



# **Coimisiún na Scrúduithe Stáit State Examinations Commission**

*Marking Scheme*

*Leaving Certificate Examination, 2004*

*Hebrew*

*Higher and Ordinary level*



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**SCÉIMEANNA MARCÁIL  
MARKING SCHEME**

**SCRÚDÚ ARDTEISTIMÉIREACHTA, 2004  
LEAVING CERTIFICATE EXAMINATION, 2004**

***Hebrew Studies***

**Higher and Ordinary Levels**

# Higher 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.” This fundamental aim of the course requires from the student – particularly at Higher Level - evidence of an in-depth knowledge of the history, religion and civilisation of the Hebrew people and major themes associated with these. It is for this reason that the essay question is allocated 50 marks in each question.

## The Examination Paper

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)      25 marks      Three points (8, 8, 9)**

It is expected that the student can readily 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, the

examiners 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) 25 marks**

Three formats of question are normally found here:

- **Write a brief note on....** What is expected here are **two** substantial points which are developed (**13,12**). 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, or 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)
- **Suggest a suitable title....**this too fulfils aim (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 his/her study of this or other prescribed texts, or in the Mishnah, sums 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, such a saying would be acceptable to the examiners. In that case the student is encouraged to give the name of the Rabbi. However, any title will be accepted if it is appropriate and grammatically correct.

### **Part (c) 50 marks (10, 10, 10, 10, 10)**

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. In accordance with the aims of the syllabus the student is expected to show serious analysis of the topic. Simple descriptive summaries of the theme will be penalised at Higher Level. The title is always broad and general but the student is expected to \*:

- 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 demanded by the syllabus.
- If it is primarily a historical question, then an evaluation would be welcome. Such an evaluation could take 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.

*\* use of the criteria listed obviously depends on the nature of the question*

It is essential that students 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 7<sup>th</sup> century”. Students are also encouraged to quote a short phrase from a biblical or Mishnaic text.

The examiners look for **four solid points** which are allocated **10 marks** each. Each point is expected to be individual and substantial. The final **10 marks** are awarded for quotation or reference. (It may be that a candidate develops **three** points particularly well: the marking scheme can take cognisance of this). It is not the intention of the question or the examiners 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 not simply descriptive summary.

# 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 awarded 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 7<sup>th</sup> 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.