



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

Jewish Studies

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be stand-alone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work. In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

Introduction

The assessment of Jewish Studies at Junior Certificate Higher Level is based on the aims, objectives and learning outcomes within each section of the Junior Certificate Jewish Studies syllabus published by the Department of Education and Skills in 2010. The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded in the marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

The support notes presented in this marking scheme are neither exhaustive nor complete. Further relevant points presented by candidates will be marked and rewarded on their merits. In many cases only key phrases are given which contain the information and ideas that must appear in the candidate's answer in order to merit the assigned marks. The descriptions and definitions in the scheme are not exhaustive and alternative valid answers are acceptable. If you are unsure of the validity of an alternative answer, contact your Advising Examiner.

A profile of the biblical origins of Jewish belief in the sacredness of life and how this belief is put into practice in the ways human and animal life are treated by Jewish people today.

- P1A 1a. *The Hebrew Bible outlines how protection should be given to the elderly, orphans and widows.*
Describe the protection that according to Jewish teaching should be given to one of the groups of people referred to in the above statement. 9M**

Marking Criteria

An excellent answer will show knowledge of Jewish religious belief by giving an accurate account of one example of Jewish teaching about how the elderly, orphans and widows should be given protection.

Possible Points

- Elderly– ‘old people are to be respected, because of the respect due to the LORD’ etc.
- Orphans & widows - every third year one tenth of the agricultural produce of Israel was to be divided between Levites, foreigners, widows and orphans so that they would have enough to eat etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
9 > 8	7 > 6	5	4	3 2 1 > 0	9M

- P1A 1b. **Profile two ways in which Jewish belief in the sacredness of life can be traced back to the creation accounts in the Hebrew Bible. 10M****

Marking Criteria

An excellent answer will show knowledge of the Hebrew Bible and Jewish belief in the sacredness of life by looking closely at two examples of how the Jewish belief that human life is sacred can be traced to in the creation accounts in the Hebrew Bible.

Possible Points

- Humans were created in the image of God — Genesis 1:26-27 ‘Then God said, “Let us make man in our image, after our likeness . . .” etc.
- Genesis 1 repeatedly stresses that creation and created life is good etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10M

- P1A 2a. **Describe two examples of how care for animal life is encouraged by other texts in the Hebrew Bible. 10M****

Marking Criteria

An excellent answer will show knowledge of the Hebrew Bible’s teaching on care for animal life by giving an accurate account of two examples of how it encourages care for animal life.

Possible Points

- Animals should have a day of rest every week; should not be overworked etc.
- Oxen used for threshing grain should not be prevented from eating some of the grain as they work; fed properly; not punished for eating food set in front of them etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
5	4	3	2	1 > 0	5Mx2

P1A 2b. Outline two examples of how the lifestyle of Jewish people today could be influenced by the Hebrew Bible’s teaching on care for animal life. 10M

Marking Criteria

An excellent answer will show an understanding of the Hebrew Bible’s teaching on care for animal life by setting out accurate information on two examples of how the lifestyle of Jewish people today could be influenced by the Hebrew Bible’s teaching on care for animal life.

Possible Points

- Biblical commandments encourage Jewish people to be mindful of animals e.g. they may break the Sabbath to rescue animals in danger etc.
- e.g. Rabbis in the Talmud are shown as being kind to animals etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
5	4	3	2	1 > 0	5Mx2

**P1A 3. ● DO NOT BEAR FALSE WITNESS ● DO NOT SLANDER OR GOSSIP
Explain how each of the instructions listed above from the Hebrew Bible reflects Jewish belief in the sacredness of human life. 20M**

Marking Criteria

An excellent answer will show an understanding of Jewish religious beliefs by giving an accurate account of how the biblical instructions on preserving health, prohibitions on slander and false witness reflect the Jewish belief that human life is sacred.

