



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2022

Marking Scheme

Jewish Studies

Common 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

In any year, the learning outcomes to be assessed in Jewish Studies at Junior Cycle Common Level will constitute a sample of the relevant outcomes from the three tables of learning outcomes outlined in the Junior Cycle Jewish Studies specification published by the Department of Education and Skills in 2018.

Section A

Total: 120 marks

Candidates must answer all questions.

There is space for extra work at the end of Section A in the booklet.

Question 1 (a)

4 Marks

The Jewish community in Ireland, during the 19th century, was joined by Jewish people from different parts of the world.

From which one of the following countries did a large number of Jewish people travel to Ireland, in the 19th century? Tick (✓) the correct box.

Finland ☐ Lithuania ☐ Norway ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the history of Jewish communities and the Irish Jewish community by accurately identifying Lithuania as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 1 (b)

16 Marks

All communities go through different stage in their development. Beginnings... Difficulties ... Successes ... Growth...

Outline what happened during one stage in the development of a Jewish community within an Irish city.

Marking criteria and points of reference

An excellent answer will show knowledge of the history of Irish Judaism by setting out accurate information on the development of one Irish Jewish community e.g.

- Belfast: There was a Jewish presence in Belfast from the 18th century – the present Ashkenazi community dates to the second half of the 19th century – synagogue built in 1872 – community is small but still exists and employs a rabbi, etc.
- Cork: Sephardic Jewish presence in Cork by 16th century, with William Annyas as the mayor of Youghal, followed by his son. Community grew in 19th century with Ashkenazi immigration to its largest size, but has dwindled and no longer supports a minyan in Cork city, instead now representing all of Munster, etc.
- Dublin: Beginning in 12th century as Sephardic community – Sephardic immigration in 17th century – Ashkenazi immigration from central and eastern Europe in 19th and early 20th centuries – Dublin community supportive of Rising – many members moved to Israel or America, leading more to move as it became more difficult to sustain a community life and the community is now small, etc.
- Limerick: Community founded in 1880s by Ashkenazi Lithuanian Jewish immigrants – 1904 Fr Creagh preached an antisemitic sermon leading to attacks and a general boycott of Jewish shops, the Limerick Boycott. The synagogue closed in 1947, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 1 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the history of Irish Jewish communities	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - setting out accurate information on the development of one Irish Jewish community	Excellent setting out information on the development of one Irish Jewish community	very good setting out information on the development of one Irish Jewish community	good setting out information on the development of one Irish Jewish community	some setting out information on the development of one Irish Jewish community	little setting out information on the development of one Irish Jewish community	very little/ no setting out information on the development of one Irish Jewish community
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
16 Marks	16 - 14	13 - 12	11 - 9	8 - 7	6 - 3	2 - 0

Question: 2 (a)

4 Marks x4

Particular places have importance for the members of a Jewish community.

Below is a drawing of some religious objects that can be found inside a synagogue.

Match the letters of the objects labelled in the above drawing to their correct names listed in the table below. One object has been matched to its correct name as an example for you.

Marking criteria and points of reference

An excellent answer will show knowledge of the importance of places and religious items in a Jewish community by accurately matching the letters B, C, D, E and items indicated in the table shown –

Religious Objects (Write the letter below for each object given above)	Name
E	Bimah
C	Holy Ark
B	Menorah
A	Ten Commandments
D	Torah Scrolls

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question: 2 (b)

6 Marks

Name the Jewish symbol in the centre of the stained glass photographed opposite.

Marking criteria and points of reference

An excellent answer will show knowledge of customs and practices in Judaism by accurately identifying the symbol shown as the 'Star of David' or the 'Magen David'.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question: 2 (c)

6 Marks

State one reason why the symbol in the photograph in part (b) above would be displayed in a synagogue.

Marking criteria and points of reference

An excellent answer will show knowledge of customs and practices in Judaism by giving one accurate reason why the symbol of the 'Star of David' or the 'Magen David' would be displayed in a synagogue e.g.

