



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Junior Certificate 2018**

**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.

## **General 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**  
**Project Work Title A**

**An examination of the Jewish people's monotheistic understanding of God and its origins in the Hebrew Bible.**

**Part 1 Title A Question 1 a.**

**The name of God was first revealed to which one of the following people in the Hebrew Bible? (Tick ✓ the correct box) ABRAHAM  MOSES  5M**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of revelation in the Hebrew Biblical tradition by accurately identifying 'MOSES' as the answer relevant to the question.

**Part 1 Title A Question 1 b.**

***According to the Hebrew Bible, the will of God was revealed to the Jewish people through historical events. Describe two events outlined in the Hebrew Bible and explain what each revealed to the Jewish people about the will of God. 7M x 2***

*Marking Criteria and points of reference:*

An excellent answer will show understanding of revelation in the Hebrew Biblical tradition by giving an accurate account of what was revealed about God in two events outlined in the Hebrew Bible.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	6 – 7 X 2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	5
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	4
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	3
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	2
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 1 Title A Question 2 a.**

***'Hear O Israel, the Lord our God, is One.'* (Deuteronomy 6:4)**

**Explain two ways that the Jewish understanding of God can be seen in the text from the Hebrew Bible given above. 5M x 2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish concept of God by giving an accurate account of two ways the Jewish understanding of God can be seen in the text given in the question.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	MARKS
5	4	3	2	1 > 0	5 M x 2

**Part 1 Title A Question 2 b.**

**Describe two examples of how a monotheistic understanding of God can be seen in Jewish religious practice today. 10M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Jewish monotheistic belief by giving an accurate account of how belief in one God can be seen in two examples of Jewish religious practice today.

<ul style="list-style-type: none"><li>• substantial evidence of MC</li><li>• completely &amp; clearly relevant</li></ul>	<ul style="list-style-type: none"><li>• no major error(s)</li><li>• excellent use of skill(s)</li></ul>	EXCELLENT	9 - 10
<ul style="list-style-type: none"><li>• very good evidence of MC</li><li>• clearly relevant</li></ul>	<ul style="list-style-type: none"><li>• very little evidence of major error(s)</li><li>• very good use of skill(s)</li></ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"><li>• good evidence of MC</li><li>• generally relevant</li></ul>	<ul style="list-style-type: none"><li>• little evidence of major error(s)</li><li>• good use of skill(s)</li></ul>	GOOD	6
<ul style="list-style-type: none"><li>• adequate evidence of MC</li><li>• limited relevance</li></ul>	<ul style="list-style-type: none"><li>• some major error(s)</li><li>• some use of skill(s)</li></ul>	FAIR	4 - 5
<ul style="list-style-type: none"><li>• inadequate evidence of MC</li><li>• little relevance</li></ul>	<ul style="list-style-type: none"><li>• many major error(s)</li><li>• little use of skill(s)</li></ul>	WEAK	3
<ul style="list-style-type: none"><li>• little evidence of MC</li><li>• very little relevance</li></ul>	<ul style="list-style-type: none"><li>• substantial error(s)</li><li>• very little use of skill(s)</li></ul>	VERY WEAK	2
<ul style="list-style-type: none"><li>• very little/no evidence of MC</li><li>• no relevance</li></ul>	<ul style="list-style-type: none"><li>• many substantial error(s)</li><li>• no use of skill(s)</li></ul>	NO GRADE	0 - 1

**Part 1 Title A Question 3.**

***Moses acted as an intermediary between God and the Jewish people.* Discuss the evidence for this statement, making reference to two examples of the role that Moses played in the story of the Jewish people as outlined in the Hebrew Bible. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of revelation in the Hebrew Biblical tradition by examining the story of the Jewish people in the Hebrew Bible and drawing accurate conclusions about two examples of how Moses acted as an intermediary between God and the Jewish people.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10 X 2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 1 Title A Question 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 looking closely at the Jewish people's monotheistic understanding of God and its origins in the Hebrew Bible. 21M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish monotheistic understanding of God by setting out accurate information on how three of the skills listed in the question were used in looking closely at how Jewish belief in one God can be seen in the Hebrew Bible.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	6 – 7 X 3
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	5
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	4
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	3
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	2
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

Or

**Title B**

**A profile of the connection between the Covenant and the land of Israel as outlined in the Hebrew Bible.**

**Part 1 Title B Question 1 a.**

**The Hebrew Bible outlines how God promised Abraham and his descendants a new home in the land of — (Tick ✓ the correct box) CANAAN  EGYPT  SYRIA  5M**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of the Covenant and the land of Israel by accurately identifying ‘CANAAN’ as the answer relevant to the question.

