



AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

Scéimeanna Marcála

Scrúduithe Ardteistiméireachta, 2001

Eabhrais

Ardleibhéal

Marking Scheme

Leaving Certificate Examination, 2001

Hebrew

Higher Level



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

2001{PRIVATE }

LEAVING CERTIFICATE EXAMINATION

HEBREW STUDIES – HIGHER LEVEL

MARKING SCHEME

General

The first aim (i) of the syllabus reflects the desire “to pursue the aims of the Junior Certificate at an appropriate level”....specifically that students at Leaving Certificate should be able to read and understand Classical and post-biblical Hebrew. This aim is tested in each question in part (b) which normally but not always consists of a question concerning language.

The second aim (ii) of the course “to enable the students.....during the course of Israelite history” should be taken very seriously. It seeks from the Higher Level student evidence of an in-depth knowledge of the history, religion and civilisation of the Hebrew people and major themes associated with these (see syllabus). It is for this reason that the essay question is allocated 50 marks in each question.

There are 3 parts to each examination question, (a) (b) and (c):

the first part (a) seeks a knowledge of the background and significance of the *specific* prescribed text while part (c) seeks a knowledge of the *broader* related theme. Both (a) and (c) seek to test the second aim (ii) of the syllabus. The essay title in part (c) of each question is normally phrased in broad general terms to allow the student scope in interpreting it and to encourage originality in answering it.

Part (a)

It is taken for granted that the student can easily translate the passage: what is expected here is the skill and competency to relate the passage to its historical, literary or cultural/religious background. For example (and depending very much on the specific text under discussion), the student is encouraged to take into account factors such as: if and how archaeology or the history of the Middle East generally, or the specific literary style of the author, or the theological aims of the author or the general theme and tenor of the book from which the passage is taken, can help highlight the points made in the passage under discussion. It obviously depends very much on the passage under discussion but at Higher Level, certainly one would expect to see a wider discussion that helps throw light on the text and not merely a synopsis or summary of the text.

The examiner looks for *any three* substantial and well developed points and awards marks to the degree in which these points are developed.

The *three* points made by the student are allocated 8, 8 and 9 giving a total of 25.

Part (b)

Three formats of question are normally found here:

- **Write a brief note on/ Comment briefly on....** What is expected here are two substantial points which are developed. Marks are awarded for two relevant and well developed points. Again, depending on the passage, the student is encouraged to include in the answer any relevant references to archaeology, history, references to other passages within the Bible or Mishnah. All this fulfils aim (ii) of the syllabus.
- **Parse and translate....**equal marks are given to translating and parsing (this fulfils aim (I) of the syllabus)
- **Give a suitable title...**this too fulfils aims (I) of the syllabus. 15 marks are awarded for correct grammar and 10 for appropriateness to the passage. Square script is expected and the student may very well find that a simple phrase he or she has come across in their study of this or other prescribed texts or in the Mishnah sum up very well the point of the narrative. For example, if a famous Rabbi has a well known short succinct saying that sums up the passage that would be acceptable and the student in this case is encouraged to give the name of the Rabbi. But any title will definitely be accepted if it is correct grammatically and appropriate.

Part (c)

Part (c) is designed to test the student's knowledge of the theme which corresponds to the theme represented by this section of the syllabus. As stated, the student must show serious analysis of the topic. Simple descriptive summaries of the theme will be penalised especially at Higher Level. The title is always broad and general but the student must:

- show knowledge of the development of the theme historically
- display knowledge of the theme in literature (biblical and Mishnaic) and include remarks about the literary genre, if this is appropriate.
- evaluate the importance of the theme....or the success or failure of an individual ..why he succeeded...why he failed. It is this evaluative or analytical aspect that is expected and indeed demanded by the current syllabus.
- if it is primarily a historical question, then an evaluation would be welcome which takes into account recent archaeology which proves or disproves a historical event.
- if there is a particular theological viewpoint. E.g. Theological reasons which underpin an understanding of the exile in Babylon or the rise of the monarchy, these should be clearly brought out.

It is essential that students include biblical/mishnaic or historical references. This depends very much on the title but generally 4 references should be included. The student is encouraged to refer specially to a text e.g. Gen.6:9-2 or Ecc. 3:2-6 rather than in vague general terms. Similarly, where appropriate, precise historical dates should be

included, e.g. 167-163 BCE when dealing with Antiochus. In other cases, one might make a reference to “the middle of the 7th century”. Students are also encouraged to quote a short phrase from a biblical or Mishnaic text.

The marker looks for 4 solid points and allocated 10 point each. Each point must be different from each other and substantial. The final 10 points are awarded for quotation or reference. It is not the intention of the question or the marker to be over prescriptive in the way each question is answered. But there must be serious evidence of well thought out and analytical answers with appropriate reference or quotation. The student is strongly encouraged to offer a creative evaluative answer and will be penalised for a vague summary which is descriptive.