



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2019

Marking Scheme

Jewish Studies

Ordinary Level

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

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

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

Future Marking Schemes

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

General Introduction

The assessment of Jewish Studies at Junior Certificate Ordinary Level is based on the aims, objectives and learning outcomes within each section of the Junior Certificate Jewish Studies syllabus published by the Department of Education and Skills in 2010. The detail required in any answer is determined by the context and the manner in which the question is asked, as well as by the number of marks assigned to the question in the examination. Requirements may therefore vary from year to year. Words, expressions or phrases must be correctly used in context and not contradicted and where there is evidence of incorrect use or contradiction, the marks may not be awarded. Where a mark is graded 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

CANDIDATES MUST ANSWER ALL OF THE QUESTIONS THAT FOLLOW ON *EITHER* TITLE A *OR* TITLE B BELOW.

Title A **An investigation into the impact that the Nuremberg Laws and two other Nazi anti-Jewish policies had on the lives of Jewish people in Germany before the Second World War.**

Part 1 Title A Question 1.

This is a photograph of a shop in Germany before the Second World War. Someone has painted the word 'Jew' in German on the shop window and placed a notice on it that reads: Don't buy from Jews!

Describe two other examples of how an anti-Jewish prejudice could be seen in German society before the Second World War. 7Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Nazi anti-Jewish propaganda by giving an accurate account of two examples of policies or activities that display an anti-Jewish prejudice in German society before the Second World War.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 – 7	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK		
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1	

Part 1 Title A Question 2 a.

Describe one effect that anti-Jewish prejudice had on the everyday lives of Jewish people in Germany before the Second World War. 14M

Marking criteria and points of reference:

An excellent answer will show an understanding of Nazi anti-Jewish propaganda by giving an accurate account of one effect that Nazi anti-Jewish prejudice had on the daily lives of Jewish people in Germany before the Second World War.

- substantial evidence of MC - completely & clearly relevant	- no major error(s) - excellent use of skill(s)	EXCELLENT	12 - 14
---	--	-----------	---------

• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	10 - 11
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	8 - 9
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	6 - 7
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 5
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Part 1 Title A Question A 2 b.

Outline what was required for a person to be considered a German citizen according to the Nuremberg Laws. 14M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Nuremberg Laws by setting out accurate information on how a person could become a German citizen, according to the Nuremberg Laws.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	12 - 14
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	10 - 11
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	8 - 9
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	6 - 7
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 5
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Part 1 Title A Question A 3.

Describe two examples of how the everyday life of a Jewish person was affected by the Nuremberg Laws in Germany before the Second World War. 9Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Nuremberg Laws and anti-Jewish policies by giving an accurate account of two ways that the enforcement of the Nuremberg Laws impacted on the lives of Jewish people in Germany before the Second World War.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	8 - 9	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	6 - 7	

• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	5
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Part 1 Title A Question 4.

● COMMUNICATION

● ENQUIRY/RESEARCH

● EVALUATION

● ORGANISATION

● REFLECTION

● WORKING INDEPENDENTLY

Choose two of the above skills that you used in your project work and outline how you used each skill examining and drawing accurate conclusions about the influence that the Nuremberg Laws and other Nazi anti-Jewish policies had on the lives of Jewish people in Germany before the Second World War. 10Mx 2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Nuremberg Laws and Nazi anti-Jewish policies by setting out accurate information on two skills that were used in examining and drawing accurate conclusions about the influence of the Nuremberg Laws and other Nazi anti-Jewish policies on the lives of Jewish people in Germany before the outbreak of the Second World War.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 – 10	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1	

Or

Title B **An exploration of the reasons why one individual person and the Danish Resistance Movement received the title of 'The Righteous' from a Jewish organisation after the Second World War.**

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

The Jewish organisation 'Yad Vashem' is responsible for deciding who should be awarded the title of 'The Righteous'. (Tick ✓ the correct box) TRUE ☐ FALSE ☐ 5M

Marking Criteria and points of reference:

An excellent answer will show knowledge of resistance to Nazi anti-Jewish policies during the Holocaust (Shoah) by identifying 'TRUE' as the answer relevant to the question.

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

Which one of the following descriptions is most associated with a person awarded the title of 'The Righteous'? (Tick ✓ the correct box) BYSTANDER ☐ RESCUER ☐ 5M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Holocaust (Shoah) terminology by identifying 'RESCUER' as the answer relevant to the question.

