



A N R O I N N | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

DEPARTMENT OF EDUCATION AND SKILLS

Junior Certificate

JEWISH STUDIES

ORDINARY LEVEL AND HIGHER LEVEL

With effect from September 2010

NCCA 

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
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Introduction

Rationale

In the junior cycle, Jewish Studies relates to the area of social, political and environmental education. Jewish Studies contributes to the students growing understanding of the social, cultural and religious forces that have shaped the world they live in.

The Jewish Studies syllabus seeks to promote an understanding and appreciation of different beliefs, peoples and cultures and a tolerance and respect for the values and beliefs of all. In the context of an increasingly diverse culture, it is important that young people have an understanding of a variety of cultural and religious traditions encountered not just in Ireland but in Europe and the wider world.

Jewish Studies also contributes to the development of skills used in a variety of subjects, such as historical and literary investigation, working with evidence, information processing, argumentation, critical thinking and analysis.

The study of Judaism, the monotheistic religion from which Christianity originated, is fundamental to an understanding of western cultural values and ideas. In a multicultural society, citizens need a broad historical, religious, and literary knowledge to be able to understand and appreciate their own traditions and values, as well as those of other or of no religious traditions.

The Junior Certificate syllabus in Jewish Studies has been drawn up to cater for a wide range of student ability. A significant element of choice is allowed so that the teacher may choose those sections most suitable to his/her particular students.

Complementing the variety of subject matter, the syllabus encourages a variety of approaches to teaching, for example the use of different literary texts, biographical studies, research, and field trips. Through a range of investigations and participatory activities, the students attain the specified learning outcomes, gaining historical, literary, cultural, social and religious knowledge and understanding.

Aims of the syllabus

Junior Certificate Jewish Studies aims to

- enable students to broaden their historical, literary, cultural and religious knowledge and understanding
- foster an appreciation of and respect for Judaism as a major world religion
- foster an appreciation of the contribution that Jews and Judaism has made to the historical, socio-economic and religious development of the western world
- promote some of the skills and attitudes that are important for intercultural living.

Objectives of the syllabus

(Objectives specific to Higher level are in **bold**)

The objectives of Junior Certificate Jewish Studies are to

- develop the students' knowledge of the origins, historical development and **interrelatedness** of fundamental Jewish beliefs and practices and an appreciation of the written and oral tradition of belief and deed in Judaism
- develop an understanding of the development of the Irish Jewish communities and their contribution to Irish life, and the role of Jews and Judaism in the development of western culture
- provide students with an understanding of the role of Revelation, Torah and Covenant as the foundation of Jewish belief **and how they relate to each other**
- foster an appreciation of the significance of sacred places, sacred writings and sacred times in Judaism
- increase the students' awareness of how Judaism impacts on the lives of individuals, communities and the wider world
- understand the causes of the Holocaust, its effects and lessons that can be learned from it for today
- to promote students' engagement in independent and group study and research
- to provide opportunities for students to critically source, examine and use information and evidence from a variety of sources, in interpreting texts and for use in their field study
- to encourage students to think imaginatively and empathetically, in expressing, forming and discussing their opinions and judgements, in reasoning, and engaging in debate and argument
- to enable students to prepare and present information using a variety of media, including the use and creation of maps and architectural models

- to inculcate in students, an openness to and interest in religious and cultural diversity within an intercultural society, and a respect and appreciation for the values and beliefs of all.

Syllabus structure

The syllabus is presented in seven sections.

1. The Irish Jewish Community and the Jewish Home
2. Beliefs and Moral Teachings
3. The Sacred in Jewish Faith
4. Holy Places
5. The Holocaust (Shoah)
6. Sacred Writings and Commentaries
7. Hebrew Language

Within each syllabus section, topics and sub-topics are described, together with learning outcomes. Each section is a self-contained unit of work. Students must study **five sections**, section 1 and any **four** other sections. One of these sections will be the designated for project work each year. Project work accounts for 20% of the total examination.

The following table outlines the topics within each section.

Syllabus overview

Section 1 <u>COMPULSORY</u> The Irish Jewish Communities and the Jewish Home	Section 2 Beliefs and Moral Teachings	Section 3 Sacredness in the Jewish faith	Section 4 Holy Places	Section 5 The Holocaust (Shoah)	Section 6 Sacred Writings and Commentaries	Section 7 The Hebrew Language
The development of Irish Jewish communities	Revelation	Sacred time	The Jerusalem Temple	The causes	The Hebrew Bible	Language explanation, with specific focus on Hebrew
Organisational structure of the Jewish community	Covenant	The sacredness of life	The Synagogue	The Holocaust	Talmud	The Hebrew alphabet and vowels
The Jewish home	The Thirteen Principles	The sacredness of the environment and its creatures	Bet Midrash	The consequences	Halacha	Vocabulary
				Lessons for the future	Rashi or Ramban	Recognition of phrases
						Brief conversations in modern Hebrew
						Writing in standard Hebrew block style

Level differentiation

Within the syllabus, the range of topics is broadly the same at both levels. At Higher level a deeper treatment of some syllabus topics is required as outlined in the extended content and learning outcomes. The text describing the additional content and learning outcomes designated for Higher level only is in **bold**.