**Part 1 Title B Question 1 b.**

**Describe one example of how caring for the land was part of the Covenant outlined in the Hebrew Bible. 14M**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of the connection between the Covenant and the land of Israel by giving an accurate account of how care of the land was part of the Covenant outlined in the Hebrew Bible.

<ul style="list-style-type: none"> <li>substantial evidence of MC</li> <li>completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>no major error(s)</li> <li>excellent use of skill(s)</li> </ul>	EXCELLENT	12 - 14
<ul style="list-style-type: none"> <li>very good evidence of MC</li> <li>clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>very little evidence of major error(s)</li> <li>very good use of skill(s)</li> </ul>	VERY GOOD	10 - 11
<ul style="list-style-type: none"> <li>good evidence of MC</li> <li>generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of major error(s)</li> <li>good use of skill(s)</li> </ul>	GOOD	8 - 9
<ul style="list-style-type: none"> <li>adequate evidence of MC</li> <li>limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>some major error(s)</li> <li>some use of skill(s)</li> </ul>	FAIR	6 - 7
<ul style="list-style-type: none"> <li>inadequate evidence of MC</li> <li>little relevance</li> </ul>	<ul style="list-style-type: none"> <li>many major error(s)</li> <li>little use of skill(s)</li> </ul>	WEAK	4 - 5
<ul style="list-style-type: none"> <li>little evidence of MC</li> <li>very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>substantial error(s)</li> <li>very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"> <li>very little/no evidence of MC</li> <li>no relevance</li> </ul>	<ul style="list-style-type: none"> <li>many substantial error(s)</li> <li>no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 1 Title B Question 2 a.**

***Canaanite agricultural festivals were adapted by the Jewish people when they settled in the land of Israel. One Canaanite agricultural festival listed below has been matched to the Jewish festival which adapted it as an example for you. Make one other match. 5M***

JEWISH FESTIVALS:	CANAANITE AGRICULTURAL FESTIVALS:		
	AUTUMN FESTIVAL	EARLY SUMMER FESTIVAL	SPRING FESTIVAL
PESACH			✓
SHAVUOT			
SUKKOT			

*Marking Criteria and points of reference:*

An excellent answer will show understanding of the connection between the Covenant and the land of Israel by accurately making one of the following matches:

JEWISH FESTIVALS:	CANAANITE AGRICULTURAL FESTIVALS:	
	AUTUMN FESTIVAL	EARLY SUMMER FESTIVAL
SHAVUOT		✓
SUKKOT	✓	

**Part 1 Title B Question 2 b.**

- PESACH • SHAVUOT • SUKKOT

**Explain why each of the Jewish festivals listed above was celebrated when the Jewish people settled in the land of Israel. 5M x 3**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of the connection between the Covenant and the land of Israel by giving an accurate account of a reason why when the Jewish people settled in the land of Israel Pesach was celebrated to commemorate the Passover and Exodus from Egypt etc., Sukkot was a celebration of the dwelling in tents during the time in the desert etc. and Shavuot was celebrated to mark the giving of the Law on Mt. Sinai etc.

EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	MARKS
5	4	3	2	1 > 0	5M x 3

**Part 1 Title B Question 3**

**Outline two ways that the Covenant laws protected the rights of people who were poor and weak within the land of Israel. 10M x 2**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of the connection between the Covenant and the land of Israel by setting out accurate information on two ways that Covenant laws protected the rights of the poor and weak within the land of Israel.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10 X 2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1



**Part 1 Title B Question 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 tracing the connection between the Covenant and the land of Israel as outlined in the Hebrew Bible. 7M x 3**

*Marking Criteria and points of reference:*

An excellent answer will show understanding of the connection between the Covenant and the land of Israel by setting out accurate information on how three of the skills listed in the question were used in tracing how the land of Israel is linked to the Covenant in the Hebrew Bible.

