



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

Marking Scheme

Jewish Studies

Ordinary 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 standalone 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 Ordinary 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 examination paper 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.

PART 1 Candidates must answer all the questions on either Title A or Title B:

TITLE A A case study on Jewish resistance to the Holocaust as seen in the ‘Warsaw Ghetto Uprising’ of 1943.

Questions: *Marks:*

P1 A1 From your case study outline one example of how the persecution of Jewish people led to the 1943 Warsaw Ghetto Uprising. 20

Marking Criteria

An excellent answer will display knowledge of the events of the Holocaust by setting out accurate information on one example of how the persecution of Jewish people led to the Warsaw Ghetto Uprising in January 1943.

Possible Points

- As conditions within the Ghetto deteriorated i.e. in 1940 Warsaw Ghetto was sealed; restrictions on the amount of food allowed with only 180 calories per person; the intensification of forced labour; resistance grew particularly among the Jewish Youth Movements who played a crucial role in planning and organising the Uprising on April 19th, 1943 etc.
- By 1942, the leaders of the Uprising were aware that the alleged ‘resettlement’ programme carried out by the Nazis was in fact deportation to extermination camps and were resolved to resist militarily. This knowledge allowed them to begin preparations some months before January 1943, including liaising with the Polish resistance outside the Ghetto etc.
- The leaders of the Jewish resistance in the Ghetto discovered that a second round of deportations was planned by the Nazis for early 1943 and before the planned deportations the Uprising began and took control of the Ghetto for some months 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

P1 A2a This is a photograph of a soup kitchen in the Warsaw Ghetto. 10
Explain one reason why soup kitchens were needed in the Warsaw Ghetto.

Marking Criteria

An excellent answer will display knowledge of life in the Warsaw Ghetto by giving an accurate account of one reason why residents of the Ghetto, as well as eating their provided rations, may have needed to eat at a soup kitchen.

Possible Points

- The rations provided were deliberately much lower than needed; It was impossible to stay alive by eating only the rations provided 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

P1 A2b Describe another way that Jewish people in the Warsaw Ghetto tried to make life as normal as possible for themselves, during World War II. 10 Graded

Marking Criteria

An excellent answer will display knowledge of life in the Warsaw Ghetto by giving an accurate account of a way in which the residents of the Warsaw Ghetto attempted to make life as normal as possible, other than the provision of soup kitchens.

Possible Points

- Contact was established with people living outside the Ghetto — members of the Polish resistance & non-Jewish residents of Warsaw etc.
- People secretly made items in illegal workshops to sell or barter outside the Ghetto walls; Children climbed through tunnels dug under the Ghetto walls to trade the items for food, or to collect food from sympathetic non-Jewish residents of Warsaw etc.
- As at first schools in the Ghetto were forbidden, secret schools were established in defiance of the Nazi orders; Schools disguised themselves as other institutions e.g. medical centres, soup kitchens etc. until in 1941 the Nazi occupiers gave the Ghetto Judenrat (Jewish Council) permission to open schools etc.
- Jewish doctors and health workers resisted by not registering people who were ill (who would have immediately have been killed by the Nazis) and by running illegal medical facilities and medical training centres. Their medical college considered itself to be part of the University of Warsaw 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

P1 A3 ● ANTI-SEMITISM ● GENOCIDE ● POGROM 20
Choose two of the words listed above and explain why each is associated with what Jewish people from Warsaw experienced during the Holocaust (Shoah). (10Mx2)
Graded

Marking Criteria

An excellent answer will show understanding of the terms associated with the Holocaust by giving an accurate account of one or more reasons why two of the terms listed in the question are associated with the experience of Jewish people from Warsaw during the Holocaust (Shoah).

Possible Points

- *Anti-Semitism* — a prejudice against or hatred of Jewish people; Nazi policies in Warsaw and elsewhere were discriminatory and prejudicial against Jews; policies of extermination e.g. the Holocaust (Shoah) killed at least six million Jewish people etc.

