



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2023

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. While students may draw on their own experience in an examination, their personal faith commitment and/or affiliation to a particular religious grouping will not be subject to assessment.

Junior Cycle Jewish Studies

Examination Annotations

Annotation	Description	Denoting
MC ✓	Code MC ✓ in left margin of the candidate's answerbook.	First evidence of question's Marking Criteria in the candidate's answerbook.
MC^x	Code MC^x in left margin of the candidate's answerbook.	No evidence of question's Marking Criteria in the candidate's answerbook.
[	Code [in left margin of the candidate's answerbook.	Beginning of duplicate answer to a question for which marks are already awarded.
]	Code] in left margin of the candidate's answerbook.	End of duplicate answer to a question for which marks are already awarded.
	Code  horizontal wavy line in left margin of the candidate's answerbook.	Answer page seen by examiner to a question for which annotation/marks are entered elsewhere.
	Code  vertical wavy line in left margin of the candidate's answerbook.	Blank page seen by examiner/ No evidence of candidate's answer to a question seen on this page by examiner.

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****7 marks x3 + 9 marks**

Imagine you are planning a display stand for history week in your library. You have been asked to provide information cards about an Irish Jewish community. State the information about an Irish Jewish community that you would provide on each of the cards below:

Card 1. Location of Jewish community in Ireland:**Card 2. Date this Jewish community was first established:****Card 3. Name of person/persons involved in establishing this Jewish community:****Card 4. A reason why this Jewish community was first established in Ireland:**

Marking criteria and points of reference

An excellent answer will show knowledge of an Irish Jewish community by accurately identifying in a concise statement the required information on an Irish Jewish community in each of the following the cards e.g.

- Card 1. Location of Jewish community in Ireland - Dublin / Cork, etc.
- Card 2. Date this Jewish community was first established - 1892/ 1772, etc.
- Card 3. Name of person/persons involved in establishing this Jewish community - Dr. Adler, Chief Rabbi/ William Annyas, etc.
- Card 4. A reason why this Jewish community was first established in Ireland - The Cork Jewish community is thought to have originated with Sephardic Jews who were expelled from Spain and Portugal, such as William Annyas (the first mayor of Youghal) etc.

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

Q 1	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge 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) – accurately identifying in a concise statement	Excellent	very good	good	some	little	very little/ no
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)
7 Marks x3	7 - 6	5	4	3	2	1 - 0
9 Marks	9 - 8	7	6 - 5	4	3	2 - 0

Question 2 (a)**6 Marks**

State one reason why the building in the photograph opposite is associated with a Jewish community

Marking criteria and points of reference

An excellent answer will show knowledge of places associated with Jewish communities by identifying in a concise statement one accurate reason why the building pictured in the question is associated with a Jewish community e.g.

- Star of David, etc.
- Hebrew writing above the door, etc.
- Community gather there for Sabbath services, etc.
- Etc.

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

Q 2 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence why the building given is associated with a Jewish community	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) – identifying in a concise statement one accurate reason	Excellent	very good	good	some	little	very little/ no
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 (b)**6 Marks x3**

Particular buildings have importance for the members of a Jewish community. Below is a photograph of some religious objects that can be found within a synagogue

...

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

Marking criteria and points of reference

An excellent answer will accurately match the letter B to Rabbi's pulpit; the letter C to Parokhet; the letter D to Star of David.

Question 2 (c)**6 Marks****State the purpose of one religious object that is placed within a synagogue.**

Marking criteria and points of reference

An excellent answer will show understanding of a synagogue by accurately identifying in a concise statement the purpose of one religious object found in a synagogue e.g.

- Eternal light – light that is always burning before or near the ark of the covenant representing God's eternal presence, etc.
- Parokhet – the curtain covering the Holy Ark from view as a mark of respect for the Holy Ark, etc.
- Rabbi's Pulpit – raised area on which the Rabbi stands to deliver a sermon, 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	
Understanding of a synagogue	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 identifying in a concise statement	Excellent	very good	good	some	little	very little/ no
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)**8 Marks****Outline one difference in the way Orthodox and non-Orthodox Jewish people worship within a synagogue.**

Marking criteria and points of reference

An excellent answer will show knowledge of orthodox and non-orthodox Jewish worship by setting out accurate information on one difference in the way Orthodox and non-Orthodox Jewish people worship, e.g.