Possible Points

- Do not bear false witness e.g. false witness is perjury or bringing a false law case against a person etc.
- Do not slander or gossip e.g. Slander in an ancient court case might lead to the death of the person slandered; be truthful in speech, to avoid causing harm to others etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10Mx2

**P1A 4. ● COMMUNICATION ● ENQUIRY/RESEARCH ● EVALUATION
● ORGANISATION ● REFLECTION ● WORKING INDEPENDENTLY**
Choose three of the above skills that you have used in your project work and outline how you used each skill tracing the biblical origins of Jewish belief in the sacredness of life and how this belief is put into practice today. 21M

Marking Criteria

An excellent answer will show knowledge of Jewish belief in the sacredness of life by setting out accurate information on how three of the skills listed in the question were used in tracing the biblical origins of Jewish belief in the sacredness of life and drawing accurate conclusions about its influence on the ways human and animal life are treated by Jewish people today.

Possible Points

- e.g. Enquiry/Research: looking up information in books on Jewish beliefs on the protection of people and animals, etc.
- e.g. Evaluation: judging how belief in the sacredness of life is put into practice by Jewish people today, etc.
- e.g. Organisation: reviewing references in the Hebrew Bible and gathering together accurate references to the sacredness of life etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
7 > 6	5	4	3	> 2 1 > 0	7Mx3

**OR
TITLE B**

An investigation into how care for the earth and its creatures can be seen in the Hebrew Bible’s Sabbatical and Jubilee laws and their relevance for Jewish people today.

P1B 1a. According to the Hebrew Bible during which one of the following number of years does a Sabbatical Year occur? (Tick ✓ the correct box)
FIVE SEVEN TEN 5M

Marking Criteria

An excellent answer will show knowledge of the Sabbatical Year laws by identifying the number seven as the answer relevant to the question.

P1B 1b. Describe two examples of how care for animal life is encouraged by the Sabbatical laws in the Hebrew Bible. 14M

Marking Criteria

An excellent answer will show understanding of the sacredness of the earth and its creatures in the Hebrew Bible by giving an accurate account of how care for animal life can be seen in a Sabbatical law in the Hebrew Bible.

Possible Points

- e.g. animals must rest on the weekly Sabbath; be given time to recover from work etc.
- e.g. during a Sabbatical year (one year in seven) the land being left fallow allows wildlife and insects to proliferate etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
7 > 6	5	4	3	> 2 1 > 0	7Mx2

P1B 2a. Jewish observance of the Sabbath can be traced back to which one of the following texts from the Hebrew Bible: (Tick ✓ the correct box)
EXODUS JEREMIAH PROVERBS 5M

Marking Criteria

An excellent answer will show knowledge of the biblical texts by correctly identifying ‘Exodus’ as the answer relevant to the question.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
5	4	3	2	1 > 0	5M

P1B 2b. Discuss the relevance for Jewish people today of what the Sabbatical laws in the Hebrew Bible teach about care for human life. 15M

Marking Criteria

An excellent answer will show an understanding of the sacredness of the earth and its creatures in the Hebrew Bible by looking closely at the sabbatical laws and drawing accurate conclusions about their importance for Jewish people today.

Possible Points

- Sabbath laws demanding rest for people and animals one day a week remind Jewish people not to dedicate themselves completely to work and not to exploit the work of others; encourage spending time on spiritual rather than worldly matters; do not acknowledge those whose economic situation means they must work on the Sabbath etc.
- Sabbatical Year laws – applicable inside the land of Israel encourage resting agricultural land; provide theological justification against intensive farming and overuse of chemicals detrimental to human or animal health etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4 3 > 2 1 > 0	15M

P1B 3a. Outline one example of how care for the earth is encouraged by the Jubilee laws in the Hebrew Bible. 10M

Marking Criteria

An excellent answer will show understanding of the sacredness of the earth and its creatures in the Hebrew Bible by giving an accurate account of how care for the earth can be seen in the Jubilee laws of the Hebrew Bible.