- King David was a key person in the history of the Jewish people, etc.
- The 'Star of David'/'Magen David' recalls his covenant with God to mind, etc.
- Display indicates Judaism and Jewishness, solidarity with Jewish community etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 2 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of customs and practices in Judaism	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving information	Excellent giving of information	very good giving of information	good giving of information	some giving of information	little giving of information)	very little/ no giving of information
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks	6 - 5	4	3	2	1	- - 0

Question 2 (d)

12 Marks

Explain how one of the above photographs show that a synagogue is an important place for the members of a Jewish community.

Marking criteria and points of reference

An excellent answer will show knowledge of places associated with a community in Judaism by giving an accurate reason that account for how one of the photographs referred to in the question illustrates the importance of a synagogue for a Jewish community e.g.

- The first image shows that a synagogue is a place for the community to come together, where persons of all genders and ages can meet. It provides communal worship and a social gathering point for older people, who may otherwise live solitary lives, etc.
- The second image shows the synagogue as a place for holding religious ceremonies, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 2 (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
<i>Evidence of knowledge of places associated with a community in Judaism</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) - giving accurate information on the way on which the photographs illustrate the importance of a synagogue</i>	Excellent giving accurate information on the way on which the photographs illustrate the importance of a synagogue	very good giving accurate information on the way on which the photographs illustrate the importance of a synagogue	good giving accurate information on the way on which the photographs illustrate the importance of a synagogue	some giving accurate information on the way on which the photographs illustrate the importance of a synagogue	little giving accurate information on the way on which the photographs illustrate the importance of a synagogue	very giving accurate information on the way on which the photographs illustrate the importance of a synagogue
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
12 Marks	12 - 11	10 - 9	8 - 7	6 - 5	4 - 3	2 - 0

Question 3 (a)

4 Marks

Which one of the following is the main purpose a 'Beit Midrash' serves within a Jewish community? Tick (✓) the correct box. A House of Justice ☐ A House of Learning ☐

Marking criteria and points of reference

An excellent answer will show knowledge of customs in Judaism and of sacred spaces by accurately identifying 'House of Learning' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 3 (b)

8 Marksx2

Describe what is involved in two activities that can take place in a 'Beit Midrash'.

Marking criteria and points of reference

An excellent answer will show knowledge of the activities that occur in a Beit Midrash by giving an accurate account of two activities that take place in the official context of a Beit Midrash e.g.

- Torah study classes led by a teacher, etc.
- Study in the chavurah system (in pairs), etc.
- Classes for young people preparing for bar/bat mitzvah, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 3 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the activities that occur in a Beit Midrash	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an accurate account	Excellent giving an accurate account	very good giving an accurate account	good giving an accurate account	some giving an accurate account	little giving an accurate account	very little/ giving an accurate account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
8 Marks x2	8 - 7	6	5	4	3 - 2	1 - 0

Question 4 (a)

4 Marks

Photographed opposite are shops in Berlin on the morning of November 10th 1938.

Indicate whether the following statement is true or false by ticking (✓) the correct box.

The Nazi attacks that took place in Germany on the night of November 9th 1938 were aimed mainly at synagogues and businesses owned by Jewish people. True ☐ False ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the experience of the victims of Kristallnacht by identifying the word 'True' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 4 (b)

4 Marks x2

Bystanders Perpetrators ~~Resisters~~

Match the words listed in the box above with the correct description, in the table below, of different roles that people had during in the Holocaust (Shoah). One word has been matched to its correct description as an example for you.

Marking criteria and points of reference

An excellent answer will show an understanding of the key words listed by accurately matching each word, given in the question, to the meaning it has in relation to the roles people played in the persecution of Jewish people during the Holocaust (Shoah) e.g.

Roles people had during the Holocaust (Shoah)	Descriptions
Bystanders	People who were present when the Nazis harmed others but did nothing to stop others being harmed etc.
Perpetrators	People who showed no respect for the rights of others, harmed others or committed crimes etc.
Resisters	People who refused to allow the Nazis harm themselves or others and took action to prevent harm being done etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 4 (c)

6 Marks

Give one example of a way that people resisted Nazi anti-Jewish policies during the Holocaust (Shoah).

