the three.
- (e) A number of candidates thought that Ahinoam was a male or David's father-in-law.

#### **Question 13**

- (a) This question was handled well by some candidates. Those who had difficulty with the question tended to 'waffle'.
- (b) This was generally done well.
- (c) This question provided no real difficulty. A number of candidates did not answer fully; not giving both threats.
- (d) Many candidates did not provide enough detail and their answers were not specific enough on both points.

Candidates are reminded that answers to this question must be given in English.



## CLASSICAL HEBREW EXTENSION

### Question 1

- (a) (i) Some candidates did not give the meaning of the verbs.
- (ii) Many responses included commentary and explained Micha's prophecy and his berating of the people but did not concentrate on historical facts. The best responses were very detailed accounts of Ancient Israel's relationship with its neighbours with reference to both text and commentary on the history.
- (iii) The candidates had a sound knowledge of the commentary. They were able to identify that the text on its own is difficult to understand and were able to provide interpretations by various commentators. The best responses named the ambiguous references and explained them fully, using the prescribed commentary. The question was generally answered well.
- (b) Some candidates gave examples of four different stylistic features but failed to name them.
- (c) (i) Many students answered only the first part of the question and overlooked the second and/or third.
- (ii) This was generally answered well.

### Question 2

- (a) This was done well, but many candidates wrote very lengthy responses for two marks.
- (b) The acronyms were explained well, but the majority of candidates did not answer the second part of the question.
- (c) Most answers included a description of the use of wine, but did not always 'account for' the use.
- (d) Many candidates did not address the principles and issues involved in the study of *gemara* and gave many examples without referring to the principles. Time was often spent unnecessarily on repeating the question to provide the introduction or the conclusion.

### Question 3

- (a) (i) Many candidates tended to give a translation.
- (ii) This was generally answered well.

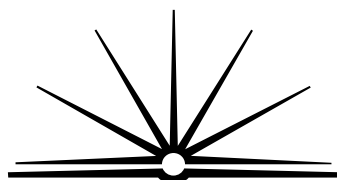
(iii) Some candidates did not give the actual names of G-d, but rather the qualities or attributes.

(b) (i) This was generally answered well.

(ii) This was generally answered well.

(iii) Many candidates had difficulty differentiating between the different meanings in the verses.

(iv) The theme, tone and purpose each presented a challenge, as a number of candidates were not able to differentiate between them. The tone presented the greatest difficulty.



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

## **2006 HSC Classical Hebrew Extension Marking Guidelines — Written Examination**

### **Section I — Prescribed Text**

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

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Parses each word correctly (1 mark each)	3

**Question 1 (a) (ii)**

*Outcomes assessed: H2.4, H3.4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Describes in detail the relationships between Israel, Babylon, Assyria and Egypt, and supports answer with relevant quotations from the text and commentaries</li></ul>	5
<ul style="list-style-type: none"><li>• Provides a description of the relationships between Israel, Babylon, Assyria and Egypt, and supports answer with relevant quotations from the text and commentaries</li></ul>	2–4
<ul style="list-style-type: none"><li>• Provides a limited description offering relevant miscellaneous information</li></ul>	1–2

**Question 1 (a) (iii)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a detailed explanation of the difficulty in understanding the plain sense of the text</li><li>• Supports explanation by reference to the commentary</li></ul>	3–4
<ul style="list-style-type: none"><li>• Make some relevant reference to the commentary on the verse or the difficulties in the text</li></ul>	1–2

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

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed description of how four stylistic features convey the message of the prophet	3
• Provides a limited description of how four or fewer stylistic features convey the message of the prophet	2
• Identifies some of the literary features used in the passage	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sound understanding of the text	2
• Demonstrates a partial understanding of the text	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the commentary	3
• Demonstrates a sound understanding of the commentary	2
• Demonstrates a limited understanding of the commentary	1

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

<b>Criteria</b>	<b>Marks</b>
• Gives the precise times • Demonstrates how these times are conveyed through the use of the words	2
• Gives the times in general without demonstrating how the words convey the different times	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies all three forms correctly</li><li>Demonstrates a perceptive understanding of the forms and their purpose</li></ul>	3
<ul style="list-style-type: none"><li>Identifies some or all of the forms in general terms</li><li>Demonstrates an adequate understanding of the forms and their purpose</li></ul>	2
<ul style="list-style-type: none"><li>Gives information relevant to some or all of the forms</li></ul>	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>Gives a detailed description of the use of wine in religious rituals as mentioned in the extract</li><li>Demonstrates an advanced understanding of the reason/s for using wine at religious occasions as mentioned in the extract</li></ul>	3
<ul style="list-style-type: none"><li>Gives an adequate description of the use of wine in religious rituals as mentioned in the extract</li><li>Demonstrates an adequate understanding of the reason/s for using wine at religious occasions as mentioned in the extract</li></ul>	2
<ul style="list-style-type: none"><li>Gives some relevant information</li></ul>	1

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

Criteria	Marks
<ul style="list-style-type: none"><li>Provides detailed analysis of each point raised in the question</li><li>Gives examples of each point and shows how each makes the study of Gemara difficult</li></ul>	6–7
<ul style="list-style-type: none"><li>Provides adequate analysis of each point raised in the question</li><li>Gives some examples of each point and draws general conclusions about the difficulties of studying the Gemara</li></ul>	4–5
<ul style="list-style-type: none"><li>Makes a basic attempt at analysis of the points raised in the question</li><li>Provides basic information on the main points raised in the question</li></ul>	2–3
<ul style="list-style-type: none"><li>Provides minimal information on some of the points raised by the question</li><li>Gives few or no examples</li></ul>	1

## Section II — Non-prescribed Text

### Question 3 (a) (i)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of the points conveyed in the psalm	2
• Demonstrates a limited understanding of the points conveyed in the psalm	1

### Question 3 (a) (ii)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sound understanding of how God treats the underprivileged	2
• Demonstrates a limited understanding of how God treats the underprivileged	1

### Question 3 (a) (iii)

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

#### MARKING GUIDELINES

Criteria	Marks
• Lists all THREE names	2
• Lists TWO names	1

### Question 3 (b) (i)

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides all the information imparted by the psalmist	2
• Provides some of the information imparted by the psalmist	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an understanding of how resurrection might be supported in the psalm	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides the meaning of 'OD' in both verses	2
• Gives the meaning of 'OD' in one verse	1

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

<b>Criteria</b>	<b>Marks</b>
• Describes with a high level of competence the theme, tone and purpose of the psalm	4
• Describes adequately the theme, tone and purpose of the psalm	2–3
• Provides some relevant information regarding the theme, tone or purpose of the psalm	1