Possible Points

- The Sabbatical laws apply during the Jubilee Year i.e. allowing the land to be left fallow for one year is beneficial to the environment — permits the soil to replenish itself; allows the trees and plants time to recuperate after being farmed etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6 > 5	4 > 3	2	1 > 0	1 > 0	10M

P1B 3b. Explain one reason why the Jubilee Year is not observed in Israel today.10M

Marking Criteria

An excellent answer will show knowledge of the Jubilee laws by giving an accurate account of one reason why the Jubilee Year is not observed throughout Israel today.

Possible Points

- The Jubilee year held in ancient Israel and Judah during the monarchic era when the tribes of Israel were all present in Israel and farming on their ancestral lands; once the Assyrian empire destroyed the Kingdom of Israel (721 BCE) the Jubilee could not be held as there were widespread deportations of Israelites all over the Assyrian empire etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6 > 5	4 > 3	2	1 > 0	1 > 0	10M

**P1B 4. ● COMMUNICATION ● ENQUIRY/RESEARCH ● EVALUATION
● ORGANISATION ● REFLECTION ● WORKING INDEPENDENTLY
Choose three of the above skills that you used in your project work and outline how you used each skill investigating into the Sabbatical and Jubilee laws in the Hebrew Bible and their relevance for Jewish people today. 21M**

Marking Criteria

An excellent answer will show an understanding of the sacredness of the earth and its creatures in the Hebrew Bible by setting out accurate information on how three of the skills listed in the question were used in looking closely at how care for the earth and its creatures can be seen in the Hebrew Bible's Sabbatical and Jubilee laws and drawing accurate conclusions about their relevance for Jewish people today.

Possible Points:

- e.g. Enquiry/Research: looking up information in books on Jewish teaching on the Sabbatical and Jubilee laws, on the environment, etc.
- e.g. Evaluation: deciding what application, if any, the laws have to current environmental concerns, etc.
- e.g. Organisation: collecting information from the Hebrew bible on the Sabbatical and Jubilee laws, etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
7 > 6	5	4	3	>	2	1 > 0	7Mx3

Part 2 Section A The Irish Jewish Communities and the Jewish Home

P2A Aa. What Hebrew name is given to the religious object that is shown opposite? 5M

Marking Criteria

An excellent answer will show knowledge of the characteristics of the Jewish home by accurately naming the religious object shown in the picture as a Mezuzah.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
5	4	3	2	1 > 0	5M

P2A Ab. Explain one reason why the object that you have named in part Aa) above is found in a Jewish home. 10M

Marking Criteria

An excellent answer will show an understanding of the Jewish home by giving an accurate account of why the item named in part a) of the question is found in a Jewish home.

Possible Points

- The command to write the words of the prayer on the doorposts of houses in the Shema prayer (Dt. 6:9) etc.
- The mezuzah is believed by Jewish people to consecrate a Jewish home and protect it from harm etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10M

P2A Ac. Describe how the object that you have named in part Aa) above is used by Jewish people in their homes. 10M

Marking Criteria

An excellent answer will show an understanding of the characteristics of the Jewish home by giving an accurate account of the way that a mezuzah is used in a Jewish home.

Possible Points

- The mezuzah is placed on the right hand door post of a Jewish home etc.
- The mezuzah may be touched/kissed when entering a Jewish home etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10M

P2A Bai. Name one country from which large groups of Jewish immigrants came to Ireland before the Second World War. 5M

Marking Criteria

An excellent answer will show knowledge of Irish Jewish communities by accurately naming of one country from which Jewish people immigrated to Ireland before the World War II.

Possible Points

- Spain, Poland, Lithuania, Portugal, etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
5	4	3	2	1	>	0	5M

P2A Baa. Outline how a wave of immigration from another country contributed to the establishment of Irish Jewish communities in two of the following places: ● BELFAST ● CORK ● DUBLIN ● LIMERICK 20M

Marking Criteria

An excellent answer will show an understanding of Irish Jewish communities by setting out accurate information on how the immigration wave named in part a) was important for the development of two Irish Jewish communities.