Marking criteria and points of reference

An excellent answer will show knowledge of the experiences of the victims and resisters of the Holocaust by accurately stating one example of how people resisted the anti-Jewish policies of the Nazis during the Holocaust e.g.

- Hiding Jewish people to avoid deportation – e.g., Miep Gies hid the Frank family and others, providing food for them and risking arrest, etc.
- Arranging transport to safe countries, e.g., the Danish resistance movement moving almost every Jewish person in Denmark to Sweden, etc.
- Arranging visas for travel to safe countries, e.g. Raoul Wallenberg and Chiune Sugihara, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 4 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the experiences of the victims and resisters of the Holocaust	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - accurately stating one example	Excellent accurately stating one example	very good accurately stating one example	good accurately stating one example	some accurately stating one example	little accurately stating one example	very little/ no accurately stating one example
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks	6 - 5	4	3	2	1	0

Question 5 (a)

6 Marks

State one reason why the term 'genocide' is associated with what happened during the Holocaust (Shoah).

Marking criteria and points of reference

An excellent answer will show knowledge of the Holocaust by giving an accurate reason why the term 'genocide' is associated with the Holocaust (Shoah) e.g.

- Genocide must be intentional attempt to destroy an ethnic group: the Holocaust was a planned, intentional campaign by the Nazis to wipe out European Jewish civilization, etc.
- The term was created (By Raphael Lemkin) to describe Nazi mass killings and the systematic destruction of a people; it is appropriate to use it to describe the Holocaust, an example of a Nazi mass killing, etc.

- The Holocaust was the paradigm that persuaded the UN to accept the term 'genocide' and to make it a crime under international law, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 5 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the Holocaust	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an accurate reason	Excellent giving an accurate reason	very good giving an accurate reason	good giving an accurate reason	some giving an accurate reason	little giving an accurate reason	very little/ no giving an accurate reason
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks	6 - 5	4	3	2	1	0

Question 5 (b)

16 Marks

The boy and girl pictured opposite belong to communities where people have experienced suffering because of their race or religious beliefs.

Describe an example of how people, from non-Jewish communities, have been discriminated against because of their race or religious beliefs.

Marking criteria and points of reference

An excellent answer will show knowledge of genocide in the modern world by giving an accurate account of an example of one way in which people have been persecuted because of their ethnic identity or religious beliefs e.g.

- The Burmese army burning the villages of the Rohingya people etc.
- The torture of prisoners in camps built in the Uyghur territory of Xinjiang; people not allowed to give their children names considered too Islamic etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 5 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of genocide in the modern world	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an accurate account	Excellent giving an accurate account	very good giving an accurate account	good giving an accurate account	some giving an accurate account	little giving an accurate account	very little/ giving an accurate account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
16 Marks	16 - 14	13 - 12	11 - 9	8 - 7	6 - 3	2 - 0

Section B**Total: 120 marks****Candidates must answer all questions.****There is space for extra work at the end of Section B in the booklet.****Question 6****6 Marks x5****Passover Shavuot Sukkot Rosh Hashanah Yom Kippur****Match each Jewish festival in the box above to the photograph most associated with it below and state why they are connected.**

Marking criteria and points of reference

An excellent answer will show knowledge of the five major festivals of Judaism by accurately matching each festival, listed in the question, to the photograph with which it is most associated and by giving one accurate reason why they are connected e.g.

