



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

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 in the marking scheme, the mark for the answer to the question is awarded within a range from excellent to very good, good, fair, weak, very weak or no grade.

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

PART 1

Title A

A profile of the evidence in the Hebrew Bible that the First Temple in Jerusalem was the central holy place for Jewish people.

P1 A1a. According to the Hebrew Bible the foreign king who helped King Solomon to build the First Temple in Jerusalem was —

(Tick ✓ the correct box) KING BEN-HADAD OF EDOM
KING HIRAM OF TYRE KING MESHACH OF MOAB 5M

Marking Criteria

An excellent answer will show knowledge of the First Jerusalem Temple by accurately identifying 'KING HIRAM OF TYRE' as the answer relevant to the question.

P1 A1b. Which one of the following places was the site of the First Temple in Jerusalem according to the Hebrew Bible?

(Tick ✓ the correct box) MOUNT GERIZIM MOUNT ZION 5M

Marking Criteria

An excellent answer will show knowledge of the First Jerusalem Temple by accurately identifying 'MOUNT ZION' as the answer relevant to the question.

P1 A1c. Outline one example of how the design and decoration of the First Temple in Jerusalem reflected its importance for the Jewish people. 9M

Marking Criteria

An excellent answer will show knowledge of the First Jerusalem Temple by setting out accurate information on one example of how the design and decoration of the First Jerusalem Temple reflected the importance it had for the Jewish people.

Possible Points

- Tabernacle — built to house the Ark of the Lord; courtyard — designed as a place of assembly etc.
- Porch — designed to separate sacred area from profane; the cherubim protecting the Holy of Holies depicted heavenly creatures etc.
- Etc.

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

P1 A2a. The priests who served in the First Temple in Jerusalem were from the tribe of Levi. (Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show knowledge of the role of the priests in the First Jerusalem Temple by accurately identifying 'True' as the answer relevant to the question.

P1 A2b. This is a picture of a service performed by a priest each day in the First Temple in Jerusalem.

Explain how one thing in this picture suggests that it is based on a priest in the First Temple in Jerusalem. 5M

Marking Criteria

An excellent answer will show knowledge of the First Jerusalem Temple by accurately identifying one thing from the picture which suggests that it is based on a priest performing a service in the First Jerusalem Temple.

Possible Points

- The priest is offering incense etc.
- The priest is carrying coals/embers from a sacred fire etc.
- Etc.

P1 A2c. Describe another example of a service performed by priests in the First Temple in Jerusalem. 10M

Marking Criteria

An excellent answer will show knowledge of the role of the First Jerusalem Temple by giving an accurate account of a function carried out by priests in the First Jerusalem Temple other than the service pictured in part 2b) of the question.

Possible Points

- Priests offered animal sacrifices to the Lord etc.
- Etc.

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

P1 A3. Outline two ways that there was a connection between the Torah and the First Temple in Jerusalem. 20M

Marking Criteria

An excellent answer will show understanding of a Jewish holy place by setting out accurate information on two ways that the First Temple in Jerusalem was linked to the Torah.

Possible Points

- Many instructions in the Torah relate to the Temple sacrifices and priestly functions etc.
- Elements of the portable tabernacle made by Moses were included in the construction of the Temple etc.
- Etc.

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

**P1 A4. ● 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 evidence in the Hebrew Bible that the First Temple in Jerusalem was the central holy place for Jewish people. 21M

Marking Criteria

An excellent answer will show knowledge of a Jewish holy place by setting out accurate information on how three of the skills listed in the question were used in tracing the evidence in the Hebrew Bible that the First Temple in Jerusalem was the central holy place for Jewish people.

Possible Points

- Enquiry/Research — looking up information in books on the significance of the First Temple in ancient Israel etc.
- Organisation — constructing an account of the history of the building and decoration of the First Temple from sources 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 examination of the role played by Bet Midrash in the education of Jewish people, from the destruction of the Second Temple in Jerusalem to the present day.

P1 B1a. This is a photograph of a Bet Midrash.

Explain how one thing from the photograph suggests that this is a Bet Midrash. 5M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by accurately identifying one thing from the photograph which suggests that this is a Bet Midrash.

Possible Points

- Jewish students read the Torah, Talmud and classical commentaries etc.
- Etc.

P1 B1b. After the destruction of the Second Temple in Jerusalem a Bet Midrash was established in Yavneh by which one of the following rabbis?