<ul style="list-style-type: none"> <li>● substantial evidence of MC</li> <li>● completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>● no major error(s)</li> <li>● excellent use of skill(s)</li> </ul>	EXCELLENT	6 – 7 X 3
<ul style="list-style-type: none"> <li>● very good evidence of MC</li> <li>● clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>● very little evidence of major error(s)</li> <li>● very good use of skill(s)</li> </ul>	VERY GOOD	5
<ul style="list-style-type: none"> <li>● good evidence of MC</li> <li>● generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>● little evidence of major error(s)</li> <li>● good use of skill(s)</li> </ul>	GOOD	4
<ul style="list-style-type: none"> <li>● adequate evidence of MC</li> <li>● limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>● some major error(s)</li> <li>● some use of skill(s)</li> </ul>	FAIR	3
<ul style="list-style-type: none"> <li>● inadequate evidence of MC</li> <li>● little relevance</li> </ul>	<ul style="list-style-type: none"> <li>● many major error(s)</li> <li>● little use of skill(s)</li> </ul>	WEAK	2
<ul style="list-style-type: none"> <li>● little evidence of MC</li> <li>● very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>● substantial error(s)</li> <li>● very little use of skill(s)</li> </ul>	VERY WEAK	
<ul style="list-style-type: none"> <li>● very little/no evidence of MC</li> <li>● no relevance</li> </ul>	<ul style="list-style-type: none"> <li>● many substantial error(s)</li> <li>● no use of skill(s)</li> </ul>	NO GRADE	0 - 1

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

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

**Part 2 Section A Question A a.**

**Pictured below are Irish Jewish people who contributed in different ways to Irish society.**

- ELLEN CUFFE ● ROBERT BRISCOE

**Outline how an Irish Jewish person, that you have studied, has contributed to political and cultural life in Ireland. 20M.**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Irish Jewish communities by setting out accurate information on how one Irish Jewish person, such as Ellen Cuffe or Robert Briscoe etc., has participated in political and cultural life in Ireland.

<ul style="list-style-type: none"> <li>● substantial evidence of MC</li> <li>● completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>● no major error(s)</li> <li>● excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>● very good evidence of MC</li> <li>● clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>● very little evidence of major error(s)</li> <li>● very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>● good evidence of MC</li> <li>● generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>● little evidence of major error(s)</li> <li>● good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>● adequate evidence of MC</li> <li>● limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>● some major error(s)</li> <li>● some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>● inadequate evidence of MC</li> <li>● little relevance</li> </ul>	<ul style="list-style-type: none"> <li>● many major error(s)</li> <li>● little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>● little evidence of MC</li> <li>● very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>● substantial error(s)</li> <li>● very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>● very little/no evidence of MC</li> <li>● no relevance</li> </ul>	<ul style="list-style-type: none"> <li>● many substantial error(s)</li> <li>● no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section A Question A b.**

- THE BOARD OF GUARDIANS ● THE HOLY BURIAL SOCIETY ● THE REPRESENTATIVE COUNCIL

**Explain the role two of the above play in a Jewish community. 10M x 2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish communities by giving an accurate account of the part two of the institutions listed in the question play in a Jewish community.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10 X 2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section A Question B a.**

***The home and family are central pillars of Jewish faith and culture.***

**Name one religious activity that takes place in the Jewish home. 10M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish home by accurately identifying one religious activity such as lighting the Shabbat candles, the Passover Seder etc. that takes place in the Jewish home.

**Part 2 Section A Question B b.**

**Describe what happens during the religious activity in the Jewish home that you have named in part B a) above. 15M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish home by giving an accurate account of one or more religious rituals that takes place in a Jewish home during the religious activity identified in part B a) of the question.

