

RELIGIOUS STUDIES

Cambridge International General Certificate of Secondary Education

Grade thresholds taken for Syllabus 0490 (Religious Studies) in the October/November 2015 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 11	80	67	61	55	48	41	31	22
Component 12	80	67	61	55	48	41	31	22
Component 13	80	67	61	55	48	41	31	22
Component 21	80	61	54	47	42	38	28	18
Component 22	80	61	54	47	42	38	28	18
Component 23	80	61	54	47	42	38	28	18

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus, after weighting has been applied, is **100**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
AX	11, 21	88	80	72	64	56	49	37	25
AY	12, 22	88	80	72	64	56	49	37	25
AZ	13, 23	88	80	72	64	56	49	37	25

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0490 RELIGIOUS STUDIES

0490/11

Paper 1, maximum raw mark 80

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Page 2	Mark Scheme	Syllabus	Paper
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Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Page 4	Mark Scheme	Syllabus	Paper
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Choose **two** of Sections **A**, **B** and **C** and answer **all** the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section, answer **all** the questions.

1 (a) (i) Name three types of literature found in the Bible.

Responses might include three from:

Books of Law
History
Poetry
Prophets
Psalms
Gospels
Epistles
Wisdom
Revelation

1 mark for each response.

[3]

(ii) Briefly describe the different types of content in the Old and New Testaments.

The Old Testament contains the early history of the Jews and their relationship with God.

The New Testament contains the writings of the early Christians, about the life and ministry of Jesus and his teaching and the growth of the early church.

2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.

[4]

(b) Explain why Christians might use the Bible to guide them in their lives today.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The Bible is the most important holy book for Christians. It is the word of God and the way God communicates with humans. Christians try to understand the message and live their lives according to its teachings. The Bible is also central to worship.

Guidance: mostly, Christians try to live by the teachings of Jesus and the Ten Commandments. They read the Bible for guidance on religious issues and personal or ethical problems. Christians believe that referring to the Bible and the events/teachings within it help to strengthen their faith.

Some Christians believe that the Bible is the revealed word of God and should not be changed or interpreted; others think it should be interpreted for the age in which we live.

[7]

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- (c) **‘The teachings in the Bible are only meant for Christians.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Christians believe the teachings in the Bible are universal and humanity has the choice of which path to follow in life.

Some candidates might point out that the first five books of the Bible are also the Torah, so Jews as well as Christians follow the teachings of the Old Testament (Bible). Because of this, some candidates might explore the view that it is the New Testament rather than the Bible, which is specifically Christian teaching and exclusive to Christianity because of the beliefs about Jesus.

Some might argue that because there are different races and cultures in the world, this means that inevitably different religions have different Holy Books and scriptures, but there is also a core of ethical and moral teaching in them all that is the same as in the Bible. **[6]**

2

“Don’t be alarmed,” he said. “You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here.” **Mark 16:6 [NIV]**

- (a) (i) **On what occasion, and to whom, were these words said?**

When the women went to the tomb
 The discovery of the empty tomb
 A young man dressed in white (an angel)
 Spoke to them about the resurrection of Jesus

1 mark for the correct name of one of the women.

At the resurrection of Jesus
 The first Easter

1 mark for each response.

[3]

- (ii) **Name two days in Holy Week and state the event from the life of Jesus that is remembered on each day.**

Responses might include two from:

Palm Sunday – Jesus’ triumphal entry into Jerusalem
 Spy Wednesday when Judas betrayed Jesus
 Holy (Maundy) Thursday – the Last Supper/arrest and trial of Jesus
 Good Friday – the crucifixion
 Easter (Holy) Saturday – the day Jesus lay in the tomb

2 marks for each response.

[4]

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(b) Explain why Christians consider the crucifixion of Jesus to be an important event.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

For Christians, the crucifixion denotes the sacrifice of Jesus on the cross. The belief is that Jesus died to bring about redemption and salvation. The event is remembered/ commemorated by the practice of the Eucharist (Holy Communion).

Christians believe that Jesus died to make it possible for all sins to be forgiven. All people fall short of God's standards and the result is separation from God. Christian teaching is that the death of Jesus was part of God's plan for reconciling the world to Himself. (Breaking down the barrier between man and God – as symbolised by the ripping of the Temple veil.)

Christians believe that by his death, Jesus took the punishment for the sins of the whole world so that God and humanity could be made as one (atonement). Crucifixion was a cruel death penalty and Jesus' suffering fulfilled the prophecy from the Bible about the Messiah. **[7]**

(c) 'Churches should not be richly decorated.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might evaluate views about the need for decoration in churches in connection with different rituals, e.g. Easter and Christmas, and also the need for decoration to encourage spiritual reflection or illustrate Biblical stories, e.g. stained glass windows.

An opposite view might be that Jesus lived the simple life of a carpenter's son from a humble background and in his teaching he condemned riches and pride, so maybe the riches in some churches go against this.

Some candidates might conclude that the views on this topic depend upon the branch of Christianity a person identifies with. **[6]**

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Section B – Islam

If you have chosen this section, answer **all** the questions.

3 (a) (i) Why do Muslims celebrate Eid al-Fitr?

Responses might include:

- To celebrate the end of Ramadan
- The completion of the fast
- They have obeyed God's command
- They have completed one of the five pillars
- A sense of achievement

1 mark for a statement and a further 2 marks for amplification.

[3]

(ii) State four ways this festival is celebrated.

Responses might include four from:

- Prayers in Mosque
- Giving of zakat
- Family gatherings
- Special foods
- Exchange of presents or new clothes
- Eid greetings – 'Eid Mubarak' – sending cards
- Visits to cemetery

[4]

(b) Explain why it might be considered important for all Muslims to enjoy and celebrate festivals.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The two main festivals are Eid al-Fitr and Eid al-Adha, and they are celebrations of both individual and communal achievement. Eid al-Fitr celebrates completing the fast during Ramadan and Eid al-Adha celebrates the completion of the Hajj and Abraham's complete submission to God which is commemorated by the act of sacrifice on this day.

Each Eid is a day of thanksgiving. Thanking God for enabling Muslims to fulfil their religious obligations. Congregational prayers are important because celebrating with others creates a sense of brotherhood and unity and strengthens the ties with other Muslims and with their faith. During prayers, Muslims ask for forgiveness and afterwards listen to a Khutbah (sermon) on Islamic matters.

Muhammad instructed that the poor and needy should not be forgotten and charity is given so that everyone can share in the celebration. All members of the community are included, children are given gifts and people visit relatives and the sick.

[7]

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- (c) **‘A person can only be a true Muslim in a Muslim country.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Responses are likely to evaluate whether there are difficulties in following Islam in a largely non-Muslim country and give reasons for their arguments. Possible examples might be given such as eating Halal, being able to attend a Mosque, or being considered too radical or conservative in their religious views.

However, a balanced view might be that all the pillars of Islam can be observed in any country, e.g. prayer can be said anywhere, and Muslims live an observant life in many countries and even have a strong influence on communities and government.

Other views might be that in a Muslim country there is spiritual fulfilment in being united with other Muslims and in practising one’s religion in a country where Shar’iah is the law of the country. Or, the country is of historical, religious significance and/or a place of pilgrimage. **[6]**

4

‘Every time a child is born, the world begins anew. To Muslims every child is a gift from Allah.’

- (a) (i) **State three rituals that are associated with the birth of a Muslim child.**

Adhan whispered in the right ear
 Iqamah whispered in the left ear
 Tahnik sugar or honey is placed on the tongue
 Aqqa – the baby is named
 And the baby’s head is shaved
 And charity is given
 Circumcision might be performed a short period after the birth

1 mark for each response.

[3]

- (ii) **How are Muslim children educated in their religion?**

The Bismillah ceremony is the beginning of religious education for a Muslim child
 It usually takes place at four years old
 The child learns to recite the first words of the Qur’an
 Teaching occurs in the family
 Continues in school (in Muslim countries)
 Children can attend a Madrassah, a school attached to a mosque
 If necessary, children are taught Arabic (so that they can read the Qur’an)
 They are taught the history of Islam and the rules of the faith
 The Imam/Mullah is often involved in teaching children

1 mark for a statement and a further 3 marks available for amplification or other points.

[4]

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(b) Explain why family life is important for Muslims.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Family life is very important in Islam. There are teachings in Islam about children respecting their parents and parents treating their children well. The role of the mother is valued: ‘Paradise lies at the feet of the mother’. It is seen as important to educate girls as well as boys. Husbands and wives have a duty to be equal partners and support one another.

Traditionally, the man’s duty is to go out to work to provide for the family and the woman’s duty is to bring up the children and look after the home. It is seen as the natural order of things, although now it has often changed to reflect the modern world.

Most Muslim families are extended families and children will grow up surrounded by grandparents, uncles and aunts as well as their own immediate family. The home is where children are educated in their religion and nurtured, and it is considered important to care for the elderly and vulnerable members of a family. [7]

(c) ‘In Islam, the family is more important than the community.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might consider the two concepts of family and Ummah, and make an evaluation as to how each is important in its own right but that the two are connected.

The belief that all Muslims are brothers makes the Ummah a larger version of the family unit. A likely conclusion is that both are equally important and that the same Islamic teachings apply to both. [6]

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Section C – Judaism

If you have chosen this section, answer **all** the questions.

5 (a) (i) Describe a mezuzah.

Responses might include:

It is a scroll
Containing words of the Shema
Inside a container/box

1 mark for each response.

[3]

(ii) Describe how a mezuzah is used in the home.

Responses might include:

It is attached to every right-hand doorpost in the house
Except the bathroom
It is touched and the fingers placed on the lips
As a Jew is entering or leaving a room/the house

1 mark for each response.

[4]

(b) Explain why using religious objects in the Jewish home might strengthen belief.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Responses may use a number of objects as examples in their response – or make a more general answer, for equal credit.

By using religious objects in the home Jews know they are obeying God's instructions, e.g. mezuzah – 'write them on your doorposts'. As with tephilin, tallit, yamulka, the purpose of most religious objects is to remind Jews of God's presence and that God's love is everywhere.

Also, to remind them of his Law.

Some objects are reminders of historical events and God's special relationship with the Jews. Others are aids to keeping the Commandments. Religious objects might be used to teach children about their religion. They also show that this is the home of a Jewish family and reinforce Jewish identity.

[7]

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- (c) **'All the most important aspects of Jewish life take place in the home.'**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

This is likely to be a discussion of the relative merits of the home and the synagogue. However, some candidates might also consider the influence of Judaism on other areas of life. There are laws of kashrut about money, clothes and business as well as food and lifestyle. Important aspects of Jewish life take place in the home, the synagogue, at work, at school, etc.

Some responses might conclude that there is no one important place for following Judaism because it embraces all of a person's life. [6]

6

'Remember the Sabbath Day, to keep it holy.'	Exodus 20:8
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- (a) **Give an account of:**

- (i) **the ceremony in the home that begins Shabbat on Friday evening**

Responses might include:

The mother lights the candle(s) before sunset
 She says a blessing to usher in the Sabbath
 The father blesses the children
 He sings a blessing to his wife
 Kiddush is said over a cup of wine, which is then shared
 People wash their hands
 Two plaited loaves of bread (challot) are cut and shared
 A meal is eaten and hymns and songs are sung

Any four aspects for 4 marks.

[4]

- (ii) **the ceremony that ends Shabbat on Saturday evening.**

Responses might include:

This is the Havdalah ceremony
 A plaited candle is lit
 A blessing is said over a cup of wine
 A spice box is passed around to remember the Sabbath
 A blessing is said over the candle flame
 The wine is drunk
 The candle put out
 People wish each other 'a good week'

Any three aspects for 3 marks.

[3]

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(b) Explain why it is important for Jews to observe Shabbat.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Shabbat commemorates God's completion of creation and God resting on the seventh day. The ceremonies emphasise the uniqueness of Shabbat and teach the children that it is a special day. It gives the family a chance to be together for a day when no one has work or other distractions. It gives them the opportunity to worship together in the home and in the synagogue and to praise God for His blessings.

To keep the 'Sabbath Day' holy is commanded in the Torah; it is one of the Ten Commandments.

[7]

(c) 'Judaism could not survive without Shabbat.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Responses are likely to argue that observing Shabbat every week is important but all aspects of Judaism are important and the law regarding Shabbat is only one of the Ten Commandments. Responses might make comparisons/evaluations with other aspects of Jewish life and law.

Some candidates might be aware that during the Holocaust (or other times of persecution) it was impossible for some Jews to observe the mitzvot of Shabbat, but Judaism has survived. Reasons why this might be may be explored.

[6]

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0490 RELIGIOUS STUDIES

0490/12

Paper 1, maximum raw mark 80

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Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Choose **two** of Sections **A**, **B** and **C** and answer **all** the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section, answer **all** the questions.

1 (a) (i) Name three types of literature found in the Bible.

Responses might include three from:

- Books of Law
- History
- Poetry
- Prophets
- Psalms
- Gospels
- Epistles
- Wisdom
- Revelation

1 mark for each response.

[3]

(ii) Briefly describe the different types of content in the Old and New Testaments.

The Old Testament contains the early history of the Jews and their relationship with God.

The New Testament contains the writings of the early Christians, about the life and ministry of Jesus and his teaching and the growth of the early church.

2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.

[4]

(b) Explain why Christians might use the Bible to guide them in their lives today.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The Bible is the most important holy book for Christians. It is the word of God and the way God communicates with humans. Christians try to understand the message and live their lives according to its teachings. The Bible is also central to worship.

Guidance: mostly, Christians try to live by the teachings of Jesus and the Ten Commandments. They read the Bible for guidance on religious issues and personal or ethical problems. Christians believe that referring to the Bible and the events/teachings within it help to strengthen their faith.

Some Christians believe that the Bible is the revealed word of God and should not be changed or interpreted; others think it should be interpreted for the age in which we live. **[7]**

Page 5	Mark Scheme	Syllabus	Paper
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- (c) **‘The teachings in the Bible are only meant for Christians.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Christians believe the teachings in the Bible are universal and humanity has the choice of which path to follow in life.

Some candidates might point out that the first five books of the Bible are also the Torah, so Jews as well as Christians follow the teachings of the Old Testament (Bible). Because of this, some candidates might explore the view that it is the New Testament rather than the Bible, which is specifically Christian teaching and exclusive to Christianity because of the beliefs about Jesus.

Some might argue that because there are different races and cultures in the world, this means that inevitably different religions have different Holy Books and scriptures, but there is also a core of ethical and moral teaching in them all that is the same as in the Bible. **[6]**

2

“Don’t be alarmed,” he said. “You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here.” **Mark 16:6 [NIV]**

- (a) (i) **On what occasion, and to whom, were these words said?**

When the women went to the tomb
 The discovery of the empty tomb
 A young man dressed in white (an angel)
 Spoke to them about the resurrection of Jesus

1 mark for the correct name of one of the women.

At the resurrection of Jesus
 The first Easter

1 mark for each response.

[3]

- (ii) **Name two days in Holy Week and state the event from the life of Jesus that is remembered on each day.**

Responses might include two from:

Palm Sunday – Jesus’ triumphal entry into Jerusalem
 Spy Wednesday when Judas betrayed Jesus
 Holy (Maundy) Thursday – the Last Supper/arrest and trial of Jesus
 Good Friday – the crucifixion
 Easter (Holy) Saturday – the day Jesus lay in the tomb

2 marks for each response.

[4]

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(b) Explain why Christians consider the crucifixion of Jesus to be an important event.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

For Christians, the crucifixion denotes the sacrifice of Jesus on the cross. The belief is that Jesus died to bring about redemption and salvation. The event is remembered/ commemorated by the practice of the Eucharist (Holy Communion).

Christians believe that Jesus died to make it possible for all sins to be forgiven. All people fall short of God's standards and the result is separation from God. Christian teaching is that the death of Jesus was part of God's plan for reconciling the world to Himself. (Breaking down the barrier between man and God – as symbolised by the ripping of the Temple veil.)

Christians believe that by his death, Jesus took the punishment for the sins of the whole world so that God and humanity could be made as one (atonement). Crucifixion was a cruel death penalty and Jesus' suffering fulfilled the prophecy from the Bible about the Messiah. **[7]**

(c) 'Churches should not be richly decorated.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might evaluate views about the need for decoration in churches in connection with different rituals, e.g. Easter and Christmas, and also the need for decoration to encourage spiritual reflection or illustrate Biblical stories, e.g. stained glass windows.

An opposite view might be that Jesus lived the simple life of a carpenter's son from a humble background and in his teaching he condemned riches and pride, so maybe the riches in some churches go against this.

Some candidates might conclude that the views on this topic depend upon the branch of Christianity a person identifies with. **[6]**

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Section B – Islam

If you have chosen this section, answer **all** the questions.

3 (a) (i) Why do Muslims celebrate Eid al-Fitr?

Responses might include:

- To celebrate the end of Ramadan
- The completion of the fast
- They have obeyed God's command
- They have completed one of the five pillars
- A sense of achievement

1 mark for a statement and a further 2 marks for amplification.

[3]

(ii) State four ways this festival is celebrated.

Responses might include four from:

- Prayers in Mosque
- Giving of zakat
- Family gatherings
- Special foods
- Exchange of presents or new clothes
- Eid greetings – 'Eid Mubarak' – sending cards
- Visits to cemetery

[4]

(b) Explain why it might be considered important for all Muslims to enjoy and celebrate festivals.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The two main festivals are Eid al-Fitr and Eid al-Adha, and they are celebrations of both individual and communal achievement. Eid al-Fitr celebrates completing the fast during Ramadan and Eid al-Adha celebrates the completion of the Hajj and Abraham's complete submission to God which is commemorated by the act of sacrifice on this day.