Possible Points

- Immigration of Sephardi Jews in 17th century — a small community was formed and synagogue established in Crane Lane Dublin during the 1660s etc.
- Immigration of Eastern European Jews from the Russian Empire between 1881 and 1914 — established new Jewish communities in Cork and Limerick and rejuvenated Jewish life Belfast and Dublin; built up religious, educational, charitable and social institutions as well as leadership structures such as the Chief Rabbinate and Jewish Representative Council of Ireland etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10Mx2

P2A Bb. Describe two of the basic organisational structures that exist within a Jewish community and outline the role played by each. 30M

Marking Criteria

An excellent answer will show an understanding of the organisational structure of a Jewish community by giving an accurate account of two structures that play a part in the way a Jewish community is organised.

Possible Points

- Chief rabbi provides leadership within an orthodox Jewish community; official representative and intermediary with non-Jewish institutions; the highest religious and educational authority serves as principal of the Jewish school; provides kosher certification (Hechsher) for food products that are manufactured and exported overseas; within the synagogue delivers sermons on the Sabbath, festivals and other occasions etc.
- The Jewish Representative Council of Ireland (JRCI) established in 1938 to deal with all matters, internal and external, to do with the community and to act as an advisory body for the Chief Rabbi etc.

- The Dublin Jewish Board of Guardians (DJBG) founded in 1889 to assist Dublin’s Jewish poor by helping set up their own businesses (e.g. through the provision of stock and interest-free loans); providing fuel and clothing to people in need — elderly, sick etc. Jewish Boards of Guardians were also established in Limerick, Cork and Belfast etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15Mx2

Part 2 Section B Question 1. BELIEFS AND MORAL TEACHINGS

P2B 1Aa. Name one modern Charter that has been influenced by the Ten Commandments. 10M

Marking Criteria

An excellent answer will show knowledge of Jewish belief and practice by naming accurately one modern Charter that has been influenced by the Ten Commandments.

Possible Points

- The UN Declaration of Human Rights;
- Bunreacht na hÉireann/the Irish Constitution;
- The Constitution of the USA;
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10M

P2B 1Ab. Explain how the influence of any two of the Ten Commandments can be seen in the Charter that you have named in part Aa) above. 30M

Marking Criteria

An excellent answer will show knowledge of Jewish practice and belief by setting out accurate information on the importance of two of the Ten Commandments for the modern charter the candidate has named in part Aa) above.

Possible Points

- e.g. You shall not murder — the UN convention on human rights recognizes the right to life as a universal human right etc.
- e.g. You shall not bear false witness against your neighbour — the UN convention on human rights, the US constitution and Bunreacht na hÉireann all are concerned with the right to a fair trial etc.
- e.g. You shall not covet ... anything that belongs to your neighbour — the US constitution protects the right to own private property etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15Mx2

P2B 1Ba. Describe two examples, from the Hebrew Bible, of how Moses acted as a prophet. 20M

Marking Criteria

An excellent answer will show knowledge of Moses' role as a prophet by giving an accurate account of two examples from the Hebrew Bible of how Moses acted as a prophet.

Possible Points

- The Hebrew Bible presents Moses as the prophet par excellence (Deuteronomy 34: 10-12); a prophet who has direct communication with God (Numbers 12:6-8) etc.

- Moses proclaims God’s judgment on Egypt due to the oppression of the Israelites by Pharaoh; Moses acts as an intermediary between the Hebrew people and God etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10Mx2

P2B 1Bb. *The Covenant with Moses is one of many examples of God’s Covenant described in the Hebrew Bible.*

Outline the promises that were made by God in two other examples of Covenant that are described in the Hebrew Bible. 20M

Marking Criteria

An excellent answer will show an understanding of Jewish belief by setting out accurate information on the promises made in two examples of God’s Covenant other than the Covenant made with Moses.