- In an Orthodox synagogue men and women are separated for worship, while in a non-Orthodox synagogue they can sit together, etc.
- In an Orthodox synagogue the service is led by a male rabbi and is said in Hebrew. In a non-Orthodox synagogue, the service may be led by a female rabbi and can be said in Hebrew or any other language, 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	
Evidence of knowledge of the differences between Orthodox/non-Orthodox Jewish practices	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	Excellent information	very good information	good information	some information	little information	very little/ no 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)
8 Marks	8 - 7	6	5 - 4	3	2	1 - 0

Question 3 (a)

6 Marks

In a Jewish home the object photographed opposite is known by which one of the following names? Tick (✓) the correct box. Ketubah ☐ Mezuzah ☐

Marking criteria and points of reference:

An excellent answer will show knowledge of religious objects in the Jewish home by correctly ticking 'Mezuzah' 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 Marks

Describe one ritual performed by Jewish people that is associated with the object pictured opposite.

Marking criteria and points of reference

An excellent answer will show a knowledge of Jewish rituals by giving an accurate account of one ritual performed by Jewish people associated with the object pictured in part (a) of the question e.g.

- A Jewish person may kiss two fingers and touch their fingers to the Mezuzah, etc.
- Touch the Mezuzah, 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 use of the Mezuzah	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 account	very good account	good account	some account	little account	very little/ no 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	8 - 7	6	5 - 4	3	2	1 - 0

Question 4 (a)**6 Marks**

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

Bar Mitzvah, Bat Mitzvah and Bat Chayil are religious rituals that celebrate a Jewish person's entry into adult life. True ☐ False ☐

Marking criteria and points of reference

An excellent answer will show knowledge of key moments in the life of a Jewish person by correctly ticking '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)**8 Marks**

Explain how the photographs below are connected with a key moment in the life of young Jewish people.

Marking criteria and points of reference

An excellent answer will show knowledge of Jewish rituals associated with a key moment in the life of a Jewish young person by giving one or more accurate reasons why the photographs are connected with a key moment in the life of a young Jewish person e.g.

- The Yad is being used with the Torah Scroll which indicates these are formal readings of the Torah by young people, etc.
- The young people are wearing adult religious dress – prayer shawl, etc.
- The microphones pictured indicate that this is not a private ceremony; the young person is reading to an assembled group of hearers, etc.
- Etc.

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

Q 4 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Show knowledge of Jewish rituals	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 one or more accurate reasons	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 5 (a)**8 Marks**

Read the postcard below and answer the questions that follow.

...

Why are candles lit before nightfall in an Orthodox Jewish home?

Marking criteria and points of reference

An excellent answer will show knowledge of the celebrations of the Sabbath day by accurately giving a reason why the candles are lit before nightfall e.g.

- Because the candles must be lit before the official start of the Sabbath as lighting fire is work, which is prohibited on the Sabbath, 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 celebration 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 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)
8 Marks	8 - 7	6	5 - 4	3	2	1 - 0

Question 5 (b)**6 Marks**

Which one of the following activities is not allowed on the Sabbath within an Orthodox Jewish home? Tick (✓) the correct box. Baking ☐ Reading a book ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the Sabbath day by correctly ticking 'Baking' 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 5 (c)**10 Marks**

Outline another difference between the way the Sabbath Day is marked in Orthodox and non-Orthodox Jewish homes.

Marking criteria and points of reference

An excellent answer will show knowledge of the differences between Orthodox and non-Orthodox practice by setting out accurate information on one difference between the way the Sabbath Day is marked in Orthodox and non-Orthodox Jewish homes e.g.