Topics and learning outcomes

Section 1: The Irish Jewish Community & the Jewish Home

Section 2: Beliefs and Moral Teachings

Section 3: The Sacred in Jewish Faith

Section 4: Holy Places

Section 5: The Holocaust (Shoah)

Section 6: Sacred Writings and Commentaries

Section 7: Hebrew Language

Learning outcomes designated for Higher level students only, appear in **bold** in the text.

Section 1: The Irish Jewish Communities and the Jewish Home

This section is compulsory for all students.

Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
<p>1.1</p> <p>The development of the Irish Jewish communities</p>	<p>Key moments in the history of Irish Jews</p> <p>Recorded history of Irish Jewry in:</p> <ul style="list-style-type: none"> ▪ the Annals of Innisfallen ▪ the incremental establishment of communities in Cork, Dublin, Limerick and Belfast ▪ Irish Jewish participation in the creation of the Irish Free State ▪ Waves of immigration and their participants ▪ the impact of World War II and Irish government policy on immigration ▪ current patterns of Jewish immigration 	<ul style="list-style-type: none"> ▪ trace key events in the history of the Irish Jewish community <p>Give a brief account of</p> <ul style="list-style-type: none"> - the Annals of Innisfallen - the incremental establishment of communities in Cork, Dublin, Limerick and Belfast - Irish Jewish participation in the creation of the Irish Free State - waves of immigration and their participants - the impact of World War II and Irish government policy on immigration - give an account of current trends of Jewish immigration

	<p>A short biography of some Irish Jewish men and women and their contribution to the academic, cultural, economic and political life of Ireland</p> <p>The contribution one Irish Jewish person made to the religious or secular life of Israel</p> <p>Trace the historical development of the Irish Jewish community in one Irish town or city.</p>	<ul style="list-style-type: none"> ▪ provide examples of the contribution that individual Irish Jews have made to the academic, cultural, economic and political development of Ireland ▪ discuss the contribution one Irish Jewish person has made to the religious or secular life of Israel ▪ give an account of the historical development of one Irish Jewish community.
<p>1.2 Organisational structure of the Jewish community</p> <p>Community institutions</p>	<p>The nature of leadership within the Irish Jewish community including the Chief Rabbi, the Board of Guardians, the Representative Council</p> <p>The major educational, charitable, and religious institutions within the Irish Jewish community</p>	<ul style="list-style-type: none"> ▪ outline the basic organisational structure of the Irish Jewish community ▪ explain how the educational, charitable, and religious activities of the Irish Jewish community function

	<p>The role of two of these institutions within the community</p> <p>The founding vision and inspiration for these helping institutions.</p>	<ul style="list-style-type: none"> ▪ describe briefly the role of these institutions within the community ▪ summarise the founding vision and inspiration for these helping institutions.
<p>1.3 The Jewish home</p> <p>The significance of the home in Judaism</p>	<p>How the Torah is the basis for Jewish home and family</p> <p>The religious activities that take place at home and within the family (e.g. Sabbath and Holiday meals, Torah study, prayer, Passover Seder)</p> <p>Characteristics of a Jewish home (mezuzah, prayer books, candlesticks, ketubah, charity box, etc.)</p> <p>The biblical origins of the Jewish food laws</p>	<ul style="list-style-type: none"> ▪ discuss the significance of the home in Judaism ▪ describe three religious activities that take place in the Jewish home ▪ describe the characteristics of the Jewish home and their significance ▪ explain the Jewish food laws and identify the texts where they originated

<p>The role of the family members in a Jewish home</p>	<p>The main elements of kashrut observance</p> <p>The role of the various family members in religious activities in a Jewish home</p> <p>Their respective functions in preserving Jewish identity and in promoting an ethical and just life style.</p>	<ul style="list-style-type: none"> ▪ describe the main elements of kashrut observance ▪ describe the role of various family members in a Jewish home ▪ provide examples of how each family member preserves an ethical and just life style.
<p>The role of women</p>	<p>The role of women in maintaining a kosher home, educating the children, and transmitting religious practices, beliefs and values to the next generation</p> <p>The protection of equal rights for women in Jewish marriage, as guaranteed in the marriage contract</p>	<ul style="list-style-type: none"> ▪ discuss the role of women within the Jewish home and community ▪ explain the origins of equal rights for women in Jewish marriage ▪ evaluate the current status of women within Jewish faith and practice