- *Genocide* — the deliberate killing of large groups of people based on their ethnic, cultural, religious, racial or national heritage; Nazi policies planned the genocide of European Jews based on their religious, cultural or ethnic Jewish heritage e.g. concentration camps in Poland etc.
- *Pogrom* — an attack either organised by the state or on a local level against a Jewish community with the aim of causing disruption of peoples' lives and livelihoods, property damage, personal injury or death; the Nazi policy of relocating the Warsaw Jewish community into newly established ghettos made them more vulnerable to attacks 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

- P1 A4 ● COMMUNICATION ● ENQUIRY/RESEARCH ● EVALUATION ● ORGANISATION ● REFLECTION ● WORKING INDEPENDENTLY** **20**
Choose two of the above skills that you used in your project work and outline how you used each skill in studying Jewish resistance to the Holocaust (Shoah) as seen in the 1943 Warsaw Ghetto Uprising. (10Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the 1943 Warsaw Ghetto Uprising by setting out accurate information on how two of the skills listed in the question were used in looking closely at Jewish resistance to the Holocaust (Shoah) as seen in the 'Warsaw Ghetto Uprising' of 1943.

Possible Points

- *Reflection* e.g. insights gained into the Warsaw Ghetto Uprising as an example of Jewish resistance in the Holocaust (Shoah) from information researched etc.
- *Research* e.g. investigating books about the Warsaw Ghetto and the 1943 Uprising etc.
- *Evaluation* e.g. evaluating different kinds of evidence about life in the Warsaw Ghetto and different points of view about what led to the 1943 uprising 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

or

TITLE B An examination of the protection given to Jewish citizens within the Danish State during the Holocaust (Shoah).

Questions: *Marks:*

P1 B1a The requirement that Jewish people wear a yellow star on their clothing was an example of a Nazi Anti-Jewish policy associated with the Holocaust (Shoah). Tick ✓ the correct box) True False **4**

Marking Criteria

An excellent answer will show knowledge of the events of the Holocaust by accurately identifying ‘True’ as the answer relevant to the question.

P1 B1b From your examination of what happened in Denmark during the Holocaust (Shoah) describe two other examples of Nazi Anti-Jewish policies. **16**
(8Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of the events of the Holocaust by giving an accurate account of two examples of Nazi Anti-Jewish policies in Denmark other than the requirement that Jewish people wear a yellow star on their clothing.

Possible Points

- Policy that there was a ‘Jewish problem’ etc.
- Jews and Christians could not marry; persons with no links to the Jewish community were considered Jewish on the basis of a Jewish ancestor etc.
- Etc.

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

P1 B2 ● BYSTANDER ● RACISM ● THE FINAL SOLUTION **20**
(10Mx2)
Graded
Based on your project work, examine how two of the above are associated with what Jewish people from Denmark experienced during the Holocaust (Shoah).

Marking Criteria

An excellent answer will show understanding of the terms associated with the Holocaust (Shoah) by looking closely at one or more reasons why two of the terms listed in the question are associated with the experience of Jewish people from Denmark during 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 their own or their families’ safety) did not actively resist; while bystanders existed in Denmark the population was active in aiding Jews etc.
- *Racism* — the belief that all members of a race have characteristics specific to their group, and the prejudice aimed at those people because of this belief;

Nazi Anti-Semitic policies were based on a racist view of Jewish people based on their Judaism and Jewish heritage; the Nazis insisted that Denmark had a ‘Jewish problem’ etc.

- *The Final Solution* — the euphemistic term for the Nazi plan of extermination of Jewish people; the decision to kill all Jews was announced at the ‘Wannsee Conference’ in January 1942; at this conference the Danish Jewish community was explicitly targeted for extermination with a planned deportation to Theresienstadt concentration camp scheduled for 28/09/43 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

- P1 B3 From your examination of what happened in Denmark during the Holocaust (Shoah), describe one example of how the lives of Jewish people were saved through the protection given to them by *either* the Danish government or a Danish person.** **20**
Graded

Marking Criteria

An excellent answer will show knowledge of moral decisions and actions by either the Danish government or the Danish people during World War II by giving an accurate account of one example of how the lives of Jewish people were saved by the actions of *either* the Danish government *or* Danish people during World War II.

