

GCE AS

# RELIGIOUS STUDIES

## JUDAISM Scheme of Learning

The principal aim of the Scheme of Learning is to support teachers in the delivery of the new Eduqas AS Religious Studies specification. It is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular centres. In addition, this document must not be used instead of the specification, but must be used to support the delivery of it. It offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own, freely available, digital materials and some from external sources), text books and other resources, to provide ideas when planning interesting, topical and engaging lessons. The intention of this scheme of work is that learners will participate in some independent learning tasks prior to attendance at the lesson. In this way, learners should arrive at the lesson with questions concerning areas that they do not understand, and there is more time for analysis and evaluation of the material within the lesson time. For those who do not wish to take this approach, the activity suggestions should still be flexible enough to be adapted.

Judaism Theme 1: Religious figures and sacred texts: 1A Abraham and the establishment of the covenant of circumcision					
Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Abraham as Father of the Jewish people.  Abraham's belief in One God as creator of heaven and earth.	Abram Abraham Patriarch Polytheism Monotheism	<i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey.	Compile a short biography of what is known about Abraham which includes each of the five concepts (you can use them in any sequence), to show that you have an accurate understanding of his significance within Judaism.	
<b>1</b>	The nature of the covenant between God and Abraham – the promise of land and offspring.	Covenant	<a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a>  <i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Genesis 12:1–3; 12:7; 13:14–17).  <i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey.	Pair work – research the following:  What is a covenant?  What were the terms of the covenant made between God and Abraham?  What evidence do we have that the covenant between God and Abraham was an unconditional covenant?  Feedback and discussion to follow.	

2	<p>Brit milah (circumcision) as a sign of the covenant (Genesis 17).</p>	<p>Brit milah (circumcision)</p> <p>Consecration</p>	<p>Short video on Brit milah: <a href="https://www.youtube.com/watch?v=s0fkpHV4TxM">https://www.youtube.com/watch?v=s0fkpHV4TxM</a></p> <p>WJEC digital resources: Abraham and the covenant background notes. <a href="http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2305">http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2305</a></p> <p>Abraham and the covenant – statement-sorting task (true or false). <a href="http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2305">http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rliid=2305</a></p> <p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Genesis 17). <i>Essential Judaism</i> – George Robinson. <a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne-Kinsey</p>	<p>Students to produce individual mind maps on brit milah ensuring that each includes a relevant quotation from scripture as well as that of a scholar or scholars.</p> <p>Students to complete the statement sorting task (true or false).</p>	<p>Prepare a presentation on brit milah as a sign of the covenant which covers the following:</p> <p>The Abrahamic origin of the ceremony of brit milah (Genesis 17).</p> <p>How it is practised amongst Jews today.</p> <p>Its significance as an act of consecration.</p> <p>A scholarly view on the rationale behind brit milah (E.g. Robinson/Maimonides says ...).</p>
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3	The significance of Abraham's faith and test of obedience (Genesis 22).	Obedience Sacrifice Faith	<p>Clip from <i>Testament – The Bible in Animation – Abraham</i> (from 19 mins 50 seconds)  <a href="https://www.youtube.com/watch?v=BbPJgVWPpPM">https://www.youtube.com/watch?v=BbPJgVWPpPM</a></p> <p>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism          – Helen Gwynne- Kinsey.</p>	<p>Find and show a suitable video clip which shows someone taking a risk to help someone else (the RNLI channel on YouTube has suitable examples).</p> <p>Discuss the concept of sacrifice: what is the biggest sacrifice you would be prepared to make, and for what cause?</p> <p>Show the relevant clip from <i>Testament – The Bible in Animation – Abraham</i>, and explain its significance in relation to obedience and faith.</p> <p>Pupils to prepare a 30-second response from Abraham in answer to the question 'How strong is your faith in God?'</p>	Review of theme 1A – There are many symbolic elements within the story of the Abrahamic covenant. Students to identify each of the symbolic elements and note the deeper meaning behind each one.
4	Developing skills – AO1.		<p>All notes relating to theme 1A.</p> <p>An AO1 examination question relating to theme 1A.</p> <p>A basic writing frame which offers guidance as to what might be expected in an answer to the AO1 question set.</p> <p>Generic band descriptors for AO1.</p>	<p>Students to work individually and develop each point of the basic writing frame.</p> <p>Peer assessment task: Students to swap their AO1 developed writing frames. Generic band descriptors to be used as a checklist to ensure that the full range of information has been included.</p> <p>Write a full answer to the AO1 question set.</p>	

5	Developing skills – AO2.		<p>Generic band descriptors for AO2.</p> <p>Use the following sections from WJEC digital resources:  <a href="http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rld=2306">http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rld=2306</a></p> <p>Evaluating from conclusions – Animation.</p> <p>Identifying an evaluative style answer.</p> <p>Identifying evaluative terms and phrases.</p> <p>Phrase bank.</p> <p>A basic writing frame which offers guidance as to what might be expected in an AO2 answer in relation to one of the issues specified.</p>	<p>Introduce skills required for AO2 element of the specification using WJEC digital resources.</p> <p>Share and discuss arguments which could be made when analysing and evaluating the issues presented.</p> <p>Develop each point of the basic writing frame for one of the AO2 elements of the theme.</p>	
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Judaism Theme 1: Religious figures and sacred texts: 1B Moses and the establishment of the covenant of law					
Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Background information on the life of Moses.	The significance of Moses	<p>Video: <i>Testament – The Bible in Animation – Moses</i>  <a href="https://www.youtube.com/watch?v=GR T6WPn2vnQ">https://www.youtube.com/watch?v=GR T6WPn2vnQ</a></p> <p>Make use of the following sections from WJEC digital resources:  <a href="http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2305">http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=2305</a></p> <p>Moses background notes.</p> <p>Moses (check for understanding).</p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i>            – Helen Gwynne- Kinsey.</p>	Compile a short biography of the early life of Moses, noting examples of evidence that could be used to show that he was destined to play a significant part in the history of the Israelite nation.	