(Tick ✓ the correct box) AKIVA BEN JOSEPH YOCHANAN BEN ZAKKAI 5M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by accurately identifying ‘YOCHANAN BEN ZAKKAI’ as the answer relevant to the question.

P1 B1c. Explain one difference between the roles played by the Bet Midrash and the Synagogue within a Jewish community. 9M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by giving an accurate account of one difference between the roles played by the Bet Midrash and the Synagogue within a Jewish community.

Possible Points

- A synagogue is primarily a place of prayer and worship whereas a Bet Midrash is primarily a place of Torah study etc.
- Etc.

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

P1 B2a. The Jewish community in the cities of Jerusalem, Sura and Pumbedita each established a large Bet Midrash after the fall of the Roman Empire.

(Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by accurately identifying ‘TRUE’ as the answer relevant to the question.

P1 B2b. Gabba'i is the title given to the leader of a Bet Midrash.

(Tick ✓ the correct box) TRUE FALSE 5M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by accurately identifying 'FALSE' as the answer relevant to the question.

P1 B2c. Describe two examples of what is involved in the role rabbinical scholars play in a Bet Midrash. 10M

Marking Criteria

An excellent answer will show an understanding of the Bet Midrash by giving an accurate account of two examples of what is involved in the role of rabbinical scholars in a Bet Midrash.

Possible Points

- Taking part in Torah study and interpretation etc.
- Engaging in the development of halakhah 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 B3. Outline one similarity and one difference between the services a Bet Midrash provides for Jewish people today and the services it provided in earlier times.

10Mx2

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by setting out accurate information on one similarity and one difference between the services a Bet Midrash provides for Jewish people today and the services it provided in earlier times.

Possible Points

- The curriculum of study is similar – the Torah and later commentaries on the Babylonian and the Jerusalem Talmud, etc.
- The Bet Midrash in earlier times was open to male students whereas in modern times women also have the opportunity to study etc.
- Etc.

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

P1 B4. ● 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 part Bet Midrash played in the education of Jewish people, from the destruction of the Second Temple in Jerusalem to the present day. 21M

Marking Criteria

An excellent answer will show knowledge of the Bet Midrash by setting out accurate information on how three of the skills listed in the question were used in looking closely at

the part played by Bet Midrash in the education of Jewish people, from the destruction of the Second Temple in Jerusalem to the present day.

Possible Points

- Enquiry/Research — looking up information in books on the history and cultural importance of the Bet Midrash etc.
- Evaluation — judging the importance of the Bet Midrash in the provision of Jewish education, 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 Section A.

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

P2 SA. Aa. What Hebrew name is given to the religious object that is shown opposite? 5M

Marking Criteria

An excellent answer will show knowledge of the Jewish home by accurately naming Ketubah as the name given to the religious object shown in the question.

P2 SA. Ab. Explain two reasons why the object that you have named in part Aa) above is associated with a Jewish home. 8Mx2

Marking Criteria

An excellent answer will show knowledge of the Jewish home by giving an accurate account of two reasons why the Ketubah might be associated with a Jewish home.

Possible Points

- Ketubah — marriage certificate which is proof that the marriage is religiously valid etc.
- To remind the couple of their responsibilities and rights within the marriage etc.
- Etc.

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

P2 SA. Ac. Describe two of the features that make a kitchen ‘kosher’ within a Jewish home. 9Mx2

Marking Criteria

An excellent answer will show knowledge of Jewish food laws by giving an accurate account of the features that differentiate a kosher kitchen from a non-kosher kitchen.

Possible Points

- Contains separate sets of crockery, utensils and cutlery for use with milk and meat dishes etc.
- Observant homes will feature separate sinks, fridges etc. for the storage and preparation of milk and meat dishes etc.
- Etc.

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

P2 SA. Ba. Name one Irish Jewish person who has contributed to either the religious or secular life of the State of Israel. 5M

Marking Criteria

An excellent answer will show knowledge of Irish Jew Communities by accurately naming one Irish Jewish person who has contributed to the religious or secular life of the State of Israel.

Possible Points

- Chaim Herzog

- Rabbi Isaac/Yitzhak ha-Levi Herzog
- Etc.