- Orthodox Judaism: under the category of prohibited work which is prohibited are ``activities including turning electrical switches on or off, cutting, cooking, cleaning etc. In non-Orthodox Judaism: ‘work’ may only refer to the work associated with one’s occupation, etc.
- A non-Orthodox Jewish home: may begin Sabbath any time on Friday evening, whereas Orthodox Jewish homes will begin Sabbath strictly at sunset on Friday evening, etc.
- Etc.

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

Q 5 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the differences between Orthodox and non-Orthodox practice	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	Excellent	very good	good	some	little	very little/ no
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 - 0

Section B**Total: 120 marks**

Candidates must answer all questions.

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

Question 6 (a)**4 Marks x 5**

Imagine that you are helping to put together a timeline about key moments in the story of the Jewish people.

...

In the table below write the letters given for the events listed above in the order in which they occurred during the history of the Jewish people. The letter given for one event has been placed in its correct order as an example for you.

Marking criteria and points of reference

An excellent answer will show knowledge and understanding of the timeline of Jewish history by accurately listing the events in the order in which they occurred during the history of the Jewish people as follows:

1. Noah builds an Ark (F)
2. Abraham and Sarah have a son (A)
3. Moses receives the Ten Commandments (E)
4. Joshua captured Jericho (D)
5. David becomes King of Israel (B)

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

Question 6 (b)**8 Marks**

Explain why one moment in their history has importance for Jewish people today.

Marking criteria and points of reference

An excellent answer will show knowledge of important moments in Jewish history by giving an accurate reason why one moment in Jewish history has importance for Jewish people today e.g.

- Noah builds the Ark - Noah was chosen by God to build an Ark to save his family and animals of every species from the Flood, etc.
- Abraham and Sarah have a son - The Jewish people trace their lineage back to Abraham and Sarah's first son, Isaac, etc.
- Moses receives the Ten Commandments - The start of the national covenant between Israel as a people and God, etc.
- Joshua captured Jericho - An important victory showing Israel's right to the land of Canaan/the Promised Land, etc.
- David becomes King of Israel - The start of the covenant between God and David's family, promising there would always be a king of the family in Jerusalem, etc.
- Exile in Babylonia - The end of the Kingdom of Judah. Even when Jews were allowed to return, many stayed in their new homes, etc.
- Etc.

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

Q 6 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the history of the 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 accurate reason	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 7 (a)

6 Marks

State what is meant by the term 'Covenant' in the Hebrew Bible.

Marking criteria and points of reference

An excellent answer will show knowledge of the Covenant by accurately identifying in a concise statement how the term 'Covenant' in the Hebrew Bible refers to a promise or agreement, made between God and a representative of the Hebrew people 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	
Evidence of knowledge of the Covenant	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 identifying in a concise statement	Excellent	very good	good	some	little	very little/ no
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 7 (b)**5 Marks x2**

● Abraham ● David ● Moses ● Noah

Explain why the 'Covenant' between God and the Jewish people is associated with two of the people named above.

Marking criteria and points of reference

An excellent answer will show knowledge of the Covenant by giving an accurate reason why the 'Covenant' between God and the Hebrew people is associated with two people listed in the question e.g.

- Abraham - God would offer protection and land to Abraham and his descendants. Circumcision would be a physical sign of this agreement, etc.
- David – God gave him success in battles; David established the Kingdom and was promised by God that there would always be a descendant of his on the throne in Jerusalem, etc.
- Moses – He renewed the covenant made with Abraham, which was now with all Jewish people as a nation. God gave the Torah; keeping its regulations shows Jewish people's adherence to the Covenant, etc.
- Noah – having saved life during the Flood by building the ark at God's command, God made a Covenant with him and all creation that the world would never again be destroyed via a Flood, etc.
- Etc.

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

Q 7 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the concept and history of the Covenant	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	very good	good	some	little	very little/ no
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)
5 Marks x2	5	4	3	2	1	0

Question 8 (a)**6 Marks**

This is a painting about the Jewish people searching for a 'Promised Land'. According to the Hebrew Bible, who were the first Jewish people to be told about a 'Promised Land'? Tick (✓) the correct box. Aaron ☐ Abbaye ☐ Abraham ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the promised land by correctly ticking 'Abraham' 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 8 (b)**8 Marks**

Describe one incident from the Hebrew Bible that happened during the Jewish people's search for a 'Promised Land.'