Part 1 **Title B** **Question 1 c.**

Outline two conditions that a person or group have to fulfil before they can be awarded the Jewish official title of 'The Righteous'. 7Mx2

Marking Criteria and points of reference:

An excellent answer will show an understanding of resistance to Nazi anti-Jewish policies during the Holocaust (Shoah) by setting out accurate information on two requirements that must be met before the title 'The Righteous' is awarded by Yad vashem.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 – 7	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK		
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1	

Part 1 Title B Question 2 a.

Tick ✓ the name of one person listed below and outline a way they acted to save the lives of Jewish people during the Holocaust (Shoah). 10M

JANUSCZ KORCZAK ☐ MAXIMILLAN/MAXIMILIAN KOLBE ☐
MIEP GIES ☐ OSCAR SCHINDLER ☐ RAOUL WALLENBERG ☐

Marking Criteria and points of reference:

An excellent answer will show knowledge of resistance to Nazi anti-Jewish policies by setting out accurate information on an action the person ticked in the question took to protect the lives of Jewish people during the Holocaust (Shoah).

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 – 10
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

Part 1 Title B Question 2 b.

Explain one reason why the person whose name you ticked in part 2 a) above tried to save the lives of Jewish people during the Holocaust (Shoah). 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of resistance to Nazi anti-Jewish policies during the Holocaust (Shoah) by giving an accurate account of a reason why the person ticked in part 2 a) of the question took action to protect the lives of Jewish people during the Holocaust (Shoah).

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 - 10
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2

• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1
---	---	----------	-------

Part 1 Title B Question 3.

Describe two actions that were taken by the Danish Resistance Movement to protect Jewish people during the Holocaust (Shoah). 8Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Danish Resistance Movement during the Holocaust (Shoah) by giving an accurate account of two actions taken by the Danish Resistance Movement to save the lives of Jewish people during the Holocaust (Shoah).

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	7 – 8	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	6	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	5	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 – 1	

Part 1 Title B Question 4.

- COMMUNICATION ● ENQUIRY/RESEARCH ● EVALUATION
 ● ORGANISATION ● REFLECTION ● WORKING INDEPENDENTLY

Choose two of the above skills that you used in your project work and outline how you used each skill looking closely at the reasons why one person and the Danish Resistance Movement received the title of ‘The Righteous’ after the Second World War. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the resistance of an individual and the Danish Resistance Movement to Nazi anti-Jewish policies during the Holocaust (Shoah) by setting out accurate information on two skills used in looking closely at the reasons why one person and the Danish Resistance Movement received the title of ‘The Righteous’ after the Second World War.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 – 10	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5	

• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

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

PART 2 SECTION A THE IRISH JEWISH COMMUNITIES AND THE JEWISH HOME

Answer A and B.

PART 2 SECTION A Question A a.

Which one of the following words refers to the rules about food preparation in a Jewish home? (Tick ✓ the correct box) CUISINE ☐ KASHRUT ☐ PATISSERIE ☐ 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Jewish home by identifying 'KASHRUT' as the answer relevant to the question.

PART 2 SECTION A Question A b.

Describe what is involved in two examples of Jewish food laws. 7Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Jewish home by giving an accurate account of what is involved in two examples of Jewish food laws.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 – 7	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK		
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1	

PART 2 SECTION A Question A c.

Explain two reasons why Jewish food laws are regarded as important within a Jewish home. 7Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Jewish home by giving an accurate account of two reasons why Jewish food laws have importance in a Jewish home.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 – 7	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4	

- adequate evidence of MC - limited relevance	- some major error(s) - some use of skill(s)	FAIR	3
- inadequate evidence of MC - little relevance	- many major error(s) - little use of skill(s)	WEAK	2
- little evidence of MC - very little relevance	- substantial error(s) - very little use of skill(s)	VERY WEAK	
- very little/no evidence of MC - no relevance	- many substantial error(s) - no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION A Question B a.

Name one Jewish charity found in Ireland today and outline how it serves the needs of Jewish people. 18M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish community institutions by naming one Irish Jewish charity and setting out accurate information on how it serves the needs of Jewish people today.

