



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

MARKING SCHEME

LEAVING CERTIFICATE EXAMINATION, 2002

HEBREW STUDIES

ORDINARY LEVEL

Ordinary Level

General Comments

The first aim (i) of the syllabus reflects the desire to pursue the aims of the Junior Certificate course at a level appropriate to senior students. It requires 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 is “to enable students to deepen their understanding of the history, religion and civilisation of the Hebrew people by focussing in greater depth upon major themes regarding institutions, religious ideas and roles as they were expressed and developed during the course of Israelite history.” It is expected that this fundamental aim of the syllabus be taken very seriously. It is for this reason that the essay question is allocated 50 marks in each question.

The essential difference in allocating marks between Higher and Ordinary Level is as follows:

At Ordinary Level, the examiners look for well presented largely descriptive treatment of much the same material as at Higher Level. Aim (i) of the syllabus is emphasised at Ordinary Level - that is “to pursue the aims of the Junior Certificate” - especially with regard to language and comprehension. This is why **part (a)** of each question seeks to discover if the student has grasped the main points of the text.

The Examination Paper

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

Part (a) seeks a knowledge of the main points of the text, either as a simple translation or as a summary. 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. However, at Ordinary Level, the examiners

seek more descriptive treatment of the points made but quotations and reference are still expected.

Part (a) 25 marks

The student is generally required to translate part or all of the passage. Marks are award proportionate to the quality and quantity of the amount translated. e.g. if the student has translated correctly 25% of the passage, then the student will be awarded 6 marks (25% of the 25 marks allocated).

Part (b) 25 marks

Three formats of question are normally found here:

- **Write a brief note on....** Two (13,12) substantial points which are developed are expected here. Marks are awarded for two relevant and well developed points. The student is expected to have a sound knowledge of the text itself and its immediate context.
- **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. The examiners do not expect to find the same originality here as at Higher Level. Any title will be accepted if it is grammatically correct 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.

The student is expected to discuss **three** (or **four**) main points. While the same depth of analysis is not required as at Higher Level, there must be accurate historical references and a good general knowledge of the topic chosen. The student is expected to have grasped a good overall perspective of the history of the Hebrew people and to relate one historical aspect to another.

When dealing with individuals, whether prophets or kings, detail of the character is expected and the main aspects of their lives or message included. At Ordinary Level, what is expected is evidence that the student has acquired clear and precise overall perspectives...whether of history, the literary nature of the Bible and Mishnah or the main theological themes of the Bible and Mishnah.

It is essential that Ordinary Level students too should include biblical/Mishnaic or historical references. This depends very much on the title but generally **four** 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 examiners look either for **3 points (13+13+14)** or for **four solid points (10+10+10+10)**. The final **10** marks 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 evidence of a general and overall grasp of the material is essential for Ordinary Level students.