1	The nature and significance of the Mosaic covenant both at the time of Moses and today (Exodus 19–20).	Conditional covenant Mitzvot	<p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey.</p> <p><i>The Living World of the Old Testament</i> – Bernhard W. Anderson.</p> <p><i>The Hebrew Kingdoms</i> – E.W. Heaton.</p> <p>Relevant scriptural references from Exodus.</p>	<p>Provide students with background information on the nature of parity and suzerainty conditional covenants of the ancient world, as well as the terms of the covenant God made with Moses.</p> <p>Students to work in pairs and compile evidence which could be used to show that the Mosaic covenant may have been based upon a suzerainty covenant.</p> <p>Highlight the fact that the Mosaic covenant was made with the whole nation rather than with an individual, as in the case of Abraham. And, furthermore, still provides the basis for the Jewish faith today. Refer to Heaton's four distinctive features of the Jewish faith, which grew up as a result of the Mosaic covenant.</p>	
2	The recording of the covenant by Moses (Exodus 24:4; 34:1–2, 27–28).	Covenant Torah	<p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Exodus 24:4)</p> <p>Tutor's notes. Card-sorting exercise.</p>	<p>Explanation regarding the recording of the covenant to be given, and students given time to absorb information by referring to notes.</p> <p>Students to work in small groups. Provide each group with ten cards upon which have been written ten points relating to the recording of the covenant by Moses. Students to select the five which they feel are the most significant for an understanding of this section of the specification.</p> <p>Feedback to be given, with accompanying explanation as to why specific choices have been made.</p> <p>Discussion to follow before the group as a whole reaches a consensus.</p>	

3	The importance of God's protection for obedience (Exodus 34:10–11).	Covenant Idol Intercede Mediator	<p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Exodus 34:1–2, 10–11, 27–28).</p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne-Kinsey.</p>	Using relevant resources, students to work in pairs and note Moses' role in the renewal of the covenant, using the following words: covenant, idol, intercede, mediator, Torah (which can be used in any order).	Students to compile a bank of key terms; scriptural references and views of scholars/schools of thought which are relevant to this section of the specification.
4	Developing skills – AO2.	Covenant	<p>Issue for analysis and evaluation: Whether covenant is a method of religious control.</p> <p>WJEC resource – The use of commentary for homework activity:  <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/eng/theUseOfCommentary.html">resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/eng/theUseOfCommentary.html</a> </p>	<p>Divide students into small groups with specific tasks:</p> <p>Arguments that have the potential to support the contention that the covenant is a method of religious control.</p> <p>Arguments that have the potential to support the contention that the covenant is not necessarily a method of religious control.</p> <p>Identification of specific scholarly viewpoints, and the bearing that they have upon this issue.</p> <p>Feedback to be given with a spokesperson from each group offering their evidence in turn.</p> <p>Discussion to follow, with a scribe writing up agreed findings in electronic form so that all students have access to the information at the end of the session.</p>	Students to consider the second issue for analysis and evaluation: how far covenant is of legal value, and make notes in preparation for an evaluation task in the following lesson.



5	Developing skills – AO2.	Covenant	An example of an AO2 examination question relating to the issue of how far covenant is of legal value.	Students to work individually, and compile a list of key points (minimum of five) which they feel are relevant in addressing the issue presented in the question.  Peer assessment to follow.	Write a full answer to the AO2 examination question set.
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Judaism Theme 1: Religious figures and sacred texts: 1C The Torah as a source of wisdom and authority					
Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
1	To gain knowledge and understanding of the key terms which are to be encountered in this topic.	Torah Tanakh Revelation Etz chaim Kosher Sefer Torah Sofer Aron Kodesh Chumash Parshiot Bimah Yad Hagbah Mitzvot	<p>Truetube clip: Holy Books: The Torah <a href="http://www.truetube.co.uk/film/holy-books-torah">www.truetube.co.uk/film/holy-books-torah</a></p> <p>List of key terms.</p> <p>Cards for recording key terms on one side, and definitions on the other</p> <p>Blank cards.</p> <p>Four key terms for each student</p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a>  <a href="http://www.jewfaq.org">www.jewfaq.org</a>  <a href="http://www.liberaljudaism.org/">www.liberaljudaism.org/</a>  <a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a>  <a href="http://www.chabad.org">www.chabad.org</a>  <a href="http://www.beingjewish.com">www.beingjewish.com</a>  <a href="http://www.torah.org">www.torah.org</a>  <a href="http://www.liberaljudaism.org">www.liberaljudaism.org</a>  <a href="http://www.liberaljudaism.org">www.liberaljudaism.org</a></p> <p>4 key terms for each student.</p>	<p>Show the Truetube clip 'Holy Books: The Torah' which acts as a good general introduction to this topic. Pupils can make brief notes as they watch.</p> <p>Provide each student with a list of key terms which will be relevant to this topic (vary the order of each list so that they don't all start with the same term). Students to research the meanings of each key term. Each term to be written on a separate card, and the accompanying definition written on the reverse.</p> <p>Give each student a blank card, and choose one of the key terms, which must then be written on one side. They are to swap their card with another member of the group, and, without referring to any resources, see if they can write the correct definition on the reverse of the card.</p> <p>This part of the activity can be repeated with students 'passing' and moving on to another card should a duplicate come their way.</p> <p>Give each student four of the key terms (varying the terms given for each one), and their task is now to show their understanding by writing a paragraph or two using the key terms in context.</p>	<p>WJEC digital resource – Torah dictionary definition task:  <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/6a_torah_definition.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/6a_torah_definition.html</a></p>

2	<p>The receiving of the Torah at Sinai and the significance of the written law (Exodus 19–20).</p>	<p>Torah Genesis Exodus Leviticus Numbers Deuteronomy</p>	<p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey.</p> <p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Exodus chapters 19–20).</p> <p>Activity which requires students to finish off sentences which are relevant to this section of the specification.</p>	<p>Provide information regarding God’s revelation at Sinai which is to be found in Exodus chapters 19–20.</p> <p>Introduce the five books of Moses and the content which is characteristic of each one.</p> <p>Students to show their knowledge and understanding of this section of the specification by completing an activity whereby they finish sentences.</p> <p>Peer assessment task to be undertaken to check for understanding.</p>	<p>WJEC digital resource – Torah dictionary definition task: <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/6a_torah_definition.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/6a_torah_definition.html</a></p>
3	<p>The nature and purpose of Torah in Orthodox and Reform Judaism.</p> <p>The pre-existent and eternal relevance of Torah.</p>	<p>Revelation Progressive revelation Halakhah</p>	<p><a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p>	<p>Students to research the different ways in which Orthodox and Reform Jews differ in their response to the nature and purpose of the Torah, as well as the notion of the pre-existence of the Torah.</p> <p>Following on from the research, students to work with a partner: one to take on the role of an Orthodox Jew, and the other a Reform Jew. Each to give a verbal explanation to the other of their particular Jewish point of view towards the nature and purpose of the Torah.</p> <p>If time allows, students to find a new partner, and swap roles so that each has considered both points of view.</p>	

4	Use and treatment of the Torah.	Sefer Torah Yeshiva Ark Mantle Yad Talmud Tanakh	<p>Images and/or artefacts:</p> <p>Sefer Torah (facsimile) Yad Mantle Ark</p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a>  <a href="http://www.jewfaq.org">www.jewfaq.org</a>  <a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a>  <a href="http://www.chabad.org">www.chabad.org</a>  <a href="http://www.beingjewish.com">www.beingjewish.com</a>  <a href="http://www.torah.org">www.torah.org</a></p>	<p>Set up research workstations in teaching room covering the following aspects of the specification:</p> <p>Sefer Torah and Torah reading (in the synagogue and home).</p> <p>Torah study at Yeshiva and the role of the oral Torah.</p> <p>The care and respect shown for the Torah – ark, mantle, yad and burial.</p> <p>Arrange students into small groups and allocate each to a workstation. They are to gather as much information as they can under timed conditions before moving on to the next workstation.</p>	Students to write up research findings in detail.
5	Developing skills – AO1.		<p>A range of views of scholars and/or schools of thought which are relevant to this section of the specification.</p>	<p>Students to work in pairs and consider where each scholarly view and/or school of thought could best be used in relation to the content of the specification.</p> <p>Each pair can then be provided with two scholarly views and/or schools of thought, which they are to incorporate into two paragraphs to show that they have a sound understanding of their relevance.</p>	