- substantial evidence of MC - completely & clearly relevant	- no major error(s) - excellent use of skill(s)	EXCELLENT	16 - 18
- very good evidence of MC - clearly relevant	- very little evidence of major error(s) - very good use of skill(s)	VERY GOOD	13 - 15
- good evidence of MC - generally relevant	- little evidence of major error(s) - good use of skill(s)	GOOD	10 - 12
- adequate evidence of MC - limited relevance	- some major error(s) - some use of skill(s)	FAIR	8 - 9
- inadequate evidence of MC - little relevance	- many major error(s) - little use of skill(s)	WEAK	5 - 7
- little evidence of MC - very little relevance	- substantial error(s) - very little use of skill(s)	VERY WEAK	2 - 4
- very little/no evidence of MC - no relevance	- many substantial error(s) - no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION A Question B b.

Name a city in Ireland where a Jewish community was established. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the development of Irish Jewish communities by accurately identifying a city in Ireland where a Jewish community was established.

PART 2 SECTION A Question B c.

Explain two reasons why a Jewish community was first established in the Irish city that you have named in part B b) above. 7Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the development of Irish Jewish communities by giving an accurate account of two reasons why a Jewish community was first established in the Irish city named in part B b) of the question.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	6 – 7	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	5	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	4	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	3	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	2	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK		
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1	

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

PART 2 SECTION B QUESTION 1. BELIEFS AND MORAL TEACHINGS Answer A and B.

PART 2 SECTION B Question 1 A a.

Which one of the following Jewish terms is most associated with the idea of working to bring about justice in the world? (Tick ✓ the correct box)

HALACHA ☐ MISHNAH ☐ TIKKUN OLAM ☐ 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish beliefs by accurately identifying 'TIKKUN OLAM' as the answer relevant to the question.

PART 2 SECTION B Question 1 A b.

State in your own words what one of the Ten Commandments teaches about the way a Jewish person should live. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish beliefs by accurately stating in their own words what one of the Ten Commandments teaches about the way a Jewish person should live.

- substantial evidence of MC - completely & clearly relevant	- no major error(s) - excellent use of skill(s)	EXCELLENT	9 – 10
- very good evidence of MC - clearly relevant	- very little evidence of major error(s) - very good use of skill(s)	VERY GOOD	7 - 8
- good evidence of MC - generally relevant	- little evidence of major error(s) - good use of skill(s)	GOOD	6
- adequate evidence of MC - limited relevance	- some major error(s) - some use of skill(s)	FAIR	4 - 5
- inadequate evidence of MC - little relevance	- many major error(s) - little use of skill(s)	WEAK	3
- little evidence of MC - very little relevance	- substantial error(s) - very little use of skill(s)	VERY WEAK	2
- very little/no evidence of MC - no relevance	- many substantial error(s) - no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B Question 1 A c.

Describe one example of how the influence of the Ten Commandments can be seen in a charter that expresses what is of value for people today. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish beliefs by giving an accurate account of one example of how the influence of the Ten Commandments can be seen in a charter that expresses what is of value for people today.

- substantial evidence of MC - completely & clearly relevant	- no major error(s) - excellent use of skill(s)	EXCELLENT	17 - 20
---	--	-----------	---------

• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	14 - 16
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	11 - 13
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 10
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B Question 1 B a.

Explain one reason why Jewish people regard Jerusalem as a holy place. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish belief by giving an accurate account of one reason why Jewish people regard Jerusalem as a holy place.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	17 - 20
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	14 - 16
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	11 - 13
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 10
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B Question 1 B b.

GANGES ☐ MECCA ☐ ROME ☐

Tick ✓ one of the above places and outline how it is similar to Jerusalem in the way that it is regarded as a holy place by members of a major world religion. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish beliefs by setting out accurate information on how the place ticked in the question is similar to Jerusalem in the way that it is considered holy by members of a major world religion.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	17 - 20
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	14 - 16

• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	11 - 13
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 10
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

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

PART 2 SECTION B Question 2 A a.

Which one of the following is most associated with the Jewish 'Day of Atonement'?

(Tick ✓ the correct box) HANUKKAH ☐ SUCCOTH ☐ YOM KIPPUR ☐ 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred time in Judaism by accurately identifying 'YOM KIPPUR' as the answer relevant to the question.

PART 2 SECTION B Question 2 A b.

The 'Day of Atonement' marks the end of the Jewish 'High Holy Days'. Which one of the following marks the start of the Jewish 'High Holy Days'? (Tick ✓ the correct box)

PURIM ☐ ROSH HASHANAH ☐ SUCCOTH ☐ 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred time in Judaism by accurately identifying 'ROSH HASHANAH' as the answer relevant to the question.