Possible Points

- Danish government — after the 1940 take-over by Nazi Germany, the government successfully resisted for three years the view that there was a ‘Jewish Problem’ in Denmark; e.g. 1941, Danish courts severely punished the publication of Anti-Semitic views in Danish newspapers; they also severely punished an arson attempt at the Great Synagogue in Copenhagen etc.
- Physicist Niels Bohr — 1943 escaped to Sweden (a neutral country) and asked the Swedish government to accept Jewish refugees, saying he would not leave for his agreed asylum in USA until the Swedish government agreed; October 1943 when Sweden offered refuge to Danish Jews – in a massive operation almost all the Danish Jewish community was smuggled to Sweden; the evacuation was a highly planned operation that required the cooperation of so many people that a deliberate or accidental information leak was almost impossible to prevent but there were no leaks; the Jewish population was completely evacuated in one week, using hundreds of small boats and requiring the cooperation of Danes not usually active in the resistance; due to these actions 99% of the Danish Jewish population was saved etc.
- 500 Danish Jews had been deported to Theresienstadt concentration camp but 449 of them survived, as the Danish government frequently made representations to the German authorities about the welfare of these people as Danish citizens 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

- P1 B4 ● COMMUNICATION ● ENQUIRY/RESEARCH ● EVALUATION ● ORGANISATION ● REFLECTION ● WORKING INDEPENDENTLY** **20**
Choose two of the above skills that you used in your project work and outline how you used each skill examining the protection given to Jewish citizens of the Danish State during the Holocaust (Shoah). (10Mx2)
Graded

Marking Criteria

An excellent answer will show an understanding of the Holocaust (Shoah) by setting out accurate information on how two of the skills listed in the question were used in looking closely at the protection given to Jewish citizens within the Danish State during the Holocaust (Shoah).

Possible Points

- *Communication* e.g. conducting interviews to gather personal information on the Danish resistance or on life in Denmark during World War II etc
- *Research* e.g. investigating books or films about the rescue of the Danish Jews etc.
- *Reflection* e.g. insight gained about the importance of both individual and state actions in times of moral crisis 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

PART 2 SECTION A Candidates must answer all questions in this section.

Questions: THE IRISH JEWISH COMMUNITIES AND THE JEWISH HOME *Marks:*
Answer A and B.

P2 SAAa Imagine that you are visiting a Jewish home where you see on display the Ketubbah pictured opposite. **20**
 Outline two reasons why a Ketubbah would be displayed in a Jewish home. (10Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of the characteristics of the Jewish home by setting out accurate information on two reasons why a Ketubbah would feature as part of a Jewish home.

Possible Points

- Ketubbah is the traditional marriage document which outlines the husband’s duties and his rights, and serves to protect the bride by stating the inheritance or alimony that she is entitled to in the case of being widowed or divorced. The document is traditionally hung in a married couple’s home to remind both of them of their right and obligations as married people etc.
- The Ketubbah could remind a couple of their wedding ceremony as it is read out during the wedding ceremony so that it can be witnessed, and then it becomes the bride’s possession etc.
- Many of these documents are highly decorated and very beautiful, and are hung in the home for their art work 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

P2 SAAb Explain why the study of the Torah in the home is regarded as important by people within the Jewish faith. **20**
Graded

Marking Criteria

An excellent answer will show knowledge of a religious activity that takes place in a Jewish home by looking closely at one or more accurate reasons why the study of the Torah within the home is regarded as important by Jewish people.

Possible Points

- Study of the Torah at home is recommended in the Torah (Deut. 6:7) where it states that ‘One should speak words of Torah when sitting at home... when one lies down, and upon awakening’ etc.
- Torah study is the highest ideal for observant Jews, who consider it should take place at all possible times i.e. free time, family time etc.
- Torah study as an act of worship is inclusive of everyone in the home – even the ritually unclean. For orthodox Jews women are exempt not excluded, due to their family duties 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 >	4 > 2	1 > 0	20M

- P2 SABa** ***The first reference to Jewish people visiting Ireland is found in the Annals of Innisfallen. In which of the following years did this visit take place? (Tick ✓ the correct box)*** **10**
979 *1079* *1179* *Graded*

Marking Criteria:

An excellent answer will show knowledge of the history of Jews in Ireland by accurately identifying 1079 as the answer relevant to the question.