Marking criteria and points of reference

An excellent answer will show an understanding of the stories of the search for the Promised Land by giving an accurate account of one incident from the Hebrew Bible that happened during the Jewish people's search for a 'Promised Land' e.g.

- The Hebrews started to worship a false idol - a golden calf, etc.
- The people were fed by God with a mysterious substance called 'manna' which appeared on the ground for them to collect, etc.
- Moses was given the Ten Commandments and the entire Torah in his Covenant with God, 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 link between the Covenant and the promise of 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) – giving an accurate account	Excellent account	very good account	good account	some account	little account	very little/ no 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	8 - 7	6	5 - 4	3	2	1 - 0

Question 9 (a)**6 Marks**

Which one of the following terms refers to women who played a key part in the story of the Jewish people? Tick (✓) the correct box. Matriarch ☐ Patriarch ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the women in the Hebrew bible by correctly ticking 'Matriarch' 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)**10 Marks**

Sarah, the wife of Abraham played a part in the founding story of the Jewish people. Describe an example of how another woman played a key part in the founding story of the Jewish people.

Marking criteria and points of reference

An excellent answer will show knowledge of the role of women in the Hebrew bible by giving an accurate account of how one woman played a key part in the founding story of the Jewish people e.g.

- Rebekah, the mother of Jacob, who was destined to become ancestor of all Israel. She was her husband Isaac's cousin, and was brought from the family home in Mesopotamia to marry him, etc.
- Leah, Rachel, Bilhah and Zilpah, the wives of Jacob and mothers of the twelve tribes. Leah and Rachel's father (Rebekah's brother) tricked Jacob into marrying Leah, when he was in love with Rachel; the sisters were rivals etc.
- Miriam, the sister of Moses; led Jewish women in a victory song after crossing the Red Sea; described as a prophet in the Book of Exodus, etc.
- Etc.

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

Q 9 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the role of women in the foundation of the 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 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 - 0
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Question 9 (c)

6 Marks

Which one of the following people is described as a prophet in the Hebrew Bible?

Tick (✓) the correct box. Jeremiah ☐ Job ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the prophets in the Hebrew Bible by correctly ticking 'Jeremiah' 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 (d)

8 Marks

Outline a key message preached by one of the prophets described in the Hebrew Bible.

Marking criteria and points of reference

An excellent answer will show knowledge of the prophets in the Hebrew Bible by setting out accurate information on one key message of a prophet found in the Hebrew Bible e.g.

- Amos – prophesied against the rich who oppressed the poor. He said that God wanted social justice more than elaborate Temple services, etc.
- Ezekiel- prophesied that the exiles from both Judah and Israel would return to Palestine, leaving none in the Diaspora, etc.
- Huldah – prophesied that all of Judah had stopped following God's commands and would be destroyed. Because the young King Josiah was willing to obey a book of the Torah discovered in the temple, she prophesied that destruction would fall only after his peaceful death, etc.
- Jeremiah - pronounced God's judgement upon the people of his time. He was especially concerned with false and insincere worship and failure to trust Yahweh, etc.
- Etc.

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

Q 9 (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the prophets 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) - setting out accurate information	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 10 (a)**6 Marks**

State one reason why, according to the Hebrew Bible, the Temple in Jerusalem was first built.

Marking criteria and points of reference

An excellent answer will show understanding of the importance of the first Temple by accurately identifying in a concise statement one reason why the Temple was first built in Jerusalem according to the Hebrew Bible e.g.

- Built by King Solomon as a home for the Ark of the Covenant that his father, David, had brought to Jerusalem, etc.
- As a House and earthly dwelling place for God, etc.
- As a place of assembly for pilgrimage festivals, 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	
Evidence of knowledge of the building of the First Temple	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 identifying in a concise statement one reason	Excellent	very good	good	some	little	very little/ no
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 10 (b)**2 Marks x5**

Read the passage below and answer the question that follows.