PART 2 SECTION B Question 2 A c.

Describe two ways that the 'Day of Atonement' is marked by Jewish people today. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred time in Judaism by giving an accurate account of how Yom Kippur is marked by Jewish people today.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 – 10	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3	

• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B Question 2 B a.

Which one of the following days of the week is most associated with the Jewish 'Sabbath'?

(Tick ✓ the correct box) SATURDAY ☐ SUNDAY ☐ 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred time in Judaism by accurately identifying 'Saturday' as the answer relevant to the question.

PART 2 SECTION B Question 2 B b.

Name a religious object that is associated with the Jewish celebration of the Sabbath. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a sacred time in Judaism by accurately identifying one religious object that is associated with the celebration of the Jewish Sabbath e.g. the Kiddush cup, etc.

PART 2 SECTION B Question 2 B c.

Explain two ways that the idea of caring for all forms of life on earth is emphasised in a creation story from 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 how protecting the environment and its creatures is highlighted in a creation story from the Hebrew Bible.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 – 10	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1	

PART 2 SECTION B Question 3 A a.

King Solomon built the First Temple in Jerusalem in which one of the following places?

(Tick ✓ the correct box) MOUNT CARMEL ☐ MOUNT GERIZIM ☐ MOUNT ZION ☐ 10M

Marking Criteria and points of reference:

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

PART 2 SECTION B Question 3 A b.

In which one of the following years did the Babylonians destroy the First Temple in Jerusalem? (Tick ✓ the correct box) 486 BCE ☐ 586 BCE ☐ 686 BCE ☐ 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the First Temple in Jerusalem by accurately identifying '586 BCE' as the answer relevant to the question.

PART 2 SECTION B Question 3 A c.

Outline two ways that the religious practice of Jewish people was affected by their exile in Babylon. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of the significance of the First Temple in Jerusalem by setting out accurate information on two effects that the Babylonian exile had on the religious practice of Jewish people.

- substantial evidence of MC - completely & clearly relevant	- no major error(s) - excellent use of skill(s)	EXCELLENT	9 – 10	x2
- very good evidence of MC - clearly relevant	- very little evidence of major error(s) - very good use of skill(s)	VERY GOOD	7 - 8	
- good evidence of MC - generally relevant	- little evidence of major error(s) - good use of skill(s)	GOOD	6	
- adequate evidence of MC - limited relevance	- some major error(s) - some use of skill(s)	FAIR	4 - 5	
- inadequate evidence of MC - little relevance	- many major error(s) - little use of skill(s)	WEAK	3	
- little evidence of MC - very little relevance	- substantial error(s) - very little use of skill(s)	VERY WEAK	2	
- very little/no evidence of MC - no relevance	- many substantial error(s) - no use of skill(s)	NO GRADE	0 - 1	

PART 2 SECTION B Question 3 B a.

This is a photograph of a window in a Jewish synagogue.

Name two Jewish symbols that are displayed in this synagogue window. 10M x 2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Jewish symbols by accurately identifying two

Jewish symbols found in the synagogue window shown in the question.

PART 2 SECTION B Question 3 B b.

Outline what is involved in the role that a Rabbi plays within a Jewish synagogue. 20M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a leadership role in a synagogue by setting out accurate information on the role that a Rabbi plays within a synagogue.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	17 - 20
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	14 - 16
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	11 - 13
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	8 - 10
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	5 - 7
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 4
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B QUESTION 4: SACRED WRITINGS AND COMMENTARIES Answer A and B.

PART 2 SECTION B Question 4 A a.

The account of Moses leading the Jewish people out of slavery in Egypt is most associated with which one of the following books from the Hebrew Bible? (Tick ✓ the correct box)

AMOS ☐ EXODUS ☐ GENESIS ☐ 10M

Marking Criteria and points of reference:

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

PART 2 SECTION B Question 4 A b.

Name the mountain where Moses and the Jewish people received the Law of the Covenant. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Hebrew Bible by accurately identifying Mount Sinai as the answer relevant to the question.

PART 2 SECTION B Question 4 A c.

Explain one reason why Sarah can be described as a 'matriarch' from the accounts of her life in the Hebrew Bible. 15M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Hebrew Bible by giving an accurate account of one reason why Sarah can be described as a much respected female head of a Jewish family from the accounts of her life in the Hebrew Bible.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	13 - 15
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	11 - 12
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	8 - 10
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	6 - 7
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 5
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B Question 4 A d.