Note: Avoid consequential penalties.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	13 - 15
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	11 - 12
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	8 - 10
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	6 - 7
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	4 - 5
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section A Question B c.**

**Explain how the religious beliefs of Jewish people are expressed in the activity that you have named in part B a) above. 15M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the significance of the home in Judaism by giving an accurate account of how the religious beliefs of Jewish people can be seen in the religious activity identified in part B a) of the question.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	13 - 15
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	11 - 12
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	8 - 10
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	6 - 7
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	4 - 5
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 SECTION B Candidates must answer three of the following five questions.**

**Part 2 SECTION B QUESTION 1. SACREDNESS IN THE JEWISH FAITH** *Answer A and B.*

**Part 2 Section B Question 1 A a.**

**Explain how a person’s responsibility to care for animal life can be seen in a creation account in the Hebrew Bible. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the sacredness of life in the Jewish faith by giving an accurate account of one way that the responsibility to care for animal life can be seen in a creation account from the Hebrew Bible.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 1 A b.**

**Describe two examples of how care for animal life is reflected in the Commandments within the Hebrew Bible. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the sacredness of life in the Jewish faith by giving an accurate account of two examples of how concern for the care of animals can be seen in the Commandments within the Hebrew Bible.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10 X 2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 1 B a.**

● **BAR MITZVAH** ● **BAT MITZVAH/CHAYIL**

**Describe a religious custom that is involved in one of the above events in a Jewish person's life. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the Jewish life cycle by giving an accurate account of a symbolic action or gesture that takes place during the religious celebration of Bar Mitzvah or Bat Mitzvah/Chayil.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 1 B b.**

**Outline two ways that the role of a person changes when they become an adult member of a Jewish community. 10M x 2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Jewish life cycle by setting out accurate information on two changes in the role that a Jewish person can play when he/she becomes an adult member of a Jewish community.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10 X 2
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**PART 2 SECTION B QUESTION 2. HOLY PLACES**

*Answer A and B.*

**Part 2 Section B Question 2 A a.**

**Explain why a Perpetual Lamp is a feature of a synagogue. 15M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a synagogue by giving one or more accurate reasons which accounts for why a Perpetual Lamp has a place within a synagogue.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	13 - 15
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	11 - 12
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	8 - 10
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	6 - 7
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	4 - 5
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 3
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 2 A b.**

**Examine the role that a synagogue plays within a Jewish community in Ireland today. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a synagogue by looking closely at how a synagogue serves a Jewish community in Ireland today as a place of worship, education etc.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 2 B a.**

● COMMUNAL PRAYER ● PRIVATE PRAYER

**Describe an example of what is involved in one of the above types of prayer within Judaism. 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of prayer in Judaism by giving an accurate account of what is involved in *either* communal prayer, such as reciting the Amidah in a congregational setting, *or* private individual prayer within Judaism.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1



**Part 2 Section B Question 2 B b.**

**Explain why both communal and private prayer can play an important part in the life of a Jewish person today. 25M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the function and significance of prayer in Judaism by giving one or more accurate reasons why both communal and private prayer have significance in Judaism.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	22 - 25
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	18 - 21
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	14 - 17
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	10 - 13
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	6 - 9
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	3 - 5
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 2

**Part 2 SECTION B QUESTION 3. THE HOLOCAUST (SHOAH)**

*Answer A and B.*

**Part 2 Section B Question 3 A a.**

**Name one group, other than the Jewish people, who were persecuted by the Nazis during the Holocaust (Shoah). 10M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Holocaust (Shoah) by accurately identifying one group of people, other than the Jewish people, such as gypsies etc. who were persecuted by the Nazis during the Holocaust (Shoah).

**Part 2 Section B Question 3 A b.**

**Describe one example of a Nazi anti-Jewish policy that set Jewish people apart from others in society. 25M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Nazi anti-Jewish policies during the Holocaust (Shoah) by giving an accurate account of one Nazi policy that set Jewish people apart from the rest of society such as State-sponsored propaganda, the Nuremberg Laws, forcing Jewish people to live in ghettos etc.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	22 - 25
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	18 - 21
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	14 - 17
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	10 - 13
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	6 - 9
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	3 - 5
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 2

**Part 2 Section B Question 3 B a.**

**Explain why the phrase 'Final Solution' is particularly associated with the Holocaust (Shoah). 20M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Holocaust (Shoah) by giving one or more accurate reasons why the phrase 'Final Solution' to the Jewish Question is particularly associated with the Holocaust (Shoah).