1. Shavuot – girls with agricultural produce: originally a harvest festival; a particular association with dairy produce, etc.
2. Yom Kippur – the Day of Atonement, when Jewish people fast and repent of their sins before God and ask their fellow humans to forgive them, etc.
3. Passover – celebrates the Exodus from Egypt with a communal symbolic meal, the Seder etc.
4. Rosh HaShanah – New year's Day, on which the shofar, the ram's horn is blown, etc.
5. Sukkoth – the Feast of Booths, in which people construct temporary dwellings in which to celebrate for the duration of the festival, etc

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 6	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the five major festivals	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving accurate information	Excellent giving accurate information	very good giving accurate information	good giving accurate information	some giving accurate information	little giving accurate information	very little/ no giving accurate information
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks x5	6 - 5	4	3	2	1 -	- 0

Question 7 (a)**10 Marks**

Read the description below of a young man's experience attending a Friday night dinner in an Orthodox Jewish home and answer the question that follows:

When our rabbi phoned to invite our family to Friday night dinner, my parents immediately accepted.

It was a great occasion, however there were the rituals of the Friday night meal to get through. I made so many mistakes — for example:

- I tried to shake the hand of our rabbi's wife.
- I refused wine and drank the grape juice I was given instead, well before the blessing.

All this was under the watchful eyes of the other guests, who looked very unimpressed!

Explain why one of the actions above would be considered incorrect behaviour during a Sabbath dinner in an Orthodox Jewish home.

Marking criteria and points of reference

An excellent answer will show an understanding of the significance of the Sabbath meal in a Jewish home by giving accurate information on one example of a mistake that was made during the Friday night dinner in the Orthodox Jewish home described in the question e.g.

- The writer drank his grape juice, which was intended to be saved for Kiddush, the Shabbat blessing over wine, etc.
- The writer's lack of consideration for Orthodox Jewish observances e.g. Orthodox Jews do not shake hands with people of the opposite gender; the male writer tried to shake the hand of the Orthodox Rabbi's wife etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 7 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
<i>Evidence of show an understanding of the significance of the sabbath meal in a Jewish home</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) - giving accurate information on the process</i>	Excellent giving accurate information on the process	very good giving accurate information on the process	good giving accurate information on the process	some giving accurate information on the process	little giving accurate information on the process	very little/ no giving accurate information on the process
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 Marks	10 - 9	8 - 7	6	5 - 4	3 - 2	1 - 0

Question 7 (b)**4 Marks**

Indicate whether the following statement is true or false by ticking (✓) the correct box.

In an Orthodox Jewish home electrical equipment is not allowed to be turned on or off on the Sabbath Day. (Tick ✓ the correct box) True ☐ False ☐

Marking criteria and points of reference

An excellent answer will show knowledge of Jewish observance of the Sabbath by accurately identifying 'True' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 7 (c)

10 Marks

Tick ✓ one of the items pictured below and describe how it is used in a custom that marks the Sabbath Day in a Jewish home. Kiddush Cup ☐ Sabbath Candles ☐ Challah loaf ☐

Marking criteria and points of reference

An excellent answer will show knowledge of Jewish observance of the Sabbath by giving an accurate account of how one of the items given in the question is used in a custom that marks the Sabbath Day in a Jewish home e.g.

- Sabbath candles – at least two candles are lit 18 mins before sunset. The woman of the house usually lights two candles, passes her hands over the candles a few times, then covers her eyes and recites a blessing. After the blessing she uncovers her eyes and looks at the lit candles to experience them as if for the first time after the blessing has been said etc.
- Challah loaf — the special twisted loaf of bread eaten on the Sabbath and other special occasions. When preparing challah traditionally a piece of the dough is taken out – before braiding or baking the challah – that gets burned in the oven. It is also a tradition that two whole challot are to be used on the Sabbath. Immediately after washing hands and before eating, the head of the household removes the cover from the two challah loaves, lifting them while reciting a blessing. The challah is then ripped into pieces or sliced and passed around the table, so that each person may have a piece, etc.
- Kiddush Cup – The Kiddush blessing is recited while holding a cup of wine or other beverage, and highlights the two major themes of consecration on the Sabbath – creation and the redemption from Egypt. The wine or other beverage is held in the right hand while standing when reciting the blessing. The wine is drunk after the blessing is complete, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 7 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of Jewish observance of the Sabbath	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an accurate account	Excellent giving an accurate account	very good giving an accurate account	good giving an accurate account	some giving an accurate account	little giving an accurate account	very little/ no giving an accurate account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 Marks	10 - 9	8 - 7	6	5 - 4	3 - 2	1 - 0

Question 7 (d)**6 Marks**

State one reason why Jewish people mark the Sabbath Day by taking part in a synagogue service.