P2 SA. Bb. *Irish Jewish people have also contributed to public life in Ireland.*
Discuss the contribution that one Irish Jewish person has made to *either*
the cultural *or* political life of Ireland. 18M

Marking Criteria

An excellent answer will show knowledge of Jewish communities in Ireland by giving an accurate account of the contribution of one Irish Jewish person to the academic, cultural, economic or political life of Ireland.

Possible Points

- Cultural e.g. Estella Solomons — celebrated artist and member of Cumann na mBan remembered for her portraits of Irish patriots etc.
- Political e.g. Robert Briscoe — Member of the IRA during the Irish struggle for independence; associate of Eamon de Valera; served as Lord Mayor of Dublin etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5	4 > 2	1 > 0	18M

P2 SA. Bc. *Outline the role played by the office of the Chief Rabbi within the Irish Jewish community.* 18M

Marking Criteria

An excellent answer will show knowledge of the organisational structure of the Jewish community in Ireland by setting out accurate information on the role played by the office of the Chief Rabbi within the Irish Jewish community.

Possible Points

- The spiritual and educational leadership of the Irish Jewish community etc.
- Supervising kashrut – overseeing kosher slaughter (shehita) and the manufacture of kosher goods in Ireland, the supervision of kosher catering etc.
- Etc.

<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Weak</i>			<i>Marks</i>
18 > 16	15 > 13	12 > 10	9 > 8	7 > 5	4 > 2	1 > 0	18M

PART 2 SECTION B

Candidates must answer three of the five questions in Section B.

QUESTION 1: BELIEFS AND MORAL TEACHINGS

Answer A and B.

P2 SB. Q1Aa. State two promises that were made by God to Abraham which are described in the Hebrew Bible. 10M

Marking Criteria

An excellent answer will show knowledge of the Covenant by accurately identifying two of the promises made by God to Abraham that are described in the Hebrew Bible.

Possible Points

- God promises that he will protect Abraham, saying that he is his shield etc.
- God promises that Abraham will have many descendants etc.
- Etc.

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

P2 SB. Q1Ab. Describe two examples of how the Torah is a ‘living document’ for Jewish people. 20M

Marking Criteria

An excellent answer will show an understanding of the Covenant by giving an accurate account of two examples of how the Torah is seen as a ‘living document’ by Jewish people.

Possible Points

- The Torah contains commandments which are binding on Jewish people of all times etc.
- Commandments may require interpretation on what exactly God requires e.g. Mishnah, Talmud, Shulchan Aruch, Midrash have evolved over time to meet people’s changing needs in a variety of countries/historical settings etc.
- Etc.

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

P2 SB. Q1Ac. Explain why the term ‘The Chosen People’ is associated with the Jewish people. 20M

Marking Criteria

An excellent answer will show an understanding of the Covenant by giving an accurate account of one or more reasons why the term ‘The Chosen People’ is associated with the Jewish people.

Possible Points

- Being chosen to receive God’s revelation as recorded in the Hebrew Bible etc.
- Covenant made between God and the Jewish people etc.
- Etc.

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

P2 SB. Q1Ba. Name two documents that have been influenced by the values expressed in the Ten Commandments. 10M

Marking Criteria

An excellent answer will show an understanding of the significance of the Ten Commandments by accurately identifying two documents that have been influenced by its values.

Possible Points

- The UN Declaration of Human Rights etc.
- The Constitution of the Irish State 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

P2 SB. Q1Bb. Explain the connection between Covenant and the land of Israel as outlined in the Hebrew Bible. 20M

Marking Criteria

An excellent answer will show an understanding of the relationship between Covenant and the land of Israel by giving an accurate account of one or more ways that the Covenant and the land are connected in the Hebrew Bible.

Possible Points

- God promised Abraham land from the borders of Egypt to the river Euphrates etc.
- Exodus — the people of Israel told they were being led to a land where God wished them to be etc.
- Etc.

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

QUESTION 2: SACREDNESS IN THE JEWISH FAITH *Answer A and B.*

P2 SB. Q2Aa. Name the three ‘Pilgrim Festivals’ in Judaism. 5Mx3

Marking Criteria

An excellent answer will show knowledge of sacred times in Judaism by accurately identifying the three ‘Pilgrim Festivals’.

Possible Points

- Passover/Pesach
- Shavuot/Pentecost
- Sukkot/the Festival of Tabernacles/the Festival of Booths.