Each Eid is a day of thanksgiving. Thanking God for enabling Muslims to fulfil their religious obligations. Congregational prayers are important because celebrating with others creates a sense of brotherhood and unity and strengthens the ties with other Muslims and with their faith. During prayers, Muslims ask for forgiveness and afterwards listen to a Khutbah (sermon) on Islamic matters.

Muhammad instructed that the poor and needy should not be forgotten and charity is given so that everyone can share in the celebration. All members of the community are included, children are given gifts and people visit relatives and the sick.

[7]

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	12

- (c) **‘A person can only be a true Muslim in a Muslim country.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Responses are likely to evaluate whether there are difficulties in following Islam in a largely non-Muslim country and give reasons for their arguments. Possible examples might be given such as eating Halal, being able to attend a Mosque, or being considered too radical or conservative in their religious views.

However, a balanced view might be that all the pillars of Islam can be observed in any country, e.g. prayer can be said anywhere, and Muslims live an observant life in many countries and even have a strong influence on communities and government.

Other views might be that in a Muslim country there is spiritual fulfilment in being united with other Muslims and in practising one’s religion in a country where Shar’iah is the law of the country. Or, the country is of historical, religious significance and/or a place of pilgrimage. **[6]**

4

‘Every time a child is born, the world begins anew. To Muslims every child is a gift from Allah.’

- (a) (i) **State three rituals that are associated with the birth of a Muslim child.**

Adhan whispered in the right ear
 Iqamah whispered in the left ear
 Tahnik sugar or honey is placed on the tongue
 Aqqa – the baby is named
 And the baby’s head is shaved
 And charity is given
 Circumcision might be performed a short period after the birth

1 mark for each response.

[3]

- (ii) **How are Muslim children educated in their religion?**

The Bismillah ceremony is the beginning of religious education for a Muslim child
 It usually takes place at four years old
 The child learns to recite the first words of the Qur’an
 Teaching occurs in the family
 Continues in school (in Muslim countries)
 Children can attend a Madrassah, a school attached to a mosque
 If necessary, children are taught Arabic (so that they can read the Qur’an)
 They are taught the history of Islam and the rules of the faith
 The Imam/Mullah is often involved in teaching children

1 mark for a statement and a further 3 marks available for amplification or other points.

[4]

Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	12

(b) Explain why family life is important for Muslims.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Family life is very important in Islam. There are teachings in Islam about children respecting their parents and parents treating their children well. The role of the mother is valued: ‘Paradise lies at the feet of the mother’. It is seen as important to educate girls as well as boys. Husbands and wives have a duty to be equal partners and support one another.

Traditionally, the man’s duty is to go out to work to provide for the family and the woman’s duty is to bring up the children and look after the home. It is seen as the natural order of things, although now it has often changed to reflect the modern world.

Most Muslim families are extended families and children will grow up surrounded by grandparents, uncles and aunts as well as their own immediate family. The home is where children are educated in their religion and nurtured, and it is considered important to care for the elderly and vulnerable members of a family. [7]

(c) ‘In Islam, the family is more important than the community.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might consider the two concepts of family and Ummah, and make an evaluation as to how each is important in its own right but that the two are connected.

The belief that all Muslims are brothers makes the Ummah a larger version of the family unit. A likely conclusion is that both are equally important and that the same Islamic teachings apply to both. [6]

Page 10	Mark Scheme	Syllabus	Paper
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Section C – Judaism

If you have chosen this section, answer **all** the questions.

5 (a) (i) Describe a mezuzah.

Responses might include:

It is a scroll
Containing words of the Shema
Inside a container/box

1 mark for each response.

[3]

(ii) Describe how a mezuzah is used in the home.

Responses might include:

It is attached to every right-hand doorpost in the house
Except the bathroom
It is touched and the fingers placed on the lips
As a Jew is entering or leaving a room/the house

1 mark for each response.

[4]

(b) Explain why using religious objects in the Jewish home might strengthen belief.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Responses may use a number of objects as examples in their response – or make a more general answer, for equal credit.

By using religious objects in the home Jews know they are obeying God's instructions, e.g. mezuzah – 'write them on your doorposts'. As with tephilin, tallit, yamulka, the purpose of most religious objects is to remind Jews of God's presence and that God's love is everywhere.

Also, to remind them of his Law.

Some objects are reminders of historical events and God's special relationship with the Jews. Others are aids to keeping the Commandments. Religious objects might be used to teach children about their religion. They also show that this is the home of a Jewish family and reinforce Jewish identity.

[7]

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	12

- (c) **'All the most important aspects of Jewish life take place in the home.'**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

This is likely to be a discussion of the relative merits of the home and the synagogue. However, some candidates might also consider the influence of Judaism on other areas of life. There are laws of kashrut about money, clothes and business as well as food and lifestyle. Important aspects of Jewish life take place in the home, the synagogue, at work, at school, etc.

Some responses might conclude that there is no one important place for following Judaism because it embraces all of a person's life. [6]

6

'Remember the Sabbath Day, to keep it holy.'	Exodus 20:8
---	--------------------

- (a) **Give an account of:**

- (i) **the ceremony in the home that begins Shabbat on Friday evening**

Responses might include:

The mother lights the candle(s) before sunset
 She says a blessing to usher in the Sabbath
 The father blesses the children
 He sings a blessing to his wife
 Kiddush is said over a cup of wine, which is then shared
 People wash their hands
 Two plaited loaves of bread (challot) are cut and shared
 A meal is eaten and hymns and songs are sung

Any four aspects for 4 marks.

[4]

- (ii) **the ceremony that ends Shabbat on Saturday evening.**

Responses might include:

This is the Havdalah ceremony
 A plaited candle is lit
 A blessing is said over a cup of wine
 A spice box is passed around to remember the Sabbath
 A blessing is said over the candle flame
 The wine is drunk
 The candle put out
 People wish each other 'a good week'

Any three aspects for 3 marks.

[3]

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	12

(b) Explain why it is important for Jews to observe Shabbat.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Shabbat commemorates God's completion of creation and God resting on the seventh day. The ceremonies emphasise the uniqueness of Shabbat and teach the children that it is a special day. It gives the family a chance to be together for a day when no one has work or other distractions. It gives them the opportunity to worship together in the home and in the synagogue and to praise God for His blessings.

To keep the 'Sabbath Day' holy is commanded in the Torah; it is one of the Ten Commandments.

[7]

(c) 'Judaism could not survive without Shabbat.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Responses are likely to argue that observing Shabbat every week is important but all aspects of Judaism are important and the law regarding Shabbat is only one of the Ten Commandments. Responses might make comparisons/evaluations with other aspects of Jewish life and law.

Some candidates might be aware that during the Holocaust (or other times of persecution) it was impossible for some Jews to observe the mitzvot of Shabbat, but Judaism has survived. Reasons why this might be may be explored.

[6]

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0490 RELIGIOUS STUDIES

0490/13

Paper 1, maximum raw mark 80

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Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	13

Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

Page 3	Mark Scheme	Syllabus	Paper
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C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Page 4	Mark Scheme	Syllabus	Paper
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Choose **two** of Sections **A**, **B** and **C** and answer **all** the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section, answer **all** the questions.

1 (a) (i) Name three types of literature found in the Bible.

Responses might include three from:

Books of Law
History
Poetry
Prophets
Psalms
Gospels
Epistles
Wisdom
Revelation

1 mark for each response.

[3]

(ii) Briefly describe the different types of content in the Old and New Testaments.

The Old Testament contains the early history of the Jews and their relationship with God.

The New Testament contains the writings of the early Christians, about the life and ministry of Jesus and his teaching and the growth of the early church.

2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.

[4]

(b) Explain why Christians might use the Bible to guide them in their lives today.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The Bible is the most important holy book for Christians. It is the word of God and the way God communicates with humans. Christians try to understand the message and live their lives according to its teachings. The Bible is also central to worship.

Guidance: mostly, Christians try to live by the teachings of Jesus and the Ten Commandments. They read the Bible for guidance on religious issues and personal or ethical problems. Christians believe that referring to the Bible and the events/teachings within it help to strengthen their faith.

Some Christians believe that the Bible is the revealed word of God and should not be changed or interpreted; others think it should be interpreted for the age in which we live. **[7]**

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- (c) **‘The teachings in the Bible are only meant for Christians.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Christians believe the teachings in the Bible are universal and humanity has the choice of which path to follow in life.

Some candidates might point out that the first five books of the Bible are also the Torah, so Jews as well as Christians follow the teachings of the Old Testament (Bible). Because of this, some candidates might explore the view that it is the New Testament rather than the Bible, which is specifically Christian teaching and exclusive to Christianity because of the beliefs about Jesus.

Some might argue that because there are different races and cultures in the world, this means that inevitably different religions have different Holy Books and scriptures, but there is also a core of ethical and moral teaching in them all that is the same as in the Bible. **[6]**

2

“Don’t be alarmed,” he said. “You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here.” **Mark 16:6 [NIV]**

- (a) (i) **On what occasion, and to whom, were these words said?**

When the women went to the tomb
The discovery of the empty tomb
A young man dressed in white (an angel)
Spoke to them about the resurrection of Jesus

1 mark for the correct name of one of the women.

At the resurrection of Jesus
The first Easter

1 mark for each response.

[3]

- (ii) **Name two days in Holy Week and state the event from the life of Jesus that is remembered on each day.**

Responses might include two from:

Palm Sunday – Jesus’ triumphal entry into Jerusalem
Spy Wednesday when Judas betrayed Jesus
Holy (Maundy) Thursday – the Last Supper/arrest and trial of Jesus
Good Friday – the crucifixion
Easter (Holy) Saturday – the day Jesus lay in the tomb

2 marks for each response.

[4]

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(b) Explain why Christians consider the crucifixion of Jesus to be an important event.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

For Christians, the crucifixion denotes the sacrifice of Jesus on the cross. The belief is that Jesus died to bring about redemption and salvation. The event is remembered/ commemorated by the practice of the Eucharist (Holy Communion).

Christians believe that Jesus died to make it possible for all sins to be forgiven. All people fall short of God's standards and the result is separation from God. Christian teaching is that the death of Jesus was part of God's plan for reconciling the world to Himself. (Breaking down the barrier between man and God – as symbolised by the ripping of the Temple veil.)

Christians believe that by his death, Jesus took the punishment for the sins of the whole world so that God and humanity could be made as one (atonement). Crucifixion was a cruel death penalty and Jesus' suffering fulfilled the prophecy from the Bible about the Messiah. **[7]**

(c) 'Churches should not be richly decorated.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might evaluate views about the need for decoration in churches in connection with different rituals, e.g. Easter and Christmas, and also the need for decoration to encourage spiritual reflection or illustrate Biblical stories, e.g. stained glass windows.

An opposite view might be that Jesus lived the simple life of a carpenter's son from a humble background and in his teaching he condemned riches and pride, so maybe the riches in some churches go against this.

Some candidates might conclude that the views on this topic depend upon the branch of Christianity a person identifies with. **[6]**

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Section B – Islam

If you have chosen this section, answer **all** the questions.

3 (a) (i) Why do Muslims celebrate Eid al-Fitr?

Responses might include:

- To celebrate the end of Ramadan
- The completion of the fast
- They have obeyed God's command
- They have completed one of the five pillars
- A sense of achievement

1 mark for a statement and a further 2 marks for amplification.

[3]

(ii) State four ways this festival is celebrated.

Responses might include four from:

- Prayers in Mosque
- Giving of zakat
- Family gatherings
- Special foods
- Exchange of presents or new clothes
- Eid greetings – 'Eid Mubarak' – sending cards
- Visits to cemetery

[4]

(b) Explain why it might be considered important for all Muslims to enjoy and celebrate festivals.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The two main festivals are Eid al-Fitr and Eid al-Adha, and they are celebrations of both individual and communal achievement. Eid al-Fitr celebrates completing the fast during Ramadan and Eid al-Adha celebrates the completion of the Hajj and Abraham's complete submission to God which is commemorated by the act of sacrifice on this day.

Each Eid is a day of thanksgiving. Thanking God for enabling Muslims to fulfil their religious obligations. Congregational prayers are important because celebrating with others creates a sense of brotherhood and unity and strengthens the ties with other Muslims and with their faith. During prayers, Muslims ask for forgiveness and afterwards listen to a Khutbah (sermon) on Islamic matters.

Muhammad instructed that the poor and needy should not be forgotten and charity is given so that everyone can share in the celebration. All members of the community are included, children are given gifts and people visit relatives and the sick.

[7]

Page 8	Mark Scheme	Syllabus	Paper
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- (c) **‘A person can only be a true Muslim in a Muslim country.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Responses are likely to evaluate whether there are difficulties in following Islam in a largely non-Muslim country and give reasons for their arguments. Possible examples might be given such as eating Halal, being able to attend a Mosque, or being considered too radical or conservative in their religious views.

However, a balanced view might be that all the pillars of Islam can be observed in any country, e.g. prayer can be said anywhere, and Muslims live an observant life in many countries and even have a strong influence on communities and government.

Other views might be that in a Muslim country there is spiritual fulfilment in being united with other Muslims and in practising one’s religion in a country where Shar’iah is the law of the country. Or, the country is of historical, religious significance and/or a place of pilgrimage. **[6]**

4

‘Every time a child is born, the world begins anew. To Muslims every child is a gift from Allah.’

- (a) (i) **State three rituals that are associated with the birth of a Muslim child.**

Adhan whispered in the right ear
 Iqamah whispered in the left ear
 Tahnik sugar or honey is placed on the tongue
 Aqqa – the baby is named
 And the baby’s head is shaved
 And charity is given
 Circumcision might be performed a short period after the birth

1 mark for each response.

[3]

- (ii) **How are Muslim children educated in their religion?**

The Bismillah ceremony is the beginning of religious education for a Muslim child
 It usually takes place at four years old
 The child learns to recite the first words of the Qur’an
 Teaching occurs in the family
 Continues in school (in Muslim countries)
 Children can attend a Madrassah, a school attached to a mosque
 If necessary, children are taught Arabic (so that they can read the Qur’an)
 They are taught the history of Islam and the rules of the faith
 The Imam/Mullah is often involved in teaching children

1 mark for a statement and a further 3 marks available for amplification or other points.

[4]

Page 9	Mark Scheme	Syllabus	Paper
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(b) Explain why family life is important for Muslims.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Family life is very important in Islam. There are teachings in Islam about children respecting their parents and parents treating their children well. The role of the mother is valued: ‘Paradise lies at the feet of the mother’. It is seen as important to educate girls as well as boys. Husbands and wives have a duty to be equal partners and support one another.

Traditionally, the man’s duty is to go out to work to provide for the family and the woman’s duty is to bring up the children and look after the home. It is seen as the natural order of things, although now it has often changed to reflect the modern world.

Most Muslim families are extended families and children will grow up surrounded by grandparents, uncles and aunts as well as their own immediate family. The home is where children are educated in their religion and nurtured, and it is considered important to care for the elderly and vulnerable members of a family. [7]

(c) ‘In Islam, the family is more important than the community.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might consider the two concepts of family and Ummah, and make an evaluation as to how each is important in its own right but that the two are connected.

The belief that all Muslims are brothers makes the Ummah a larger version of the family unit. A likely conclusion is that both are equally important and that the same Islamic teachings apply to both. [6]

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	13

Section C – Judaism

If you have chosen this section, answer **all** the questions.

5 (a) (i) Describe a mezuzah.

Responses might include:

It is a scroll
Containing words of the Shema
Inside a container/box

1 mark for each response.

[3]

(ii) Describe how a mezuzah is used in the home.

Responses might include:

It is attached to every right-hand doorpost in the house
Except the bathroom
It is touched and the fingers placed on the lips
As a Jew is entering or leaving a room/the house

1 mark for each response.

[4]

(b) Explain why using religious objects in the Jewish home might strengthen belief.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Responses may use a number of objects as examples in their response – or make a more general answer, for equal credit.

By using religious objects in the home Jews know they are obeying God's instructions, e.g. mezuzah – 'write them on your doorposts'. As with tephilin, tallit, yamulka, the purpose of most religious objects is to remind Jews of God's presence and that God's love is everywhere.

Also, to remind them of his Law.

Some objects are reminders of historical events and God's special relationship with the Jews. Others are aids to keeping the Commandments. Religious objects might be used to teach children about their religion. They also show that this is the home of a Jewish family and reinforce Jewish identity.

[7]

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	13

- (c) **'All the most important aspects of Jewish life take place in the home.'**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

This is likely to be a discussion of the relative merits of the home and the synagogue. However, some candidates might also consider the influence of Judaism on other areas of life. There are laws of kashrut about money, clothes and business as well as food and lifestyle. Important aspects of Jewish life take place in the home, the synagogue, at work, at school, etc.

Some responses might conclude that there is no one important place for following Judaism because it embraces all of a person's life. [6]

6

'Remember the Sabbath Day, to keep it holy.'	Exodus 20:8
---	--------------------

- (a) **Give an account of:**

- (i) **the ceremony in the home that begins Shabbat on Friday evening**

Responses might include:

The mother lights the candle(s) before sunset
 She says a blessing to usher in the Sabbath
 The father blesses the children
 He sings a blessing to his wife
 Kiddush is said over a cup of wine, which is then shared
 People wash their hands
 Two plaited loaves of bread (challot) are cut and shared
 A meal is eaten and hymns and songs are sung

Any four aspects for 4 marks.

[4]

- (ii) **the ceremony that ends Shabbat on Saturday evening.**

Responses might include:

This is the Havdalah ceremony
 A plaited candle is lit
 A blessing is said over a cup of wine
 A spice box is passed around to remember the Sabbath
 A blessing is said over the candle flame
 The wine is drunk
 The candle put out
 People wish each other 'a good week'

Any three aspects for 3 marks.