Judaism Theme 2: Religious concepts and religious life: 2A Beliefs about the nature of God/concept of God					
Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Beliefs about the nature and concept of God.	Monotheism Incorporeal Omnipotent Omniscient Omnibenevolent	Dictionary	<p>Create a glossary of the following key terms:</p> <ul style="list-style-type: none"> <li>• Monotheism</li> <li>• Incorporeal</li> <li>• Omnipotent</li> <li>• Omniscient</li> <li>• Omnibenevolent.</li> </ul>	
<b>1</b>	Absolute monotheism; God as One; God as Creator; God as incorporeal; God as neither male nor female; God as eternal.	Monotheism Incorporeal El Olam	<p><a href="http://www.jewfaq.org/g-d.htm">http://www.jewfaq.org/g-d.htm</a></p> <p>WJEC digital resource – Key facts about the concept of God:  <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/en_g/concept-of-god-background-notes.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/en_g/concept-of-god-background-notes.pdf</a></p>	<p>Using the resources provided, students to create a mind map on the subject of God as One; Creator; incorporeal; neither male nor female; eternal.</p> <p>Each section of the mind map needs to include relevant quotations from Jewish scripture as well as views of scholars /schools of thought where appropriate.</p>	

2	<p>Characteristics of God: omnipotent, omniscient, omnibenevolent, Holy, Just, Perfect, Merciful</p>	<p>Omnipotence Omniscience Omni-benevolence Merciful</p>	<p><a href="http://www.jewfaq.org/g-d.htm">http://www.jewfaq.org/g-d.htm</a></p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey.</p> <p>WJEC digital resource – Key facts about the concept of God: <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/3a_the_jewish_concept_of_god-background-notes.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/3a_the_jewish_concept_of_god-background-notes.pdf</a></p> <p>Jewish concept of God crossword <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/3a_the_jewish_concept_of_god.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/3a_the_jewish_concept_of_god.html</a></p> <p>Crossword answers <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/3a_the_jewish_concept_of_god_crossword_answers.p">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/3a_the_jewish_concept_of_god_crossword_answers.p</a></p>	<p>Provide students with a set of quotations from Jewish scripture as well as key quotes from scholars, and direct them to explain how each could be used as evidence for each of the characteristics of God.</p> <p>E.g. Genesis 16:13 describes God as 'the Lord who sees'. This is indicative of omniscience as it means that God has the ability to see and know everything.</p>	<p>Jewish concept of God crossword.</p>
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3	God's presence as both kavod and shekinah.	Kavod Shekinah	<p><a href="http://www.jewishencyclopedia.com/articles/13537-shekinah">http://www.jewishencyclopedia.com/articles/13537-shekinah</a></p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism – Helen Gwynne-Kinsey.</i></p> <p>WJEC digital resource – Key facts about the concept of God:  <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/concept-of-god-background-notes.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/concept-of-god-background-notes.pdf</a></p>	<p>Divide students into small groups with each given either kavod or shekinah to research.</p> <p>The research task to be followed by students being paired with someone who researched the opposite term, and they are to explain the concepts to each other.</p> <p>Main findings from each pair to be written as bullet points on A4 paper and displayed on classroom wall for all to see and discuss.</p> <p>Photographs of bullet points can be taken as a record, and used for revision.</p>	
4	Maimonides on the attributes of God.	Predicate Corporeal	<p><i>Essential Judaism</i> – George Robinson.</p> <p><a href="http://existentialcomis.com/comic/22">http://existentialcomis.com/comic/22</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p> <p>A set of statements on individual cards which present Maimonides' thoughts on the attributes of God.</p>	<p>Introduce Maimonides' thoughts on the attributes of God.</p> <p>Students to work in pairs and complete a card sort activity to present Maimonides' thoughts on the attributes of God in a logical order.</p>	

5	Developing skills – AO2.		An AO2 examination question from this section of the specification.	<p>Students to work in small discussion groups to complete the following task:</p> <p>Explain how a Jew might respond to the following view: 'It is impossible to know what God is like and therefore impossible to have a relationship with God'.</p> <p>Explain your answer using evidence and examples from what you have read.</p>	Create a list of indicative content for an AO2 examination question from this section of the specification.
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Judaism Theme 2: Religious concepts and religious life: 2B Beliefs about God and humanity, the meaning and purpose of life					
Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	What makes us human?	Humanity	<a href="http://www.bbc.com/future/story/20150706-the-small-list-of-things-that-make-humans-unique">http://www.bbc.com/future/story/20150706-the-small-list-of-things-that-make-humans-unique</a>  <a href="https://www.thoughtco.com/what-makes-us-human-4150529">https://www.thoughtco.com/what-makes-us-human-4150529</a>	Students to research and present a response in any format in answer to the question 'What makes us human?'	
<b>1</b>	Humanity (the self) created in the divine image.	Humanity Image (tzelem)	<i>Understanding Judaism</i> – Melanie Wright.  <a href="https://www.myjewishlearning.com/article/created-in-gods-image/">https://www.myjewishlearning.com/article/created-in-gods-image/</a>  Quotations: 'We are created in the image of God, if you will, and we are obliged to return the favour'. (Rabbi Arthur Green)  '... human beings are at the apex of creation, because they alone are made in the image of God'. (Melanie Wright)	Students to give presentations on their responses to the question 'What makes us human?' with class discussion to follow.  Explanation of the Jewish response to the same question based upon the quotations from Rabbi Arthur Green and Melanie Wright.	

2	Nefesh (life) as a divine gift; pikuach nefesh (the sanctity of life); nature of humanity – yetzer hara (evil inclination) and yetzer hatov (good inclination).	Nefesh Pikuach nefesh Yetzer hara Yetzer hatov	<p>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism – Helen Gwynne-Kinsey.</p> <p><a href="https://www.myjewishlearning.com/article/the-birth-of-the-good-inclination/">https://www.myjewishlearning.com/article/the-birth-of-the-good-inclination/</a></p>	<p>Explanation of concepts to be given.</p> <p>Students to be given an activity to complete which practises the AO1 skill of being able to show an accurate understanding of religious belief.</p> <p>E.g. use your knowledge and understanding of the Jewish concepts of yetzer hara and yetzer hatov to complete the following task:</p> <p>A Jewish man has been caught stealing from the funds of a local charity. He has confessed his misdeed and has been punished by the courts. However, he still feels guilty and sorry for what he has done. Imagine that you are a rabbi: what information and advice would you give him?</p>	
3	Developing skills – AO1.		<p>An example of an AO1 answer that illustrates a band 1–3 response to a question requiring an examination of the nature of humanity.</p> <p>Generic band descriptors for AO1.</p>	<p>Working in small groups, students to use the generic band descriptors to identify the characteristics of the answer they have been given. They are to:</p> <ol style="list-style-type: none"> <li>(1) Decide which band they would put it in.</li> <li>(2) Offer at least five things that would need to be added to make the answer a much stronger one.</li> </ol>	Write an answer to the question analysed in class.