Possible Points

- E.g. God promises Abraham many descendants and the land of Canaan (Gen 15) etc.
- E.g. King David is promised that there will always be a member of his family ruling in Jerusalem and that his son will build a Temple (2 Sam 7:10-13 etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10Mx2

Section B Question 2 HOLY PLACES

P2B 2Aa. Name a Jewish prayer that emphasises belief in one God. 10M

Marking Criteria

An excellent answer will show knowledge of prayer in Judaism by identifying the ‘Shema’ as a Jewish prayer in which belief in one God is emphasised.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10M

P2B 2Ab. Explain two ways that the destruction of the Second Temple affected the forms of prayer associated with Jewish worship. 30M

Marking Criteria

An excellent answer will show an understanding of Jewish holy places by giving an accurate account of two ways that the destruction of the Second Temple affected the forms of prayer in Jewish worship.

Possible Points

- The Temple was regarded by Jewish people as God’s dwelling place on earth; offerings of food, wine and animals in the Temple represented the main form of worship; with the destruction of the Jerusalem Temple in 70 CE, sacrificial rites ceased and the Temple

personnel became redundant; prayer became the most important means of communication with God, which made it possible for each individual to communicate directly with God without the need for an intermediary etc.

- Traditionally observant Jews pray three times daily/orthodox synagogues hold three services daily, corresponding to the daily sacrifices in the Temple; Jewish liturgy today has its roots in the Temple rites but began to adopt its current forms following the destruction of the Temple; Jewish prayer recalls the rites of the Temple; Hebrew, as the language of the Temple and its worship, remains an important element of the liturgy etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
15 > 13	12 > 11	10 > 9	8 > 6	5 > 4	3 > 2	1 > 0	15Mx2

P2B 2Ba. Profile how the destruction of the Second Temple led to the development of the Bet Midrash. 20M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by setting out accurate information on its history and development following the destruction of the Second Temple.

Possible Points

- With the destruction of the Temple (70 CE) and the emergence of the rabbinic movement Torah study became central to Jewish faith and practice; importance was placed on a set of daily observances and practices rooted in the commandments of the Torah; the Bet Midrash (study room/house) was central to Jewish people familiarising themselves with the Torah in order fully to understand God's requirements etc.
- According to the Mishnah, the first rabbinic academy was established in the Galilee after Rabbi Yochanan ben Zakkai fled from Jerusalem in 70 CE; as the rabbinic movement grew each rabbi had his own Bet Midrash; followers would travel to study with individual rabbis and would then be encouraged to set up their own etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

P2B 2Bb. Examine how the Bet Midrash can play a part in the lives of Jewish people today. 20M

Marking Criteria

An excellent answer will show an understanding of the Bet Midrash by looking closely at the role the Bet Midrash plays in the lives of Jewish people today.

Possible Points

- Lifelong learning is a key component of traditional Judaism and the Bet Midrash continues to promote Jewish scholarship within the Jewish community today etc.
- The Bet Midrash is key to the preparation of students for higher institutes of Jewish learning such as yeshivot (Jewish academies) or rabbinic seminaries etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20M

Section B Question 3 THE HOLOCAUST (SHOAH)

P2B 3Aa. ● BYSTANDER ● GENOCIDE ● PERPETRATOR ● RACISM
Explain why three of the above terms are associated with the Holocaust (Shoah). 30M

Marking Criteria

An excellent answer will show understanding of the Holocaust (Shoah) by giving an accurate account of the reasons why three of the terms given in the question are associated with the Holocaust (Shoah).

Possible Points

- Bystander — a person who witnesses events but who cannot, or will not, intervene; Bystanders did not necessarily collaborate with the Nazis, but for various reasons (including fear for safety) did not actively resist etc.
- Genocide — the attempt to exterminate a particular ethnic group as was experienced by Jewish people with Hitler’s ‘Final Solution’ etc.
- Perpetrator — one who carries out an action i.e. a person who carried out an atrocity during the Holocaust etc.
- Racism — prejudice or discrimination on the basis of ethnicity or racial origins or identity as was experienced by Jewish people who were persecuted during the Holocaust etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10Mx3

P2B 3Ab. Describe two examples from the Nuremberg Laws of Nazi anti-Jewish policies that existed in Germany before the Second World War. 20M

Marking Criteria

An excellent answer will show knowledge of Anti-Jewish policies by giving an accurate account of two Nazi anti-Jewish policies found in the Nuremberg Laws of 1935.