[3]

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0490	13

(b) Explain why it is important for Jews to observe Shabbat.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Shabbat commemorates God's completion of creation and God resting on the seventh day. The ceremonies emphasise the uniqueness of Shabbat and teach the children that it is a special day. It gives the family a chance to be together for a day when no one has work or other distractions. It gives them the opportunity to worship together in the home and in the synagogue and to praise God for His blessings.

To keep the 'Sabbath Day' holy is commanded in the Torah; it is one of the Ten Commandments.

[7]

(c) 'Judaism could not survive without Shabbat.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Responses are likely to argue that observing Shabbat every week is important but all aspects of Judaism are important and the law regarding Shabbat is only one of the Ten Commandments. Responses might make comparisons/evaluations with other aspects of Jewish life and law.

Some candidates might be aware that during the Holocaust (or other times of persecution) it was impossible for some Jews to observe the mitzvot of Shabbat, but Judaism has survived. Reasons why this might be may be explored.

[6]

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0490 RELIGIOUS STUDIES

0490/21

Paper 2, maximum raw mark 80

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Assessment Objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Choose **two** of Sections **A**, **B** and **C** and answer **two** of the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

1 (a) Give an account of a Christian ceremony of infant baptism.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The description might be from any Christian tradition. Questions and responses might differ but the common elements are usually water, a lighted candle and the naming of the child.

The child is usually baptised at a font. Present are parents and godparents. Sometimes there is a congregation. The godparents and the congregation are asked to make responses and vows on behalf of the child. A candle symbolises Jesus as light of the world. After washing with water, the Minister usually makes the sign of a cross on the child's forehead and blesses him/her. Some churches use oil of chrism in the ceremony. The child is named. **[7]**

(b) Explain why the visit of the Magi (wise men) is one of the events celebrated by Christians at Epiphany.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Candidates might explain the significance of the story of the visit of the Magi (wise men) (sometimes known as the three Kings) as told in Matthew's Gospel. It is one of three stories read from the New Testament on Epiphany. 'Epiphany' comes from the Greek word for 'displaying' or 'revealing'. The event is important because it refers to the revelation to the Gentiles of Jesus as Saviour.

The Magi (wise men) are portrayed as following a star from the East to seek out the newly born King of the Jews whose birth had been foretold. They brought three gifts of gold (for Kingship), frankincense (for holiness/priesthood) and myrrh (a herb to denote suffering).

Epiphany is a joyful celebration about making known who Jesus really was and takes place 12 days after Christmas. (The other events celebrated are the wedding at Cana and the Baptism of Jesus). **[7]**

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- (c) **‘Only religious people should be chosen as a child’s godparents.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might argue that the role of godparent is one of great responsibility and the nature of the vows made during the Christian service of infant baptism mean that they are best carried out by practising Christians, e.g. ‘to renounce evil’ and to ensure that the child is brought up as a Christian.

Some answers may make the point that some modern baptism services do not require godparents to make religious promises or that the parents of the child are not themselves religious, and so this is not a requirement for godparents. Some children might have godparents who are not Christian but who have a belief in a different religion.

It might also be considered that there is some confusion about the role of godparents today, and the role is not always taken seriously. [6]

- 2 (a) Outline the Biblical events that are remembered by Christians at Pentecost.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

On the day of Pentecost, the apostles were all gathered together in one place (an upper room). Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole room. They saw what seemed to be tongues of fire that separated and came to rest upon each of them. They were filled with the Holy Spirit and began to speak in tongues.

People of all nationalities were gathered in Jerusalem for the festival. When the apostles came out of the room, the crowd were amazed because each one heard them speaking in his own language. Peter preached a sermon. 3000 were baptised by the end of the day. It was the start of the mission to preach the gospel. [7]

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(b) Explain why a visit to Jerusalem might strengthen the faith of a Christian.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

For Christians, Jerusalem is the Holy City and its importance goes back to Old Testament times. There are many synagogues and churches which can be visited and the history of the religion remembered. Some visitors/pilgrims follow the Via Dolorosa, the route Jesus is reported to have taken to his crucifixion. Believers attempt to understand his suffering and reaffirm their faith in Jesus as Saviour and Messiah. The pilgrimage provides spiritual enlightenment and an opportunity for worship.

In Jerusalem, there is a physical as well as spiritual connection to the Bible stories. Christians are able to visit the site designated as the place where events such as the Last Supper and Pentecost might have happened. They remember the events that have shaped worship and how the spreading of the gospel began. This might strengthen their faith and belief in the truth of the Bible.

[7]

(c) ‘Christians need to be concerned with today’s world, not the past.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Some responses might consider the view that the future survival of a religion is more important than what happened in the past, and too much concentration on historical events prevents Christianity modernising and appealing to people today.

Another point of view is that there are many problems of suffering and starvation in the world today and that Christians should not be spending time and money on preserving historical sites or making money from commercialising them.

Some candidates might consider that there are lessons to be learned from reflecting on what has happened in an individual’s past and this can make Christian faith stronger. Or, reflecting on the past events of a religion reinforces tradition and belief. Rituals and festivals are often based on historical events. Events of the past, e.g. at Christmas and Easter, are at the centre of the faith.

[6]

3 (a) Give an account of the Christian beliefs contained in the Apostles’ Creed.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The main beliefs stated in the Apostles’ Creed are belief in one God, that God created heaven and earth; belief in the Trinity: Father, Son and Holy Spirit; that Jesus was born of the Virgin Mary, was crucified, died and was buried; the third day he rose again, ascended into heaven, to come again to judge the living and the dead. Belief in the Catholic (universal) church, the communion of saints, the forgiveness of sins and eternal life.

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There are various translations and versions of the Apostles' Creed: any of these should be credited. [7]

(b) Explain why there is disagreement about the traditional views of the role of women in Christianity.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Responses might explain the traditional Christian teachings on the role of women as wives and mothers and their role in the family. They might further develop the answer to include understanding of how interpretations of that role have changed in the modern day, especially if there is the need for women to work to support the family.

Responses are likely also to include an explanation of the debate about the ordination of women and their role in the church, and the fact that some denominations now have women priests and deacons but others do not.

Some candidates might explain that Saint Paul's teaching on the place and behaviour of women is seen as traditional teaching, but some Christians disagree that this should be followed today because the role of women has changed in society. Also, there are instances in the Early Church where Paul praises the leadership of women. [7]

(c) 'All religious believers are equal.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates may possibly refer to the Christian teachings that Jesus treated all people equally regardless of religion, gender, status or race, and base their arguments and evidence for equality solely on this.

In attempting a balance of views, some responses might discuss what it means to be equal. Some may discuss the difference in merit and in being 'saved' between sinners and those who do not sin. Men and women and their roles in Christianity and the arguments in (b) might be used as reasons or evidence for views. The differences and similarities between Christians and believers in other religions and Christian teachings on salvation might be discussed. [6]

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Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

4 (a) State the Muslim beliefs about

(i) **Akirah (life after death)**

(ii) **Angels.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Akirah – Muslims believe that this life is a preparation/test for the next life. Believers must follow the ‘straight path’ to escape punishment and gain reward on the Day of Judgement (Last Day). On the Last Day there will be bodily resurrection and each person will be presented with a record of good and bad deeds. The soul of a person rests in Burzakh from death until resurrection. Believers will gain al-Janna (Paradise) and the unbelievers dreadful torment in Jahnnam (Hell).

Angels – Muslims believe that God created angels (Mala’ikah) from divine light (Nur). Angels are messengers of Allah who have no free will and no physical bodies. Muslims believe that Allah communicates with humans through angels, e.g. Gabriel brought the revelation to Muhammad (pbuh). [7]

(b) Explain how belief in Akirah (life after death) might influence the life of a Muslim.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Muslim belief in Akirah does influence their day-to-day lives.

People are free to follow or reject the teachings of Islam, but they must face the consequences of their decision at the Last Judgment, so complete obedience to God’s commands is an important element in a Muslim’s life.

Also important are the ways they should act and behave towards one another and loyalty to their faith. Jihad (striving to be perfect in faith) will lead to Paradise. It is important to Muslims that they resist evil and follow the Islamic way of life to fulfil the will of God and gain his favour.

Muslims strive to follow the straight path and obey God’s commands in order to gain the reward of Paradise. Beliefs about Judgment Day and accountability on that day might ensure that a Muslim carries out all five pillars and the teachings of the Qur’an and Sunnah.

The practice of good deeds will be important. Candidates may give examples. [7]

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- (c) **‘A belief in life after death is difficult to accept today.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Most candidates are likely to argue that for believers (Muslims) belief in life after death is as important today as at any other time. It is an essential part of the religion and it influences morals and the way a Muslim conducts their life. Some may argue that belief in the Last Day and accountability before God resulting in reward or punishment are essential to faith; the afterlife is beyond human imagination. Examples of literal belief might be given, e.g. the Jihadist belief in Paradise as a reward for martyrdom.

An alternative view might be that scientific and medical advances and increased knowledge today support the argument that religious concepts of physical life after death/Paradise are impossible to believe. Some responses might evaluate whether this damages faith or whether it is possible to still be a devout Muslim. [6]

5 (a) Describe Muslim beliefs about the nature of God.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Muslims do not attempt to describe God; they know that God exists through his manifestations and through his divine attributes as told by his messengers.

Some of the attributes of God are that he is the sole creator, designer of the universe and master of all. He is infinite and eternal with no beginning and no end. He is all powerful and omnipotent. He is most merciful, most gracious; his mercy extends to all. He is absolute, dependent on nothing but everything is dependent on him. He is Sovereign and ruler of the universe and he sustains all his creation.

The principle of Tawhid, the oneness and unity of God, is very important to Muslims and shirk, assigning partners to God, is an unforgiveable sin. No one is worthy of worship but him. The Qur’an has ninety-nine names for God. [7]

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(b) Explain the importance of the Qur'an as a guide for life.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The Qur'an is the revealed word of God, unchanged and uncorrupted. It is the final revelation and a complete code of life and God has promised to preserve it.

The Qur'an contains God's commands, the Five Pillars, teachings on which the religion is based, the example of the life of Muhammad and the history of the religion. It is a complete book of guidance for Muslims; it covers all aspects of human life. Muslims find the Qur'an relevant and consistent with modern knowledge, ideas and scientific theories. It provides knowledge, learning and understanding as well as spiritual enlightenment.

Verses from the Qur'an not only instruct but inspire Muslims. They believe that they should submit to God in response to his message, and the Qur'an shows them how to walk the straight path that will lead to peace in this life and reward in the hereafter.

The Qur'an provides answers for a Muslim when he or she needs advice on how to follow the straight path. If they approach the Qur'an prayerfully, they will find a solution or principle from which an answer can be deduced. The Qur'an also gives comfort in times of hardship.

Shari'ah law is based upon the Qur'an and it is used in the governing of some Muslim countries.

[7]

(c) 'It is important that the Qur'an is always read and recited in Arabic.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Discussion in support of the statement might explore the view that reciting/reading the Qur'an in Arabic is not a habit or a ritual but is considered a religious experience. Arabic is the language in which the Qur'an was revealed: the pure Arabic of the revelation is preserved. Arabic is also the first language of many Muslims and it is also the language of worship.

Many believe that changes and mistakes might be made in any translation from the original language, so there is a danger of disobeying or misunderstanding God's word. A version translated into another language is not the Qur'an.

However, the Qur'an should be read with heart, soul, mind and body and Muslims are expected to reflect on its teachings. For some Muslims, for whom Arabic is not the first language, a translation of the text is helpful. Some versions have, for example, Arabic and English side by side on the page and do not lessen the dignity of the holy book.

[6]

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6 (a) Describe the Five Pillars.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The Five Pillars are five basic duties which all Muslims should perform as part of their submission to the will of God. (The Five Pillars are said to support the faith of Islam as pillars support a house.)

Shahadah – Declaration of faith. There is no God but Allah and Muhammad (pbuh) is the messenger of Allah.

Salah – Compulsory prayers five times a day: Fajr, Zuhr, Asr, Maghrib, 'Isha.

Sawm – Fasting in the month of Ramadan, during the hours of daylight. No food or drink, no sexual intercourse. It is a time of prayer and good deeds.

Zakah – Purification of wealth by the payment of annual welfare tax/charity, calculated at 2.5% of surplus income.

Hajj – Pilgrimage to Makkah, during the month of Dhul-Hijjah. To be observed at least once in a lifetime by all Muslims who are physically and financially able to make the journey. [7]

(b) Explain why Makkah is a place of historical and religious significance to Muslims.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Makkah was the birthplace of Muhammad (pbuh) and where he first began preaching Islam. In Pre-Islamic times it was a place of pilgrimage and it has connections with Adam and Abraham.

Makkah is important because it is the situation of the Ka'ba, the holiest shrine in Islam. Muslims face the Ka'ba when they pray and are buried with their head facing towards the Ka'ba. The Ka'ba is thought to have been built by Abraham and Ismail, with help from an angel. Muslims believe it stands on the point where God began creating the earth.

The Hajj begins in Makkah with the Tawaf of the Ka'ba: the hills of Safa and Marwah are within Makkah and the well of Zamzam – all are important steps in the Hajj. [7]

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(c) Which of the Five Pillars most unites Muslims?

Discuss this question. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might put forward an argument for one or other of the Pillars as being a strong uniting force for all Muslims.

Example:

Observing Ramadan strengthens the Ummah because it teaches Muslims what it is like to go without food and this encourages them to be generous to the poor. Fasting encourages individual self-discipline and teaches a person not to be greedy or selfish, and this has a good impact on family and on global relationships. During Ramadan, Muslims unite as a community in acts of worship, especially in the last 10 days and on the Night of Power.

However, the Five Pillars are believed to support the religion of Islam as pillars support a house. They are important individually but are also interdependent and should be considered as a whole.

[6]

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Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7 (a) Describe the customs carried out on Yom Kippur (Day of Atonement) at home and in the synagogue.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Yom Kippur begins at sunset. There is a twenty-five hour fast. No food or drink is allowed. No washing. No jewellery, creams or perfumes. No leather shoes. No sexual intercourse. Some do not watch television, etc. Men wear a white kittel. Some families give charitable gifts of money or a chicken as a substitute for the scapegoat.

All the cloths in the synagogue are white. At the evening service in the synagogue, Kol Nidrei (cancellation of vows) is sung. Prayers of confession are said.

On the morning of Yom Kippur, many Jews go to the synagogue and stay there the whole day. There are five services. There are Torah readings about Yom Kippur and how it was celebrated in the Temple. Readings from Isaiah and Jonah. The day ends with the Ne'ilah prayer and one long final call on the shofar announces the end of the fast. **[7]**

- (b) Explain the importance of Yom Kippur (Day of Atonement) as a special day for Jews.**

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Jews are told to observe Yom Kippur in the Torah. It is known as the Day of Atonement and Jews ask God to forgive their sins. It is the most important day of the Jewish year. Jews believe that on Yom Kippur God makes a final decision about a person's behaviour during the past year and puts it in the Book of Life.

In ancient times it was the one day of the year when the High Priest entered the Holy of Holies and begged God to forgive people's sins.

Most people make a special effort to attend synagogue on Yom Kippur. Many non-religious Jews still observe Yom Kippur.

It provides an opportunity for repentance and a new start. It is also an opportunity for the community to worship together and to think about life, the past and the future. **[7]**

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- (c) **‘To live according to God’s law is more important than observing special days.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.**

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

The probable conclusion here is that observing a special day such as Yom Kippur or the Sabbath is commanded in the Torah, as are other festivals. So observing special days is obeying God’s law and so any separation of the two is artificial and not an issue for Jews.

However, some candidates might argue that obeying the law, e.g. keeping a kosher home, observing the kashrut rules on dress and lifestyle, daily prayer, ritual dress, is a complete way of life which is observed every day, whereas some of the festivals only occur annually.

At times, the observance of festivals/special days may not be possible. But Jews should make every effort to obey all the mitzvot whenever they can.

[6]

- 8 (a) Give an account of the customs at a Jewish funeral.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Jewish funeral practices are dignified and simple. Ostentation is avoided, flowers and music are inappropriate.

Burial is on the same day, if possible. The Chevra Kadisha (burial society) prepares the body. Plain white shrouds are used. A man is buried wearing kittel and tallit with the fringes cut off. A plain wooden coffin is used with no metal handles or nails. A mourner/guardian (Shomer) stays with the deceased. The body is never left alone before burial. The immediate family member of the deceased is called an onen and is exempt from all positive mitzvot at this time. Mourners make a small tear in their clothes to show their grief.

Mourners escort the body to the grave. Prayers are said at the graveside. Kaddish is recited. Some circle the grave seven times. There is ritual washing of hands as the mourners leave the cemetery.

NB Shiva might be mentioned but is not part of the funeral.

[7]

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(b) Explain how Shiva might be of help to Jews mourning a death.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Shiva is intended to help the bereaved because mourners are allowed to express their grief in this way for an intense period in the first week and are then expected to gradually resume normal life.

It is a period of mourning for seven days. Mourners sit on low stools, mirrors are covered, there is no music. Mourners do not leave the house except on Shabbat or shave or cut hair or wear leather shoes. Appearances and comfort are not important so need not be worried about.

Neighbours, people in the community help the bereaved by bringing food and providing companionship during Shiva. Kaddish is said three times a day and members of the community come to say it with the mourners. The community concentrates on supporting and helping the living. [7]

(c) ‘The death rituals are more concerned with the living than with the dead.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

There are no clear beliefs about life after death in Judaism. The death rituals are mainly concerned with helping the living. Candidates might consider the importance and the comfort for mourners in well practised rituals. The family is taken care of and during shiva the mourners are helped and supported. Shiva is only for a short period (a week) and then people are expected to move on with their lives. In Judaism the important beliefs are all connected to living a life obeying God’s laws (according to the halakah).

