



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

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 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 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 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 profile of the nature of the Covenant as outlined in texts from the Hebrew Bible.

Questions:

Marks:

P1 TA 1a. Name the person to whom the Sinai Covenant was revealed. 5M

Marking Criteria

An excellent answer will show knowledge of Jewish belief and the Covenant traditions by accurately identifying Moses as the answer relevant to the question.

P1 TA 1b. ● ABRAHAM ● DAVID ● NOAH

Outline what was involved in the Covenant made between God and one of the people listed above as described in the Hebrew Bible. 14M

Marking Criteria

An excellent answer will show knowledge of a range of texts relating to the Covenant in the Hebrew Bible by setting out accurate information on what was involved in the Covenant made between God and one of the people listed in the question.

Possible Points

- Abraham — a formal Covenant ceremony (Genesis 15); God, in the form of a flaming brazier went between the halves of sacrificed animals, promised Abraham as many descendants as there were stars in the sky etc.
- David — God chose David to be the king of Israel after King Saul and promised him that he would safeguard his reign etc.
- Noah — After the Flood, Noah and all living things were promised that God would never again destroy the world with water etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
14 > 12	11 > 10	9 > 8	7 > 6	5 > 4	3 > 2	1 > 0	14M

P1 TA 2a. Outline two ways that the Jewish understanding of God can be seen in the Covenant described in the Hebrew Bible. 5Mx2

Marking Criteria

An excellent answer will show an understanding of the Jewish concept of God by setting out accurate information on two aspects of the Jewish understanding of God that can be seen in the Covenant described in the Hebrew Bible.

Possible Points

- Judaism is a monotheistic religion acknowledging only one deity as seen in the Sinai Covenant's stress that the people of Israel should not worship other gods etc.
- The understanding of God as being on the side of the poor and the oppressed is evident in the Covenant terms outlined in the Torah — the people of Israel are to care for the poor and the oppressed because they were once slaves in Egypt 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

P1 TA 2 b. Describe one example of how the Covenant, outlined in the Hebrew Bible, has an impact on the daily lives of Jewish people.10M

Marking Criteria

An excellent answer will show knowledge of Jewish beliefs about the Covenant by giving accurate information on one example of the impact that the Covenant has on the daily lives of the Jewish people.

Possible Points

- To keep the Sabbath holy etc.
- To observe food restrictions as outlined in the Torah 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 TA 3 *In the Covenant between God and the Jewish people, Moses acted as a prophet.* Discuss the evidence for this statement making reference to the role Moses played in the Covenant between God and the Jewish people as described in the Hebrew Bible. 20M

Marking Criteria

An excellent answer will show knowledge of the Covenant in the Hebrew Bible by examining and drawing accurate conclusions about the prophetic role that Moses played in the Covenant between God and the Jewish people as described in the Hebrew Bible.

Possible Points

- Moses is different to other prophets e.g. Moses is the only person who has seen God face-to-face; Moses' information is clear and unambiguous, and can't be misinterpreted; the prophet par excellence, etc.
- Moses is similar to other prophets in that he relays divine messages, he carries out symbolic actions 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 TA 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 nature of the Covenant as outlined in texts from the Hebrew Bible. 21M

Marking Criteria

An excellent answer will show an understanding of Jewish beliefs and the Hebrew Bible by setting out accurate information on how three of the skills listed in the question were used in tracing the nature of the Covenant in texts from the Hebrew Bible.

Possible Points

- *Reflection/Evaluation* e.g. what key texts in the Hebrew Bible show about the nature of the Covenant etc.
- *Enquiry/Research* e.g. the nature of the Covenant revealed in the Hebrew Bible; looking up information on the early history of ancient Israel etc.
- *Organisation* e.g. constructing a coherent account for the project work from the research undertaken 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 the origin of Maimonides' Thirteen Principles of Faith and the importance of its content for Jewish people today.

Questions:

Marks:

P1 TB 1a. Maimonides' Thirteen Principles of Faith was written in what century? 5M

Marking Criteria

An excellent answer will show knowledge of the origins of Jewish beliefs by accurately identifying '12th century' as the answer relevant to the question.

P1 TB 1b. Explain two reasons why Maimonides' Thirteen Principles of Faith originally became widely used within Judaism. 7Mx2

Marking Criteria

An excellent answer will show knowledge of Jewish belief by setting out accurate information on two reasons why the 'Thirteen Principles of Faith' became widely accepted within Judaism.