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

P2 SB. Q2Ab. Explain why one of the festivals that you have named in part Aa) above is celebrated by Jewish people today. 15M

Marking Criteria

An excellent answer will show knowledge of a sacred time in Judaism by giving an accurate account of one reason why a Pilgrim Festival is celebrated by Jewish people today.

Possible Points

- Pesach/Passover – the Exodus from Egypt links Jewish people today to a foundational event in their past etc.
- Shavuot/Pentecost – the giving of the Torah and the renewal of God’s Covenant with the Jewish people reminds Jewish people today of the need to keep the commandments etc.
- Sukkot/Festival of Tabernacles or Booths – the final harvest of the year reminds Jewish people of the transience of life and that all life (sustained by the harvest) is dependent on God’s will; celebrated today as a time for sharing and thankfulness 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 SB. Q2Ac. Describe two traditions that are associated with celebrating one of the festivals that you have named in part Aa) above. 10Mx2

Marking Criteria

An excellent answer will show knowledge of a sacred time in Judaism by giving an accurate account of two long established rituals or symbolic actions associated with one of the pilgrim festivals.

Possible Points

- Pesach/Passover – symbolic foods are used in a Seder meal to recount the story of the Exodus etc.
- Shavuot/Pentecost – the Ten Commandments are read in the Synagogue etc.
- Sukkot/Tabernacles/Booths – a Sukkah (booth) can be constructed in a Jewish home or Synagogue 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. Q2Ba. Outline the origins of Jewish belief in the sacredness of human life. 15M

Marking Criteria

An excellent answer will show knowledge of Jewish belief in the sacredness of life by setting out accurate information on the basis within Judaism for belief in the sacredness of human life.

Possible Points

- All human beings are believed to have been created in God’s image 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 SB. Q2Bb. Describe one example of how Jewish religious practice reflects belief in the sacredness of human life. 15M

Marking Criteria

An excellent answer will show an understanding of Jewish belief in the sacredness of life by giving an accurate account of one example of how belief in the sacredness of human life can be seen in Jewish religious practice.

Possible Points

- Jewish people are permitted to break almost any commandment in order to preserve life 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

QUESTION 3: THE HOLOCAUST (SHOAH) *Answer A and B.*

P2 SB. Q3Aa. ● BYSTANDER ● PERPETRATOR
Outline the meaning of each of the above in terms of what happened during the Holocaust (Shoah). 20M

Marking Criteria

An excellent answer will show knowledge of the Holocaust (Shoah) by setting out accurate information on the meaning of ‘Bystander’ and ‘Perpetrator’ in relation to the Holocaust (Shoah).

Possible Points

- Bystander – someone who witnessed crimes against people during the Holocaust (Shoah), and did not intervene or speak out etc.
- Perpetrator – someone who committed crimes against people during the Holocaust (Shoah), such as a concentration camp guard 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. Q3Ab. Explain two reasons why non-Jewish people became *either* perpetrators or bystanders during the Holocaust (Shoah). 15Mx2

Marking Criteria

An excellent answer will show knowledge of the Holocaust (Shoah) by giving an accurate account of two reasons why non-Jewish people to become *either* perpetrators *or* bystanders during the Holocaust (Shoah).

Possible Points

- Perpetrators – for material gain; being caught up in the Nazi system or deployed to an area where massacres were taking place etc.
- Bystanders – afraid to speak out in case they would suffer a similar fate; being indifferent to what they witnessed etc.

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

P2 SB. Q3Ba. What official title is given to non-Jewish people who risked their lives to protect Jewish people during the Holocaust (Shoah)? 10M

Marking Criteria

An excellent answer will show knowledge of the Holocaust (Shoah) by accurately identifying ‘The Righteous’ or ‘Righteous Among the Nations’ as the official title given to non-Jewish people who risked their lives to protect Jewish people during the Holocaust (Shoah).

P2 SB. Q3Bb. Explain how the actions of one non-Jewish person led to him/her receiving the title that you have named in part *Ba*) above. 20M

Marking Criteria

An excellent answer will show knowledge of the Holocaust (Shoah) by giving an accurately account of the actions taken by a non-Jewish individual to protect Jewish people during the Holocaust (Shoah).

Possible Points

- E.g. Miep Gies – helped the Frank family to survive in hiding in Amsterdam by bringing them food, books and news of the outside world etc.
- E.g. Oscar Schindler – a wealthy factory owner who protected his Jewish workers etc.
- Etc.