However, the Chevra Kadisha is specially formed to take care of the deceased, to make sure that correct rituals are observed before burial and the deceased is shown great respect (e.g. not being left alone). Gravestones are erected and prayers for the dead are said annually in synagogues. [6]

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9 (a) Describe how three religious features of a synagogue are used in worship.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The main religious features include:

Ark (Aron ha-kodesh), the cupboard that holds the Sefer Torah, the holiest objects in the synagogue. It is placed on the wall facing Jerusalem. All prayers are said facing Jerusalem.

The **Torah scrolls**, which are decorated with covers, breastplates and bells, are carried around the synagogue before reading takes place. The Torah is touched with the fringes of prayer shawls as it is paraded around the synagogue.

A portion of the Torah is read at all services and at festivals so that each year the reading of the whole Torah is completed. Members of the congregation are called up to read and a yad is used so that the scroll is not touched. Also, members of the congregation are called to recite a blessing before or after the reading. This is usually to mark a special occasion in a person's life, e.g. the birth of a son, a Bar Mitzvah or a wedding.

The **Bimah** is the reading platform from which the Torah is read. It is usually in the centre of the synagogue so all can hear, or it is placed directly below the Ark.

A sermon is sometimes given by the rabbi from a **pulpit**.

The **Ner Tamid** (eternal light) is always burning; it encourages reflection on the nature of God and denotes the presence of God during worship.

The **tablets**, containing the **Ten Commandments**, which are usually on either side of the Ark, remind the worshippers of God's laws.

The **Menorah** is a seven branched candlestick; it represents the one that stood in the Temple.

In orthodox synagogues, there will be separate areas for men and women (and children). There will be a **partition screen** or a **gallery** to separate the women's area from the men's during worship.

[7]

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(b) Explain why most Jews think it is important to have a synagogue for the community.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The synagogue has many community functions as well as being a place for worship. It brings the community together and strengthens it. The synagogue reinforces Jewish religious and social life.

As well as daily services and festivals, there are Torah readings and rites of passage occur. Learning takes place; it gives people the opportunity to study Torah – children are taught Hebrew, Bar Mitzvah classes are held. There are community rooms for functions, meetings and hospitality to travellers. Many Jews believe the synagogue should be built within walking distance for most of the community to enable the Sabbath Law to be observed.

The existence of a synagogue ensures that all Jews are part of a tight knit community and makes it easier for Jews to obey the commands in the Torah. The Rabbi and the Beth Din offer advice and rulings on disputes and kashrut. Most synagogues have a mikveh, which enables purity laws to be observed.

[7]

(c) ‘All Jews should worship together.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

An exploration of different points of view might assess the importance to orthodox Jews of the custom of the separation of men and women during synagogue worship. Also that the different branches of Judaism have differences in the way they worship and conduct synagogue services, and, for example, that orthodox Jews would not consider more liberal forms of worship to be appropriate or lawful.

Other views might be that in liberal Judaism men and women do worship together and there are women Rabbis. Also in the home all members of a family worship and observe festivals together. Some of the common elements of worship might be shared and often are.

Candidates might conclude that there is a common cause in worship, and differences in practice may occur but should not be important.

[6]

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0490 RELIGIOUS STUDIES

0490/22

Paper 2, maximum raw mark 80

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Assessment Objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Choose **two** of Sections **A**, **B** and **C** and answer **two** of the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

1 (a) Give an account of a Christian ceremony of infant baptism.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The description might be from any Christian tradition. Questions and responses might differ but the common elements are usually water, a lighted candle and the naming of the child.

The child is usually baptised at a font. Present are parents and godparents. Sometimes there is a congregation. The godparents and the congregation are asked to make responses and vows on behalf of the child. A candle symbolises Jesus as light of the world. After washing with water, the Minister usually makes the sign of a cross on the child's forehead and blesses him/her. Some churches use oil of chrism in the ceremony. The child is named. **[7]**

(b) Explain why the visit of the Magi (wise men) is one of the events celebrated by Christians at Epiphany.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Candidates might explain the significance of the story of the visit of the Magi (wise men) (sometimes known as the three Kings) as told in Matthew's Gospel. It is one of three stories read from the New Testament on Epiphany. 'Epiphany' comes from the Greek word for 'displaying' or 'revealing'. The event is important because it refers to the revelation to the Gentiles of Jesus as Saviour.

The Magi (wise men) are portrayed as following a star from the East to seek out the newly born King of the Jews whose birth had been foretold. They brought three gifts of gold (for Kingship), frankincense (for holiness/priesthood) and myrrh (a herb to denote suffering).

Epiphany is a joyful celebration about making known who Jesus really was and takes place 12 days after Christmas. (The other events celebrated are the wedding at Cana and the Baptism of Jesus). **[7]**

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- (c) **‘Only religious people should be chosen as a child’s godparents.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might argue that the role of godparent is one of great responsibility and the nature of the vows made during the Christian service of infant baptism mean that they are best carried out by practising Christians, e.g. ‘to renounce evil’ and to ensure that the child is brought up as a Christian.

Some answers may make the point that some modern baptism services do not require godparents to make religious promises or that the parents of the child are not themselves religious, and so this is not a requirement for godparents. Some children might have godparents who are not Christian but who have a belief in a different religion.

It might also be considered that there is some confusion about the role of godparents today, and the role is not always taken seriously. [6]

- 2 (a) Outline the Biblical events that are remembered by Christians at Pentecost.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

On the day of Pentecost, the apostles were all gathered together in one place (an upper room). Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole room. They saw what seemed to be tongues of fire that separated and came to rest upon each of them. They were filled with the Holy Spirit and began to speak in tongues.

People of all nationalities were gathered in Jerusalem for the festival. When the apostles came out of the room, the crowd were amazed because each one heard them speaking in his own language. Peter preached a sermon. 3000 were baptised by the end of the day. It was the start of the mission to preach the gospel. [7]

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(b) Explain why a visit to Jerusalem might strengthen the faith of a Christian.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

For Christians, Jerusalem is the Holy City and its importance goes back to Old Testament times. There are many synagogues and churches which can be visited and the history of the religion remembered. Some visitors/pilgrims follow the Via Dolorosa, the route Jesus is reported to have taken to his crucifixion. Believers attempt to understand his suffering and reaffirm their faith in Jesus as Saviour and Messiah. The pilgrimage provides spiritual enlightenment and an opportunity for worship.

In Jerusalem, there is a physical as well as spiritual connection to the Bible stories. Christians are able to visit the site designated as the place where events such as the Last Supper and Pentecost might have happened. They remember the events that have shaped worship and how the spreading of the gospel began. This might strengthen their faith and belief in the truth of the Bible.

[7]

(c) ‘Christians need to be concerned with today’s world, not the past.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Some responses might consider the view that the future survival of a religion is more important than what happened in the past, and too much concentration on historical events prevents Christianity modernising and appealing to people today.

Another point of view is that there are many problems of suffering and starvation in the world today and that Christians should not be spending time and money on preserving historical sites or making money from commercialising them.

Some candidates might consider that there are lessons to be learned from reflecting on what has happened in an individual’s past and this can make Christian faith stronger. Or, reflecting on the past events of a religion reinforces tradition and belief. Rituals and festivals are often based on historical events. Events of the past, e.g. at Christmas and Easter, are at the centre of the faith.

[6]

3 (a) Give an account of the Christian beliefs contained in the Apostles’ Creed.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The main beliefs stated in the Apostles’ Creed are belief in one God, that God created heaven and earth; belief in the Trinity: Father, Son and Holy Spirit; that Jesus was born of the Virgin Mary, was crucified, died and was buried; the third day he rose again, ascended into heaven, to come again to judge the living and the dead. Belief in the Catholic (universal) church, the communion of saints, the forgiveness of sins and eternal life.

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There are various translations and versions of the Apostles' Creed: any of these should be credited. [7]

(b) Explain why there is disagreement about the traditional views of the role of women in Christianity.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Responses might explain the traditional Christian teachings on the role of women as wives and mothers and their role in the family. They might further develop the answer to include understanding of how interpretations of that role have changed in the modern day, especially if there is the need for women to work to support the family.

Responses are likely also to include an explanation of the debate about the ordination of women and their role in the church, and the fact that some denominations now have women priests and deacons but others do not.

Some candidates might explain that Saint Paul's teaching on the place and behaviour of women is seen as traditional teaching, but some Christians disagree that this should be followed today because the role of women has changed in society. Also, there are instances in the Early Church where Paul praises the leadership of women. [7]

(c) 'All religious believers are equal.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates may possibly refer to the Christian teachings that Jesus treated all people equally regardless of religion, gender, status or race, and base their arguments and evidence for equality solely on this.

In attempting a balance of views, some responses might discuss what it means to be equal. Some may discuss the difference in merit and in being 'saved' between sinners and those who do not sin. Men and women and their roles in Christianity and the arguments in (b) might be used as reasons or evidence for views. The differences and similarities between Christians and believers in other religions and Christian teachings on salvation might be discussed. [6]

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Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

4 (a) State the Muslim beliefs about

(i) **Akirah (life after death)**

(ii) **Angels.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Akirah – Muslims believe that this life is a preparation/test for the next life. Believers must follow the ‘straight path’ to escape punishment and gain reward on the Day of Judgement (Last Day). On the Last Day there will be bodily resurrection and each person will be presented with a record of good and bad deeds. The soul of a person rests in Burzakh from death until resurrection. Believers will gain al-Janna (Paradise) and the unbelievers dreadful torment in Jahnnam (Hell).

Angels – Muslims believe that God created angels (Mala’ikah) from divine light (Nur). Angels are messengers of Allah who have no free will and no physical bodies. Muslims believe that Allah communicates with humans through angels, e.g. Gabriel brought the revelation to Muhammad (pbuh). [7]

(b) Explain how belief in Akirah (life after death) might influence the life of a Muslim.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Muslim belief in Akirah does influence their day-to-day lives.

People are free to follow or reject the teachings of Islam, but they must face the consequences of their decision at the Last Judgment, so complete obedience to God’s commands is an important element in a Muslim’s life.

Also important are the ways they should act and behave towards one another and loyalty to their faith. Jihad (striving to be perfect in faith) will lead to Paradise. It is important to Muslims that they resist evil and follow the Islamic way of life to fulfil the will of God and gain his favour.

Muslims strive to follow the straight path and obey God’s commands in order to gain the reward of Paradise. Beliefs about Judgment Day and accountability on that day might ensure that a Muslim carries out all five pillars and the teachings of the Qur’an and Sunnah.

The practice of good deeds will be important. Candidates may give examples. [7]

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- (c) **‘A belief in life after death is difficult to accept today.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Most candidates are likely to argue that for believers (Muslims) belief in life after death is as important today as at any other time. It is an essential part of the religion and it influences morals and the way a Muslim conducts their life. Some may argue that belief in the Last Day and accountability before God resulting in reward or punishment are essential to faith; the afterlife is beyond human imagination. Examples of literal belief might be given, e.g. the Jihadist belief in Paradise as a reward for martyrdom.

An alternative view might be that scientific and medical advances and increased knowledge today support the argument that religious concepts of physical life after death/Paradise are impossible to believe. Some responses might evaluate whether this damages faith or whether it is possible to still be a devout Muslim. [6]

5 (a) Describe Muslim beliefs about the nature of God.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Muslims do not attempt to describe God; they know that God exists through his manifestations and through his divine attributes as told by his messengers.

Some of the attributes of God are that he is the sole creator, designer of the universe and master of all. He is infinite and eternal with no beginning and no end. He is all powerful and omnipotent. He is most merciful, most gracious; his mercy extends to all. He is absolute, dependent on nothing but everything is dependent on him. He is Sovereign and ruler of the universe and he sustains all his creation.

The principle of Tawhid, the oneness and unity of God, is very important to Muslims and shirk, assigning partners to God, is an unforgiveable sin. No one is worthy of worship but him. The Qur’an has ninety-nine names for God. [7]

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(b) Explain the importance of the Qur'an as a guide for life.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The Qur'an is the revealed word of God, unchanged and uncorrupted. It is the final revelation and a complete code of life and God has promised to preserve it.

The Qur'an contains God's commands, the Five Pillars, teachings on which the religion is based, the example of the life of Muhammad and the history of the religion. It is a complete book of guidance for Muslims; it covers all aspects of human life. Muslims find the Qur'an relevant and consistent with modern knowledge, ideas and scientific theories. It provides knowledge, learning and understanding as well as spiritual enlightenment.

Verses from the Qur'an not only instruct but inspire Muslims. They believe that they should submit to God in response to his message, and the Qur'an shows them how to walk the straight path that will lead to peace in this life and reward in the hereafter.

The Qur'an provides answers for a Muslim when he or she needs advice on how to follow the straight path. If they approach the Qur'an prayerfully, they will find a solution or principle from which an answer can be deduced. The Qur'an also gives comfort in times of hardship.

Shari'ah law is based upon the Qur'an and it is used in the governing of some Muslim countries.

[7]

(c) 'It is important that the Qur'an is always read and recited in Arabic.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Discussion in support of the statement might explore the view that reciting/reading the Qur'an in Arabic is not a habit or a ritual but is considered a religious experience. Arabic is the language in which the Qur'an was revealed: the pure Arabic of the revelation is preserved. Arabic is also the first language of many Muslims and it is also the language of worship.

Many believe that changes and mistakes might be made in any translation from the original language, so there is a danger of disobeying or misunderstanding God's word. A version translated into another language is not the Qur'an.

However, the Qur'an should be read with heart, soul, mind and body and Muslims are expected to reflect on its teachings. For some Muslims, for whom Arabic is not the first language, a translation of the text is helpful. Some versions have, for example, Arabic and English side by side on the page and do not lessen the dignity of the holy book.

[6]

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6 (a) Describe the Five Pillars.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The Five Pillars are five basic duties which all Muslims should perform as part of their submission to the will of God. (The Five Pillars are said to support the faith of Islam as pillars support a house.)

Shahadah – Declaration of faith. There is no God but Allah and Muhammad (pbuh) is the messenger of Allah.

Salah – Compulsory prayers five times a day: Fajr, Zuhr, Asr, Maghrib, 'Isha.

Sawm – Fasting in the month of Ramadan, during the hours of daylight. No food or drink, no sexual intercourse. It is a time of prayer and good deeds.

Zakah – Purification of wealth by the payment of annual welfare tax/charity, calculated at 2.5% of surplus income.

Hajj – Pilgrimage to Makkah, during the month of Dhul-Hijjah. To be observed at least once in a lifetime by all Muslims who are physically and financially able to make the journey. [7]

(b) Explain why Makkah is a place of historical and religious significance to Muslims.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Makkah was the birthplace of Muhammad (pbuh) and where he first began preaching Islam. In Pre-Islamic times it was a place of pilgrimage and it has connections with Adam and Abraham.

Makkah is important because it is the situation of the Ka'ba, the holiest shrine in Islam. Muslims face the Ka'ba when they pray and are buried with their head facing towards the Ka'ba. The Ka'ba is thought to have been built by Abraham and Ismail, with help from an angel. Muslims believe it stands on the point where God began creating the earth.

The Hajj begins in Makkah with the Tawaf of the Ka'ba: the hills of Safa and Marwah are within Makkah and the well of Zamzam – all are important steps in the Hajj. [7]

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(c) Which of the Five Pillars most unites Muslims?

Discuss this question. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might put forward an argument for one or other of the Pillars as being a strong uniting force for all Muslims.

Example:

Observing Ramadan strengthens the Ummah because it teaches Muslims what it is like to go without food and this encourages them to be generous to the poor. Fasting encourages individual self-discipline and teaches a person not to be greedy or selfish, and this has a good impact on family and on global relationships. During Ramadan, Muslims unite as a community in acts of worship, especially in the last 10 days and on the Night of Power.

However, the Five Pillars are believed to support the religion of Islam as pillars support a house. They are important individually but are also interdependent and should be considered as a whole.

[6]

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Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7 (a) **Describe the customs carried out on Yom Kippur (Day of Atonement) at home and in the synagogue.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Yom Kippur begins at sunset. There is a twenty-five hour fast. No food or drink is allowed. No washing. No jewellery, creams or perfumes. No leather shoes. No sexual intercourse. Some do not watch television, etc. Men wear a white kittel. Some families give charitable gifts of money or a chicken as a substitute for the scapegoat.

All the cloths in the synagogue are white. At the evening service in the synagogue, Kol Nidrei (cancellation of vows) is sung. Prayers of confession are said.

On the morning of Yom Kippur, many Jews go to the synagogue and stay there the whole day. There are five services. There are Torah readings about Yom Kippur and how it was celebrated in the Temple. Readings from Isaiah and Jonah. The day ends with the Ne'ilah prayer and one long final call on the shofar announces the end of the fast. [7]

- (b) **Explain the importance of Yom Kippur (Day of Atonement) as a special day for Jews.**

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Jews are told to observe Yom Kippur in the Torah. It is known as the Day of Atonement and Jews ask God to forgive their sins. It is the most important day of the Jewish year. Jews believe that on Yom Kippur God makes a final decision about a person's behaviour during the past year and puts it in the Book of Life.

In ancient times it was the one day of the year when the High Priest entered the Holy of Holies and begged God to forgive people's sins.

Most people make a special effort to attend synagogue on Yom Kippur. Many non-religious Jews still observe Yom Kippur.

It provides an opportunity for repentance and a new start. It is also an opportunity for the community to worship together and to think about life, the past and the future. [7]

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- (c) **‘To live according to God’s law is more important than observing special days.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.**

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

The probable conclusion here is that observing a special day such as Yom Kippur or the Sabbath is commanded in the Torah, as are other festivals. So observing special days is obeying God’s law and so any separation of the two is artificial and not an issue for Jews.

However, some candidates might argue that obeying the law, e.g. keeping a kosher home, observing the kashrut rules on dress and lifestyle, daily prayer, ritual dress, is a complete way of life which is observed every day, whereas some of the festivals only occur annually.