Section 2: Beliefs and Moral Teachings

Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
<p>2.1 Revelation</p> <p>Biblical tradition about Revelation</p> <p>The Jewish concept of God (Ethical Monotheism)</p> <p>The Torah as God's revelation</p>	<p>The biblical account of the Sinai revelation</p> <p>The role of Moses as intermediary</p> <p>The role of prophecy</p> <p>A monotheistic God who is a God of justice and a God of personal relationship</p> <p>The precept of 'Tikkun Olam' – the obligation to improve the world through building justice, peace, etc.</p> <p>The significance of Torah for Jews</p> <p>The meaning of Torah as divine revelation and as a core basis for belief and practice in the Jewish faith</p>	<ul style="list-style-type: none"> ▪ summarise the main religious beliefs in Judaism related to Revelation ▪ explain the role of Moses as a prophet ▪ outline the key characteristics of God according to Jewish belief ▪ explain briefly what is meant by 'Tikkun Olam' ▪ explain briefly why the Torah is important in Judaism

<p>Torah observance as a consequence of covenantal relationship</p> <p>Covenant and the Land</p>	<p>The meaning of Torah observance for its followers</p> <p>Torah as a living document (Written and Oral Law, Halacha)</p> <p>How Torah promotes a lifestyle of holiness for its followers</p> <p>The biblical connection between the Covenant and the land of Israel</p> <p>The centrality of the State of Israel in Jewish religious and cultural life today</p> <p>Comparison between Jerusalem as a holy place for Jews with Rome for Roman Catholics, Mecca for Muslims or the Ganges for Hindus</p>	<ul style="list-style-type: none"> ▪ briefly explain the meaning of Torah observance for its followers ▪ explain what is meant by those who claim Torah to be 'a living document' ▪ give an example of how Torah promotes holiness for its followers ▪ explain the interrelatedness of these beliefs in Judaism ▪ explain the origins of the centrality of Israel in Jewish religious and cultural life today ▪ compare the significance of Jerusalem as a holy place for Jewish people with another holy place
<p>2.3</p> <p>The Thirteen Principles</p>	<p>The origin, content and significance of the Maimonides' Thirteen Principles of Faith</p>	<ul style="list-style-type: none"> ▪ briefly explain the origin, content and significance of the Thirteen Principles

Section 3: Sacredness in the Jewish faith

Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
<p>3.1 Sacred Time</p> <p>The Jewish life cycle</p> <p>The Jewish calendar</p>	<p>The major customs associated with special events in the life of a Jew, such as the birth and naming of a child, Brit Mila, Bar Mitzvah, Bat Chayil, the marriage ceremony and burial practices</p> <p>The significance and meaning of one of these events within the context of Jewish belief</p> <p>The origins of the Jewish calendar</p> <p>The difference between a lunar and a solar calendar</p> <p>How the Jewish year is structured</p> <p>Jewish holidays within the calendar</p>	<ul style="list-style-type: none"> ▪ identify and explain the major customs associated with special events in the life of a Jew ▪ display respect for the customs and beliefs of Judaism based on understanding ▪ explain the origins of the Jewish calendar ▪ explain the difference between a lunar and solar calendar ▪ locate significant dates on the Jewish calendar ▪ explain the meaning, historical basis, and contemporary celebration of one major and one minor Jewish holiday and their connections to the seasons and agriculture

<p>The High Holy Days – Rosh Hashanah and Yom Kippur (the Ten Days of Repentance)</p>	<p>The significance of the Jewish New Year and Solemn Day of Atonement</p>	<ul style="list-style-type: none"> ▪ describe how the Jewish New Year and Solemn Day of Atonement are marked by followers
<p>Passover, Shavuot, Succot, Tu' B' Shevat, Shemini Atzeret, Simchat Torah (The Pilgrimage holidays)</p>	<p>The biblical origins of the Passover holiday</p>	<ul style="list-style-type: none"> ▪ name and summarise the biblical story in which the Passover has its origins
	<p>The components of the Seder ritual on Passover night</p>	<ul style="list-style-type: none"> ▪ outline the key elements of the Seder ritual
	<p>The significance of the Passover celebration for Jewish faith</p>	<ul style="list-style-type: none"> ▪ explain the meaning of the Passover celebration for its followers
	<p>The origin and meaning of the Shavuot holiday</p>	<ul style="list-style-type: none"> ▪ explain the origin of the Shavout and its meaning for followers
	<p>How certain holidays link to agriculture and respect for the land</p>	<ul style="list-style-type: none"> ▪ discuss how one of these holidays links to agriculture and respect for the land
<p>The origins and observance of the Sabbath</p>	<p>The origins of Sabbath based on a biblical commandment</p>	<ul style="list-style-type: none"> ▪ name and explain the biblical text in which Jewish observance of Sabbath has its origins