...

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

Ark of the Covenant Courtyard Porch Pray Solomon 10th-century

Marking criteria and points of reference

An excellent answer will show application of knowledge of the Temple in Jerusalem by correctly completing the sentences given in the question as follows:

- Temple in Jerusalem was built by Solomon.
- To the front of the building there was a Porch.
- The Holy of Holies contained the Ark of the Covenant.

- The Temple was surrounded by a Courtyard.
- Jewish people came to the Temple to pray.

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

Question 10 (c)

8 Marks

Outline what caused the destruction of the first Jerusalem Temple in 586 BCE.

Marking criteria and points of reference

An excellent answer will show understanding of the First Temple by setting out accurate information on the causes of the destruction of the first Jerusalem Temple in 586 BCE e.g.

- The King of Babylon, Nebuchadnezzar, destroyed the Temple when he conquered the city of Jerusalem, etc.
- Nebuchadnezzar wanted to inflict harm upon the Jewish people and upon King Zedekiah in return for their rebellion, etc.
- The people of Judah had turned away from the Lord, etc.
- Etc

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

Q 10 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the history of the First Temple	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	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 10 (d)

4 Marks x2

Give two reasons why the Temple in Jerusalem was rebuilt after its destruction in 586 BCE.

Marking criteria and points of reference

An excellent answer will show knowledge and understanding of the importance of the Temple in Jerusalem by providing two accurate reasons why the Temple was rebuilt after its destruction in 586 BCE e.g.

- King Cyrus of Persia was tolerant of Judaism and paid toward the rebuilding, etc.

- The Persians allowed exiles to return to Judah, etc.
- It made Judah loyal to the Persian empire, etc.
- Returning exiles such as Ezra and Nehemiah motivated the Judeans to rebuild, etc.
- Rebuilding the Temple allowed full sacrificial services to restart, etc.
- Etc.

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

Q 10 (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the history of the Second Temple	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) – providing two accurate reasons	Excellent	very good	good	some	little	very little/ no
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)
4 Marks x2	4	3	-	2	1	0

Section C**Total: 120 marks****Candidates must answer all questions.****There is space for extra work at the end of Section A in the booklet.****Question 11 (a)****8 Marks****Outline one story about the liberation of Jewish people that is outlined in the Hebrew Bible.**

Marking criteria and points of reference

An excellent answer will show an understanding of Jewish liberation stories by setting out accurate information on how the liberation of Jewish people is connected with a story from the Hebrew Bible.

- The Exodus: Moses liberated the Jewish people from slavery in Egypt, etc.
- Purim: Esther stopped the massacre of Jews in the Persian empire planned by the wicked vizier Haman, etc.
- Etc.

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

Q 11 (a)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of stories of liberation 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) - setting out accurate information	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 11 (b)**8 Marks****Describe an example of how a liberation story, from the Hebrew Bible, is presented in a film or a piece of art.**

Marking criteria and points of reference

An excellent answer will show analysis of film/art presenting a liberation story by giving an accurate account of an example of how a liberation story, from the Hebrew Bible, is shown in the film or piece of art e.g.

- The Prince of Egypt – the life of Moses is portrayed in this animated film, showing the struggle faced by the Hebrews as slaves in Egypt before being liberated by Moses with the aid of God, etc.
- 'The Delivery of Israel out of Egypt' by Francis Danby - a piece of art contrasting light and dark showing the power of God as he comes to the aid of the Hebrew people as they leave Egypt, etc.
- 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 stories of liberation 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 accurate account	Excellent account	very good account	good account	some account	little account	very little/ no 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	8 - 7	6	5 - 4	3	2	1 - 0

Question 12 (a)

6 Marks

Which one of the following books from the Hebrew Bible outlines what happened during the first Passover? Tick (✓) the correct box. Exodus ☐ Genesis ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the first Passover by correctly ticking '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 12 (b)**6 Marks**

Jewish people today include different traditional foods when celebrating the Passover Seder meal.