4	The Shema: the content of the Shema (Deuteronomy 6:4–9; 11:13–21); and Numbers 15:37–41). The nature of Shema as an aid to faith and remembering; Shema as a reinforcement of covenant relationship and the meaning and purpose of life.	Shema Covenant	Tefillin Mezuzah Tallit with tzitzit  <a href="https://www.myjewishlearning.com/article/what-is-a-mezuzah/">https://www.myjewishlearning.com/article/what-is-a-mezuzah/</a>  <a href="https://www.myjewishlearning.com/article/traditional-commentaries-on-the-shema/">https://www.myjewishlearning.com/article/traditional-commentaries-on-the-shema/</a>  <a href="https://www.myjewishlearning.com/article/tzitzit/">https://www.myjewishlearning.com/article/tzitzit/</a>  <a href="https://www.myjewishlearning.com/article/how-to-put-on-tefillin/">https://www.myjewishlearning.com/article/how-to-put-on-tefillin/</a>	Students to work in groups and create a short informative video which explains:  1. The content of the Shema and its nature as an aid to faith and remembering. 2. Shema as a reinforcement of covenant relationship and the meaning and purpose of life.  Videos to be uploaded to departmental website.	Create an acrostic based upon the five letters of the word 'Shema' that you feel sums up its importance/use/value within Judaism.
5	Developing skills – AO2.		An example of a strong AO2 answer that illustrates a band 4–5 response to a question requiring an examination of one of the issues for analysis and evaluation from this section of the specification.  Generic band descriptors for AO2.	Working in small groups, students to use the generic band descriptors to identify the characteristics of the answer they have been given. They are to:  1. Decide which band they would put it in. 2. Highlight the characteristics of the answer which justifies its inclusion in that particular band. 3. Offer up any other suggestions as to what could be added to make it an even stronger answer.	

Judaism Theme 2: Religious concepts and religious life: 2C Beliefs about judgement – the Messiah and the afterlife					
Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	The Messiah in Judaism.	Messiah	<p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p>WJEC/Eduqas <i>Religious Studies for A Level Year 1 &amp; AS</i> – Judaism – Helen Gwynne-Kinsey.</p> <p><a href="http://www.jewfaq.org/mashiach.htm">http://www.jewfaq.org/mashiach.htm</a></p> <p><a href="https://www.myjewishlearning.com/article/who-is-the-messiah/">https://www.myjewishlearning.com/article/who-is-the-messiah/</a></p>	Students to research and compile a fact file on the concept of Messiah in Judaism.	



1	<p>The Messiah in Judaism – The Anointed One and Judge who brings peace and goodwill to humanity (Isaiah 2:1–4); the establishment of a new world order.</p>	<p>Messiah Anointed One Judge</p>	<p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne-Kinsey.</p> <p>WJEC digital resources:  <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/messiah-and-the-afterlife-background-notes.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/messiah-and-the-afterlife-background-notes.pdf</a>   <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/7a_messiah_and_the_afterlife.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/7a_messiah_and_the_afterlife.html</a>   <a href="http://www.jewfaq.org/mashiach.htm">http://www.jewfaq.org/mashiach.htm</a>   <a href="https://www.myjewishlearning.com/article/who-is-the-messiah/">https://www.myjewishlearning.com/article/who-is-the-messiah/</a>  Relevant quotations from Isaiah, Maimonides</p>	<p>Present students with information on the concept of the Messiah in Judaism.</p> <p>In groups, students to create a ‘true or false?’ activity which can be used as a whole-class quiz in which true or false cards are held up to indicate response.</p> <p>Use WJEC digital resource true or false activity on the Messiah to check for understanding at end of session.</p>	<p>Provide students with an AO1 examination question, and examples of relevant quotations from Isaiah, Maimonides and the Talmud.</p> <p>Students to write an answer to the question set, making sure that they incorporate all of the quotations in a meaningful way.</p>
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2	Death and the resurrection of the dead (Daniel 12:2); the final judgement; olam ha-ba.	Death Resurrection Olam ha-ba	<p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><a href="https://www.myjewishlearning.com/article/heaven-and-hell-in-jewish-tradition/">https://www.myjewishlearning.com/article/heaven-and-hell-in-jewish-tradition/</a></p> <p>Relevant quotations from Daniel, Isaiah, Talmud.</p>	<p>Students to work in pairs. Provide each couple with the list of key quotes (vary the order of each list for each pair so that they don't all start discussing the same things in the same order). Students are required to (a) identify a link (or links) between the quotes, and (b) to note in their own words the point that they think is being made by each one.</p> <p>Discuss outcomes. Hopefully they will have noticed that not all Jews are in agreement about the subject of resurrection.</p> <p>Explain beliefs about death, resurrection and the afterlife which are to be found in the Orthodox and Reform traditions.</p> <p>Check for understanding at conclusion of session by playing 'true or false?' Use cards with 'true' on one side and 'false' on the other which students will hold up in response to the statements which are read out.</p>	
3	The Pittsburgh Platform (paragraph 7) and Reform views about the afterlife.	Afterlife	<p>Pittsburgh Platform (paragraph 7)</p> <p><a href="http://www.reformjudaism.org">www.reformjudaism.org</a></p>	<p>Provide each student with a copy of paragraph 7 of the Pittsburgh platform. After analysing its content they are to write a paragraph identifying what they feel are its implications for Reform beliefs about the afterlife.</p> <p>Further information can be added through online research.</p>	

4	The variety of views that are to be found in Judaism on the subject of the Messiah, judgement and life after death.	Messiah Judgement Afterlife	All information collated during the course of study for this theme.	<p>Students to work in groups and undertake a careful analysis of all of the information relating to this section of the specification.</p> <p>Their task is to produce a Venn diagram which illustrates the variety of views that are to be found in Judaism on the subject of judgement, Messiah and the afterlife.</p> <p>Venn diagrams to be displayed in class with a discussion to follow.</p> <p>Diagrams to be photographed and shared as an aid for future revision.</p>	
5	Developing skills – AO2.		<p>WJEC digital resources:</p> <p><a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/eng/developingAOneSidedArgument.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/eng/developingAOneSidedArgument.html</a></p> <p><a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/pdf/eng/Developing-a-one-sided-argument.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/pdf/eng/Developing-a-one-sided-argument.pdf</a></p>	<p>Use the WJEC digital resources to develop a one-sided argument in response to whether Jewish beliefs about judgement and the afterlife are relevant for Jews today.</p>	<p>Create alternative arguments from the ones covered in class in response to whether Jewish beliefs about judgement and the afterlife are relevant for Jews today.</p>