	Key elements of Jewish observance of the Sabbath	<ul style="list-style-type: none"> ▪ summarise the key elements in preparation for and observance of the Sabbath ▪ discuss the meaning of the Sabbath for Jewish religious life ▪ write a paragraph on how two of these holidays are celebrated
3.2 The sacredness of life Jewish faith's core belief in human life as a spark of the Divine	<p>The origins of Jewish belief in the sacredness of life – God created humanity in God's image</p> <p>How Jewish belief in the sacredness of life translates itself into practices such as protection of the stranger, the elderly, the orphans and the widow, obligations to the poor, preservation of one's health and the prohibition against slander, gossip and bearing false witness</p>	<ul style="list-style-type: none"> ▪ explain the biblical origins of Jewish belief in the sacredness of life and assess its implications for Jewish life and practice ▪ explain, with examples, how the belief in the sacredness of life translates itself into everyday practices for its followers
3.3 The sacredness of the earth and its creatures Respect for the	<p>The planting and reaping Commandments</p> <p>Identification of the Commandments that require</p>	<ul style="list-style-type: none"> ▪ state the Commandments that promote Judaism's care for the environment and all creatures

<p>land and all creatures</p>	<p>care and compassion for animals</p> <p>Location of the biblical sources that promote Judaism's protection of the environment and its creatures in the accounts of Creation and the Sabbatical and Jubilee laws</p> <p>The relevance of the Jewish concept of Sabbatical year and the Year of Jubilee for one contemporary environmental challenge</p>	<ul style="list-style-type: none"> ▪ briefly summarise the key ideas related to care for the earth and its creatures that are found in the biblical accounts of Creation and the Sabbatical and Jubilee laws ▪ investigate the relevance of the Jewish concept of the Sabbatical year and the Year of Jubilee for one contemporary environmental challenge
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Section 4 – Holy Places

Topic	Description of the topic	Learning outcomes <i>Students should be able to</i>
<p>4.1 The Jerusalem Temple</p> <p>The building of the Solomonic Temple</p> <p>The Temple service</p> <p>The significance of the Temple in ancient Judaism</p> <p>The First Temple</p>	<p>The biblical account of the building and decoration of the Temple</p> <p>The role of Priests and Levites in the Temple service</p> <p>The purpose and nature of the sacrificial service</p> <p>The significance of the Jerusalem Temple as the central holy place</p> <p>The relationship between Temple and Torah</p> <p>The destruction of the first Temple by Nebuchadnezzar in 586 BCE and the subsequent exile of the Jerusalem inhabitants to Babylon (Iraq)</p> <p>The consequences of this</p>	<ul style="list-style-type: none"> ▪ identify and summarise the biblical account of the building and decoration of the Temple ▪ explain the role played by the Priests and Levites in the Temple service ▪ explain the purpose and nature of sacrificial service ▪ discuss the importance of the Temple in ancient Judaism as the central holy place ▪ explain the link between Temple and Torah ▪ trace the events surrounding the destruction and rebuilding of the first Temple and the subsequent exile to Babylon ▪ give three long-lasting effects

<p>The Second Temple</p>	<p>exile</p> <p>The rebuilding of the Temple in Jerusalem</p> <p>The destruction of the second Temple by the Romans 70 CE</p> <p>The consequences of the destruction of the second Temple</p>	<p>of the Babylonian exile</p> <ul style="list-style-type: none"> ▪ describe when and how the second Temple came to be built ▪ explain when and why the second Temple was destroyed ▪ explain why prayer substituted Temple sacrifices after the destruction of the second Temple ▪ explain, with examples, how the dispersal of Jewish people to Spain, Europe, Asia, N. Africa after the destruction of the second Temple has impacted on diverse customs, music, food, etc, amongst the Sephardic and Ashkenazic cultures to the present time. ▪ compare the first Temple and the second Temple
<p>4.2 The Synagogue</p> <p>The origins, development and physical structure of the synagogue</p>	<p>When, where, and under which circumstances the synagogue developed in antiquity</p>	<ul style="list-style-type: none"> ▪ trace the historical development of the synagogue