Describe one example from the Hebrew Bible of how Aaron played a part in the story of the Jewish people. 15M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Hebrew Bible by giving an accurate account of the role Aaron played in the story of the Jewish people as outlined in the Hebrew Bible.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	13 - 15
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	11 - 12
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	8 - 10
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	6 - 7
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	4 - 5
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2 - 3
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	NO GRADE	0 - 1

PART 2 SECTION B Question 4 B a.

Famous rabbis are sometimes known by a shortened form of their names.

Listed below are the names of famous rabbis and the shortened form of their names.

One rabbi's name has been matched to its shortened form as an example for you.

Make one other match. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Rashi or Ramban by accurately identifying Rashi with Shlomo Yitzchaki and Ramban with Moses Ben Nachman as the answers relevant to the question.

PART 2 SECTION B Question 4 B b.

Explain two reasons why *either* Ramban or Rashi produced commentaries on Jewish sacred texts. 10Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of Rashi or Ramban by giving an accurate account of two reasons why either Rashi or Ramban wrote commentaries on the Torah and Talmud.

• substantial evidence of MC • completely & clearly relevant	• no major error(s) • excellent use of skill(s)	EXCELLENT	9 – 10	x2
• very good evidence of MC • clearly relevant	• very little evidence of major error(s) • very good use of skill(s)	VERY GOOD	7 - 8	
• good evidence of MC • generally relevant	• little evidence of major error(s) • good use of skill(s)	GOOD	6	
• adequate evidence of MC • limited relevance	• some major error(s) • some use of skill(s)	FAIR	4 - 5	
• inadequate evidence of MC • little relevance	• many major error(s) • little use of skill(s)	WEAK	3	
• little evidence of MC • very little relevance	• substantial error(s) • very little use of skill(s)	VERY WEAK	2	
• very little/no evidence of MC • no relevance	• many substantial error(s) • no use of skill(s)	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.

Listed below are the Hebrew names for sections of the Hebrew Bible and their names in English. Tick ✓ the boxes that match the Hebrew names for sections of the Hebrew Bible with their names in English.

The Hebrew name for one section of the Hebrew Bible has been matched to its name in English as an example for you. 5Mx2

Marking Criteria and points of reference:

An excellent answer will show knowledge of phrases from the Hebrew Bible by accurately matching 'The Prophets' section of the Hebrew Bible with the Hebrew name: **נביאים** and 'The Writings' section of the Hebrew Bible with the Hebrew name: **כתובים**

PART 2 SECTION B Question 5 A b.

There are 26 letters in the Hebrew alphabet. (Tick ✓ the correct box) TRUE ☐ FALSE ☐

10M

Marking Criteria and points of reference:

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

'FALSE' as the answer relevant to the question.

PART 2 SECTION B Question 5 A c.

The following is the Hebrew word for horse: סוס

Write the masculine plural form of this word in Hebrew. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Hebrew grammar by accurately identifying סוסים as the answer relevant to the question.

PART 2 SECTION B Question 5 A d.

State the number of tenses that there are in a Hebrew verb. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Hebrew tenses by giving two and/or three tenses (allow Classical and/or Modern Hebrew) as the answer to the question.

PART 2 SECTION B Question 5 B a.

A friend gives you a present for the holiday of — חנוכה

What is the name of this Hebrew holiday in English? 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of a Hebrew phrase by accurately translating Hanukkah/Chanukkah as the answer relevant to the question.

PART 2 SECTION B Question 5 B b.

Imagine that your friends have just got married and you meet them with the following greeting: מזל טוב Translate this greeting into English. 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of Hebrew greetings by accurately stating congratulations/good fortune/good luck as the English translation of the Hebrew greeting given in the question.

PART 2 SECTION B Question 5 B c.

At your friends' wedding an object called a חופה is pointed out to you.

What is the name for this object in English? 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of the Hebrew language by accurately translating canopy/wedding canopy as the English translation for the object named in Hebrew in the question.

PART 2 SECTION B Question 5 B d.

At the wedding you are introduced to people with the following Hebrew first names:

- i. דוד ii. אברהם

What is the first name of each of these people in English? 10M

Marking Criteria and points of reference:

An excellent answer will show knowledge of names from the Hebrew Bible by accurately translating the Hebrew names of i. דָּוִד ii. אַבְרָהָם into the English names of i. David and ii. Abraham.