Marking criteria and points of reference

An excellent answer will show knowledge of the Jewish observance of the Sabbath by giving one accurate reason why Jewish people take part in a synagogue service to mark the Sabbath Day e.g.

- Biblical command Ex 20: 8-11 to sanctify, keep holy the seventh day etc.
- Sign of the Covenant etc
- To worship communally and have a chance to make up a minyan which might not be possible on other days, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 7 (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
<i>Evidence of knowledge of the Jewish observance of the Sabbath</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) - giving an account</i>	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/no giving an account
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks	6 - 5	4	3	2	1 -	- 0

Question 8 (a)**10 Marks**

Pictured below are different sources for Kosher foods: Chicken ☐ Fish ☐ Goat ☐

Tick ✓ one of the above and explain why, according to the Hebrew Bible, this type of food can be regarded as in keeping with the Kosher Laws.

Marking criteria and points of reference

An excellent answer will show knowledge of Jewish day-to-day practices and customs by setting out accurate information on the reason that any of the above creatures would be considered 'clean' or fit to be eaten according to Kosher laws in the Hebrew Bible e.g.

- Goat: chews the cud and has cloven hooves, etc.
- Salmon: is a fish that swims, has fins and scales, etc.
- Chicken: is not a carnivorous bird, and is a species 'traditionally eaten', etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 8 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of Jewish day-to-day practices and customs	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - setting out of information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/ no setting out information
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 Marks	10 - 9	8 - 7	6	5 - 4	3 - 2	1 - 0

Question 8 (b)

6 Marks

Imagine you are making a pizza with some friends. Cheese and ham are listed in the recipe. State one reason why such a pizza would not be in keeping with the Kosher Laws.

Marking criteria and points of reference

An excellent answer will show knowledge of Jewish day-to-day practices and customs by giving one accurate reason why the pizza described in the question does not comply with Kosher Laws e.g.

- Mixing dairy and meat produce is not kosher, etc.
- Eating pork produce is not kosher, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 8 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of Jewish day-to-day practices and customs	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an account	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/ no giving an account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks	6 - 5	4	3	2	1	0

Question 9 (a)

4 Marks

Indicate whether the following statement is true or false by ticking (✓) the correct box. A Jewish boy is traditionally circumcised when he is eight days old. True False

Marking criteria and points of reference

An excellent answer will show knowledge of important moment associated with the life cycle of a Jewish person by accurately identifying 'True' as the answer relevant to the question

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 9 (b)

4 Marks

The circumcision of a Jewish baby boy usually takes place during which one of the following Jewish ceremonies? (Tick ✓ the correct box)

Brit Mila/Milah ☐ Bar Mitzvah ☐ Bat Chayil ☐

Marking criteria and points of reference

An excellent answer will show knowledge of a Jewish custom related to birth by accurately identifying 'Brit Mila/Milah' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 9 (c)

6 Marks

State one reason for the circumcision of Jewish boys that is given in the Hebrew Bible.

Marking criteria and points of reference

An excellent answer will show knowledge of a Jewish custom related to birth by giving an accurate reason for the circumcision of Jewish boys that is found in the Hebrew Bible e.g.