- P2 SABb** **Describe the role one Jewish person played during the foundation of the Irish State.** **15**
Graded

Marking Criteria

An excellent answer will show knowledge of the history of Jews in Ireland by giving an accurate account of the part played by one Jewish person in the foundation of the Irish Free State.

Possible Points

- E.g. *Rabbi Yitzak (Isaac) Herzog* an Irish rabbi who served as Rabbi of Belfast (1916-1919) and Dublin in (1919-1922) when he became Chief Rabbi of the Irish Free State etc.
- E.g. *Michael Noyk*, a solicitor who defended captured Irish Republican prisoners; friend of Arthur Griffith, a member of Sinn Fein, worked to elect Countess Markievicz and Sean T. O’Kelly and was a Department of Finance advisor during the War of Independence etc.
- E.g. *Robert Briscoe*, a member of the IRA whom Michael Collins sent to Germany in 1919 to buy arms; went with Eamon De Valera to America to gain support for Irish independence; became a TD in Dail Eireann etc.
- E.g. *Ellen Cuffe* (Countess Discart) served as an Independent Senator in the Irish Seanad from 1922 to 1933; promoted the use of the Irish language as a means of national solidarity and identity 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

- P2 SABc** **Outline how one person, associated with the Irish Jewish community, has influenced *either* religious *or* secular life in Israel.** **15**
Graded

Marking Criteria

An excellent answer will show knowledge of the history of Irish Jews by setting out accurate information on the contribution made to the religious *or* secular life in Israel by one Irish Jewish person.

Possible Points

- E.g. *Rabbi Yitzak (Isaac) Herzog* an Irish person who served as Chief Rabbi of the Irish Free State; became the Askenazi Chief Rabbi in Palestine in 1936; before the start of World War II in 1939 he protested about the British restrictions on Jewish immigration to Palestine; during the war he travelled to

the USA asking for help for the European Jews; after World War II he dedicated himself to finding Jewish children hidden with non-Jewish families or in Church institutions and returned them to their own Jewish families, or to Jewish orphanages etc.

- E.g. *Chaim Herzog* an Irish person born in Belfast in 1918, moved to Dublin as an infant in 1919 and immigrated to Palestine in 1935; Chaim Herzog fought in the British army during World War II and helped liberate Jewish people from the concentration camps; he was involved in setting up the State of Israel in 1948 after which he fought in the Arab-Israeli War; he later served as head of the Intelligence Branch in the Israeli army, as Defence Attaché to the Israeli Embassy in the USA and as the Israeli UN ambassador; within Israel he entered politics and served two terms as President of Israel 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

SECTION B Candidates must answer all parts of three of the following five questions.

Question 1: BELIEFS AND MORAL TEACHINGS Marks:

Answer A and B.

- P2 SB1Aa According to the Hebrew Bible in which of the following places was the name of God revealed to Moses? 10**
(Tick ✓ the correct box)
Mount Arafat Mount Paran Mount Sinai

Marking Criteria

An excellent answer will show knowledge of biblical tradition about revelation by accurately identifying ‘Mount Sinai’ as the answer relevant to the question.

- P2 SB1Ab Describe two examples, from the Hebrew Bible, of how Moses acted as a prophet. 30**
(15Mx2)
Graded

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

- Moses speaks to the Hebrew people about what God wants them to do e.g. leave Egypt; cross the Red Sea etc.
- Moses proclaims God’s judgment on Egypt, due to the oppression of the Israelites by Pharaoh etc.
- Deuteronomy presents Moses as the prophet par excellence e.g. Deuteronomy 34: 10-12 etc.
- In the Hebrew Bible Moses is presented as a unique prophet in that he has clear communication with God e.g. Numbers 12:6-8 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

- P2 SB1Ba Outline one reason why Judaism can be described as a monotheistic religion. 20**
Graded

Marking Criteria

An excellent answer will show knowledge of Jewish beliefs by setting out accurate information on why Judaism can be described as a monotheistic religion.