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	17 - 20
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	14 - 16
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	11 - 13
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	8 - 10
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	5 - 7
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2 - 4
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 3 B b.**

**Describe one example of how the Holocaust (Shoah) was been recalled in remembrance events since the end of the Second World War. 25M**

*Marking Criteria and points of reference:*

An excellent answer will show an understanding of the aftermath of the Holocaust (Shoah) by giving an accurate account of how the Holocaust (Shoah) has been recalled in one event or activity which has taken place since the end of the Second World War.

<ul style="list-style-type: none"><li>• substantial evidence of MC</li><li>• completely &amp; clearly relevant</li></ul>	<ul style="list-style-type: none"><li>• no major error(s)</li><li>• excellent use of skill(s)</li></ul>	EXCELLENT	22 - 25
<ul style="list-style-type: none"><li>• very good evidence of MC</li><li>• clearly relevant</li></ul>	<ul style="list-style-type: none"><li>• very little evidence of major error(s)</li><li>• very good use of skill(s)</li></ul>	VERY GOOD	18 - 21
<ul style="list-style-type: none"><li>• good evidence of MC</li><li>• generally relevant</li></ul>	<ul style="list-style-type: none"><li>• little evidence of major error(s)</li><li>• good use of skill(s)</li></ul>	GOOD	14 - 17
<ul style="list-style-type: none"><li>• adequate evidence of MC</li><li>• limited relevance</li></ul>	<ul style="list-style-type: none"><li>• some major error(s)</li><li>• some use of skill(s)</li></ul>	FAIR	10 - 13
<ul style="list-style-type: none"><li>• inadequate evidence of MC</li><li>• little relevance</li></ul>	<ul style="list-style-type: none"><li>• many major error(s)</li><li>• little use of skill(s)</li></ul>	WEAK	6 - 9
<ul style="list-style-type: none"><li>• little evidence of MC</li><li>• very little relevance</li></ul>	<ul style="list-style-type: none"><li>• substantial error(s)</li><li>• very little use of skill(s)</li></ul>	VERY WEAK	3 - 5
<ul style="list-style-type: none"><li>• very little/no evidence of MC</li><li>• no relevance</li></ul>	<ul style="list-style-type: none"><li>• many substantial error(s)</li><li>• no use of skill(s)</li></ul>	NO GRADE	0 - 2

**Part 2 SECTION B QUESTION 4. SACRED WRITINGS AND COMMENTARIES Answer A and B.**

**Part 2 Section B Question 4 A a.**

**Name one rabbi who is particularly associated with commentaries on the Jewish law. 10M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Jewish sacred writings by accurately identifying one rabbi who has written a commentary on the Halacha (Jewish law) such as Joseph Caro (Caro), Rashi (Rabbi Shlomo Yitzchaki), Maimonides (Rambam/Rabbi Moses ben Maimon) etc.

**Part 2 Section B Question 4 A b.**

**Describe how the work of the rabbi that you have named in part A a) above is used by Jewish people today. 25M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Jewish sacred texts and commentaries by giving an accurate account of how Jewish people today use the commentaries on the Jewish law produced by the rabbi identified in part A a) of the question, to check points of rabbinic law or preserve and interpret the Talmud etc.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	22 - 25
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	18 - 21
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	14 - 17
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	10 - 13
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	6 - 9
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	3 - 5
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 2

**Part 2 Section B Question 4 B a.**

**Name the three sections into which the Hebrew Bible is divided. 5M x3**

*Marking Criteria and points of reference:*

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

**Part 2 Section B Question 4 B b.**

**Outline the type of literature found in each of the three sections in the Hebrew Bible. 10M x 3**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of Jewish sacred texts by setting out accurate information on how the Torah includes stories of Creation, the Patriarchs, the Exodus, the Covenant and law codes etc., Nevi'im includes stories about the conquest of Israel, the monarchies of Israel and Judah as well as the poetic writings of the prophets etc. and Ketuvim includes stories of the post-exilic era, the early era of Israel's history as well as 'Wisdom' literature, psalms, proverbs etc.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10 X 3
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 SECTION B QUESTION 5. THE HEBREW LANGUAGE**