- Circumcision is the sign of the Covenant between God and Abraham, and between God and Abraham's descendants (including converts, who are considered Abraham's children; Gen 15) and will be given land stretching from the 'brook of Egypt' to the 'river Euphrates', covering the land of Canaan – the Promised Land, etc.
- According to the Torah circumcision is required of both boys born into Jewish families (the home born) and converts (outsiders) and it is to be practiced in perpetuity e.g. Genesis 17: 10-14 etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 9 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
<i>Evidence of knowledge of a Jewish custom related to birth</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) - giving an account</i>	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/no giving an account
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks	6 - 5	4	3	2	1	0

Question 10 (a)**10 Marks****Imagine you are visiting a Jewish home just after a family funeral.****Outline one custom that would be practised in a Jewish home during the first stage of mourning after the death of a relative.**

Marking criteria and points of reference

An excellent answer will show knowledge of the ceremonies/rituals associated with death and mourning in Judaism by setting out accurate information on one custom practised in a Jewish home during the first stage of mourning after the death of a relative e.g.

- The family stay at home and not take part in any celebrations; sit on low chairs to symbolise being 'brought low' by their grief etc.
- A candle would burn the entire time for remembrance; visitors sit quietly with the family to share their grief, or console them with prayers etc.
- Mirrors would be covered to show they are too distracted by grief to care for their own appearance; not wearing make-up or shaving; not wearing new clothing or leather shoes – some go barefoot; mourners would wear either clothing that they have torn to symbolise their sorrow or a ribbon that they have torn and pinned to their clothes;
- Visitors come with food as the family does not cook at this time; food is often round, to symbolise the continuance of life; visitors clean the house and help the family, as they are considered too distraught to care about worldly matters, etc.
- Etc

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 10 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
<i>Evidence of knowledge of the ceremonies/rituals associated with death and mourning in Judaism</i>	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
<i>Relevance</i>	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
<i>Use of skill(s) - giving an account</i>	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/ no giving an account
<i>Factual Accuracy</i>	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 Marks	10 - 9	8 - 7	6	5 - 4	3 - 2	1 - 0

Question 10 (b)**4 Marks**

Indicate whether the following statement is true or false by ticking (✓) the correct box.
In the Jewish tradition, the last stage of mourning after the death of a Jewish person is known as 'sitting shiva/shivah.' True ☐ False ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the ceremonies/rituals associated with death and mourning in Judaism by accurately identifying 'False' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 10 (c)**4 Marks x 4**

On the day that marks the first year after the death of a Jewish person, their family and friends express their sadness in what is called the Yahrzeit ceremony. This involves the mourners fasting from all food and drink for the day, visiting their synagogue and praying the Kaddish prayer together with the congregation. They also light a candle, in memory of the person who has died, which they allow to burn for the entire day.

From your reading of the above account, complete the following sentences using the words from the box below. One sentence has been completed as an example for you.

Candle Day Kaddish Sadness Yahrzeit

Marking criteria and points of reference

An excellent answer will show knowledge of the Jewish mourning customs by accurately completing four sentences with the words listed in the question describing a Yahrzeit ceremony e.g.

The name of the ceremony that marks the first year after the death of a Jewish person is ... Yahrzeit
This ceremony is an expression of ... sadness.
The mourners fast from all food and drink for the ... day.
The prayer the mourners pray in the synagogue is called ... Kaddish.
In memory of the person the mourners light a ... candle.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Section C**Total: 120 marks**

Candidates must answer all questions.

There is space for extra work at the end of Section C in the booklet.

Question 11 (a)**4 Marks**

Which one of the following terms is used in the Hebrew Bible to describe the movement of the Jewish people out of Egypt? Tick (✓) the correct box. Emigration ☐ Exodus ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the biblical basis of the major festival of Passover by accurately identifying 'Exodus' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 11 (b)**6 Marks x 5**

State how each of the pictures below is linked to an incident that happened during the movement of the Jewish people from Egypt to the Promised Land.

Marking criteria and points of reference

An excellent answer will show knowledge of the biblical basis of the Jewish festival of Passover by setting out accurate information on how the images below are linked to events during the Exodus of the Jewish people from Egypt, according to the Hebrew bible e.g.