**Judaism Theme 2: Religious concepts and religious life: 3A The diversity of views within Judaism with regards to mitzvot (commandments)**

Lesson	Specific Content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Mitzvot (commandments).	Mitzvot	All course notes and resources that have been used up to this point.	Review all aspects of the course studied thus far and note examples of mitzvot that have been mentioned previously.	
<b>1</b>	The mitzvot within Orthodox Judaism.	Direct revelation Halakhah Chukim	<i>Essential Judaism</i> – George Robinson.  <i>Living Judaism</i> – Wayne Dosick.  <i>Judaism</i> – Brian E. Close.  <i>Judaism – the basics</i> – Jacob Neusner.  <a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a>  <a href="http://www.jewfaq.org/">http://www.jewfaq.org/</a>  Scriptural examples of commandments that continue to have an impact upon the lives of Orthodox Jews.  Problem-solving tasks and solutions.	Share examples of mitzvot that have already been covered during the course so far.  Give an explanation of the status of the mitzvot within Orthodox Judaism.  Problem-solving task: using relevant portions from the Torah (different ones for different groups), students to identify the commandment from the passage given, and work out how an Orthodox Jew might go about making sure that this particular commandment continues to be kept in 21 <sup>st</sup> century Britain.  Carousel the portions from the Torah so that each group has the chance to complete as many as possible.  Feedback, discussion and revelation of the correct solutions to follow.	

2	The mitzvot within Reform Judaism.	Revelation	<p><i>Essential Judaism</i> – George Robinson.</p> <p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Judaism</i> – Brian E. Close.</p> <p><i>Judaism – the basics</i> – Jacob Neusner.</p> <p><a href="http://www.reformjudaism.org">www.reformjudaism.org</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p>	<p>Students to work in pairs and research the topic of the mitzvot within Reform Judaism.</p> <p>When research is complete they are to create a quiz based upon Reform Jews' interpretation of the 613 mitzvot. The quizzes are to be completed in electronic form, with answers, and given to the tutor.</p> <p>The tutor is to scrutinize the questions and answers for accuracy and choose a variety to be uploaded onto an online quiz site to be accessed by all members of the group.</p>	Complete the online quiz on Reform Jews' interpretation of the 613 mitzvot.
3	The mitzvot within Hasidic Judaism.	Devekut Rebbe Zohar	<p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey. <a href="http://www.chabad.org">www.chabad.org</a></p> <p>Key quotes: '(The Baal Shem Tov) was a mystic ... he emphasized the hidden truths over the revealed aspects of Torah.' (Weiner)</p> <p>'Everything must be done for the sake of Heaven.' (The Kotzker Rebbe)</p>	<p>Students to work in pairs and research the topic of the mitzvot within Hasidic Judaism.</p> <p>When research is complete they are to be given the key terms devekut, rebbe and Zohar, as well as the two quotations, and write a response to the question 'What do Hasidic Jews believe about the 613 mitzvot?'</p>	

4	Examples of diversity within Judaism with regard to mitzvot.	Diversity within Judaism	A compilation of all notes and research findings from this section of the specification.	<p>Activity:</p> <p>You are interviewing some representatives from (a) the Orthodox (b) the Reform and (c) the Hasidic communities. Write the responses that each might give to the following questions:</p> <ol style="list-style-type: none"> <li>1. How do you interpret the mitzvot?</li> <li>2. How do you apply the mitzvot in everyday life?</li> <li>3. How important are the mitzvot?</li> </ol> <p>This can be followed up by a hot- seating activity where students are chosen to represent one of the three branches of Judaism.</p>	
5	Developing skills – AO2.		A variety of AO2 examination questions which are relevant to this section of the specification.	<p>Allocate different AO2 examination questions to different students.</p> <p>Students to identify the views of specific scholars/schools of thought that might be appropriate for inclusion in an answer to the question they have been given.</p> <p>Each student is then to find a partner and discuss findings through peer assessment.</p>	Write a list of indicative content in response to an AO2 question from this section of the specification.



**Judaism Theme 2: Religious concepts and religious life: 3B Jewish teachings about tefillah (prayer) with reference to the Amidah and teachings about tzedakah (charity)**

Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Tefillah as spiritual self-reflection in relation to God; reasons for tefillah.	Tefillah Kavvanah	<a href="http://www.bbc.co.uk/religion/religions/judaism/worship/prayer_1.shtml">http://www.bbc.co.uk/religion/religions/judaism/worship/prayer_1.shtml</a> <a href="http://www.jewfaq.org/prayer.htm">http://www.jewfaq.org/prayer.htm</a> <a href="http://www.jewishvirtuallibrary.org/kavvanah">http://www.jewishvirtuallibrary.org/kavvanah</a> <a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a>	<p>Students to find information on the following aspects of prayer:</p> <ol style="list-style-type: none"> <li>1. The purpose of prayer within Judaism.</li> <li>2. Examples from Jewish scripture of individual prayer.</li> <li>3. The use of the siddur (prayer book).</li> <li>4. The importance of kavvanah in prayer.</li> <li>5. Examples of the most common types of prayer within Judaism.</li> </ol>	
<b>1</b>	The structure and content of the Amidah; the use of the Amidah in daily prayers.	Arvit Shacharit Minchah	<p><i>Essential Judaism</i> – George Robinson.</p> <p><i>Understanding Judaism</i> – Melanie J. Wright.</p> <p><a href="http://www.jewfaq.org/liturgy.htm">http://www.jewfaq.org/liturgy.htm</a></p> <p>An example of an AO2 question on the issue of the extent to which the Amidah is an encapsulation of the most important beliefs, values and teachings of Judaism.</p>	<p>Provide students with information about all aspects of the Amidah.</p> <p>Students to create a mind map that focuses on the structure, content and status of the Amidah.</p>	Note three points to consider when analysing and evaluating to what extent is the Amidah an encapsulation of the most important beliefs, values and teachings of Judaism.

2	The minyan (congregation) and the diversity of practice of prayer within Judaism.	Minyan	<p><i>Essential Judaism</i> – George Robinson.</p> <p><i>Living Judaism</i> – Wayne Dosick</p> <p><i>An Introduction to Judaism</i> – Nicholas De Lange.</p> <p><a href="https://www.myjewishlearning.com/article/minyan-the-congregational-quorum/">https://www.myjewishlearning.com/article/minyan-the-congregational-quorum/</a></p> <p>Links to British synagogue websites for information on minyamin.</p>	<p>Students to work in small groups. Using the resources provided they are to undertake research on the minyan and create an information webpage.</p> <p>Areas to be covered:</p> <ol style="list-style-type: none"> <li>1. Definition of term 'minyan'.</li> <li>2. Why are ten needed to create a minyan?</li> <li>3. The minyan in rabbinic tradition.</li> <li>4. What goes on at a minyan?</li> <li>5. Explain Reform and Conservative views and practices concerning the minyan.</li> </ol>	
3	The importance of tzedakah within Judaism.	Tzedakah Gemilut hasadim	<p>Videos: <a href="https://www.youtube.com/watch?v=meEK4dUf3Os">https://www.youtube.com/watch?v=meEK4dUf3Os</a> <a href="https://www.youtube.com/watch?v=RePzJJGI5z0">https://www.youtube.com/watch?v=RePzJJGI5z0</a></p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Deuteronomy 15:11; Leviticus 19:9–10; Proverbs 19:17 and 21:3).</p> <p>Key quote: 'Whosoever has not pity upon his fellow man is no child of Abraham.' (Talmud)</p>	<p>Class discussion on the concept of charity: E.g. What is charity? What motivates people to give to charity? etc.</p> <p>Explain the importance of tzedakah within Judaism.</p> <p>Working in teams, students to create a pitch (in the style of <i>The Apprentice</i>) which would be made to a big Jewish corporation, asking them for money to fund a charitable project.</p>	