*Answer A and B.*

**Part 2 Section B Question 5 A a.**

*The Hebrew Bible describes the observance of the שלוש רגלים. Translate this phrase into English. 10M*

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of a core Hebrew Biblical phrase by accurately translating this phrase as the 'Three Pilgrim/Pilgrimage/Foot Festivals'.

**Part 2 Section B Question 5 A b.**

**Outline one way that Biblical Hebrew is different to Modern Hebrew. 10M**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Hebrew language by setting out accurate information on one difference between Biblical and Modern Hebrew such as, the way Modern Hebrew is often written in cursive script; the meaning of many classical Hebrew verbs has been adapted for modern usage; Modern Hebrew has a much wider vocabulary than Biblical Hebrew including many loan words that are used to describe modern phenomena etc.

<ul style="list-style-type: none"> <li>• substantial evidence of MC</li> <li>• completely &amp; clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• no major error(s)</li> <li>• excellent use of skill(s)</li> </ul>	EXCELLENT	9 – 10
<ul style="list-style-type: none"> <li>• very good evidence of MC</li> <li>• clearly relevant</li> </ul>	<ul style="list-style-type: none"> <li>• very little evidence of major error(s)</li> <li>• very good use of skill(s)</li> </ul>	VERY GOOD	7 - 8
<ul style="list-style-type: none"> <li>• good evidence of MC</li> <li>• generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• little evidence of major error(s)</li> <li>• good use of skill(s)</li> </ul>	GOOD	6
<ul style="list-style-type: none"> <li>• adequate evidence of MC</li> <li>• limited relevance</li> </ul>	<ul style="list-style-type: none"> <li>• some major error(s)</li> <li>• some use of skill(s)</li> </ul>	FAIR	4 - 5
<ul style="list-style-type: none"> <li>• inadequate evidence of MC</li> <li>• little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many major error(s)</li> <li>• little use of skill(s)</li> </ul>	WEAK	3
<ul style="list-style-type: none"> <li>• little evidence of MC</li> <li>• very little relevance</li> </ul>	<ul style="list-style-type: none"> <li>• substantial error(s)</li> <li>• very little use of skill(s)</li> </ul>	VERY WEAK	2
<ul style="list-style-type: none"> <li>• very little/no evidence of MC</li> <li>• no relevance</li> </ul>	<ul style="list-style-type: none"> <li>• many substantial error(s)</li> <li>• no use of skill(s)</li> </ul>	NO GRADE	0 - 1

**Part 2 Section B Question 5 B a i.**

*Many sections of the Pentateuch begin with the phrase —*

וידבר יהוה אל משה לאמר

**Write in English: Who is speaking in the above phrase? 10M**

*Marking Criteria and points of reference:*

An excellent answer will demonstrate the ability to recognise and translate Hebrew words by accurately identifying the figure in question as God (YHWH).

**Part 2 Section B Question 5 B a ii.**

*Many sections of the Pentateuch begin with the phrase —*

וידבר יהוה אל משה לאמר

**Write in English: The name of the person who is being addressed in the above phrase. 10M**

*Marking Criteria and points of reference:*

An excellent answer will demonstrate the ability to recognise and translate Hebrew words by accurately identifying the person being addressed as Moses/Moshe.

**Part 2 Section B Question 5 B b i.**

**Two verbs are used in the above phrase. Write in Hebrew the roots of both of these verbs. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Hebrew language and Hebrew grammar by accurately identifying the roots of the verbs as דבר and אמר.

**Part 2 Section B Question 5 B b ii.**

**Translate into English the roots of both verbs that you have written above. 10Mx2**

*Marking Criteria and points of reference:*

An excellent answer will show knowledge of the Hebrew language and Hebrew grammar by accurately translating the verb root of **דבר** as 'speak' and the verb root of **אמר** as 'say'.

