



**AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA** | **DEPARTMENT OF
EDUCATION
AND SCIENCE**

2001

JUNIOR CERTIFICATE EXAMINATION

**HEBREW STUDIES – HIGHER / ORDINARY
LEVEL**

MARKING SCHEMES

GENERAL

The Learning Outcomes of the Junior Certificate programme are:

- (a) to enable students to read and understand Classical and early post-Biblical Hebrew
- (b) to enable them to acquire a general understanding of the history, religion and civilisation of the Hebrew people from its origins to the Bar Cochba revolt

The Assessment comprises:

An examination paper that tests whether and to what extent pupils have achieved the learning outcomes. This is done primarily through the prescribed texts. Assessment is carried out exactly as directed in the syllabus.

MARKING SCHEME

PART 1:

Each question has 3 sections (a), (b) and (c). One question, normally (b), is different at **Higher Level**.

At **Ordinary Level**, the pupil is required simply to translate part or all of the passage. Marks are given proportionately to the amount translated.

At **Higher Level**, there is an emphasis on the accuracy of the translation and the ability to translate into good English, i.e. avoidance of archaic terms in English which might indicate that the passage has been learned by rote from an English translation – which the syllabus discourages.

- (a) At **Ordinary Level**, an answer is expected which shows that the pupil understands the Hebrew (or the Hebrew term) in the question and a little of the background to the passage. **Two (13+12 marks) points** are expected – **or three points (8+8+9)** – depending on how the answer can be broken down. At **Higher Level**, the second learning outcome is assessed, sound knowledge of the historical and/or the religious context of the passage is sought. **Three solid points (8+8+9)** are expected.
- (b) Parse and translate. **5+5+5+5 marks** are awarded. If a title is needed, then 10 marks are awarded for Hebrew grammar and 10 for a title that is appropriate to the passage. At **Higher Level**, there is an emphasis on a title that is creative as well as grammatically correct.

PART 11:

The essay type question is assessed as follows

4 main points are expected (**4x10 marks**) 20 marks are awarded for quotations from or references to the Bible and Mishnah Normally 4 quotations or references are expected (4x5) At **Higher level**, a knowledge of the historical perspective or context is sought and not simply narrative or descriptive summaries of the biblical stories

Themes

Israel in Egypt

Israel's Election

Conquest of the Land

Judges and the Rise of Monarchy

Division of the kingdoms

Exile and return

Hillel and Shammai and the Early Mishnaic Period

Aher

- historical perspectives
- key dates
- religious perspectives
- political perspective
- the people involved
- importance of the theme in the Mishnah or rabbinic things
- importance of the theme in Jewish liturgy
- archaeological data

A good general knowledge is looked for, a basis that will help the student to build on as they prepare for the Leaving Certificate

Parsing

Only words that occur in the passage are used (assessing the first learning outcome)

e.g. prepositions, possessive case, construct, infinitive, pronouns, definite article, proper names, simple tenses, etc