1. Moses parts the sea for the people of Israel to cross ahead of Pharaoh's chariots, etc.
2. While Moses is receiving the Torah the people construct and worship the Golden Calf, etc.
3. In the wilderness the people gather manna as their daily food, etc.
4. Moses brings the Ten Commandments down from Mt Sinai, etc.
5. Levites carrying the Ark of the Covenant in the wilderness, etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 11 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the biblical basis of the Jewish festival of Passover	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - setting out of information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/no setting out information
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks x 5	6 - 5	4	3	2	1 -	- 0

Question 11 (c)**10 Marks**

Describe what happened during another example of liberation, from the story of the Jewish people that is outlined in the Hebrew Bible.

Marking criteria and points of reference

An excellent answer will show knowledge of the history of the Jewish people in the Hebrew Bible by giving an accurate account of an example of the liberation of the Jewish people, outlined in the Hebrew Bible, other than their movement from Egypt to the Promised Land e.g.

- The Book of Esther – the delivery of the Jews of the Persian empire from destruction recalled in the festival of Purim, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 11 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the history of the Jewish people in the Hebrew bible	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an account	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/no giving an account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 Marks	10 - 9	8 - 7	6	5 - 4	3 - 2	1 - 0

Question 12 (a)**5 Marks x2**

Abraham is regarded as a key person in the story of the Jewish people outlined in the Hebrew Bible. Name another man and one woman who played key roles in the story of the Jewish people outlined in the Hebrew Bible.

Marking criteria and points of reference

An excellent answer will show knowledge of the history of Israel outlined in the Torah by accurately naming one man, other than Abraham, and one woman who played key roles in the story of the Jewish people as outlined in the Hebrew Bible e.g.

- Man - Isaac, Abraham's son; Jacob, Isaac's son, etc.
- Woman - Sarah, Abraham's wife; Rebekah, Isaac's wife; Ruth etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 12 (b)**6 Marks x2**

Suggest a reason why each of the people named, in part (a) above, are important figures for Jewish people today.

Marking criteria and points of reference

An excellent answer will show knowledge of the Jewish people by putting forward one accurate reason why each of the people named in part (a) of the question are important figures for Jewish people today e.g.

- Isaac is the son through which the Jewish people today trace their heritage from Abraham, etc.
- Ruth - journeys away from her own country to Naomi's country, Judah where she marries and becomes the ancestor of King David, etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 12 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of an understanding of the biblical link between the Covenant and the Promised Land	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - setting out of information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/no setting out information
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks x2	6 - 5	4	3	2	1 -	- 0

Question 13 (a)**4 Marks**

The Second Temple in Jerusalem was built in which one of the following places?

Mount Carmel ☐ Mount Gerizim ☐ Mount Zion ☐ Tick (✓) the correct box.

Marking criteria and points of reference

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

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 13 (b)**10 Marks**

Outline one consequence that the destruction of the Second Temple in 70 CE had for the religious practice of Jewish people at the time.

Marking criteria and points of reference

An excellent answer will show knowledge of the Second Temple in Jerusalem by setting out accurate information on one consequence of the Roman destruction of the Temple in 70 CE for the Jewish people e.g.

- Sacrifices ceased, etc.
- Worship became wholly synagogue based, etc.
- The sacred items of the Temple were taken by the Romans and probably destroyed for their monetary value, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 13 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the Second Temple in Jerusalem	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - setting out of information	Excellent setting out information	very good setting out information	good setting out information	some setting out information	little setting out information)	very little/no setting out information
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
10 Marks	10 - 9	8 - 7	6	5 - 4	3 - 2	1 - 0

Question 14 (a)**4 Marks**

Which one of the following terms is used in the Jewish tradition to describe the major sections in the Hebrew Bible? Tick (✓) the correct box.

Chapters and Volumes ☐ Law, Prophets and Writings ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the Jewish sacred writings by accurately identifying 'Law, Prophets and Writings' as the answer relevant to the question.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 14 (b)**4 Marks**

Indicate whether the following statement is true or false by ticking (✓) the correct box.

The Mishnah is a commentary on the Torah. True ☐ False ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the main Jewish sacred writings and commentaries by accurately identifying 'False' as the answer relevant to the question. Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 14 (c)

6 Marks x2

Identify two types of Midrash that are found in the Talmud.