Possible Points

- They are principles of religious faith on which most Jewish people can agree etc.
- The adoption of Maimonides' views by large populations such as Lithuanian Jewish communities meant that these spread and became better known as a mainstream view 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

P1 TB 2a. 'The Creator is a Unity, and he alone is our God, who was, and is, and will be.'

—'The Thirteen Principles of Faith'

Describe in your own words what Maimonides was saying about God in the above statement. 8M

Marking Criteria

An excellent answer will show knowledge of Jewish belief by giving an accurate account of what is being said about God in the principle of faith given in the question.

Possible Points

- The belief that there is only one God, who cannot be divided; Judaism is a strictly monotheistic religion 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	8M

P1 TB 2b. Outline in your own words another statement about God that is made in Maimonides' Thirteen Principles of Faith. 12M

Marking Criteria

An excellent answer will show knowledge of Jewish belief by setting out accurate information on what is being said about God in one of the 'Thirteen Principles of Faith' other than that given in question 2a.

Possible Points

1. God is the creator of all things. — the Jewish belief that the world was created by God etc.

3. The creator is not a body; he is free from all accidents of matter; and he has not any form whatsoever. — the belief that God is incorporeal – he is not to be thought of as being like a human etc.
4. The creator is the first and the last. — the belief that God is eternal etc.
5. To the creator, and to him alone, it is right to pray; it is not right to pray to any being besides him. — the belief that Jews are forbidden to follow other religions or other gods etc.
6. All the words of the prophets are true. — the belief in the communication of God to the prophets etc.
7. The prophecy of Moses our teacher was true; he was the chief of the prophets, both of those that proceeded and of those that followed him. — the belief that Moses was the prophet par excellence, God's words to him are of especial importance, etc.
8. The whole Law, now in our possession, is the same that was given to Moses. — the belief that both the written and the oral Law were handed down at Mt. Sinai to Moses by God etc.
9. This Law will not be changed, and that there will never be any other law from the Creator. — the belief in the eternal value of the Torah, and denies the value for Jewish readers of holy books given later to other faiths, etc.
10. The Creator knows every deed of the children of men, and all their thoughts, as it is said, 'It is he that fashions the heart of them all, and gives heed to all their deeds.' — the belief in the omniscience of God etc.
11. The Creator rewards those that keep his commandments, and punishes those that transgress them. — the belief in divine justice etc.
12. The Messiah will come and we will wait for him. — the belief in the coming of the Messiah and the messianic age etc.
13. There will be a resurrection of the dead at the time when it shall please the Creator. — the belief in God's power to raise the dead etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>	<i>Marks</i>
12 > 11	10 > 9	8 > 7	6 > 5	4 > 3 > 2 > 1 > 0	12M

P1 TB 3. *Maimonides' Thirteen Principles of Faith is used as a statement of belief in many Jewish congregations today.*
Discuss the evidence for this statement making reference to how Jewish people express their faith today. 20M

Marking Criteria

An excellent answer will show knowledge of Jewish belief by examining and drawing accurate conclusions about the use of the 'Thirteen Principles of Faith' as a creedal statement in Jewish congregations today.

Possible Points

- First written as a simple list of beliefs that were considered essential for Jews to believe in; a good summary of Jewish beliefs; the Thirteen Principles are regularly recited or sung as a part of a religious service etc.
- Not all Jews believe in all elements of the Thirteen Principles; a traditional element within the synagogue service 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 TB 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 the origin of Maimonides' Thirteen Principles of Faith and the importance of its content for Jewish people today. 21M

Marking Criteria

An excellent answer will show an understanding of Jewish beliefs by setting out accurate information on how three of the skills listed in the question were used in examining the origin of Maimonides' Thirteen Principles of Faith and drawing accurate conclusions about the importance of its content for Jewish people today.

Possible Points

- *Enquiry/Research* e.g. looking up information on mediaeval Judaism; the origin of Maimonides' Thirteen Principles of Faith etc
- *Organisation* e.g. constructing a coherent account for the project work from the research undertaken etc.
- *Reflection/Evaluation* e.g. the importance of Maimonides' Thirteen Principles of Faith for Jewish people today 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 Candidates must answer all questions in this section.

Questions: THE IRISH JEWISH COMMUNITIES AND THE JEWISH HOME

Marks:

Answer A and B.