Name one traditional food that is included by Jewish people today in a Passover Seder meal.

Marking criteria and points of reference

An excellent answer will show knowledge of the Passover Seder meal by accurately naming one traditional food that is included by Jewish people today in a Passover Seder meal e.g.

- Charoset (a mix of wine, apple, pears, and nuts), etc.
- Zeroa (Lamb bone), etc.
- Beitzah (A boiled egg), etc.
- Maror (Bitter herbs/horseradish), etc.
- Karpas (a vegetable), etc.
- Chazeret (Bitter herbs/romaine lettuce), etc.
- Matzah (unleavened bread), etc.
- Etc.

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

Question 12 (c)**8 Marks**

Explain one reason why the food that you have named in part (b) above is included in a traditional Passover Seder meal.

Marking criteria and points of reference

An excellent answer will show knowledge of the traditional Seder meal by giving an account of one accurate reason why the food named in part (b) above is included in a traditional Passover Seder meal e.g.

- Charoset (paste of wine, apples, pears, nuts) – represents the mortar the Hebrews needed to work with during their enslavement, etc.
- Lamb bone/ Zeroa- reminds the Jewish people of the tenth plague in Egypt, when all the firstborns were killed – the Pesach sacrifice, etc.
- Beitzah (A boiled egg), - represents the pre-holiday offering brought to the Temple, etc.
- Maror (Bitter herbs/horseradish) and Chazeret (Bitter herbs/romaine lettuce) – a reminder of the bitterness of slavery in Egypt, etc.
- Karpas (a vegetable), - represents the hard labour of slavery, etc.
- Matzah (inleavened bread) – Three pieces of matzot represent the three ancient divisions of Jews: priests, Levites and Israelites, the haste with which Israel left Egypt, and the three measures of fine flour that Sarah baked into matzah when Abraham was visited by the angels, etc.
- Etc.

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

Q 12 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the Passover Seder meal	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) – give an accurate account of a reason	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 13 (a)

6 Marks

The Jewish philosopher and rabbi Maimonides is often known today by which one of the following short names? Tick (✓) the correct box. Rambam ☐ Ramban ☐

Marking criteria and points of reference

An excellent answer will show knowledge of the Jewish philosophers by correctly ticking 'Rambam' 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)

8 Marks

The teaching of Jewish writers from past centuries are still valued today.

● Maimonides ● Moses Mendelssohn ● Rashi

Explain the reason why one of the above is considered a great Jewish teacher.

Marking criteria and points of reference

An excellent answer will show knowledge of great Jewish thinkers by giving an accurate account of one or more reasons why one Jewish thinker from those listed in the question is considered a great Jewish teacher e.g.

- Maimonides- explained Jewish law to the people in a simpler fashion by creating the thirteen articles of faith and commenting on the significant Jewish texts in one book - the Mishneh, Torah, etc.
- Moses Mendelssohn- the first attempt to present Judaism as a religion compatible with the ideas of the Enlightenment, etc.
- Rashi- he was a huge influence on establishing the correct text of the Talmud, 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 great Jewish thinkers	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) – give an accurate account of a reason	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 14 (a)

6 Marks x2

● Hungary ● Ireland ● Spain ● Sweden

Persecution forced a large number of Jewish people to leave which two of the countries listed in the box above during past centuries?

Marking criteria and points of reference

An excellent answer will show knowledge of the forced migration of the Jewish people by accurately identifying 'Spain' and 'Hungary' as the answers relevant to the question.

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

Question 14 (b)

8 Marks

Outline one effect that being forced to flee their homes had on a Jewish community outside of Ireland.

Marking criteria and points of reference

An excellent answer will show knowledge of forced migration by setting out accurate information on one effect that being forced to flee had on a Jewish community outside of Ireland e.g.

- Marginalisation in a new country, community becoming very insular and introverted, etc.
- Feelings of displacement, etc.
- Losing their native language in a new country, etc.
- The Spanish community being subjected to expulsion in the Middle Ages from Grenada and fleeing to live in other areas of the Muslim world, and further expulsion after the Reconquista, or being forced to convert to Christianity, etc.
- The Hungarian community facing Austro-Hungarian anti-Semitism and becoming part of the greater European and American diaspora, etc.
- Etc.