Prayer	<p>The physical layout of the contemporary synagogue</p> <p>The main Jewish symbols in a synagogue (menorah, Magen David, ark curtains, bimah, motifs of windows, symbols of lions, Ten Commandments)</p> <p>The structure of the synagogue service for Sabbaths and holidays</p> <p>Leadership roles in the synagogue</p> <p>The function of prayer in Judaism</p> <p>One prayer that is of importance for Jewish practice</p> <p>The significance of communal and private prayer in the Jewish faith</p>	<ul style="list-style-type: none"> ▪ construct a model of the Holy Temple or of a contemporary synagogue ▪ name and explain the main Jewish symbols in a synagogue ▪ summarise the main elements of the synagogue service ▪ describe leadership roles within the synagogue ▪ explain the significance of prayer in the Jewish faith ▪ name one prayer that is of importance in Judaism ▪ explain why communal and private prayer are important in the Jewish faith
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	<p>The Jewish belief that each person has a personal connection to God that needs no intermediary</p>	<ul style="list-style-type: none"> ▪ examine the origins and impact of the Jewish belief that each person has a personal connection to God
<p>4.3 Bet Midrash</p> <p>The development and continuation of the Bet Midrash</p>	<p>The history and development of Bet Midrash after the Roman destruction of the Second Temple</p> <p>The meaning of Bet Midrash and its role as an educational institution in Judaism</p> <p>The contemporary importance of Bet Midrash</p>	<ul style="list-style-type: none"> ▪ trace the history and development of Bet Midrash ▪ explain the meaning of Bet Midrash and its role in Judaism ▪ assess the contemporary importance of Bet Midrash in promoting life-long learning in Judaism

Section 5 – The Holocaust (Shoah)

Topic	Description of the topic	Learning outcomes <i>Students should be able to</i>
5.1 The causes of the Holocaust (Shoah) Terminology	The terms – racism, xenophobia, antisemitism, genocide, pogroms, The Final Solution, perpetrator, victim, bystander, rescuer/resister (also known as the Righteous)	<ul style="list-style-type: none"> ▪ explain key terms associated with the Holocaust
The evolution and spread of antisemitism	The historical evolution of antisemitism including the Crusades, the Inquisition, the expulsion of Jews and the pogroms against Jews in the 18 th , 19 th and 20 th centuries	<ul style="list-style-type: none"> ▪ describe three events that illustrate the historical evolution of antisemitism over time
Anti-Jewish policies and propaganda	Nazi anti-Jewish policies and practices including the Nuremberg laws, school text books, public notices.	<ul style="list-style-type: none"> ▪ present examples of Nazi anti-Jewish policies ▪ present examples of anti-Jewish propaganda
Other historical and contemporary examples of racist propaganda	Study one historical and one contemporary example of racist propaganda	<ul style="list-style-type: none"> ▪ discuss one example of racist propaganda and its effects

<p>5.2 The Holocaust (The Shoah)</p>	<p>Facts about the Holocaust</p>	<ul style="list-style-type: none"> ▪ use research skills and present findings on the following - Groups targeted for persecution The scale of the murder of Jews The Camps Life in the Warsaw Ghetto
<p>Moral decisions</p>	<p>The role of bystanders in complicity</p> <p>Investigation of a moral decision that was taken by an individual which led to the protection of Jewish people</p>	<ul style="list-style-type: none"> ▪ discuss the role of bystanders and ordinary people and suggest reasons why they were complicit ▪ describe a moral decision taken by <u>one</u> of the following individuals that led to the protection of the Jewish people: Oscar Schindler, Maximilian Kolbe, Raoul Wallenberg, Janusz Korczak, or Miep Gies
	<p>Investigation of a moral decision taken by a State which led to the protection of Jewish citizens of those countries</p> <p>Investigation of Ireland's response to the Holocaust</p>	<ul style="list-style-type: none"> ▪ describe a moral decision taken by a State that led to the protection of the Jewish people. Choose either Denmark or Bulgaria ▪ explain how Ireland responded to the Holocaust

Resistance	<p>The factors that made Jewish resistance almost impossible</p> <p>Research <u>one</u> of the following case studies of resistance:</p> <ul style="list-style-type: none"> - The Sobibor extermination camp uprising - The Warsaw Ghetto uprising - The Jewish Partisans - The Righteous (select one person) - The role of orphanages in temporarily protecting Jewish children (Take one example, such as Italy, Poland, France or Greece) 	<ul style="list-style-type: none"> ▪ evaluate the factors which influenced those moral decisions listed above ▪ discuss the factors that made Jewish resistance to the Holocaust almost impossible ▪ make a presentation of the main events and/ characters in the chosen case study
<p>5.3 The consequences</p> <p>The consequences of the Holocaust</p>	<p>Research <u>one</u> of the following case studies -</p> <p>The story of a Jewish survivor of the Holocaust or a family member of a survivor</p> <p style="text-align: center;"><i>or</i></p>	<ul style="list-style-type: none"> ▪ In reference to the chosen case students will be able to make a presentation about his/her life