At times, the observance of festivals/special days may not be possible. But Jews should make every effort to obey all the mitzvot whenever they can.

[6]

- 8 (a) Give an account of the customs at a Jewish funeral.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Jewish funeral practices are dignified and simple. Ostentation is avoided, flowers and music are inappropriate.

Burial is on the same day, if possible. The Chevra Kadisha (burial society) prepares the body. Plain white shrouds are used. A man is buried wearing kittel and tallit with the fringes cut off. A plain wooden coffin is used with no metal handles or nails. A mourner/guardian (Shomer) stays with the deceased. The body is never left alone before burial. The immediate family member of the deceased is called an onen and is exempt from all positive mitzvot at this time. Mourners make a small tear in their clothes to show their grief.

Mourners escort the body to the grave. Prayers are said at the graveside. Kaddish is recited. Some circle the grave seven times. There is ritual washing of hands as the mourners leave the cemetery.

NB Shiva might be mentioned but is not part of the funeral.

[7]

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(b) Explain how Shiva might be of help to Jews mourning a death.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Shiva is intended to help the bereaved because mourners are allowed to express their grief in this way for an intense period in the first week and are then expected to gradually resume normal life.

It is a period of mourning for seven days. Mourners sit on low stools, mirrors are covered, there is no music. Mourners do not leave the house except on Shabbat or shave or cut hair or wear leather shoes. Appearances and comfort are not important so need not be worried about.

Neighbours, people in the community help the bereaved by bringing food and providing companionship during Shiva. Kaddish is said three times a day and members of the community come to say it with the mourners. The community concentrates on supporting and helping the living. [7]

(c) ‘The death rituals are more concerned with the living than with the dead.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

There are no clear beliefs about life after death in Judaism. The death rituals are mainly concerned with helping the living. Candidates might consider the importance and the comfort for mourners in well practised rituals. The family is taken care of and during shiva the mourners are helped and supported. Shiva is only for a short period (a week) and then people are expected to move on with their lives. In Judaism the important beliefs are all connected to living a life obeying God’s laws (according to the halakah).

However, the Chevra Kadisha is specially formed to take care of the deceased, to make sure that correct rituals are observed before burial and the deceased is shown great respect (e.g. not being left alone). Gravestones are erected and prayers for the dead are said annually in synagogues. [6]

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9 (a) Describe how three religious features of a synagogue are used in worship.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The main religious features include:

Ark (Aron ha-kodesh), the cupboard that holds the Sefer Torah, the holiest objects in the synagogue. It is placed on the wall facing Jerusalem. All prayers are said facing Jerusalem.

The **Torah scrolls**, which are decorated with covers, breastplates and bells, are carried around the synagogue before reading takes place. The Torah is touched with the fringes of prayer shawls as it is paraded around the synagogue.

A portion of the Torah is read at all services and at festivals so that each year the reading of the whole Torah is completed. Members of the congregation are called up to read and a yad is used so that the scroll is not touched. Also, members of the congregation are called to recite a blessing before or after the reading. This is usually to mark a special occasion in a person's life, e.g. the birth of a son, a Bar Mitzvah or a wedding.

The **Bimah** is the reading platform from which the Torah is read. It is usually in the centre of the synagogue so all can hear, or it is placed directly below the Ark.

A sermon is sometimes given by the rabbi from a **pulpit**.

The **Ner Tamid** (eternal light) is always burning; it encourages reflection on the nature of God and denotes the presence of God during worship.

The **tablets**, containing the **Ten Commandments**, which are usually on either side of the Ark, remind the worshippers of God's laws.

The **Menorah** is a seven branched candlestick; it represents the one that stood in the Temple.

In orthodox synagogues, there will be separate areas for men and women (and children). There will be a **partition screen** or a **gallery** to separate the women's area from the men's during worship.

[7]

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(b) Explain why most Jews think it is important to have a synagogue for the community.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The synagogue has many community functions as well as being a place for worship. It brings the community together and strengthens it. The synagogue reinforces Jewish religious and social life.

As well as daily services and festivals, there are Torah readings and rites of passage occur. Learning takes place; it gives people the opportunity to study Torah – children are taught Hebrew, Bar Mitzvah classes are held. There are community rooms for functions, meetings and hospitality to travellers. Many Jews believe the synagogue should be built within walking distance for most of the community to enable the Sabbath Law to be observed.

The existence of a synagogue ensures that all Jews are part of a tight knit community and makes it easier for Jews to obey the commands in the Torah. The Rabbi and the Beth Din offer advice and rulings on disputes and kashrut. Most synagogues have a mikveh, which enables purity laws to be observed.

[7]

(c) ‘All Jews should worship together.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

An exploration of different points of view might assess the importance to orthodox Jews of the custom of the separation of men and women during synagogue worship. Also that the different branches of Judaism have differences in the way they worship and conduct synagogue services, and, for example, that orthodox Jews would not consider more liberal forms of worship to be appropriate or lawful.

Other views might be that in liberal Judaism men and women do worship together and there are women Rabbis. Also in the home all members of a family worship and observe festivals together. Some of the common elements of worship might be shared and often are.

Candidates might conclude that there is a common cause in worship, and differences in practice may occur but should not be important.

[6]

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0490 RELIGIOUS STUDIES

0490/23

Paper 2, maximum raw mark 80

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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Assessment Objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Choose **two** of Sections **A**, **B** and **C** and answer **two** of the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

1 (a) Give an account of a Christian ceremony of infant baptism.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The description might be from any Christian tradition. Questions and responses might differ but the common elements are usually water, a lighted candle and the naming of the child.

The child is usually baptised at a font. Present are parents and godparents. Sometimes there is a congregation. The godparents and the congregation are asked to make responses and vows on behalf of the child. A candle symbolises Jesus as light of the world. After washing with water, the Minister usually makes the sign of a cross on the child's forehead and blesses him/her. Some churches use oil of chrism in the ceremony. The child is named. **[7]**

(b) Explain why the visit of the Magi (wise men) is one of the events celebrated by Christians at Epiphany.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Candidates might explain the significance of the story of the visit of the Magi (wise men) (sometimes known as the three Kings) as told in Matthew's Gospel. It is one of three stories read from the New Testament on Epiphany. 'Epiphany' comes from the Greek word for 'displaying' or 'revealing'. The event is important because it refers to the revelation to the Gentiles of Jesus as Saviour.

The Magi (wise men) are portrayed as following a star from the East to seek out the newly born King of the Jews whose birth had been foretold. They brought three gifts of gold (for Kingship), frankincense (for holiness/priesthood) and myrrh (a herb to denote suffering).

Epiphany is a joyful celebration about making known who Jesus really was and takes place 12 days after Christmas. (The other events celebrated are the wedding at Cana and the Baptism of Jesus). **[7]**

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- (c) **‘Only religious people should be chosen as a child’s godparents.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might argue that the role of godparent is one of great responsibility and the nature of the vows made during the Christian service of infant baptism mean that they are best carried out by practising Christians, e.g. ‘to renounce evil’ and to ensure that the child is brought up as a Christian.

Some answers may make the point that some modern baptism services do not require godparents to make religious promises or that the parents of the child are not themselves religious, and so this is not a requirement for godparents. Some children might have godparents who are not Christian but who have a belief in a different religion.

It might also be considered that there is some confusion about the role of godparents today, and the role is not always taken seriously. [6]

- 2 (a) Outline the Biblical events that are remembered by Christians at Pentecost.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

On the day of Pentecost, the apostles were all gathered together in one place (an upper room). Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole room. They saw what seemed to be tongues of fire that separated and came to rest upon each of them. They were filled with the Holy Spirit and began to speak in tongues.

People of all nationalities were gathered in Jerusalem for the festival. When the apostles came out of the room, the crowd were amazed because each one heard them speaking in his own language. Peter preached a sermon. 3000 were baptised by the end of the day. It was the start of the mission to preach the gospel. [7]

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(b) Explain why a visit to Jerusalem might strengthen the faith of a Christian.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

For Christians, Jerusalem is the Holy City and its importance goes back to Old Testament times. There are many synagogues and churches which can be visited and the history of the religion remembered. Some visitors/pilgrims follow the Via Dolorosa, the route Jesus is reported to have taken to his crucifixion. Believers attempt to understand his suffering and reaffirm their faith in Jesus as Saviour and Messiah. The pilgrimage provides spiritual enlightenment and an opportunity for worship.

In Jerusalem, there is a physical as well as spiritual connection to the Bible stories. Christians are able to visit the site designated as the place where events such as the Last Supper and Pentecost might have happened. They remember the events that have shaped worship and how the spreading of the gospel began. This might strengthen their faith and belief in the truth of the Bible. [7]

(c) ‘Christians need to be concerned with today’s world, not the past.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Some responses might consider the view that the future survival of a religion is more important than what happened in the past, and too much concentration on historical events prevents Christianity modernising and appealing to people today.

Another point of view is that there are many problems of suffering and starvation in the world today and that Christians should not be spending time and money on preserving historical sites or making money from commercialising them.

Some candidates might consider that there are lessons to be learned from reflecting on what has happened in an individual’s past and this can make Christian faith stronger. Or, reflecting on the past events of a religion reinforces tradition and belief. Rituals and festivals are often based on historical events. Events of the past, e.g. at Christmas and Easter, are at the centre of the faith. [6]

3 (a) Give an account of the Christian beliefs contained in the Apostles’ Creed.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The main beliefs stated in the Apostles’ Creed are belief in one God, that God created heaven and earth; belief in the Trinity: Father, Son and Holy Spirit; that Jesus was born of the Virgin Mary, was crucified, died and was buried; the third day he rose again, ascended into heaven, to come again to judge the living and the dead. Belief in the Catholic (universal) church, the communion of saints, the forgiveness of sins and eternal life.

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There are various translations and versions of the Apostles' Creed: any of these should be credited. [7]

(b) Explain why there is disagreement about the traditional views of the role of women in Christianity.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Responses might explain the traditional Christian teachings on the role of women as wives and mothers and their role in the family. They might further develop the answer to include understanding of how interpretations of that role have changed in the modern day, especially if there is the need for women to work to support the family.

Responses are likely also to include an explanation of the debate about the ordination of women and their role in the church, and the fact that some denominations now have women priests and deacons but others do not.

Some candidates might explain that Saint Paul's teaching on the place and behaviour of women is seen as traditional teaching, but some Christians disagree that this should be followed today because the role of women has changed in society. Also, there are instances in the Early Church where Paul praises the leadership of women. [7]

(c) 'All religious believers are equal.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates may possibly refer to the Christian teachings that Jesus treated all people equally regardless of religion, gender, status or race, and base their arguments and evidence for equality solely on this.

In attempting a balance of views, some responses might discuss what it means to be equal. Some may discuss the difference in merit and in being 'saved' between sinners and those who do not sin. Men and women and their roles in Christianity and the arguments in (b) might be used as reasons or evidence for views. The differences and similarities between Christians and believers in other religions and Christian teachings on salvation might be discussed. [6]

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Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

4 (a) State the Muslim beliefs about

(i) **Akirah (life after death)**

(ii) **Angels.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Akirah – Muslims believe that this life is a preparation/test for the next life. Believers must follow the ‘straight path’ to escape punishment and gain reward on the Day of Judgement (Last Day). On the Last Day there will be bodily resurrection and each person will be presented with a record of good and bad deeds. The soul of a person rests in Burzakh from death until resurrection. Believers will gain al-Janna (Paradise) and the unbelievers dreadful torment in Jahnnam (Hell).

Angels – Muslims believe that God created angels (Mala’ikah) from divine light (Nur). Angels are messengers of Allah who have no free will and no physical bodies. Muslims believe that Allah communicates with humans through angels, e.g. Gabriel brought the revelation to Muhammad (pbuh). [7]

(b) Explain how belief in Akirah (life after death) might influence the life of a Muslim.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Muslim belief in Akirah does influence their day-to-day lives.

People are free to follow or reject the teachings of Islam, but they must face the consequences of their decision at the Last Judgment, so complete obedience to God’s commands is an important element in a Muslim’s life.

Also important are the ways they should act and behave towards one another and loyalty to their faith. Jihad (striving to be perfect in faith) will lead to Paradise. It is important to Muslims that they resist evil and follow the Islamic way of life to fulfil the will of God and gain his favour.

Muslims strive to follow the straight path and obey God’s commands in order to gain the reward of Paradise. Beliefs about Judgment Day and accountability on that day might ensure that a Muslim carries out all five pillars and the teachings of the Qur’an and Sunnah.

The practice of good deeds will be important. Candidates may give examples. [7]

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- (c) **‘A belief in life after death is difficult to accept today.’**
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Most candidates are likely to argue that for believers (Muslims) belief in life after death is as important today as at any other time. It is an essential part of the religion and it influences morals and the way a Muslim conducts their life. Some may argue that belief in the Last Day and accountability before God resulting in reward or punishment are essential to faith; the afterlife is beyond human imagination. Examples of literal belief might be given, e.g. the Jihadist belief in Paradise as a reward for martyrdom.

An alternative view might be that scientific and medical advances and increased knowledge today support the argument that religious concepts of physical life after death/Paradise are impossible to believe. Some responses might evaluate whether this damages faith or whether it is possible to still be a devout Muslim. [6]

5 (a) Describe Muslim beliefs about the nature of God.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Muslims do not attempt to describe God; they know that God exists through his manifestations and through his divine attributes as told by his messengers.

Some of the attributes of God are that he is the sole creator, designer of the universe and master of all. He is infinite and eternal with no beginning and no end. He is all powerful and omnipotent. He is most merciful, most gracious; his mercy extends to all. He is absolute, dependent on nothing but everything is dependent on him. He is Sovereign and ruler of the universe and he sustains all his creation.

The principle of Tawhid, the oneness and unity of God, is very important to Muslims and shirk, assigning partners to God, is an unforgiveable sin. No one is worthy of worship but him. The Qur’an has ninety-nine names for God. [7]

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(b) Explain the importance of the Qur'an as a guide for life.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The Qur'an is the revealed word of God, unchanged and uncorrupted. It is the final revelation and a complete code of life and God has promised to preserve it.

The Qur'an contains God's commands, the Five Pillars, teachings on which the religion is based, the example of the life of Muhammad and the history of the religion. It is a complete book of guidance for Muslims; it covers all aspects of human life. Muslims find the Qur'an relevant and consistent with modern knowledge, ideas and scientific theories. It provides knowledge, learning and understanding as well as spiritual enlightenment.

Verses from the Qur'an not only instruct but inspire Muslims. They believe that they should submit to God in response to his message, and the Qur'an shows them how to walk the straight path that will lead to peace in this life and reward in the hereafter.

The Qur'an provides answers for a Muslim when he or she needs advice on how to follow the straight path. If they approach the Qur'an prayerfully, they will find a solution or principle from which an answer can be deduced. The Qur'an also gives comfort in times of hardship.

Shari'ah law is based upon the Qur'an and it is used in the governing of some Muslim countries.

[7]

(c) 'It is important that the Qur'an is always read and recited in Arabic.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Discussion in support of the statement might explore the view that reciting/reading the Qur'an in Arabic is not a habit or a ritual but is considered a religious experience. Arabic is the language in which the Qur'an was revealed: the pure Arabic of the revelation is preserved. Arabic is also the first language of many Muslims and it is also the language of worship.

Many believe that changes and mistakes might be made in any translation from the original language, so there is a danger of disobeying or misunderstanding God's word. A version translated into another language is not the Qur'an.

However, the Qur'an should be read with heart, soul, mind and body and Muslims are expected to reflect on its teachings. For some Muslims, for whom Arabic is not the first language, a translation of the text is helpful. Some versions have, for example, Arabic and English side by side on the page and do not lessen the dignity of the holy book.

[6]

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6 (a) Describe the Five Pillars.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The Five Pillars are five basic duties which all Muslims should perform as part of their submission to the will of God. (The Five Pillars are said to support the faith of Islam as pillars support a house.)

Shahadah – Declaration of faith. There is no God but Allah and Muhammad (pbuh) is the messenger of Allah.

Salah – Compulsory prayers five times a day: Fajr, Zuhr, Asr, Maghrib, 'Isha.

Sawm – Fasting in the month of Ramadan, during the hours of daylight. No food or drink, no sexual intercourse. It is a time of prayer and good deeds.

Zakah – Purification of wealth by the payment of annual welfare tax/charity, calculated at 2.5% of surplus income.

Hajj – Pilgrimage to Makkah, during the month of Dhul-Hijjah. To be observed at least once in a lifetime by all Muslims who are physically and financially able to make the journey. [7]

(b) Explain why Makkah is a place of historical and religious significance to Muslims.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Makkah was the birthplace of Muhammad (pbuh) and where he first began preaching Islam. In Pre-Islamic times it was a place of pilgrimage and it has connections with Adam and Abraham.

Makkah is important because it is the situation of the Ka'ba, the holiest shrine in Islam. Muslims face the Ka'ba when they pray and are buried with their head facing towards the Ka'ba. The Ka'ba is thought to have been built by Abraham and Ismail, with help from an angel. Muslims believe it stands on the point where God began creating the earth.

The Hajj begins in Makkah with the Tawaf of the Ka'ba: the hills of Safa and Marwah are within Makkah and the well of Zamzam – all are important steps in the Hajj. [7]

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(c) Which of the Five Pillars most unites Muslims?

Discuss this question. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

Candidates might put forward an argument for one or other of the Pillars as being a strong uniting force for all Muslims.

Example:

Observing Ramadan strengthens the Ummah because it teaches Muslims what it is like to go without food and this encourages them to be generous to the poor. Fasting encourages individual self-discipline and teaches a person not to be greedy or selfish, and this has a good impact on family and on global relationships. During Ramadan, Muslims unite as a community in acts of worship, especially in the last 10 days and on the Night of Power.

However, the Five Pillars are believed to support the religion of Islam as pillars support a house. They are important individually but are also interdependent and should be considered as a whole.