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

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

P2 SB. Q4Aa. Name two prophets whose books are found in the Hebrew Bible. 5Mx2

Marking Criteria

An excellent answer will show knowledge of sacred writings by accurately identifying two of the prophets who have books in the Hebrew Bible.

Possible Points

Isaiah, Jeremiah etc.

P2 SB. Q4Ab. Outline two key messages of prophets whose books are found in the Hebrew Bible. 15Mx2

Marking Criteria

An excellent answer will show knowledge of the key messages of the prophets by setting out accurate information on two of their key messages.

Possible Points

- The prophets emphasised matters of social justice (such as care for the poor and weak) charity (tsedekah, literally ‘righteousness’); e.g. Amos decried the oppression of the poor and vulnerable in society etc.
- The prophets focused on Covenantal obligations to keep the commandments of the Torah and to worship God with sincerity; e.g. Hosea warns against idolatry and that God prefers justice to empty worship etc.
- Etc.

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

P2 SB. Q4Ba. Describe the type of writing that is contained in the Talmud. 10M

Marking criteria

An excellent answer will show knowledge of Jewish sacred writings by giving an accurate account of the type of writing contained in the ‘Talmud’.

Possible Points

- A collection of commentaries and discussions on the Mishnah which were delivered by the sages of the Jewish academies of Palestine and Babylonia and recorded in note form by their students 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

P2 SB. Q4Bb. Explain how the Talmud plays an importance role in the interpretation of Jewish religious law. 30M

Marking Criteria

An excellent answer will show knowledge of Jewish sacred writings by giving an accurate account of the part the Talmud plays in the interpretation of Jewish religious law.

Possible Points

- The Talmud was recorded as an aid to the discussions that took place in the rabbinic academies and shows how Jewish legal interpretation developed over time etc.
- The two Talmuds (Bavli/Babylonian and Yerushalmi/Jerusalem) show that interpretation was localized and could continue to be done by later scholars etc.
- Etc.

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

QUESTION 5: THE HEBREW LANGUAGE

Answer A and B.

P2 SB. Q5Aa. Imagine that you overhear people talking about using a חופה during a Jewish ceremony. During what Jewish ceremony do people use the item referred to above? 10M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately identifying the huppah (canopy) as an item that is used in a Jewish wedding ceremony.

P2 SB. Q5Ab. *During the Jewish festival of Passover, the following items are found on the Seder table: i. מצה ii. מרור*

Translate into English the names of the items listed above. 5Mx2

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately identifying

i. מצה (matzah) as unleavened bread and ii. מרור (maror) as bitter herbs.

<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

P2 SB. Q5Ac. *Coming of age is an important rite of passage in the Jewish faith. Write in Hebrew letters the name of the ceremony that marks a Jewish boy's coming of age. 15M*

Marking Criteria

An excellent answer will show knowledge of the Hebrew language in the context of Jewish rites of passage by writing in Hebrew letters בר – מצוה and accurately identifying bar-mitzvah as the name of the ceremony that marks a Jewish boy's coming of age.

P2 SB. Q5Ba. שְׁמַע יִשְׂרָאֵל יְהוָה יְהוָה אֱלֹהֵינוּ יְהוָה אֶחָד:

Translate into English the words of the above Hebrew prayer. 15M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language in the context of Jewish prayer by accurately translating the words of the prayer given in the question as 'Hear, O Israel, the Lord our God, the Lord is One.'

P2 SB. Q5Bb. **Write in block Hebrew letters the number that is referred to in the prayer given in part Ba) above. 10M**

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by writing אֶחָד in block Hebrew letters and accurately identifying 'one' as the number that is referred to in the prayer.

P2 SB. Q5Bc. **Translate into English the Hebrew verb that is given below in the past tense: ● בָּרָא ● תַּעֲשֶׂה 10M**

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately identifying בָּרָא as the verb given in the past tense and translating it as 'created' or 'he created'.

P2 SB. Q5 Bd. Translate into English the Hebrew verb that is given below in the future tense: • תֹּאכַל • הִיְתָה. 10M

Marking Criteria

An excellent answer will show knowledge of the Hebrew language by accurately identifying תֹּאכַל as the verb given in the future tense and translating it as 'will eat' or 'you will eat' or 'she will eat'.