P2 SA Aa. According to the Annals of Innisfallen, which Irish King received a visit from Jewish people? 5M

Marking Criteria

An excellent answer will show knowledge of the history of Jewish people in Ireland by accurately identifying the King of Munster/Tairdelbach as the answer relevant to the question.

**P2 SA Ab. *In past centuries Jewish people came to Ireland from different countries.*
Name one country from which Jewish people came to Ireland in past centuries. 5M**

Marking Criteria

An excellent answer will show knowledge of the history of the Jewish people in Ireland by accurately naming one country from which Jewish people have in past centuries come to Ireland.

Possible Points

- Spain; Portugal; Russia; Poland; Lithuania, etc.
- Etc.

P2 SA Ac. Explain one reason why Jewish people from different countries established communities in Ireland in past centuries. 20M

Marking Criteria

An excellent answer will show knowledge of the history of the Jewish people in Ireland by giving an accurate account of one reason why Jewish people came to Ireland from different countries in past centuries.

Possible Points

- Persecution, 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 SA Ba. *Challah is one of the Jewish food laws set out in the Hebrew Bible.*
Describe what is involved in this Jewish food law. 15M**

Marking Criteria

An excellent answer will show knowledge of the Jewish home by giving an accurate account of what is involved in the Challah commandment.

Possible Points

- The religious basis of the commandment is in the Book of Numbers (15:20), which orders a portion of dough to be set aside for the priests etc.
- Today Jewish people follow this commandment when making bread by saying a blessing before setting aside a small piece of dough which is then burnt 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 SA Bb. Outline what is involved in another Jewish food law that is set out in the Hebrew Bible. 15M

Marking Criteria

An excellent answer will show knowledge of Jewish food laws by setting out accurate information on a food law set out in the Hebrew Bible other than Challah.

Possible Points:

- Only animals that are ‘cloven-footed and chew the cud’ are kosher (Deut. 14) e.g. cow, lamb etc.; only fish with fins and scales are kosher (Lev. 11:3) e.g. cod, trout 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 SA Bc.

●KETUBBAH ●MEZUZAH

Explain two reasons why one of the objects listed above would be displayed in a Jewish home. 20M

Marking Criteria

An excellent answer will show knowledge of the Jewish home by giving an accurate account of two reasons why a Ketubah or Mezuzah would feature as part of a Jewish home.

Possible Points

- Ketubah — the traditional marriage document etc.
- Mezuzah — a small decorated case contains a scroll of the Shema representing God’s care for the house and the people; fulfils the command: ‘You shall write them upon the doorposts of your house and upon your gates’ (Deuteronomy 6 & Deuteronomy 11) 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 Candidates must answer all parts of three of the following five questions.

Question 1: SACREDNESS IN THE JEWISH FAITH

Marks:

Answer A and B.

P2 SB Q1 Aa. The religious ceremony that takes place under a Chuppah marks what event in a Jewish person's life? 5M

Marking Criteria

An excellent answer will show knowledge of the Jewish life cycle by identifying marriage as the answer relevant to the question.

P2 SB Q1 Ab. Outline what is involved in the religious ceremony that marks the death of a Jewish person. 20M

Marking Criteria

An excellent answer will show an understanding of the Jewish life cycle by setting out accurate information on what is involved in the religious ceremony that mark the death of a Jewish person.

Possible Points

- The body is washed and dressed in a white shroud to symbolise that all are equal in death; funeral service has readings from Psalms, other scriptures and a eulogy; the bereaved family help to bury the coffin 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 SB Q1 Ba. Describe the structure of the Jewish Calendar Year. 15M

Marking Criteria

An excellent answer will show an understanding of the Jewish calendar by giving an accurate account on how the Jewish calendar year is organised using both lunar and solar calendar years.

<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 SB Q1 Bb. Outline the historical basis of one Jewish pilgrimage holiday. 20M

Marking Criteria

An excellent answer will show knowledge of a Jewish pilgrimage holiday by setting out accurate information on the historical basis of one of the Jewish pilgrimage holidays.

Possible Points

- Passover — the liberation of the Hebrew people from slavery in Egypt following the plagues; the first Passover meal was a hasty dinner eaten before leaving the country 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 SB Q1 Bc. Describe two of the main traditions associated with the Jewish High Holy Day of Rosh Hashanah. 20M

Marking Criteria

An excellent answer will show an understanding of a Jewish holiday by giving an accurate account of two of the main traditions associated with Rosh Hashanah.