[6]

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Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7 (a) **Describe the customs carried out on Yom Kippur (Day of Atonement) at home and in the synagogue.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Yom Kippur begins at sunset. There is a twenty-five hour fast. No food or drink is allowed. No washing. No jewellery, creams or perfumes. No leather shoes. No sexual intercourse. Some do not watch television, etc. Men wear a white kittel. Some families give charitable gifts of money or a chicken as a substitute for the scapegoat.

All the cloths in the synagogue are white. At the evening service in the synagogue, Kol Nidrei (cancellation of vows) is sung. Prayers of confession are said.

On the morning of Yom Kippur, many Jews go to the synagogue and stay there the whole day. There are five services. There are Torah readings about Yom Kippur and how it was celebrated in the Temple. Readings from Isaiah and Jonah. The day ends with the Ne'ilah prayer and one long final call on the shofar announces the end of the fast. [7]

- (b) **Explain the importance of Yom Kippur (Day of Atonement) as a special day for Jews.**

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Jews are told to observe Yom Kippur in the Torah. It is known as the Day of Atonement and Jews ask God to forgive their sins. It is the most important day of the Jewish year. Jews believe that on Yom Kippur God makes a final decision about a person's behaviour during the past year and puts it in the Book of Life.

In ancient times it was the one day of the year when the High Priest entered the Holy of Holies and begged God to forgive people's sins.

Most people make a special effort to attend synagogue on Yom Kippur. Many non-religious Jews still observe Yom Kippur.

It provides an opportunity for repentance and a new start. It is also an opportunity for the community to worship together and to think about life, the past and the future. [7]

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- (c) **‘To live according to God’s law is more important than observing special days.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.**

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

The probable conclusion here is that observing a special day such as Yom Kippur or the Sabbath is commanded in the Torah, as are other festivals. So observing special days is obeying God’s law and so any separation of the two is artificial and not an issue for Jews.

However, some candidates might argue that obeying the law, e.g. keeping a kosher home, observing the kashrut rules on dress and lifestyle, daily prayer, ritual dress, is a complete way of life which is observed every day, whereas some of the festivals only occur annually.

At times, the observance of festivals/special days may not be possible. But Jews should make every effort to obey all the mitzvot whenever they can.

[6]

- 8 (a) Give an account of the customs at a Jewish funeral.**

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

Jewish funeral practices are dignified and simple. Ostentation is avoided, flowers and music are inappropriate.

Burial is on the same day, if possible. The Chevra Kadisha (burial society) prepares the body. Plain white shrouds are used. A man is buried wearing kittel and tallit with the fringes cut off. A plain wooden coffin is used with no metal handles or nails. A mourner/guardian (Shomer) stays with the deceased. The body is never left alone before burial. The immediate family member of the deceased is called an onen and is exempt from all positive mitzvot at this time. Mourners make a small tear in their clothes to show their grief.

Mourners escort the body to the grave. Prayers are said at the graveside. Kaddish is recited. Some circle the grave seven times. There is ritual washing of hands as the mourners leave the cemetery.

NB Shiva might be mentioned but is not part of the funeral.

[7]

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(b) Explain how Shiva might be of help to Jews mourning a death.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

Shiva is intended to help the bereaved because mourners are allowed to express their grief in this way for an intense period in the first week and are then expected to gradually resume normal life.

It is a period of mourning for seven days. Mourners sit on low stools, mirrors are covered, there is no music. Mourners do not leave the house except on Shabbat or shave or cut hair or wear leather shoes. Appearances and comfort are not important so need not be worried about.

Neighbours, people in the community help the bereaved by bringing food and providing companionship during Shiva. Kaddish is said three times a day and members of the community come to say it with the mourners. The community concentrates on supporting and helping the living. [7]

(c) ‘The death rituals are more concerned with the living than with the dead.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

There are no clear beliefs about life after death in Judaism. The death rituals are mainly concerned with helping the living. Candidates might consider the importance and the comfort for mourners in well practised rituals. The family is taken care of and during shiva the mourners are helped and supported. Shiva is only for a short period (a week) and then people are expected to move on with their lives. In Judaism the important beliefs are all connected to living a life obeying God’s laws (according to the halakah).

However, the Chevra Kadisha is specially formed to take care of the deceased, to make sure that correct rituals are observed before burial and the deceased is shown great respect (e.g. not being left alone). Gravestones are erected and prayers for the dead are said annually in synagogues. [6]

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9 (a) Describe how three religious features of a synagogue are used in worship.

Mark according to the level descriptors for Assessment Objective A – Knowledge.

Responses might include some of the following:

The main religious features include:

Ark (Aron ha-kodesh), the cupboard that holds the Sefer Torah, the holiest objects in the synagogue. It is placed on the wall facing Jerusalem. All prayers are said facing Jerusalem.

The **Torah scrolls**, which are decorated with covers, breastplates and bells, are carried around the synagogue before reading takes place. The Torah is touched with the fringes of prayer shawls as it is paraded around the synagogue.

A portion of the Torah is read at all services and at festivals so that each year the reading of the whole Torah is completed. Members of the congregation are called up to read and a yad is used so that the scroll is not touched. Also, members of the congregation are called to recite a blessing before or after the reading. This is usually to mark a special occasion in a person's life, e.g. the birth of a son, a Bar Mitzvah or a wedding.

The **Bimah** is the reading platform from which the Torah is read. It is usually in the centre of the synagogue so all can hear, or it is placed directly below the Ark.

A sermon is sometimes given by the rabbi from a **pulpit**.

The **Ner Tamid** (eternal light) is always burning; it encourages reflection on the nature of God and denotes the presence of God during worship.

The **tablets**, containing the **Ten Commandments**, which are usually on either side of the Ark, remind the worshippers of God's laws.

The **Menorah** is a seven branched candlestick; it represents the one that stood in the Temple.

In orthodox synagogues, there will be separate areas for men and women (and children). There will be a **partition screen** or a **gallery** to separate the women's area from the men's during worship.

[7]

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(b) Explain why most Jews think it is important to have a synagogue for the community.

Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.

Responses might explain some of the following:

The synagogue has many community functions as well as being a place for worship. It brings the community together and strengthens it. The synagogue reinforces Jewish religious and social life.

As well as daily services and festivals, there are Torah readings and rites of passage occur. Learning takes place; it gives people the opportunity to study Torah – children are taught Hebrew, Bar Mitzvah classes are held. There are community rooms for functions, meetings and hospitality to travellers. Many Jews believe the synagogue should be built within walking distance for most of the community to enable the Sabbath Law to be observed.

The existence of a synagogue ensures that all Jews are part of a tight knit community and makes it easier for Jews to obey the commands in the Torah. The Rabbi and the Beth Din offer advice and rulings on disputes and kashrut. Most synagogues have a mikveh, which enables purity laws to be observed.

[7]

(c) ‘All Jews should worship together.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to the level descriptors for Assessment Objective C – Evaluation.

Responses might consider some of the following:

An exploration of different points of view might assess the importance to orthodox Jews of the custom of the separation of men and women during synagogue worship. Also that the different branches of Judaism have differences in the way they worship and conduct synagogue services, and, for example, that orthodox Jews would not consider more liberal forms of worship to be appropriate or lawful.

Other views might be that in liberal Judaism men and women do worship together and there are women Rabbis. Also in the home all members of a family worship and observe festivals together. Some of the common elements of worship might be shared and often are.

Candidates might conclude that there is a common cause in worship, and differences in practice may occur but should not be important.

[6]



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2015

1 hour 45 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

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Section A – Christianity

If you have chosen this section, answer **all** the questions.

- 1 (a) (i) Name **three** types of literature found in the Bible. [3]
 (ii) Briefly describe the different types of content in the Old and New Testaments. [4]
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“Don’t be alarmed,” he said. “You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here.”

Mark 16:6 [NIV]

- (a) (i) On what occasion, and to whom, were these words said? [3]
 (ii) Name **two** days in Holy Week and state the event from the life of Jesus that is remembered on each day. [4]
 (b) Explain why Christians consider the crucifixion of Jesus to be an important event. [7]
 (c) ‘Churches should not be richly decorated.’
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Section B – Islam

If you have chosen this section, answer **all** the questions.

- 3 (a) (i) Why do Muslims celebrate Eid al-Fitr? [3]
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- (c) 'A person can only be a true Muslim in a Muslim country.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

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'Every time a child is born, the world begins anew.
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**‘REMEMBER THE SABBATH DAY, TO
KEEP IT HOLY.’ EXODUS 20:8**

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RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2015

1 hour 45 minutes

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Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2015

1 hour 45 minutes

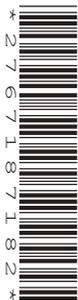
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RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2015

1 hour 45 minutes

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Section A – Christianity

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- 1** (a) Give an account of a Christian ceremony of infant baptism. [7]
- (b) Explain why the visit of the Magi (wise men) is one of the events celebrated by Christians at Epiphany. [7]
- (c) 'Only religious people should be chosen as a child's godparents.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 2** (a) Outline the biblical events that are remembered by Christians at Pentecost. [7]
- (b) Explain why a visit to Jerusalem might strengthen the faith of a Christian. [7]
- (c) 'Christians need to be concerned with today's world, not the past.'
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- (b) Explain why there is disagreement about the traditional views of the role of women in Christianity. [7]
- (c) 'All religious believers are equal.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 4 (a)** State the Muslim beliefs about
- (i)** Akirah (life after death)
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- 5 (a)** Describe Muslim beliefs about the nature of God. [7]
- (b)** Explain the importance of the Qur’an as a guide for life. [7]
- (c)** ‘It is important that the Qur’an is always read and recited in Arabic.’
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 6 (a)** Describe the Five Pillars. [7]
- (b)** Explain why Makkah is a place of historical and religious significance to Muslims. [7]
- (c)** Which of the Five Pillars most unites Muslims?
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If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7 (a) Describe the customs carried out on Yom Kippur (Day of Atonement) at home and in the synagogue. [7]
- (b) Explain the importance of Yom Kippur (Day of Atonement) as a special day for Jews. [7]
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RELIGIOUS STUDIES

0490/22

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October/November 2015

1 hour 45 minutes

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Grade thresholds – November 2016

Cambridge IGCSE Religious Studies (0490)

Grade thresholds taken for Syllabus 0490 (Religious Studies) in the November 2016 examination.

	maximum raw mark available	minimum raw mark required for grade:						
		A	B	C	D	E	F	G
Component 11	80	59	52	45	38	32	25	18
Component 12	80	59	52	45	38	32	25	18
Component 13	80	59	52	45	38	32	25	18
Component 21	80	57	50	43	38	34	24	16
Component 22	80	57	50	43	38	34	24	16
Component 23	80	57	50	43	38	34	24	16

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus, after weighting has been applied, is **100**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
AX	11, 21	82	73	64	55	48	41	31	21
AY	12, 22	82	73	64	55	48	41	31	21
AZ	13, 23	82	73	64	55	48	41	31	21



RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

1 (a) (i) What is the significance of the cross for Christians?

Replies might include the following:

The significance of the cross is that it is a symbol of the crucifixion and suffering of Jesus offering redemption/salvation for Christians.

A statement 1 mark, further marks for a combination of points or development. **[3]**

(ii) Name four items (other than a cross) that might be found on an altar in a Christian church.

Responses might include the following:

Bible, Candles, Chalice, Plate (communion bread) / paten, Bread and wine, Collection plate / box, Altar cloth.

1 mark for each response. **[4]**

(b) Explain why attending a communal act of worship might strengthen the faith of a Christian.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Candidates might explain the various aspects of communal worship that unify Christians when they participate in communal acts of worship. Regular public worship usually consists of services of thanksgiving, confession of sins, commemoration and remembrance and is central to Christian worship in most denominations.

Through these communal acts of worship Christians bond with one another, enjoy hymns and rituals in an atmosphere of joint celebration/worship. This enhances a feeling of both physical and spiritual well-being. Partaking of the Eucharist strengthens faith and builds up the sense of community.

Understanding and learning can be increased for adults and children taught about their religion. Sermons provide moral and spiritual guidance. There is also usually a social side (with food and drink) that is beneficial and gives opportunities for Christians to support one another or seek advice. **[7]**

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

- (c) **‘There are many methods of building a successful church.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.**

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to evaluate whether the physical building of a church by raising money or being sponsored by a denomination building programme is the only factor necessary for a successful church. Churches can be situated in houses or adapted buildings or even in the open air or tents. Some features such as shelter, seats or a table (altar), decorations might be desirable and aid worship.

However, a successful church depends upon its congregation and the faith and unity of those who wish to worship together. Candidates might assess other qualities, apart from the building, that make a successful church. A successful church might be said to be totally independent from any kind of building and could be evaluated in terms of a strong sense of community, good social relationships and an outward looking mission. Some candidates might write from their own experience. Other responses might analyse the phrase ‘building a church’ and what it means e.g. the phrase is often used to mean ‘to evangelise’. [6]

[Total: 20]

- 2 (a) (i) **Describe the event in the life of Jesus shown here.**

Responses might include:

The entry of Jesus into Jerusalem, riding on a donkey,
people waved palm leaves/branches and laid them on the road
and cried ‘Hosanna, blessed is he who comes in the name of the Lord.’
It is symbolic of the entry of a King or Messiah (bringer of peace).

1 mark for each response.

[3]

- (ii) **Name the Christian festival which remembers this event and describe how it is celebrated.**

Responses should include the name of the day and some of the following:

Palm Sunday

Special church services are held

Crosses made from palm leaves are handed out Appropriate hymns are sung

Special prayers are said Sermon

An outside procession with palms and a donkey.

1 mark for each response.

[4]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

(b) Explain why Christians study both the Old and New Testaments of the Bible.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Christians study both the Old and New Testament because both these sections of the Bible form the complete Christian Scriptures.

The Old Testament is the story of the founding of monotheistic religion and is the story of the foundation of Christianity. It contains important principles and teaching on God's relationship with humankind (the Covenants) and laws (the Commandments) as well as prophecies about the coming of a Messiah. Christians believe that Jesus was the Messiah prophesied.

The New Testament contains the stories and teachings of the life of Jesus (in the Gospels), the history of the early and developing church (in Acts), theology and practical advice (in the Epistles). It is belief in the teachings of the New Testament that makes Christianity unique from other monotheistic religions. Christians believe that God made a new Covenant with humankind through the life and death of Jesus. Christians attempt to live by the teachings in both the Old and the New Testament. [7]

(c) 'The example of the life of Jesus is more important to adults than to children.' Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to analyse Christian attitudes towards using the life of Jesus as an example for Christian life today. Many Christians use the acronym 'WWJD' (What would Jesus do?) to teach young and old that the life and teaching of Jesus are applicable to moral and spiritual dilemmas in Christian life today.

Some candidates might assess the extent to which humans (of all ages) might be expected to follow the example of Jesus who was the perfect human being (God incarnate). Another view might be to agree with the statement that adults have a better understanding (compared to children) of how Jesus' example might be followed because Jesus was an adult during his ministry. However, children too can learn from the stories in the Gospels and appreciate the qualities they should develop to follow Jesus' example. Candidates might give examples of these qualities or of appropriate teachings. [6]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

3 (a) (i) Describe what should be recited to a Muslim who is dying.

Responses might include the following:

The Shahadah (declaration of faith)
 There is no God but Allah
 Muhammad is the messenger of God

1 mark for each response.

[3]

(ii) State four funeral rites carried out when a Muslim has died.

Responses might include any **four** from the following:

The body is placed on a stretcher with the head towards Makkah
 The corpse is washed three times by members of the same sex
 Wrapped in a shroud (may be ihram)
 All bodies should be buried in contact with the earth
 Salat is performed in the house of the dead person and the Qur'an read
 The funeral takes places as soon as possible, preferably within 24 hours
 The body is carried as a sign of respect
 Salat ul-Janaz, (funeral prayers) at the graveside (or in the Mosque)
 This is Salat with no prostrations The head is turned to face Makkah
 The body is committed to the earth, words from the Qur'an are read (Sura 20:55).

1 mark for each response.

[4]

(b) Explain the connection between the following customs of Hajj and Muslim beliefs about life after death.

(i) Ihram

(ii) the Stand (Waquf) at Arafat.

Mark according to level descriptors for Assessment Objective B Understanding and Interpretation.

Responses might explain some of the following:

(i) The state (wearing) of Ihram.

The white seamless garment that Muslims wear represents that all are equal on Hajj. Not even watches or money are carried).

Connection: God creates everyone equal and treats everyone equally. This is as it will be in death when possessions and worldly riches will be irrelevant. Putting on ihram means to enter a state of ritual purity. This state resembles the state that Muslims hope to be in when they die and are to be divinely judged.

(ii) The Stand (Waquf) at Arafat.

The gathering on Arafat on the 9th Dhul Hijrah is the most important day of Hajj. The Hajj is not valid without the Waquf being performed.

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Connection: it makes Muslims think of the Day of Judgement and life after death. They stand from noon to sunset praying. Each individual stands directly before God, as they will on the Last Day. They ask for forgiveness and they believe that if their repentance is accepted they will be cleansed of sin by God's forgiveness

(c) 'Muslims should not fear death.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C Evaluation.

Responses might consider some of the following:

Muslim teachings about eternal life in heaven with God, comfort Muslims and make them aware that death is not the end. Beliefs in Jannah (Paradise) and the rewards to be accrued from living a life according to God's teachings and commands enable them, because of their faith, to face death peacefully and with courage.

Equally, beliefs about the Last Day and God's judgement on all deeds good or bad, however large or small, means that there is eternal punishment in Hell for unbelievers and wrongdoing. Muslims believe that life on earth is a test for the afterlife and so must make sure that they have lived a good life in order not to fear death.