Possible Points

- Monotheism refers to belief in only one God etc.
- One of the Ten Commandments says “You shall have no other gods before Me” etc.
- Judaism acknowledges only one God 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

P2 SB1Bb Explain why the Torah is regarded as a ‘living document’ by people within the Jewish faith.

20
Graded

Marking Criteria

An excellent answer will show knowledge of Jewish belief by accurately accounting for why Jewish people regarded the Torah as a ‘living document’ that continually evokes an interpretive response.

Possible Points

- The written Torah, contained in the Hebrew Scriptures, is considered by observant Jews to be the revealed word of God etc.
- The Torah consists of both an oral and written tradition of equal importance, which reflect the circumstances of Jewish people at different times in their history; the Oral Torah — the interpretation of the Hebrew Scriptures, transmitted orally down generations until the time these interpretations began to be codified in the Rabbinic collections of law in late antiquity; the Mishnah and Talmud etc.
- The study of both the written and the oral Torah continues to be important in informing the lives of observant Jews; allows very ancient texts to continue to be relevant even in modern societies 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

Question 2. SACREDNESS IN THE JEWISH FAITH**Marks:**

Answer A and B.

- P2 SB2Aa The circumcision ceremony for a Jewish baby boy is called – (Tick ✓ the correct box)**
Bar Mitzvah Brit Mila Making Aliyah

10*Graded**Marking Criteria:*

An excellent answer will show knowledge of Jewish practices by identifying ‘Brit Mila’ as the answer relevant to the question.

- P2 SB2Ab Outline one reason, from the Hebrew Bible, for the Jewish custom of male circumcision.**

20*Graded**Marking Criteria:*

An excellent answer will show knowledge of Jewish beliefs and practices by setting out accurate information on the biblical origins of the custom of circumcision in the Jewish tradition.

Possible Points

- The circumcision is carried out because it is commanded as a *sign of the covenant* between God and Abraham (Genesis 17:10 - 14) 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

- P2 SB2Ba In the Jewish tradition religious customs mark different stages in a person’s life. Describe two religious customs associated with mourning the death of a Jewish person.**

30**(15Mx2)***Graded**Marking Criteria*

An excellent answer will show an understanding of the Jewish life cycle by giving an accurate account of two religious customs that mark the death and burial of a Jewish person.

Possible Points

- On hearing of a *death* Jewish people tear their clothing, and recite blessing; People volunteer to prepare the body in accordance with Jewish law etc.
- The *funeral service* takes place as soon as possible after death, usually at a funeral home or, if possible, the ceremony starts in the cemetery; eulogies are spoken and the body is buried; the grave is filled in by the men amongst the mourners etc.
- For seven days *after the funeral*, the bereaved family and close friends do not cook, or look after their appearance, and do not participate in normal life; friends and relations usually visit the bereaved during this time, bringing food etc.
- The *anniversary of the death* (Yahrzeit) is remembered with blessings and prayers 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

P2 SB2Bb Examine how an understanding of the sacredness of the earth can be seen in one custom associated with the ‘Year of Jubilee’ in Judaism.

20
Graded

Marking Criteria

An excellent answer will show knowledge of sacred time in Judaism by looking closely at how the Jewish understanding of the sacredness of the earth can be seen in one custom associated with the ‘Year of Jubilee’.