	<p>The story of a person from another persecuted group</p> <p>The ways in which the Jewish people have been affected by the loss of two thirds of the Jewish population of Europe in the Holocaust</p> <p>Challenges that faced the survivors and continue to affect children of Holocaust survivors</p>	<ul style="list-style-type: none"> ▪ give an account of three of the major consequences of the Holocaust ▪ explain some of the challenges that faced the Survivors of the Holocaust and their children ▪ show empathy with those who suffered during the Holocaust and those who continue to suffer because of xenophobia, racism and antisemitism today
<p>5.4 Lessons for the future</p> <p>Modern examples of genocide, xenophobia and antisemitism</p>	<p>Investigate a recent example of genocide, such as Rwanda (1994), Bosnia and Herzegovina (1992-95), or South Sudan (ongoing)</p> <p style="text-align: center;"><i>or</i></p> <p>Explore and analyse the growth of xenophobia and antisemitism in Belgium, France <i>or</i> Germany today</p>	<ul style="list-style-type: none"> ▪ use research skills to collect information about one contemporary example of genocide or xenophobia ▪ present the main facts related to the chosen example ▪ distinguish between fact and opinion and between primary and secondary sources

<p>Lessons for the future</p>	<p>Explore the lessons that can be learned from such events</p> <p>How to avoid future atrocities</p>	<ul style="list-style-type: none"> ▪ draw conclusions regarding the lessons that can be learned from such events ▪ make suggestions of how similar atrocities can be prevented in the future
<p>Remembrance</p>	<p>The Stockholm International Declaration.</p> <p>Examples of remembrance events in Ireland and elsewhere</p>	<ul style="list-style-type: none"> ▪ discuss what kind of remembrance is appropriate ▪ describe an example of a remembrance event

Section 6 – Sacred Writings and Commentaries

Topic	Description of topic	Learning outcomes <i>Students should be able to</i>
<p>6.1 The Hebrew Bible</p> <p>Structure and content of the Hebrew Bible</p>	<p>The main structure of the Torah and its components</p> <p>The main events of Israelite history as presented in the Torah</p> <p>The Patriarchs (Abraham, Isaac and Jacob) and the Matriarchs (Sarah, Rebecca, Rachel and Leah), and the great leaders, Moses, Aaron and Joshua</p> <p>The roles of women in the Hebrew Bible as judges, prophetesses, military and logistical strategists, teachers, moral leaders and mothers</p>	<ul style="list-style-type: none"> ▪ sketch the general structure and content of the main Jewish writings and commentaries ▪ construct a time line to show the main events of Israelite history as presented in the Torah ▪ explain briefly the role of the Patriarchs, Matriarchs and leaders in the Hebrew Bible ▪ discuss and assess the different roles of women in the Hebrew Bible

	<p>The key messages conveyed in one of the Books of the Prophets or in another sacred Hebrew text, e.g. the book of Job, the book of Psalms</p>	<ul style="list-style-type: none"> ▪ give a brief account of the key messages conveyed in one of the books of the Prophets or in another sacred Hebrew text
<p>6.2 Talmud Significance of the Talmud</p>	<p>Identification of what Talmud is</p> <p>The significance of the Talmud for the continuing interpretation of religious law</p> <p>One case study of tort law in the Talmud (exploring the premise, arguments and conclusions)</p> <p>Midrash</p>	<ul style="list-style-type: none"> ▪ explain the meaning of Talmud ▪ explain how the Talmud continues to have relevance for the interpretation of Jewish religious law ▪ present different perspectives using one case study of tort law in the Talmud ▪ explain the meaning of Midrash and its role in Judaism

<p>6.3 Halacha</p> <p>'Halacha' in Jewish law</p> <p>Applications of Halacha</p> <p>The nature, development and significance of the Shulchan Aruch</p>	<p>The meaning of the term halacha</p> <p>Key elements of halacha</p> <p>How halacha applies to daily living for a person of the Jewish faith</p> <p>When and how the Shulchan Aruch was created</p> <p>The core significance of Shulchan Aruch for Jewish faith</p>	<ul style="list-style-type: none"> ▪ define the term halacha ▪ summarise key elements of halacha ▪ illustrate with one example or situation how halacha applies to the daily life of a person of the Jewish faith ▪ briefly explain when and how the Shulchan Aruch was created ▪ discuss how Shulchan Aruch functions in informing Jewish faith and practice
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Choose Topic 6.4 or 6.5