Some candidates might consider the very human response to death, whether a person is a believer or an unbeliever and that all fatal illness or sudden death involves some suffering and pain and human beings, even those with a strong religious faith, might be afraid. Some might worry about those they are leaving behind, others might be afraid of losing a loved one.

[6]

[Total: 20]

4 (a) (i) In a Muslim marriage ceremony, what is Mahr?

Responses might include some of the following:

Mahr is the dowry

It is an amount of money and/or jewellery

Given to the bride by the bridegroom (and his family) Ensures that the bride will always be provided for Belongs solely to the bride to do with as she sees fit.

1 mark for each response.

[3]

(ii) Nikah ?

Responses might include the following:

Nikah is a marriage contract

To show all parties have consented to the marriage

Signed by witnesses

2 witnesses for the bride

Signed by bridegroom

Or by both bride and bridegroom

1 mark for each response.

[4]

Page 9	Mark Scheme	Syllabus	Paper
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(b) Explain the significance for Muslims of the traditional teachings in Islam about the role of women.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Traditional teachings about the role of women as wives and mothers are based on Qur'an and Hadith. Muhammad in his teaching, example and in the Last Sermon urged men to look after and honour their wives and mothers. The status of women in Islam was established as a high one and the traditional role of women as supporters and helpers to their husbands and responsibility for the care and nurture of children has always been seen as an important. Combined with this, women are expected to protect their own modesty and reputation by the ways in which they dress and act.

They are excused some religious duties (expected of men) because of their role in the home but they are expected to nurture and teach the young about Islam. Some candidates may offer quotations or paraphrases to support this.

It is significant that although Sharia law allows for Muslim men to take four wives, existing wives must give consent before the Muslim may take another wife. Also, a woman's consent is needed before a marriage can take place. This was a great improvement upon the status of women in Pre-Islamic Arabia. Muhammad also taught that the mother should be honoured three times more than the father.

Some responses might explain that significantly today, in response to social and economic necessity, many Muslim women carry out the traditional role but also contribute and share the role of provider for the family by pursuing jobs and careers outside the home. So, the traditional role of women is changing for some. [7]

(c) 'Providing for the family is an equal responsibility in a marriage.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to Assessment Objective C. Evaluation. Responses might consider some of the following:

Whether or not candidates have mentioned this aspect of change in the traditional role of wives in Islam, they are likely to argue that in the modern day there is an increasing need for husbands and wives to share equally all aspects of raising a family in a Muslim home.

The majority of responses will probably concentrate arguments on the economic necessity of both husband and wife earning money to provide for the physical needs of a family.

Arguments and views against the statement might assess how traditional roles can be maintained and the advantages to family/children of keeping the continuity of tradition. Some might argue that the distinct separation of the roles of men and women might strengthen marriage and faith.

Another view might be that providing for both physical and spiritual needs of children is an equal responsibility that can be achieved by either carrying out the same or different roles. [6]

[Total: 20]

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	11

5 (a) (i) Give three details of God’s covenant promise to Abraham.

Responses might include **three** from the following:

- God said to Abraham – I will be your God and the God of your descendants
- He told him he would be given a land (the Promised Land) And be the father of a multitude (a great nation)
- He would be called Abraham (not Abram)
- Every male would be required to be circumcised as a sign of the covenant
- God promised he would look after Abraham and his descendants forever
- Candidates may mention the biblical account also includes promises about Sarai (Sarah)

1 mark for each response. **[3]**

(ii) Describe the covenant with Moses.

Responses might include some of the following:

This covenant was made after the Hebrews had been led out of captivity in Egypt. God rescued them from slavery and made them his people (chosen people) to have a special relationship with him and to be a witness to other nations. (You shall be to me a Kingdom of Priests and a holy nation.) The basis for the covenant is complete obedience to God’s commandments.

1 mark for a basic statement and 3 further marks available for development, or a combination of points. **[4]**

(b) Explain why it might be important to Jews to know about the history of their religion.

Mark according to Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Tradition and continuity are dependent upon knowledge of the origins and history of a religion. Judaism is believed to be one of the oldest religions in the modern world. It originated in the Middle East and is a monotheistic religion.

Judaism is a way of life as well as a religion. Behaviour in all aspects of life is expected to reflect beliefs and so it is important that believers understand the origins of the beliefs and laws that affect the way they live their lives. Especially as Jewish life (especially for Orthodox Jews) is often very different from that of the larger community.

Responses are likely to develop explanations to include the importance of knowing the history of why Jews consider themselves ‘Chosen by God’ and the history of the development of a ‘special relationship with God’.

Selection of examples of historical events, customs, laws, beliefs, festivals might be made to illustrate how the history of the Hebrews/Jews is important to understanding Jewish identity, beliefs and customs. **[7]**

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- (c) **'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.'** Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates may both agree and disagree with the statement but should include arguments in support of the views expressed and consider reasons for agreeing/disagreeing.

A balance of opinion may be reached by discussing certain parts of the quotation in particular. For example it may be difficult to follow the teachings in the Torah in the modern world but not impossible and that the time/century is not significant in following a religion that has existed such a long time.

Evidence of other times in history when following the religion and performing the rituals/obeying the laws overcame all difficulties might be used to support arguments. [6]

[Total: 20]

- 6 (a) (i) **Identify the Jewish symbols shown here. Responses might be:**

Menorah
Star of David (Magen David)

1 mark for each response. [2]

- (ii) **Name one other feature of Judaism found in most synagogues.**

Responses should include **one** from the following: Ark

Sefer Torah Bimah Ner Tamid
Ten Commandments
The absence of any pictures or statues
Partition screen (mejizah) or gallery (mostly orthodox)

1 mark for response. [1]

- (iii) **What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service?**

Responses might include the following:

The Rabbi will give the sermon at the Sabbath morning service (the Rabbi is not a priest he is the leader/teacher of the community). The singing in the service is led by the Chazan or Cantor (who is an official of the synagogue). The Chazan knows the order of all the different festival services and leads these services.

2 marks for a basic statement on **each** and further 2 marks available for development. [4]

Page 12	Mark Scheme	Syllabus	Paper
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(b) Explain how the use of symbols might strengthen the faith of a Jew.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation

Responses might explain some of the following:

Symbols are reminders of all aspects of religion. The presence of God, beliefs, rituals, history and the identity of a believer. Responses are likely to explain that by the use of symbols in worship and in daily life Jewish faith is strengthened because religion is a constant presence in their lives. Symbols remind them of their covenant relationship with God and their role as those specifically chosen to carry out God's commands and set an example to others.

Candidates might be expected to use examples of Jewish symbols in either/both synagogue and home, to illustrate the points made. **[7]**

(c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to argue that a purpose built synagogue provides a Jewish community with a central focus for worship and the celebration of festivals. It is the place where the Sefer Torah is kept in the Ark and this emphasises the importance and sacredness of the Scriptures as the word of God. A synagogue is also beneficial for teaching and learning and strengthens community ties and faith. It is also a centre for advice and legislation on religious matters.

However, throughout history and especially in times of persecution and hardship, the Jews have worshipped God without a synagogue. Candidates are likely to give an example e.g. during the Holocaust. Daily worship (morning prayer) takes place everyday in the home. Communal worship can be held anywhere that ten men (worshippers) can gather together to form a minyan.

For Jews, all aspects of life are worship e.g. obedience to kashrut in the home is worship. A likely conclusion will be that God is present everywhere and will be worshipped by Jews with and without a synagogue building. **[6]**

[Total: 20]



RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	12

Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	12

C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	12

1 (a) (i) What is the significance of the cross for Christians?

Replies might include the following:

The significance of the cross is that it is a symbol of the crucifixion and suffering of Jesus offering redemption/salvation for Christians.

A statement 1 mark, further marks for a combination of points or development. **[3]**

(ii) Name four items (other than a cross) that might be found on an altar in a Christian church.

Responses might include the following:

Bible, Candles, Chalice, Plate (communion bread) / paten, Bread and wine, Collection plate / box, Altar cloth.

1 mark for each response. **[4]**

(b) Explain why attending a communal act of worship might strengthen the faith of a Christian.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Candidates might explain the various aspects of communal worship that unify Christians when they participate in communal acts of worship. Regular public worship usually consists of services of thanksgiving, confession of sins, commemoration and remembrance and is central to Christian worship in most denominations.

Through these communal acts of worship Christians bond with one another, enjoy hymns and rituals in an atmosphere of joint celebration/worship. This enhances a feeling of both physical and spiritual well-being. Partaking of the Eucharist strengthens faith and builds up the sense of community.

Understanding and learning can be increased for adults and children taught about their religion. Sermons provide moral and spiritual guidance. There is also usually a social side (with food and drink) that is beneficial and gives opportunities for Christians to support one another or seek advice. **[7]**

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	12

- (c) **‘There are many methods of building a successful church.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.**

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to evaluate whether the physical building of a church by raising money or being sponsored by a denomination building programme is the only factor necessary for a successful church. Churches can be situated in houses or adapted buildings or even in the open air or tents. Some features such as shelter, seats or a table (altar), decorations might be desirable and aid worship.

However, a successful church depends upon its congregation and the faith and unity of those who wish to worship together. Candidates might assess other qualities, apart from the building, that make a successful church. A successful church might be said to be totally independent from any kind of building and could be evaluated in terms of a strong sense of community, good social relationships and an outward looking mission. Some candidates might write from their own experience. Other responses might analyse the phrase ‘building a church’ and what it means e.g. the phrase is often used to mean ‘to evangelise’. [6]

[Total: 20]

- 2 (a) (i) **Describe the event in the life of Jesus shown here.**

Responses might include:

The entry of Jesus into Jerusalem, riding on a donkey,
people waved palm leaves/branches and laid them on the road
and cried ‘Hosanna, blessed is he who comes in the name of the Lord.’
It is symbolic of the entry of a King or Messiah (bringer of peace).

1 mark for each response.

[3]

- (ii) **Name the Christian festival which remembers this event and describe how it is celebrated.**

Responses should include the name of the day and some of the following:

Palm Sunday

Special church services are held

Crosses made from palm leaves are handed out Appropriate hymns are sung

Special prayers are said Sermon

An outside procession with palms and a donkey.

1 mark for each response.

[4]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2016	0490	12

(b) Explain why Christians study both the Old and New Testaments of the Bible.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Christians study both the Old and New Testament because both these sections of the Bible form the complete Christian Scriptures.

The Old Testament is the story of the founding of monotheistic religion and is the story of the foundation of Christianity. It contains important principles and teaching on God's relationship with humankind (the Covenants) and laws (the Commandments) as well as prophecies about the coming of a Messiah. Christians believe that Jesus was the Messiah prophesied.

The New Testament contains the stories and teachings of the life of Jesus (in the Gospels), the history of the early and developing church (in Acts), theology and practical advice (in the Epistles). It is belief in the teachings of the New Testament that makes Christianity unique from other monotheistic religions. Christians believe that God made a new Covenant with humankind through the life and death of Jesus. Christians attempt to live by the teachings in both the Old and the New Testament. [7]

(c) 'The example of the life of Jesus is more important to adults than to children.' Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to analyse Christian attitudes towards using the life of Jesus as an example for Christian life today. Many Christians use the acronym 'WWJD' (What would Jesus do?) to teach young and old that the life and teaching of Jesus are applicable to moral and spiritual dilemmas in Christian life today.

Some candidates might assess the extent to which humans (of all ages) might be expected to follow the example of Jesus who was the perfect human being (God incarnate). Another view might be to agree with the statement that adults have a better understanding (compared to children) of how Jesus' example might be followed because Jesus was an adult during his ministry. However, children too can learn from the stories in the Gospels and appreciate the qualities they should develop to follow Jesus' example. Candidates might give examples of these qualities or of appropriate teachings. [6]

Page 7	Mark Scheme	Syllabus	Paper
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3 (a) (i) Describe what should be recited to a Muslim who is dying.

Responses might include the following:

The Shahadah (declaration of faith)
 There is no God but Allah
 Muhammad is the messenger of God

1 mark for each response.

[3]

(ii) State four funeral rites carried out when a Muslim has died.

Responses might include any **four** from the following:

The body is placed on a stretcher with the head towards Makkah
 The corpse is washed three times by members of the same sex
 Wrapped in a shroud (may be ihram)
 All bodies should be buried in contact with the earth
 Salat is performed in the house of the dead person and the Qur'an read
 The funeral takes place as soon as possible, preferably within 24 hours
 The body is carried as a sign of respect
 Salat ul-Janaz, (funeral prayers) at the graveside (or in the Mosque)
 This is Salat with no prostrations The head is turned to face Makkah
 The body is committed to the earth, words from the Qur'an are read (Sura 20:55).

1 mark for each response.

[4]

(b) Explain the connection between the following customs of Hajj and Muslim beliefs about life after death.

(i) Ihram

(ii) the Stand (Waquf) at Arafat.

Mark according to level descriptors for Assessment Objective B Understanding and Interpretation.

Responses might explain some of the following:

(i) The state (wearing) of Ihram.

The white seamless garment that Muslims wear represents that all are equal on Hajj. Not even watches or money are carried).

Connection: God creates everyone equal and treats everyone equally. This is as it will be in death when possessions and worldly riches will be irrelevant. Putting on ihram means to enter a state of ritual purity. This state resembles the state that Muslims hope to be in when they die and are to be divinely judged.

(ii) The Stand (Waquf) at Arafat.

The gathering on Arafat on the 9th Dhul Hijrah is the most important day of Hajj. The Hajj is not valid without the Waquf being performed.

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Connection: it makes Muslims think of the Day of Judgement and life after death. They stand from noon to sunset praying. Each individual stands directly before God, as they will on the Last Day. They ask for forgiveness and they believe that if their repentance is accepted they will be cleansed of sin by God's forgiveness

(c) 'Muslims should not fear death.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C Evaluation.

Responses might consider some of the following:

Muslim teachings about eternal life in heaven with God, comfort Muslims and make them aware that death is not the end. Beliefs in Jannah (Paradise) and the rewards to be accrued from living a life according to God's teachings and commands enable them, because of their faith, to face death peacefully and with courage.

Equally, beliefs about the Last Day and God's judgement on all deeds good or bad, however large or small, means that there is eternal punishment in Hell for unbelievers and wrongdoing. Muslims believe that life on earth is a test for the afterlife and so must make sure that they have lived a good life in order not to fear death.

Some candidates might consider the very human response to death, whether a person is a believer or an unbeliever and that all fatal illness or sudden death involves some suffering and pain and human beings, even those with a strong religious faith, might be afraid. Some might worry about those they are leaving behind, others might be afraid of losing a loved one.

[6]

[Total: 20]

4 (a) (i) In a Muslim marriage ceremony, what is Mahr?

Responses might include some of the following:

Mahr is the dowry

It is an amount of money and/or jewellery

Given to the bride by the bridegroom (and his family) Ensures that the bride will always be provided for Belongs solely to the bride to do with as she sees fit.

1 mark for each response.

[3]

(ii) Nikah ?

Responses might include the following:

Nikah is a marriage contract

To show all parties have consented to the marriage

Signed by witnesses

2 witnesses for the bride

Signed by bridegroom

Or by both bride and bridegroom

1 mark for each response.

[4]

Page 9	Mark Scheme	Syllabus	Paper
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(b) Explain the significance for Muslims of the traditional teachings in Islam about the role of women.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Traditional teachings about the role of women as wives and mothers are based on Qur'an and Hadith. Muhammad in his teaching, example and in the Last Sermon urged men to look after and honour their wives and mothers. The status of women in Islam was established as a high one and the traditional role of women as supporters and helpers to their husbands and responsibility for the care and nurture of children has always been seen as an important. Combined with this, women are expected to protect their own modesty and reputation by the ways in which they dress and act.

They are excused some religious duties (expected of men) because of their role in the home but they are expected to nurture and teach the young about Islam. Some candidates may offer quotations or paraphrases to support this.

It is significant that although Sharia law allows for Muslim men to take four wives, existing wives must give consent before the Muslim may take another wife. Also, a woman's consent is needed before a marriage can take place. This was a great improvement upon the status of women in Pre-Islamic Arabia. Muhammad also taught that the mother should be honoured three times more than the father.

Some responses might explain that significantly today, in response to social and economic necessity, many Muslim women carry out the traditional role but also contribute and share the role of provider for the family by pursuing jobs and careers outside the home. So, the traditional role of women is changing for some. [7]

(c) 'Providing for the family is an equal responsibility in a marriage.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to Assessment Objective C. Evaluation. Responses might consider some of the following:

Whether or not candidates have mentioned this aspect of change in the traditional role of wives in Islam, they are likely to argue that in the modern day there is an increasing need for husbands and wives to share equally all aspects of raising a family in a Muslim home.

The majority of responses will probably concentrate arguments on the economic necessity of both husband and wife earning money to provide for the physical needs of a family.

Arguments and views against the statement might assess how traditional roles can be maintained and the advantages to family/children of keeping the continuity of tradition. Some might argue that the distinct separation of the roles of men and women might strengthen marriage and faith.

Another view might be that providing for both physical and spiritual needs of children is an equal responsibility that can be achieved by either carrying out the same or different roles. [6]

[Total: 20]

Page 10	Mark Scheme	Syllabus	Paper
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5 (a) (i) Give three details of God's covenant promise to Abraham.

Responses might include **three** from the following:

God said to Abraham – I will be your God and the God of your descendants
 He told him he would be given a land (the Promised Land) And be the father of a multitude (a great nation)
 He would be called Abraham (not Abram)
 Every male would be required to be circumcised as a sign of the covenant
 God promised he would look after Abraham and his descendants forever
 Candidates may mention the biblical account also includes promises about Sarai (Sarah)

1 mark for each response. **[3]**

(ii) Describe the covenant with Moses.