Possible Points

- The earth is seen as something that can be overworked, just like people and animals; observe a Sabbath year every seventh year, in which the earth must be left to recover and lie completely fallow (Leviticus 25:2-5) etc.
- The Hebrew people are required to hold a special Sabbath year after every seven Sabbath years (i.e., 7 years x 7 is 49 years – the 50th year is a special Sabbath – the Jubilee); Jubilee year requires everyone to go back to their original land and to forgive debts; the land must lie completely fallow again, and only vegetation that grows of its own accord may be eaten etc.
- ‘Jubilee’ years — the land is God’s rather than the property of humans; Humans are God’s tenants and for that reason must deal fairly with their own tenants and with those people from whom they buy land or to whom they give land; No land sale is permanent, it is all a lease rather than a sale (Leviticus 25:23) 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

Question 3. HOLY PLACES**Marks:***Answer A and B.*

- P2 SB3Aa Which of the following Kings of Israel was responsible for building the first Temple in Jerusalem? (Tick ✓ the correct box) David Saul Solomon** **10**
Graded

Marking Criteria

An excellent answer will show knowledge of a sacred place within Judaism by accurately identifying ‘Solomon’ as the answer relevant to the question.

- P2 SB3Ab Explain two reasons why the first Temple in Jerusalem was important in ancient Judaism.** **30**
(15Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of a sacred place within Judaism by setting out accurate information on two reasons why the first Jerusalem Temple was important in ancient Judaism.

Possible Points

- The Temple was the central place of worship, and built by the family of King David, who had a close relationship with God etc
- The site of the Temple was chosen by God; God proclaimed that organised worship should take place only within the Temple etc
- The Ark of the Covenant was housed within the Temple etc
- The building and maintenance of the Temple was part of the covenant between God and the family of King David 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

- P2 SB3Ba Which one of the following rulers re-built the Temple in Jerusalem during Roman times? (Tick ✓ the correct box) Queen Cleopatra King Herod Emperor Nero** **10**
Graded

Marking Criteria

An excellent answer will show knowledge of a Jewish sacred place by correctly identifying ‘King Herod’ as the answer relevant to the question.

- P2 SB3Bb The part of the second Temple in Jerusalem that still exists today is known as the _____** **10**

Marking Criteria

An excellent answer will show knowledge of a sacred place within Judaism by accurately identifying the part of the second Temple that is still in existence today.

Possible Points

- The ‘Wailing Wall’; the ‘Western Wall’ etc.
- Part of the foundations of the Temple as renovated by King Herod etc.
- Etc.

P2 SB3Bc *This is a photograph of a sculpture showing Roman soldiers carrying items out of the second Temple in Jerusalem.*
Outline one effect that the destruction of the second Temple had on the Jewish communities of Judah/Judea.

20
Graded

Marking Criteria

An excellent answer will show knowledge of a sacred place within Judaism by setting out accurate information on one effect that the destruction of the second Jerusalem Temple by the Romans had on the Jewish communities of Judah/Judea.

Possible Points

- Many Jewish civilians were killed or sold into slavery by the Romans etc.
- Sacrifices could not be performed with the Temple destroyed; Prayer services were substituted and other centres of religion became increasingly important, such as Rabbi Johanan ben Zakkai’s school at Yavneh; the institution of the synagogue etc.
- Desire for revenge and to rebuild the Temple, leading to more violence such as the Bar Kokhba revolt in 135 C.E., after which the Romans banned Jews from entering Jerusalem 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

Question 4. SACRED WRITINGS AND COMMENTARIES**Marks:***Answer A and B.*

- P2 SB4Aa In which of the following sections of the Hebrew Bible can the stories of the Patriarchs of Israel be found? (Tick ✓ the correct box)** **10**
Graded
- The Law The Prophets The Writings

Marking Criteria

An excellent answer will show knowledge of sacred writings within Judaism by accurately identifying ‘The Law’ as the answer relevant to the question.

- P2 SB4Ab *The Book of Exodus in the Hebrew Bible describes how Moses led the people of Israel out of slavery in Egypt.*** **30**
(15Mx2)
Outline what happened in two events which allowed Moses to lead the Jewish people out of Egypt. *Graded*

Marking Criteria

An excellent answer will show knowledge of the sacred writings of Judaism by setting out accurate information on what happened in two events which took place in Egypt that allowed Moses to lead the Jewish people out of slavery.