Topic	Description of the topic	Learning outcomes <i>Students should be able to</i>
<p>6.4 Rashi</p> <p>The life and work of Rabbi Shlomo Yitzchaki, i.e. Rashi</p>	<p>Facts about Rashi's life and works</p> <p>The impact of his writings on the Torah and Talmud</p>	<ul style="list-style-type: none"> ▪ write a paragraph about Rashi's life ▪ explain the importance of Rashi's writings on the Torah and Talmud ▪ relate, with examples, how one of his commentaries is applied today

or

Topic	Description of the topic	Learning outcomes <i>Students should be able to</i>
<p>6.5 Ramban</p> <p>The life and work of Rabbi Moses Ben Nachman, also known as Ramban (Nachmanides of Girona)</p>	<p>Ramban's commentary on the Torah and Talmud</p> <p>Disputation of Barcelona (1263)</p>	<ul style="list-style-type: none"> ▪ write a paragraph about the life of Ramban ▪ explain the importance of his writings on the Torah and Talmud ▪ summarise what occurred in the disputation of Barcelona ▪ relate, with examples, how one of his commentaries is applied today

	<p>from right to left</p> <p>Fluency in linking phoneme and grapheme</p>	
<p>7.2 Vocabulary and Phrases</p> <p>Vocabulary</p> <p>Phrases</p>	<p>100 core vocabulary in transliteration and translation</p> <p>Analysis of the basic structures of words, i.e., roots, prefixes, suffixes, gender agreement, tenses, syntax</p> <p>Core phrases within the context of Biblical passages</p> <p>Other sacred writings, selected prayers, agricultural festivals, and other holidays, the Sabbath, environmental and animal protection laws in the Torah, the Synagogue, kashrut, deed and creed, relief of hunger and poverty laws, the Shoah and Jewish living</p>	<ul style="list-style-type: none"> ▪ identify Hebrew words and phrases within contexts and transliterate and translate them ▪ recognise the basic structure of words and sentences ▪ translate brief modern Hebrew phrases ▪ name and pronounce correctly the Hebrew names of the Jewish holidays, sacred texts, food laws, some prayers, rites of passage

Brief conversations	Key words and phrases e.g. greetings, salutations, meeting people, addressing people, manners, Sabbath, festivals, customs, foods	<ul style="list-style-type: none"> ▪ converse in simple phrases, using modern Hebrew greetings, salutations, etc.
<p>7.3 Writing</p> <p>Standard Hebrew print block style</p> <p>Cursive style</p>	<p>Write core words/phrases selected from Jewish creed and deed</p> <p>Recognition of examples</p>	<ul style="list-style-type: none"> ▪ write some selected Hebrew phrases, including one's name, in block style Hebrew print ▪ recognise some of the significant similarities and differences between Biblical classical Hebrew and modern Hebrew

Links

Junior cycle education seeks to reinforce and further develop in the learner the knowledge, understanding, attitudes, and skills acquired at primary level. It should also extend and deepen the range and quality of the learner's educational experience by creating connections both within the junior cycle programme itself, and with the senior cycle.

This syllabus reflects these aspirations by including a statement describing some of the points of connection between these components of the young person's educational experience. This should inform the teacher's planning in that it describes how the study of Junior Certificate Jewish Studies

- builds on the learning at primary level
- supports the different areas of experience that comprise the wider educational context at junior cycle
- links with other junior cycle subjects
- supports progression to senior cycle.

Progression from the Primary School Curriculum

The primary school curriculum is presented in seven curriculum areas, some of which are further subdivided into subjects. The development of a curriculum for Religious Education, however, remains the responsibility of the different church authorities and is not included in these seven curriculum areas.

The following is an outline of curriculum areas within the primary curriculum that links with the Jewish Studies syllabus.

- History, geography and science have been structured under one common curriculum area: Social, Environmental and Scientific Education (SESE).
 - Strands in History which link up with Jewish Studies are: myself and my family; stories; change and continuity; local studies; life, society, work and culture in the past; and politics, conflict and society.
 - Strands in Geography which link up with Jewish Studies include: people living and working in the local area and people living and working in a

contrasting part of Ireland; people and other lands; and human environments and environmental awareness and care.

- In SPHE (Social, Political, Health Education) links are made with the strands a child experiences such as myself; myself and others; and myself and the wider world.

Connections to the junior cycle areas of experience

The curriculum at junior cycle is made up of eight areas of experience. These are

- Language, literature and communication
- Mathematical studies and applications
- Science and technology
- Social, political and environmental education
- Arts education
- Physical education
- Religious and moral education
- Guidance, counselling and pastoral care.