Possible Points

- Celebrated over two days when special foods are eaten; the Shofar is sounded 100 times each day (Lev 23:24-25) etc.
- The colour white adorns the Torah scroll mantles used in Synagogue services 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

Answer A and B.

P2 SB Q2 Aa. What was the name of the Jewish King who built the First Temple in Jerusalem? 5M

Marking Criteria

An excellent answer will show knowledge of the building of the First Temple in Jerusalem as described in biblical texts by accurately naming 'Solomon' as the answer relevant to the question.

P2 SB Q2 Ab. What was the name of the non-Jewish King who sent skilled workers to help build the First Temple in Jerusalem? 5M

Marking Criteria

An excellent answer will show knowledge of the building of the First Temple in Jerusalem as described in biblical texts by accurately identifying King Hiram/Hiram of Tyre/the King of Tyre as the answer relevant to the question.

P2 SB Q2 Ac. Explain one reason outlined in the Hebrew Bible why King David did not build the First Temple in Jerusalem. 20M

Marking Criteria

An excellent answer will show knowledge of the building of the First Temple in Jerusalem as described in biblical texts by giving an accurate account of one reason given in the Hebrew Bible why King David was unable to build the First Temple in Jerusalem.

Possible Points

- King David had been associated with violence — “Thou shalt not build a house for My name, because thou art a man of war, and hast shed blood.” (I Chronicles 28:3) 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 SB Q2 Ba. Describe two features that are found within a synagogue and explain the function of each. 20M

Marking Criteria

An excellent answer will show knowledge of sacred places in Judaism by giving accurate information on two features of a synagogue and their function.

Possible Points

- Women's gallery in orthodox synagogues — a separate area for women to sit during services etc.
- Bimah – Raised platform or area on which a person stands to read from the Torah scrolls during a service; shows the importance of reading the Torah, 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 SB Q2 Bb. Explain two reasons why the synagogue was important for the Jewish people after the destruction of the Second Temple in Jerusalem. 30M

Marking Criteria

An excellent answer will show knowledge of sacred places in Judaism and the history of the synagogue by giving an accurate account of two reasons why the synagogue was important for Jewish people after the destruction of the Second Temple in Jerusalem in 70 CE.

Possible Points

- It was not possible to offer sacrifices as had been done in the Temple and alternative worship forms were needed etc.
- Jewish people had left Jerusalem and Judah/Judaea, either for refuge or as prisoners of war and needed places of worship in the lands in which they found themselves 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

Answer A and B.

P2 SB Q3 Aa. Describe what life was like for Jewish people living in the Warsaw Ghetto during the Holocaust (Shoah). 20M

Marking Criteria

An excellent answer will show knowledge of the Holocaust (Shoah) by giving an accurate account of the conditions in which people were living in the Warsaw Ghetto during the Holocaust (Shoah).

Possible Points

- At first people tried to maintain as normal a life as possible, keeping schools and cafes open; communal soup kitchens were set up as a self-help measure as the official food ration was only 200-300 calories per day etc.
- The Ghetto was massively overcrowded, and deliberately lacked proper sanitation which led to outbreaks of disease, including a typhoid epidemic in 1941 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 SB Q3 Ab. Outline another example of a Nazi anti-Jewish policy that was promoted during the Holocaust (Shoah). 20M

Marking Criteria

An excellent answer will show knowledge of Nazi anti-Jewish policies during the Holocaust (Shoah) by setting out accurate information on a policy promoted during the Holocaust (Shoah) other than the segregation of Jewish people into ghettos.

Possible Points

- Requiring all Jewish people to wear a yellow Star of David etc.
- Dissolving the marriages of Jewish people to non-Jewish people 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 SB Q3 Ba. Describe two challenges that faced the survivors of the Holocaust (Shoah) after the Second World War. 20M

Marking Criteria

An excellent answer will show knowledge of the consequences of the Holocaust (Shoah) by giving an accurate account of two challenges that faced Holocaust survivors after the Second World War.

Possible Points

- Many survivors had no means of identification and were classed as 'displaced persons' etc.
- Many survivors who returned to their homes found their property had been seized 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 SB Q3 Bb. Explain why the title ‘The Righteous’ was given to *either* a person or group after the Second World War. 20M

Marking Criteria

An excellent answer will show an understanding of the effects of the Holocaust by giving an accurate account of one or more reasons why a person or group received the title ‘The Righteous’ after the Second World War.