Possible Points

- Plagues etc.
- Passover 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

- P2 SB4Ba The name of Abraham’s wife was - (Tick ✓ the correct box)** **10**
Hannah Rebekah Sarah

Marking Criteria:

An excellent answer will show knowledge of the sacred writings of Judaism by correctly identifying ‘Sarah’ as the answer relevant to the question.

- P2 SB4Bb Describe one example from the Hebrew Bible of what Abraham was told by God about the members of his family.** **30**
Graded

Marking Criteria

An excellent answer will show knowledge of the sacred writings of Judaism by giving an accurate account of a time when Abraham and God spoke about the members of Abraham’s family.

Possible Points

- Covenant between God and Abraham — God promised Abraham as many descendants as there are stars in the sky; God also promises these descendants the land of Canaan, after they have been in slavery in Egypt etc.

- Abraham’s nephew Lot and his family lived in the city of Sodom; Abraham persuades God that even if there were only 10 good people in the city of Sodom it would be spared destruction etc.
- God promised Abraham and his wife Sarah a son of their own, even though they were both elderly people etc.
- God tells Abraham to take his son, Isaac, to a mountain top and sacrifice him; As Abraham is willing to do this, God considers him extremely faithful 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

Question 5. HEBREW LANGUAGE*Marks:**Answer A and B.*

- P2 SB5Aa In the grammar of the Hebrew language there are two genders. 10**
 (Tick ✓ the correct box) True False

Marking Criteria:

An excellent answer will show knowledge of the Hebrew language by accurately identifying 'True' as the answer relevant to the question.

- P2 SB5Ab In the Hebrew Bible there is a description of how Moses received the 'Law' from God. In the Hebrew Bible the word for 'Law' is (Tick ✓ the correct box) 10**
 מדרש תלמוד תורה

Marking Criteria

An excellent answer will show knowledge of sacred writings within Judaism by accurately identifying תורה as the Hebrew word for 'Law'.

- P2 SB5Ac Listed below are the Hebrew names of Jewish holy days and their names in English. Tick ✓ the correct box which matches the Hebrew name of each holy day with its name in English. The name of one holy day in Hebrew has been matched to its name in English as an example for you. 20**
 (10Mx2)
Graded

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately matching two names from the list of holy days in Hebrew with their translations in English.

Possible Points Names of Jewish Holy Days

	HANUKKAH	PURIM	YOM KIPPUR
חנוכה	✓		
יום כפור			✓
פורים		✓	

- P2 SB5Ba The Hebrew name of the first book of the Torah is בְּרֵאשִׁית . 10**
 What is the name of this book in English?

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately identifying 'Genesis' as the English name of the Hebrew book given in the question.

P2 SB5Bb Imagine that you overhear a rabbi speaking in Hebrew with a group of students who are about to celebrate their thirteenth birthday. Translate into English each of the following Hebrew phrases that you hear the rabbi use with the students:

20
Graded

- i. Hebrew: בר מצוה English: _____
 ii. Hebrew: בת מצוה English: _____

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately translating into English the Hebrew phrases given in the question.

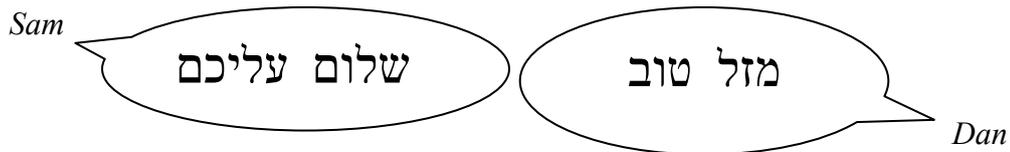
Possible Points

- i. Bar Mitzvah; son of the commandment etc.
- ii. Bat Mitzvah; daughter of the commandment 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

P2 SB5Bc. Read the conversation between Sam and Dan below:

10



For each statement in Hebrew above an English translation is given below. Tick ✓ the correct box for the English translation that matches each Hebrew statement.

Sam said ...

Thank you.
 Peace be with you.

Dan said ...

Congratulations.
 God be with you.

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately identifying שלום עליכם as 'Peace be with you' in English and מזל טוב as 'Congratulations' in English.