4	Maimonides and the 'ladder of tzedakah'.	Tzedakah	<p><a href="http://www.jewishvirtuallibrary.org/eight-levels-of-charitable-giving">http://www.jewishvirtuallibrary.org/eight-levels-of-charitable-giving</a></p> <p><a href="https://www.myjewishlearning.com/article/maimonides-ladder-of-tzedakah/">https://www.myjewishlearning.com/article/maimonides-ladder-of-tzedakah/</a></p> <p><a href="http://www.jtfn.org/sites/default/files/docs/resources/maimonides_ladder_and_tzedakah_texts.pdf">http://www.jtfn.org/sites/default/files/docs/resources/maimonides_ladder_and_tzedakah_texts.pdf</a></p> <p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism – Helen Gwynne- Kinsey.</i></p> <p>Cards for sorting activity which contain the eight steps of Maimonides' 'ladder of tzedakah' but without any reference to their order of importance.</p> <p>An AO1 examination question on the importance of tzedakah in Judaism.</p>	<p>Discussion about the different methods of giving to charity, with concluding question on what do students feel is the best way to provide charitable help.</p> <p>Provide students with cards containing the eight steps of Maimonides' 'ladder of tzedakah'. Working in pairs, the students to rank them in order of importance.</p> <p>Reveal Maimonides' order and discuss the reasons for it.</p>	Answer an AO1 examination question on the importance of tzedakah within Judaism.
5	Developing skills – AO2.		<p>An AO2 question on whether prayer has become a spiritually ineffective ritual.</p> <p>A list of eight possible lines of argument, with five that are relevant and three which are not quite relevant (although not too obviously so) to this particular issue.</p>	<p>Students to work on their own and identify five possible lines of argument that are relevant to this particular issue.</p> <p>Discussion to follow and a full answer to the question to be written up.</p>	

**Judaism Theme 2: Religious concepts and religious life: 3C Key moral principles: the importance of the Ten Sayings (Aseret ha-D'ibrot) or Ten Commandments for Judaism**

Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	The Ten Sayings.	Rules for life		Each student to compile a list of ten 'rules' which they feel are important for guidance in the 21 <sup>st</sup> century. Each rule should have an accompanying explanation and/or example from life/world events to illustrate the reason for its inclusion.	
<b>1</b>	The Ten Sayings in the context of the 613 mitzvot.	Mitzvot	<p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Exodus 20:2–14 and Deuteronomy 5:7–21).</p> <p><i>Living Judaism</i> – Wayne Dosick.</p>	<p>Explain that the Ten Sayings are the first (and most famous) of the 613 mitzvot that Jews believe God gave to the Jewish people through Moses on Mount Sinai.</p> <p>In groups, students to examine the Ten Sayings, and analyse their relevance for 21st century society.</p> <p>This to be followed by students sharing the ten 'rules' which they compiled in response to the flip- learning activity, and noting whether there are any connections between the modern 'rules' and the Ten Sayings.</p>	
<b>2</b>	The Ten Sayings as a basis for religious and ethical life.	Ethical and moral behaviour	<p>Copies of the Ten Sayings.</p> <p>Key quote: 'The Ten Commandments are an effective expression of fundamental religious and moral standards ...' (G.W. Anderson)</p>	<p>Using as their focus the key quote from G.W. Anderson, and the belief that the Ten Sayings are just as relevant today as they were at the time of Moses, students to work in pairs and undertake the following task:</p> <p>Search online for news stories/ examples from social media which can be used to illustrate that the same kinds of issues are present in the 21<sup>st</sup> century.</p>	

3	The 'Aseret ha-Dibrot' in rabbinical understanding as the ten categories of mitzvot.	Rabinnical tradition Mitzvot Blasphemy Lashon hara	<p>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism – Helen Gwynne-Kinsey.</p> <p><a href="http://www.jewfaq.org">www.jewfaq.org</a></p>	<p>Explain that according to rabbinic tradition, the Aseret ha-D'ibrot are not individual commandments, but are categories into which each of the 613 mitzvot can be placed under one of ten classifications.</p> <p>Divide the students up into five groups and give each group two of the Ten Sayings (adapt numbers to suit class size).</p> <p>Using the resources provided, they are to research and write a narrative on each one which explains the characteristic of the category.</p>	
4	The 'Aseret ha-Dibrot' in rabbinical understanding as the ten categories of mitzvot (continued).	Rabinnical tradition Mitzvot Blasphemy Lashon hara	<p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Exodus 20:2–14).</p>	<p>Continuing from previous lesson, each group to give feedback to the rest of the class on the Ten Sayings which they were given. Electronic copies of each group's work to be uploaded to departmental website or photographed for sharing.</p> <p>Draw or source ten images that will provide a visual hint for each of the Ten Sayings. Under each image, write out the relevant quote from the book of Exodus that goes with it.</p>	
5	Developing skills – AO2.		<p>A list of several key points bulleted in response to a question requiring an evaluation of the importance of the Ten Sayings as a guide to ethical living in Judaism.</p> <p>Generic AO2 band descriptors.</p> <p>An AO2 examination question on the importance of the Ten Sayings as a guide to ethical living in Judaism.</p>	<p>In groups, students to complete the following tasks:</p> <ol style="list-style-type: none"> <li>1. Select, from the list provided, the most important points they feel should be included in a list of indicative content for this question.</li> <li>2. Add at least two more points of their own.</li> <li>3. Identify the view of a scholar/school of thought for inclusion.</li> <li>4. Write a final list of bulleted points in a suitable order.</li> </ol>	<p>Write an answer to an AO2 question on the importance of the Ten Sayings as a guide to ethical living in Judaism.</p>

**Judaism Theme 4: Religious practices that shape religious identity: 4A Diversity of Jewish practices that shape and express religious identity, with reference to the role of the synagogue in Judaism**

Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	The origins of the synagogue as a permanent institution in Babylonian captivity.	Exile Synagogue	<p>Video: <a href="https://www.truetube.co.uk/film/holy-cribs-synagogue">https://www.truetube.co.uk/film/holy-cribs-synagogue</a></p> <p><i>Judaism: A Short Introduction</i> – Lavinia and Dan Cohn-Sherbok.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><i>Living Judaism</i> – Wayne Dosick.</p>	<p>Students to research the origins of the synagogue as a permanent institution in Babylonian captivity and present findings as a timeline.</p> <p>Students to watch the video on the synagogue to gain an overall understanding of features and their significance.</p>	
<b>1</b>	The role of the ark in reminding Jews of the Jerusalem Temple.	Sanctuary	<p><a href="http://www.jewishvirtuallibrary.org/ark">http://www.jewishvirtuallibrary.org/ark</a></p> <p><i>The Jewish Study Bible</i> – ed. Adele Berlin and Marc Zvi Brettler (Exodus 25:10–22; 37:1–9; 40:21; I Samuel 4:1–3; Deuteronomy 10:5).</p> <p><i>The History and Religion of Israel</i> – G.W. Anderson.</p>	<p>Students to research the role of the Ark and write a report which covers the following:</p> <ol style="list-style-type: none"> <li>(1) The Sanctuary (Exodus 25:10–22; 37:1–9; 40:21)</li> <li>(2) The significance of the Ark (I Samuel 4:1–3; Deuteronomy 10:5)</li> <li>(3) The Ark at the time of King David</li> <li>(4) King Solomon's Temple</li> <li>(5) The actions and treatment surrounding the Ark which act as a reminder of the holiness of the temple in Jerusalem.</li> </ol>	



2	The social role of the synagogue as meeting place for the Jewish community – bet k’neset (house of meeting); the synagogue as a place of study and Torah reading – bet midrash (house of study) or ‘school’ (shul).	Bet k’neset Bet midrash Shul	<p>WJEC digital resource: <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/judaism-synagogue-uses-background-notes.pdf">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/pdf/eng/judaism-synagogue-uses-background-notes.pdf</a></p> <p>Access to a variety of synagogue websites.</p>	<p>After reading the resource material on the social role of the synagogue, students to access a variety of synagogue websites and make a list of the various activities that take place at a typical Jewish place of worship.</p> <p>Students to use the list to create a virtual notice board for a synagogue noting, for example, events, dates and times for activities which are likely to take place in a typical month.</p>	<p>WJEC digital resource: <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/5a_synagogue_uses.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit1/eng/5a_synagogue_uses.html</a></p>
3	The religious role of the synagogue: its central role in Jewish festivals. The synagogue as a place of prayer.	Festivals Prayer	<p><i>WJEC/Eduqas Religious Studies for A Level Year 1 &amp; AS – Judaism</i> – Helen Gwynne- Kinsey.</p> <p><i>Understanding Judaism</i> – Melanie J. Wright.</p> <p>Tutor notes.</p>	<p>Tutor to give an explanation of the religious role of the synagogue, and provide students with relevant information in written form.</p> <p>Working in pairs, students to create a mind map using words and images which summarises the religious role of the synagogue.</p>	
4	The synagogue as a place of ritual.	Mikveh	<a href="https://www.myjewishlearning.com/article/the-mikveh/">https://www.myjewishlearning.com/article/the-mikveh/</a>	<p>Discussion on the subject of ritual and spiritual purity.</p> <p>Show short video on the mikveh. Using the accompanying information on the same website to create ‘A guide to the Mikveh.’</p>	

5	The synagogue's legal status and role: its use as a rabbinical court or bet din (house of judgement)	Bet din	<a href="http://www.mbd.org.uk/">http://www.mbd.org.uk/</a> <a href="https://www.theus.org.uk/londonbethdin">https://www.theus.org.uk/londonbethdin</a> An AO2 examination question from this section of the specification.	<p>Tutor to give an explanation of the synagogue's legal status and role, and students to note information about the biblical origin of the bet din (Exodus 18:13–16), and the organisation of the bet din (a panel of three judges).</p> <p>Students to make use of the websites of the Manchester Bet(h) Din and the London Bet(h) din to carry out research about the activities of a rabbinical court. When research is complete, students to create the content for a webpage that provides information about the services that a typical bet(h) din has to offer.</p>	Answer AO2 examination question.
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**Judaism Theme 4: Religious practices that shape religious identity: 4B The role of festivals in shaping religious identity: Pesach**

Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Pesach – background information. The importance of Exodus 12–15	Redemption	Video: <a href="https://www.truetube.co.uk/film/pasover-read-all-about-it">https://www.truetube.co.uk/film/pasover-read-all-about-it</a>	Students to familiarise themselves with the background to the festival of Pesach.	
<b>1</b>	The significance of the 'Passover' event for Jewish identity: the popularity of observing Pesach amongst Jews today reflecting redemption of the Jewish people from Egypt; redemption of the world under God's command.	Redemption	<p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Understanding Judaism</i> – Melanie J. Wright.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p> <p><a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a></p> <p><a href="http://www.torah.org">www.torah.org</a></p>	<p>Students to research information regarding the significance of the 'Passover' event focusing on the following:</p> <ol style="list-style-type: none"> <li>1. How the festival signifies physical redemption.</li> <li>2. How the festival signifies spiritual redemption.</li> <li>3. How the festival looks forward to the redemption of the world under the rule of God.</li> </ol>	

2	The symbolism of the seder plate and the use of the Haggadah.	Redemption	<p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Understanding Judaism</i> – Melanie J. Wright.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p> <p><a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a></p> <p><a href="http://www.torah.org">www.torah.org</a></p>	<p>Students to research the symbolism of the seder plate and the use of Haggadah in preparation for a presentation in the next lesson.</p> <p>Students to review the information they need for the presentation and allocate areas of responsibility amongst themselves.</p> <p>It might be a good idea to download images and make cards that have the name and picture of the item/practice on one side, with the significance of its use on the reverse.</p>	Source items relating to the Seder and take to next lesson.
3	The symbolism of the seder plate and the use of the Haggadah (continued).			<p>Students to set up an area of the room in preparation for a Seder meal.</p> <p>A re-enactment of a typical Seder meal is to take place, with an accompanying narrative which explains the symbolism of the seder plate and the use of the Haggadah.</p>	

4	The role of the Jewish community of believers in remembering and maintaining Jewish identity; hope for the future ('next year in Jerusalem'); the coming of Elijah to announce the arrival of the Messiah.	Redemption	<p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Understanding Judaism</i> – Melanie J. Wright.</p> <p><i>Essential Judaism</i> – George Robinson.</p> <p><a href="https://www.myjewishlearning.com/article/passover-pesach-themes-and-theology/">https://www.myjewishlearning.com/article/passover-pesach-themes-and-theology/</a></p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p> <p><a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a></p> <p><a href="http://www.torah.org">www.torah.org</a></p> <p>A 'finish off the sentences' task.</p>	<p>Tutor to give an explanation of the role of Pesach in ensuring that the community of believers remembers and maintains its Jewish identity.</p> <p>Students to complete a 'finish off the sentences' task that highlights the significance of 'next year in Jerusalem' and the coming of Elijah to announce the arrival of the Messiah.</p> <p>In conclusion, under timed conditions (and as a competition), students to list as many words connected with Pesach as they can in the time allowed.</p>	
5	Developing skills – AO2.		<p>An AO2 examination question on this section of the specification.</p> <p>Use following WJEC digital resource as a template and example:  <a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/eng/theUseOfCommentary.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_17/unit2/eng/theUseOfCommentary.html</a> </p>	<p>Use WJEC digital resource as a template and example, students to work in pairs and create a resource of their own in response to the AO2 examination question they have been given.</p>	Answer AO2 examination question.