Possible Points

- The Nuremberg Laws deprived Jews and other ‘non-Aryans’ of German citizenship, etc.
- The laws prohibited racially mixed sexual relations as well as marriages between Germans and Jews etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3 2 1 > 0	10Mx2

P2B 3Ba. *The vast majority of those murdered in the Holocaust (Shoah) were Jewish. Name two other groups that were targeted for persecution during the Holocaust (Shoah). 10M*

Marking Criteria

An excellent answer will show knowledge of the Holocaust (Shoah) by accurately naming a group targeted for persecution in the Holocaust (Shoah) other than Jewish people.

Possible Points

- Roma/Romani people etc.
- People with intellectual special needs etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
5	4	3	2	1	>	0	5Mx2

P2B 3Bb. Describe one example of how a group that you have named in part B a) above was targeted for persecution during the Holocaust (Shoah). 20M

Marking Criteria

An excellent answer will show knowledge of persecution during the Holocaust (Shoah) by giving an accurate account of one example of how the group named in part b) of the question were targeted for persecution during the Holocaust (Shoah).

Possible Points

- In areas under direct control of Nazi Germany or its allies the traditional nomadic lifestyle of the Roma and Romani people was outlawed; forced sterilization programmes; efforts made to force Roma and Romani people into the extermination camps; approximately 250,000 Roma and Romani people died during the Holocaust etc.
- People with intellectual special needs were subjected to unethical and inhumane experimental programmes by Nazi scientists; as the Nazi programme of the ‘purification’ of German society progressed over 50,000 people with such needs were killed etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
20 > 17	16 > 14	13 > 11	10 > 8	7 > 5	4 > 2	1 > 0	20 M

Section B Question 4 SACRED WRITINGS AND COMMENTARIES

P2B 4Aa. Name each of the three sections that form the Hebrew Bible. 15M

Marking Criteria

An excellent answer will show knowledge of the structure of the Hebrew Bible by accurately naming its three sections as Torah (Law), Nevi'im (Prophets) and Ketuvim (Writings).

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
5	4	3	2	1	>	0	5Mx3

P2B 4Ab. Describe in your own words the type of texts that are contained in one of the sections of the Hebrew Bible that you have named in part A a) above. 25M

Marking Criteria

An excellent answer will show an understanding of the contents of the Hebrew Bible by giving an accurate account of the type of texts found in one section of the Hebrew Bible.

Possible Points

- Torah/Law — the first section of the Hebrew Bible; tells the story of the Jewish people from the time of Abraham, their journey from slavery in Egypt to their arrival at the land of Canaan; a key theme of the Torah is Covenant and the observance of the commandments it contained; an important element of the Torah is its legal content, which continues to shape Jewish life and practice today etc.
- Nevi'im/Prophets — the second section of the Hebrew Bible, which can be further subdivided into major (e.g. Isaiah, Jeremiah) and minor prophets (e.g. Haggai, Zechariah) – according to the extent of their surviving writings; ordered chronologically; the book of Nevi'im tells the story of the Jewish people from the death of Moses to the destruction of the First Temple in 586 BCE; it contains important ethical Jewish teachings on social justice, sincerity etc.
- Ketuvim/Writings — the third section of the Hebrew Bible is comprised of poetry (e.g. Psalms, Song of Songs), wisdom literature (e.g. Proverbs, Ecclesiastes) and historical narratives (e.g. Chronicles); the two books of Chronicles summarise the history of the Jewish people from the creation of Adam up to the Babylonian Exile, and describe the Temple rites; the books of Ezra and Nehemiah detail the return to Israel after the Babylonian Exile (544 CE) and the rebuilding of the Temple; Psalms is a collection of poems and songs for use in Temple rites etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
25 > 22	21 > 18	17 > 14	13 > 10	9 > 6	5 > 3	2 > 0	25M

P2B 4Ba. Explain what is meant by the term ‘Halacha’. 10M

Marking Criteria

An excellent answer will show knowledge of Jewish law by giving an accurate account of the meaning of the term Halacha.