Possible Points

- Righteous Among the Nations — an honorific term used by the modern state of Israel for non-Jewish people who risked their lives to save Jews during the Holocaust 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

Answer A and B.

P2 SB Q4 Aa. Name the five books of the Torah that are contained in the Hebrew Bible. (4Mx5)

Marking Criteria

An excellent answer will show knowledge of sacred writings by accurately identifying the names of the five books of the Torah as the books of Genesis, Exodus, Leviticus, Numbers, Deuteronomy.

P2 SB Q4 Ab. *Deborah was one of the judges whose story is told in the Hebrew Bible.* Outline the role that Deborah played as a judge in the story of the Jewish people described in the Hebrew Bible. 25M

Marking Criteria

An excellent answer will show knowledge of the role played by Deborah in the Hebrew Bible by setting out accurate information on Deborah's role as a judge in the story of the Jewish people as described in the Hebrew Bible.

Possible Points

- Deborah is presented as an ethical person, settling disputes in the hill country of Ephraim etc.
- She acts as a prophet, chastising Barak for a lack of confidence and faith etc.
- 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

P2 SB Q4 Ba. Describe what is meant by the term 'Midrash'. 10M

Marking Criteria

An excellent answer will show knowledge of Jewish sacred writings by giving an accurate account of how 'Midrash' is derived from the Hebrew verb to inquire/investigate.

<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

P2 SB Q4 Bb. Explain why 'Midrash' is included in the sacred writings within Judaism. 25M

Marking Criteria

An excellent answer will show knowledge of Jewish sacred texts by giving one or more accurate reasons why the midrash tradition is part of Jewish sacred writings.

Possible Points

- To resolve problems in the interpretation of difficult passages of the Hebrew Bible etc.
- A form of rabbinic literature that fills in gaps left in the biblical narrative regarding events and personalities etc.
- Etc.

Allow descriptive answers, e.g. Genesis in the Hebrew Bible tells us nothing about Abraham's childhood, but the Midrash tells us he believed in one God, unlike his father 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

Answer A and B.

P2 SB Q5 Aa. Translate each of the following Hebrew words and phrases into English:

i. שְׁלוֹמֶךָ מָה ii. תּוֹדָה iii. שְׁמוֹת 5Mx3

Marking Criteria

An excellent answer will show an appreciation of the written and oral traditions in Judaism by accurately translating into English the Hebrew greeting, salutation and sacred text given in the question.

Possible Points

i. שְׁלוֹמֶךָ מָה — Hello; How are you? etc.

ii. תּוֹדָה – Thanks; thank you etc.

iii. שְׁמוֹת — Exodus

P2 SB Q5 Ab. Imagine that you overhear people talking about the Jewish High Holy Day of ראש השנה. What is the name of the above Jewish High Holy Day in English? 15M*Marking Criteria*

An excellent answer will show an appreciation of the written and oral traditions in Judaism by accurately translating into English ראש השנה as the Jewish feast of Rosh Hashanah/New Year's day.

P2 SB Q5 Ac. Read the following Hebrew names of people whose stories are told in the Hebrew Bible and give each name in English. i. יַעֲקֹב ii. יִצְחָק iii. אַבְרָהָם 5Mx3*Marking Criteria*

An excellent answer will demonstrate the ability to recognise and translate Hebrew words by accurately identifying i. יַעֲקֹב as Jacob; ii. יִצְחָק as Isaac; iii. אַבְרָהָם as Abraham.

P2 SB Q5 B The Book of Exodus in the Hebrew Bible describes how God gave the people of Israel commandments. Read the example below of such a commandment and answer the questions that follow:כִּבֵּד אֶת-אָבִיךָ וְאֶת-אִמְךָ לְמַעַן יָאָרְכוּן יְמֵיךָ עַל הָאָדָמָה
אֲשֶׁר-יְהוָה אֱלֹהֶיךָ נָתַן לָךְ:**a. Translate into English the verb that is used in the above commandment. 15M***Marking Criteria*

An excellent answer will show knowledge of the Hebrew language and core phrases within a Biblical passage by accurately stating in English a verb that is used in the commandment given in the question.

Possible Points

- Honour etc.
- Etc.

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

P2 SB Q5 Bb. Describe in your own words what is being asked of the Jewish people in the above commandment. 20M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language and core phrases within a Biblical passage by giving an accurate account of how the commandment given in the question asks the Jewish people to 'Honour thy father and thy mother'.

<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