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

Q 14 (b)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of the impact of forced migration on a community	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	Excellent	very good	good	some	little	very little/ no
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	8 - 7	6	5 - 4	3	2	1 - 0

Question 14 (c)

6 Marks

● Rosh Hashanah ● Shavuot ● Succot ● Yom Kippur

Which one of the festivals listed above recalls a time when Jewish people were forced to live away from their homes?

Marking criteria and points of reference

An excellent answer will show knowledge of the festivals of Judaism by accurately identifying 'Succot' 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 (d)

8 Marks

Describe one example of how Jewish people having to live away from their homes is recalled in the festival that you have named in part (c) above.

Marking criteria and points of reference

An excellent answer will show knowledge of the Jewish festivals by giving an accurate account of one example of how Jewish people having to live away from their homes is recalled in the festival that was named in part (c) above e.g.

- Jewish people build, decorate and spend time inside a hut called a sukkah, etc.
- Welcoming guests into the sukkah, enjoying food and giving thanks for what they have, etc.
- Etc.

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

Q 14 (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of knowledge of the history of the 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 an accurate account	Excellent account	very good account	good account	some account	little account	very little/ no 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	8 - 7	6	5 - 4	3	2	1 - 0

Question 15 (a)

2 Marks x4

Read the passage below and answer the question that follows.

...

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

County Down Eight trains Foster parent Money ~~Nazi occupied countries~~

Marking criteria and points of reference

An excellent answer will show knowledge of the Holocaust by correctly completing the sentences as follows:

- Jewish and Christian voluntary organisations raised ... money.
- Nicholas Winton, arranged for ... eight trains.
- Each child was collected by a ... foster parent.
- Jewish adults and children settled and worked on a farm in ... County Down.

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

Question 15 (b)

8 Marks

This is a photograph of a ration card that was issued to Jewish people during the Holocaust (Shoah).

Give one example of a type of food for which ration cards were issued to Jewish people.

Marking criteria and points of reference

An excellent answer will show knowledge of the persecution of the Jewish people during the Holocaust by correctly stating one example of a foodstuff for which ration cards were issued to Jewish people e.g. Sugar, Bread, etc.

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

Question 15 (c)**10 Marks**

Describe another example of the difficult conditions in which the Jewish people were forced to live during the Holocaust (Shoah).

Marking criteria and points of reference

An excellent answer will show knowledge of the Holocaust by giving an accurate account of one example of the persecution Jewish people experienced during the Holocaust other than food rationing e.g.

- Forced to live in ghettos, etc.
- Not allowed to use public parks/ benches etc
- Not allowed to marry non-Jewish people, etc.
- Not allowed to work in gentile owned businesses, etc.
- Beaten by soldiers and police, etc.
- Transported to death camps, etc.
- Etc.

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

Q 15 (c)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of the treatment of Jewish people during 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 account	Excellent account	very good account	good account	some account	little account	very little/no 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 - 0

Question 15 (d)**10 Marks**

Providing shelter for Jewish children is one way that people resisted Nazi anti-Jewish policies during the Holocaust (Shoah).

Outline another 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 Holocaust by setting out accurate information on one way in which people resisted Nazi anti-Jewish policies during the Holocaust (Shoah) e.g.

- A campaign by the White Rose movement (a non-violent German resistance group led by students such as Hans and Sophie Scholl) to directly expose the atrocities committed by German forces, etc.
- The Dutch population mounted a general strike in protest of arrests and brutal treatment of Jews, etc.
- The Danish resistance and population smuggled the Jewish population to safety in Sweden, etc.
- Etc.

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

Q15 (d)	EXCELLENT	VERY GOOD	GOOD	FAIR	WEAK	
Evidence of resistance to the Nazis during the Holocaust (Shoah)	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	Excellent	very good	good	Some	little	very little/ no
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 - 0