Possible Points

- ‘Halacha’ comes from the Hebrew root h-l-kh (Halakh) which means to walk; literally means ‘way’ or ‘path’ denoting the correct way to live one’s life.
- Halacha is the Hebrew name for rabbinic law, the rulings extrapolated by the rabbis from the commandments given by God in the Torah; covers both rabbinic law in general and the major works/handbooks of rabbinic law such as the Shulchan Aruch or the Mishneh Torah.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10M

P2B 4Bb. Discuss the importance of the ‘Shulchan Aruch’ for Jewish people today. 30M

Marking Criteria

An excellent answer will show an understanding of Jewish law (Halacha) by setting out accurate conclusions on the importance of the ‘Shulchan Aruch’ as a guide to Halacha for Jewish people today.

Possible Points

- The Shulchan Aruch ('ordered table') compiled by Rabbi Joseph Karo/Caro and published in Amsterdam in 1565; aimed to codify the entire Halacha as it then stood and to define (Sephardi) Jewish practice in a straightforward way that all Jewish people could follow; later Rabbi Moses Isserles added an appendix known as the Mappa ('tablecloth'), to make it acceptable to the Ashkenazi religious authorities; it became the most important compendium of Jewish law etc.
- The Shulchan Aruch covers all areas of Jewish law/daily Jewish life — daily/personal observances, ritual, family purity etc. for traditionally observant Jews; it is the first point of reference for any orthodox rabbi who is asked for assistance on a point of Halacha etc.
- Non-traditional Jews advocate a return to the flexible approach towards Halacha that had existed prior to the Shulchan Aruch etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
30 > 26	25 > 21	20 > 17	16 > 12	11 > 8	7 > 3	2 > 0	30M

Section B Question 5 THE HEBREW LANGUAGE

P2B 5Aa. State each of the following words in English:

i. שלוש ii. שיש iii. חמיש iv. שמונה

20M (5Mx4)

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately stating the English names of the numbers as i. Three ii. Six iii. Five. iv. Eight.

P2B 5Ab. Hebrew numbers can be written in words or single letters.

Write the single Hebrew letters that represent each of the following numbers: ● 2 ● 4 ● 8 ● 10.

20M (5Mx4)

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately writing the letters of the Hebrew alphabet that represent the numbers named in part a) above as —

i. ב ii. ד iii. ה iv. י

P2B 5Ba. Imagine that you hear Jewish people exchanging the greeting —

בוקר טוב.

State the meaning of this greeting in English.

10M

Marking Criteria

An excellent answer will show knowledge of Hebrew phrases by accurately translating the Hebrew greeting in the question as 'good morning'.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10M

P2B 5Bbi. Read the prayer below and answer the questions that follow:

בְּרוּךְ אַתָּה יְהוָה אֱלֹהֵינוּ מֶלֶךְ הָעוֹלָם בּוֹרֵא פְּרֵי הַגֶּפֶן
What is being blessed in the above prayer? 10M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately stating that (kosher) wine is being blessed in the prayer above [kiddush].

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10M

P2B 5Bbii. What title is given to God in the above prayer? 10M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language in the context of Jewish holidays by stating accurately that the title given to God in the above prayer is ‘king’ or ‘king of the universe’ or YHWH/Yahweh.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10M

P2B 5Bbiii. State in English one pronoun that is used in the above prayer. 10M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately stating that *either* the pronoun ‘you’ *or* the pronoun ‘our’ is used in the above prayer.

Possible Points

Our God; thou, you etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
10 > 9	8 > 7	6	5 > 4	3	2	1 > 0	10M