A combination of experiences across these areas contributes to the holistic development of the learner and supports the integration of learning. Jewish Studies makes a particular contribution to the following areas of experience in junior cycle:

(i) Language, literature and communication	<ul style="list-style-type: none"> ▪ The Hebrew language
(ii) Social, political and environmental education	<ul style="list-style-type: none"> ▪ The Irish Jewish communities and the Jewish home ▪ The Holocaust (Shoah)
(iii) Religious and moral education	<ul style="list-style-type: none"> ▪ Beliefs and moral teachings ▪ Sacredness in the Jewish faith ▪ Sacred writings and commentaries ▪ Holy places

Links with other junior cycle subjects

The work undertaken by students of Junior Certificate Jewish Studies has relevance beyond the Jewish Studies classroom. The following are just some of the links that Junior Certificate Jewish Studies has with other subjects in the Junior Certificate curriculum:

- Religious Education - topics of common interest with Jewish Studies include: community; communities of faith; relationships between communities of faith; organisation and leadership in communities of faith; foundations of religion – major world religions; tradition, faith and practice in modern day; the question of faith; challenges to faith; the celebration of faith; and moral challenge.
- History topics of common interest with Jewish Studies include in Section III: developments in Ireland in the late 19th century and in the 20th Century; social change in the 20th century; international relations in the 20th Century; overview of the main political events which influenced contemporary Ireland; changing life-styles in Ireland from c.1900 (a study of changes in the local area or national study); and peace and war in Europe.
- Geography topics of common interest with Jewish Studies include: population; settlement patterns; population distribution; and diversity and change.

Progression to senior cycle

Hebrew Studies as a Leaving Certificate subject complements the aims of the Junior Certificate Jewish Studies syllabus by enabling students to deepen their understanding of the history, religion and culture of the Jewish people. The course focuses in greater depth on major themes regarding institutions, religious ideas and roles as they were expressed and developed during the course of Israelite history.

A number of topics in senior cycle Religious Education offer links of progression with the junior cycle Jewish Studies curriculum. These include concepts of God, world religions; religious traditions and the environment, worship, prayer and ritual, and religion in contemporary Ireland.

The Leaving Certificate History syllabus also builds upon what students have learned in Junior Certificate Jewish Studies. Leaving Certificate History is taught from three perspectives: politics and administration; society and economy; and culture and religion. History students can avail of opportunities to study in greater detail aspects of the Junior Certificate Jewish syllabus, such as Later Modern Europe and the Wider World, as a field of study.

Assessment

General principles

Assessment in education involves gathering, interpreting and using information about the processes and outcomes of learning. It takes different forms and can be used in a variety of ways, such as to test and certify achievement, to determine the appropriate route for learners to take through a differentiated curriculum or to identify specific areas of difficulty (or strength) for a given learner. While different techniques may be employed for formative, diagnostic and certification purposes, assessment of any kind should improve learning by exerting a positive influence on learning and on the curriculum at all levels. It must, therefore, reflect the full range of curriculum goals.

Assessment should be used as a continuous part of the teaching-learning process and involve learners, wherever possible, as well as teachers, in identifying next steps. In this context, the most valuable assessment takes place at the site of learning. Assessment should also provide an effective basis for communication with parents in a way that helps them to support their children's learning.

Assessment must be valid, reliable and equitable. These aspects of assessment are particularly relevant for national assessment for certification purposes.

Assessment for certification

The assessment of Jewish Studies at Junior Certificate level will be based on the syllabus aims and objectives. Furthermore, the specific learning outcomes for each part of the syllabus will also be assessed through the assessment instruments. Jewish Studies will be assessed at Higher and Ordinary levels in the Junior Certificate examination.

Written Examination

A final written examination paper will assess Jewish Studies. The paper will be broken into two parts. Part I will consist of questions relating to project work and must be answered by all students. Part II of the paper will consist of questions on each of the remaining six sections of the syllabus. Students will be required to answer questions on four sections in the written paper. In Part II of the paper questions will not be set on the section that students have studied for project work.

Written examination

Part I	Part II
Questions on project work (One section of the syllabus will be designated for project work each year.)	Questions on each of the remaining six sections of the syllabus. Students must answer questions on four sections. Section 1 is compulsory.
20%	80%

Project work

Students will be required to choose a topic for project work from a selection of titles prescribed each year by the State Examinations Commission. Project work titles will be based on one of the following sections of the syllabus, Section 2: Beliefs and Moral Teachings, Section 3: The Sacred in Jewish Faith, Section 4: Holy Places and Section 5: The Holocaust (Shoah).

Project work will support the broad aims of the syllabus and will in particular

- facilitate the exploration of an area of personal interest or concern to the student
- encourage students to use a range of resources to support their research and learning
- facilitate a variety of teaching and learning methods
- promote the development of skills of enquiry, research, reflection, and analysis, as well as independent learning, personal effectiveness and communication skills.

Questions relating to project work will appear in Part I of the examination paper and will be awarded 20% of the total examination mark.

These questions will invite the students to reflect on what they have learned through the completion of project work. Questions will vary from year to year and may include questions such as the following:

- What topic did you choose for your project work and why?
- Describe the steps you took in investigating the topic.
- What learning outcome did you achieve in the course of your project work?
- What skills did you develop?
- List three things you learned about the topic.
- What questions are you still left with?