Marking criteria and points of reference

An excellent answer will show knowledge of Jewish writings and commentaries by giving accurate statements about two kinds, varieties of Biblical texts found in the Talmud i.e. narrative, legal etc. e.g.

- Narrative Midrash explores ethical ideas, biblical characters or narrative moments, etc.
- Legal Midrash expands on biblical laws to cover all variations of cases etc.
- Etc.

Note: Allow descriptive answers.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 14 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of Jewish writings and commentaries	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving a brief statement	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/no giving an account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
6 Marks x2	6 - 5	4	3	2	1 -	- 0

Question 15 (a)

4 Marks

Animal welfare	Care for the environment
Kashrut	Sacredness of human life

Match one issue listed in the box above to the instruction most relevant to it from a Jewish sacred text given below.

- A** You shall open wide your hand to your brother, to the needy and poor in your land. (Deuteronomy 15:11)
- B** When you besiege a city . . . to capture it, you shall not destroy its trees by wielding an axe against them, for you may eat from them, but you may not cut them down. (Deuteronomy 20:19)

- C** If a bird's nest chances before you ... and it contains fledglings or eggs, if the mother is sitting upon the fledglings or eggs, you shall not take the mother upon the young. (Deuteronomy 22:6)
- D** You shall not muzzle an ox while it is threshing. (Deuteronomy 25:4)

Marking criteria and points of reference

An excellent answer will show an understanding of Jewish ethical instruction by accurately matching one of the texts listed above with the ethical issue with which is it most closely associated e.g.

A – Sacredness of human life

B – Care for the environment

C – Kashrut

D – Animal Welfare

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Question 15 (b)

16 Marks

On a cold day in November 2021 while shopping in New York Rabbi Benayon, saw a man with no shoes or socks sitting opposite him on a train. The Rabbi had just bought a new pair of shoes so he took off his own shoes and gave them to the man, later explaining: 'When I saw this man, I asked myself, why do I have two pairs of shoes and he has none?'

Animal welfare	Care for the environment
Kashrut	Sacredness of human life

Describe another example of how an instruction from a Jewish sacred text on one of the above issues could influence the behaviour of a Jewish person today.

Marking criteria and points of reference

An excellent answer will show an understanding of how Jewish ethical instruction found in sacred texts can influence the behaviour of modern Jewish people by giving an accurate account of one way in which such a text could influence a Jewish person's behaviour e.g.

- Exod 23:6 – Do not deny justice to poor people in their lawsuits, Jewish people could seek justice for poor people, for the oppressed, refugees and asylum seekers, etc.
- Exod 23:19 – Do not cook a young kid in its mother's milk, Jewish people could avoid mixing meat and dairy produce in their food, based on this commandment, etc.
- Deut 24:14 – In the seventh year let the land lie fallow. Then the poor among you may get food from it and the wild animals may eat what is left, Jewish people could work to protect the environment and to see that it is not damaged through over-farming, etc.
- Deut 22:4 – You shall not see your brother's donkey or ox fall down on the road and hide yourself from them. You will help him lift them up again, Jewish people have an obligation to help animals in distress and pain, etc.
- Etc.

Code MC in left margin where the Marking Criteria is first evident in the candidate's answer.

Q 15 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of an understanding of how Jewish ethical instruction found in sacred texts can influence the behaviour of modern Jewish people	substantial evidence	very good evidence	good evidence	adequate evidence	inadequate evidence	very little/no evidence
Relevance	completely & clearly relevant	clearly relevant	generally relevant	limited relevance	little relevance	Not relevant
Use of skill(s) - giving an account	Excellent giving an account	very good giving an account	good giving an account	some giving an account	little giving an account	very little/ giving an account
Factual Accuracy	no major errors(s)	very little errors(s)	little major errors(s)	some major errors(s)	many major errors(s)	substantial errors(s)
16 Marks	16 - 14	13 - 12	11 - 9	8 - 7	6 - 3	2 - 0