**Judaism Theme 4: Religious practices that shape religious identity: 4C The role of festivals in shaping religious identity: Rosh Hashanah and Yom Kippur**

Lesson	Specific content	Concepts	Suggested resources	Possible learning activities	Homework activity
<b>Flip-learning activity</b>	Rosh Hashanah and Yom Kippur – Key terms.	Atonement Forgiveness Judgement Repentance	Dictionary	Students to research the meanings of the key terms atonement, forgiveness, judgement and repentance.  Using any social media platform, they are to identify and note examples of each one of the key terms as it plays out in real life.	
<b>1</b>	Rosh Hashanah: the origins of this festival and its significance; the impact and purpose of its observance; the importance of the machzor; the amendments to the Amidah as confirming unity and identity of the Jewish people.	Judgement Repentance Atonement	<i>Living Judaism</i> – Wayne Dosick.  <i>Judaism – A Short Introduction</i> – Lavinia and Dan Cohn-Sherbok.  <i>Essential Judaism</i> – George Robinson.  <a href="http://www.jewfaq.org">http://www.jewfaq.org</a>  <a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a>  <a href="http://www.reformjudaism.org.uk">www.reformjudaism.org.uk</a>  <a href="http://www.torah.org">www.torah.org</a>	Students to research the following aspects of the festival of Rosh Hashanah and present their findings in the form of a blog or vlog as if from a Jewish person's point of view:  (1) The time of preparation preceding Rosh Hashanah. (2) The recitation of selichot. (3) What happens at Synagogue services. (4) Specific clothing. (5) Use of the machzor. (6) The shofar. (7) How the festival is observed at home. (8) Symbolic food.  Upload blogs/vlogs to departmental website so that they can be shared for peer assessment purposes.	

2	Yom Kippur: the origins of this festival and its significance; the impact and purpose of its observance; the challenge of a 25 hour fast and its value; Kol nidrei.	Judgement Repentance Atonement	<p>Video – Sorry <a href="https://www.truetube.co.uk/film/im-sorry?tab=film">https://www.truetube.co.uk/film/im-sorry?tab=film</a></p> <p>Video – Kol Nidrei: <a href="https://www.youtube.com/watch?v=fPliQDICFFc">https://www.youtube.com/watch?v=fPliQDICFFc</a></p> <p>Video – The meaning of Kol Nidrei (Rabbi Jonathan Sacks) <a href="https://www.youtube.com/watch?v=hW-cSrxQ1IU">https://www.youtube.com/watch?v=hW-cSrxQ1IU</a></p> <p>A list of key terms and scriptural references that are relevant to this festival.</p> <p><i>Living Judaism</i> – Wayne Dosick.</p> <p><i>Judaism: A Short Introduction</i> – Lavinia and Dan Cohn-Sherbok.</p> <p><i>Essential Judaism</i> - George Robinson.</p> <p><a href="http://www.jewfaq.org">http://www.jewfaq.org</a></p> <p><a href="http://www.myjewishlearning.com">www.myjewishlearning.com</a></p>	<p>Tutor to explain what happens during the Ten Days of Returning.</p> <p>Watch videos and discuss the issues that arise. Link to the purpose and challenge of the 25-hour fast which is one of the rituals of this festival.</p> <p>Students to be provided with a list of key terms and scriptural references that are relevant to the festival of Yom Kippur, then carry out the following tasks:</p> <ol style="list-style-type: none"> <li>1. Discover the meanings of each of the key terms.</li> <li>2. Show how each scriptural reference is relevant to the festival by using each one in a sentence or paragraph.</li> <li>3. Create a running order of the events that take place during the festival of Yom Kippur.</li> <li>4. Add brief explanations, where appropriate, for the rituals and practices that occur.</li> </ol>	
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3	<p>The significance of the shofar horn in the Hebrew scriptures; the meaning and significance of tashlikh.</p> <p>The extent to which Rosh Hashanah and Yom Kippur are observed.</p>	Repentance	<p>A shofar or image of one.</p> <p>Video – information about the shofar: <a href="https://www.youtube.com/watch?v=HOjR6iBIhlo">https://www.youtube.com/watch?v=HOjR6iBIhlo</a></p> <p><a href="https://www.myjewishlearning.com/article/shofar/">https://www.myjewishlearning.com/article/shofar/</a></p> <p>Video – tashlikh: <a href="https://www.youtube.com/watch?v=JmIPBP3fC1k">https://www.youtube.com/watch?v=JmIPBP3fC1k</a></p> <p><a href="https://www.myjewishlearning.com/article/tashlikh-tashlich-enhanced/">https://www.myjewishlearning.com/article/tashlikh-tashlich-enhanced/</a></p>	<p>Tutor to explain the significance of the shofar horn in Hebrew scriptures. Watch video footage.</p> <p>Tutor to explain the significance of tashlikh. Watch video footage.</p> <p>Students to use an online crossword-making site to create a puzzle on the shofar and tashlikh which can be shared with others in the class as an aid to understanding.</p>	<p>Students to research the popularity of the festivals of Rosh Hashanah and Yom Kippur and the extent to which they are observed.</p>
4	Developing skills – AO1.		<p>All notes and resources on this section of the specification.</p> <p>An AO1 examination question on this section of the specification.</p>	<p>Students to review this section of the specification and carry out the following tasks:</p> <ol style="list-style-type: none"> <li>1. For each festival, create a table with two columns entitled ritual and significance. Use the table to note the practices that are traditionally observed at the festival, whilst also noting the meaning (significance) for each one in the adjacent column.</li> <li>2. Create flash cards based upon the rituals of Rosh Hashanah and Yom Kippur which can be used(i) to test oneself on the meanings behind the rituals and (ii) to identify in which of the two festivals they can be found.</li> </ol>	<p>Answer the AO1 examination question.</p>



5	Developing skills – AO2.		<p>An AO2 examination question on this section of the specification.</p> <p>A copy of AO2 generic band descriptors.</p>	<p>Students to write a response to an AO2 examination question using the following order:</p> <ol style="list-style-type: none"> <li>1. Begin with a list of indicative content.</li> <li>2. Develop the list using examples.</li> <li>3. Consider the order in which the information could best be explained.</li> <li>4. Write up the answer.</li> <li>5. Use the band descriptors to mark your own answer.</li> <li>6. Ask another student to read your answer and see if they can help to improve it in any way.</li> </ol>	<p>Write the final draft of answer to AO2 examination question.</p>
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