Responses might include some of the following:

This covenant was made after the Hebrews had been led out of captivity in Egypt. God rescued them from slavery and made them his people (chosen people) to have a special relationship with him and to be a witness to other nations. (You shall be to me a Kingdom of Priests and a holy nation.) The basis for the covenant is complete obedience to God's commandments.

1 mark for a basic statement and 3 further marks available for development, or a combination of points. **[4]**

(b) Explain why it might be important to Jews to know about the history of their religion.

Mark according to Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Tradition and continuity are dependent upon knowledge of the origins and history of a religion. Judaism is believed to be one of the oldest religions in the modern world. It originated in the Middle East and is a monotheistic religion.

Judaism is a way of life as well as a religion. Behaviour in all aspects of life is expected to reflect beliefs and so it is important that believers understand the origins of the beliefs and laws that affect the way they live their lives. Especially as Jewish life (especially for Orthodox Jews) is often very different from that of the larger community.

Responses are likely to develop explanations to include the importance of knowing the history of why Jews consider themselves 'Chosen by God' and the history of the development of a 'special relationship with God'.

Selection of examples of historical events, customs, laws, beliefs, festivals might be made to illustrate how the history of the Hebrews/Jews is important to understanding Jewish identity, beliefs and customs. **[7]**

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- (c) **'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.'** Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates may both agree and disagree with the statement but should include arguments in support of the views expressed and consider reasons for agreeing/disagreeing.

A balance of opinion may be reached by discussing certain parts of the quotation in particular. For example it may be difficult to follow the teachings in the Torah in the modern world but not impossible and that the time/century is not significant in following a religion that has existed such a long time.

Evidence of other times in history when following the religion and performing the rituals/obeying the laws overcame all difficulties might be used to support arguments. [6]

[Total: 20]

- 6 (a) (i) **Identify the Jewish symbols shown here. Responses might be:**

Menorah
Star of David (Magen David)

1 mark for each response. [2]

- (ii) **Name one other feature of Judaism found in most synagogues.**

Responses should include **one** from the following: Ark

Sefer Torah Bimah Ner Tamid
Ten Commandments
The absence of any pictures or statues
Partition screen (mejizah) or gallery (mostly orthodox)

1 mark for response. [1]

- (iii) **What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service?**

Responses might include the following:

The Rabbi will give the sermon at the Sabbath morning service (the Rabbi is not a priest he is the leader/teacher of the community). The singing in the service is led by the Chazan or Cantor (who is an official of the synagogue). The Chazan knows the order of all the different festival services and leads these services.

2 marks for a basic statement on **each** and further 2 marks available for development. [4]

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(b) Explain how the use of symbols might strengthen the faith of a Jew.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation

Responses might explain some of the following:

Symbols are reminders of all aspects of religion. The presence of God, beliefs, rituals, history and the identity of a believer. Responses are likely to explain that by the use of symbols in worship and in daily life Jewish faith is strengthened because religion is a constant presence in their lives. Symbols remind them of their covenant relationship with God and their role as those specifically chosen to carry out God's commands and set an example to others.

Candidates might be expected to use examples of Jewish symbols in either/both synagogue and home, to illustrate the points made. **[7]**

(c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to argue that a purpose built synagogue provides a Jewish community with a central focus for worship and the celebration of festivals. It is the place where the Sefer Torah is kept in the Ark and this emphasises the importance and sacredness of the Scriptures as the word of God. A synagogue is also beneficial for teaching and learning and strengthens community ties and faith. It is also a centre for advice and legislation on religious matters.

However, throughout history and especially in times of persecution and hardship, the Jews have worshipped God without a synagogue. Candidates are likely to give an example e.g. during the Holocaust. Daily worship (morning prayer) takes place everyday in the home. Communal worship can be held anywhere that ten men (worshippers) can gather together to form a minyan.

For Jews, all aspects of life are worship e.g. obedience to kashrut in the home is worship. A likely conclusion will be that God is present everywhere and will be worshipped by Jews with and without a synagogue building. **[6]**

[Total: 20]



RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Page 2	Mark Scheme	Syllabus	Paper
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Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Page 4	Mark Scheme	Syllabus	Paper
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1 (a) (i) What is the significance of the cross for Christians?

Replies might include the following:

The significance of the cross is that it is a symbol of the crucifixion and suffering of Jesus offering redemption/salvation for Christians.

A statement 1 mark, further marks for a combination of points or development. **[3]**

(ii) Name four items (other than a cross) that might be found on an altar in a Christian church.

Responses might include the following:

Bible, Candles, Chalice, Plate (communion bread) / paten, Bread and wine, Collection plate / box, Altar cloth.

1 mark for each response. **[4]**

(b) Explain why attending a communal act of worship might strengthen the faith of a Christian.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Candidates might explain the various aspects of communal worship that unify Christians when they participate in communal acts of worship. Regular public worship usually consists of services of thanksgiving, confession of sins, commemoration and remembrance and is central to Christian worship in most denominations.

Through these communal acts of worship Christians bond with one another, enjoy hymns and rituals in an atmosphere of joint celebration/worship. This enhances a feeling of both physical and spiritual well-being. Partaking of the Eucharist strengthens faith and builds up the sense of community.

Understanding and learning can be increased for adults and children taught about their religion. Sermons provide moral and spiritual guidance. There is also usually a social side (with food and drink) that is beneficial and gives opportunities for Christians to support one another or seek advice. **[7]**

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- (c) **‘There are many methods of building a successful church.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.**

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to evaluate whether the physical building of a church by raising money or being sponsored by a denomination building programme is the only factor necessary for a successful church. Churches can be situated in houses or adapted buildings or even in the open air or tents. Some features such as shelter, seats or a table (altar), decorations might be desirable and aid worship.

However, a successful church depends upon its congregation and the faith and unity of those who wish to worship together. Candidates might assess other qualities, apart from the building, that make a successful church. A successful church might be said to be totally independent from any kind of building and could be evaluated in terms of a strong sense of community, good social relationships and an outward looking mission. Some candidates might write from their own experience. Other responses might analyse the phrase ‘building a church’ and what it means e.g. the phrase is often used to mean ‘to evangelise’.

[6]

[Total: 20]

- 2 (a) (i) **Describe the event in the life of Jesus shown here.**

Responses might include:

The entry of Jesus into Jerusalem, riding on a donkey,
people waved palm leaves/branches and laid them on the road
and cried ‘Hosanna, blessed is he who comes in the name of the Lord.’
It is symbolic of the entry of a King or Messiah (bringer of peace).

1 mark for each response.

[3]

- (ii) **Name the Christian festival which remembers this event and describe how it is celebrated.**

Responses should include the name of the day and some of the following:

Palm Sunday

Special church services are held

Crosses made from palm leaves are handed out Appropriate hymns are sung

Special prayers are said Sermon

An outside procession with palms and a donkey.

1 mark for each response.

[4]

Page 6	Mark Scheme	Syllabus	Paper
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(b) Explain why Christians study both the Old and New Testaments of the Bible.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Christians study both the Old and New Testament because both these sections of the Bible form the complete Christian Scriptures.

The Old Testament is the story of the founding of monotheistic religion and is the story of the foundation of Christianity. It contains important principles and teaching on God's relationship with humankind (the Covenants) and laws (the Commandments) as well as prophecies about the coming of a Messiah. Christians believe that Jesus was the Messiah prophesied.

The New Testament contains the stories and teachings of the life of Jesus (in the Gospels), the history of the early and developing church (in Acts), theology and practical advice (in the Epistles). It is belief in the teachings of the New Testament that makes Christianity unique from other monotheistic religions. Christians believe that God made a new Covenant with humankind through the life and death of Jesus. Christians attempt to live by the teachings in both the Old and the New Testament. [7]

(c) 'The example of the life of Jesus is more important to adults than to children.' Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to analyse Christian attitudes towards using the life of Jesus as an example for Christian life today. Many Christians use the acronym 'WWJD' (What would Jesus do?) to teach young and old that the life and teaching of Jesus are applicable to moral and spiritual dilemmas in Christian life today.

Some candidates might assess the extent to which humans (of all ages) might be expected to follow the example of Jesus who was the perfect human being (God incarnate). Another view might be to agree with the statement that adults have a better understanding (compared to children) of how Jesus' example might be followed because Jesus was an adult during his ministry. However, children too can learn from the stories in the Gospels and appreciate the qualities they should develop to follow Jesus' example. Candidates might give examples of these qualities or of appropriate teachings. [6]

Page 7	Mark Scheme	Syllabus	Paper
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(ii) State four funeral rites carried out when a Muslim has died.

Responses might include any **four** from the following:

The body is placed on a stretcher with the head towards Makkah
 The corpse is washed three times by members of the same sex
 Wrapped in a shroud (may be ihram)
 All bodies should be buried in contact with the earth
 Salat is performed in the house of the dead person and the Qur'an read
 The funeral takes place as soon as possible, preferably within 24 hours
 The body is carried as a sign of respect
 Salat ul-Janaz, (funeral prayers) at the graveside (or in the Mosque)
 This is Salat with no prostrations The head is turned to face Makkah
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Responses might explain some of the following:

(i) The state (wearing) of Ihram.

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Connection: it makes Muslims think of the Day of Judgement and life after death. They stand from noon to sunset praying. Each individual stands directly before God, as they will on the Last Day. They ask for forgiveness and they believe that if their repentance is accepted they will be cleansed of sin by God's forgiveness

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1 mark for each response.

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Responses might include the following:

Nikah is a marriage contract

To show all parties have consented to the marriage

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Or by both bride and bridegroom

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Page 9	Mark Scheme	Syllabus	Paper
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(b) Explain the significance for Muslims of the traditional teachings in Islam about the role of women.

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Responses might explain some of the following:

Traditional teachings about the role of women as wives and mothers are based on Qur'an and Hadith. Muhammad in his teaching, example and in the Last Sermon urged men to look after and honour their wives and mothers. The status of women in Islam was established as a high one and the traditional role of women as supporters and helpers to their husbands and responsibility for the care and nurture of children has always been seen as an important. Combined with this, women are expected to protect their own modesty and reputation by the ways in which they dress and act.

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Some responses might explain that significantly today, in response to social and economic necessity, many Muslim women carry out the traditional role but also contribute and share the role of provider for the family by pursuing jobs and careers outside the home. So, the traditional role of women is changing for some. [7]

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Responses might include **three** from the following:

- God said to Abraham – I will be your God and the God of your descendants
- He told him he would be given a land (the Promised Land) And be the father of a multitude (a great nation)
- He would be called Abraham (not Abram)
- Every male would be required to be circumcised as a sign of the covenant
- God promised he would look after Abraham and his descendants forever
- Candidates may mention the biblical account also includes promises about Sarai (Sarah)

1 mark for each response. **[3]**

(ii) Describe the covenant with Moses.

Responses might include some of the following:

This covenant was made after the Hebrews had been led out of captivity in Egypt. God rescued them from slavery and made them his people (chosen people) to have a special relationship with him and to be a witness to other nations. (You shall be to me a Kingdom of Priests and a holy nation.) The basis for the covenant is complete obedience to God’s commandments.

1 mark for a basic statement and 3 further marks available for development, or a combination of points. **[4]**

(b) Explain why it might be important to Jews to know about the history of their religion.

Mark according to Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Tradition and continuity are dependent upon knowledge of the origins and history of a religion. Judaism is believed to be one of the oldest religions in the modern world. It originated in the Middle East and is a monotheistic religion.

Judaism is a way of life as well as a religion. Behaviour in all aspects of life is expected to reflect beliefs and so it is important that believers understand the origins of the beliefs and laws that affect the way they live their lives. Especially as Jewish life (especially for Orthodox Jews) is often very different from that of the larger community.

Responses are likely to develop explanations to include the importance of knowing the history of why Jews consider themselves ‘Chosen by God’ and the history of the development of a ‘special relationship with God’.

Selection of examples of historical events, customs, laws, beliefs, festivals might be made to illustrate how the history of the Hebrews/Jews is important to understanding Jewish identity, beliefs and customs. **[7]**

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- (c) **'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.'** Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates may both agree and disagree with the statement but should include arguments in support of the views expressed and consider reasons for agreeing/disagreeing.

A balance of opinion may be reached by discussing certain parts of the quotation in particular. For example it may be difficult to follow the teachings in the Torah in the modern world but not impossible and that the time/century is not significant in following a religion that has existed such a long time.

Evidence of other times in history when following the religion and performing the rituals/obeying the laws overcame all difficulties might be used to support arguments. [6]

[Total: 20]

- 6 (a) (i) **Identify the Jewish symbols shown here. Responses might be:**

Menorah
Star of David (Magen David)

1 mark for each response. [2]

- (ii) **Name one other feature of Judaism found in most synagogues.**

Responses should include **one** from the following: Ark

Sefer Torah Bimah Ner Tamid
Ten Commandments
The absence of any pictures or statues
Partition screen (mejizah) or gallery (mostly orthodox)

1 mark for response. [1]

- (iii) **What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service?**

Responses might include the following:

The Rabbi will give the sermon at the Sabbath morning service (the Rabbi is not a priest he is the leader/teacher of the community). The singing in the service is led by the Chazan or Cantor (who is an official of the synagogue). The Chazan knows the order of all the different festival services and leads these services.

2 marks for a basic statement on **each** and further 2 marks available for development. [4]

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(b) Explain how the use of symbols might strengthen the faith of a Jew.

Mark according to level descriptors for Assessment Objective B. Understanding and interpretation

Responses might explain some of the following:

Symbols are reminders of all aspects of religion. The presence of God, beliefs, rituals, history and the identity of a believer. Responses are likely to explain that by the use of symbols in worship and in daily life Jewish faith is strengthened because religion is a constant presence in their lives. Symbols remind them of their covenant relationship with God and their role as those specifically chosen to carry out God's commands and set an example to others.

Candidates might be expected to use examples of Jewish symbols in either/both synagogue and home, to illustrate the points made. **[7]**

(c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates are likely to argue that a purpose built synagogue provides a Jewish community with a central focus for worship and the celebration of festivals. It is the place where the Sefer Torah is kept in the Ark and this emphasises the importance and sacredness of the Scriptures as the word of God. A synagogue is also beneficial for teaching and learning and strengthens community ties and faith. It is also a centre for advice and legislation on religious matters.

However, throughout history and especially in times of persecution and hardship, the Jews have worshipped God without a synagogue. Candidates are likely to give an example e.g. during the Holocaust. Daily worship (morning prayer) takes place everyday in the home. Communal worship can be held anywhere that ten men (worshippers) can gather together to form a minyan.

For Jews, all aspects of life are worship e.g. obedience to kashrut in the home is worship. A likely conclusion will be that God is present everywhere and will be worshipped by Jews with and without a synagogue building. **[6]**

[Total: 20]



RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Assessment Objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Paper 2

Section A – Christianity

- 1 (a) Give an account of the work done by one Christian international aid organisation to help those in need in the event of a natural disaster.

Mark according to level descriptors for Assessment Objective A. Knowledge.
Responses might include some of the following:

Description of the relief work carried out nationally or locally by a Christian organisation: Christian Aid, CAFOD (the two specified in the syllabus), any local or regional Christian aid organisation, or, other aid organisation, national or international, run by Christians e.g. Tearfund. In describing the type of work carried out, candidates might address the nature of suffering caused by a natural disaster.

Answers might contain details of the type of hardship or circumstances involved and the type of suffering, loss of life, health issues or environmental concerns that are addressed and the type of aid that is considered most beneficial. The work of volunteers, methods of raising aid and distributing it might also be described.

A response that identifies an aid organization that is not specifically Christian e.g. Oxfam, might gain credit to level 3/4 marks maximum for description of elements of the aid work that is common to all aid organisations. [7]

- (b) Explain why Christians think it is important to support charitable organisations.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

Responses might explain some of the Christian teachings that are relevant, and which motivate Christians to contribute to charities and support them through donations and voluntary work. Candidates are likely to elaborate on one or more teachings e.g. 'Love your Neighbour as yourself', the avoidance of greed and selfishness, stewardship. It might be explained that tithing is Christian teaching put into practice by some Christians and is seen as part of worship. Some candidates might explain why it is important for Christians to follow the example of Jesus in relieving suffering.

Some responses might consider the rewards and benefits in personal terms that Christians might experience through exercising compassion for others. Also, the universal benefit to both the giver and the recipient and the worldwide community. [7]

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(c) ‘Relieving suffering is more important than converting people to Christianity.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might agree with the statement and evaluate that the relief of suffering should come before any religious considerations such as whether the recipient is a Christian or not. No conditions should be placed on the exercising of compassion. Reasons and evidence might be used to support this view e.g. Jesus helped gentiles and outcasts as well as Jews and human suffering is the same, whether a person is a Christian or not.

A balanced assessment might consider the view that, traditionally, much of Christian aid work is carried out by believers (e.g. missionaries) who also believe that they have a duty to bring people to the Christian faith. Gaining faith and putting Christian teaching into practice will help to ease the suffering of individuals and communities. Examples might be given.

It might be argued that when suffering is relieved by Christians who are motivated by faith, then the example set might be one that others wish to follow. Conversions are often voluntary.

[6]

2 (a) **Give an account of one Christian ceremony in which believers confirm their faith.**

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

Believer’s Baptism: a ceremony where there is full immersion in water. Candidates might describe where the immersion takes place e.g. water/pool river, the people present e.g. candidate for baptism, witnesses, minister and what is said and done during the ceremony e.g. confession/vows/words of witness, prayers and blessings, hymns.

Confirmation: a ceremony where there is anointing with oil and the laying on of hands. Candidates might identify the place where the service is carried out e.g. in a church, cathedral, in front of the altar, in the open air. The people present e.g. confirmation candidates, Bishop, minister, congregation and what is said and done during the ceremony e.g. vows/blessings/prayers/hymns.

It is likely that there will be denominational and traditional variations in the nature and order of the events described e.g. **First Communion**. Credit should always be given where appropriate.

[7]

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(b) Explain why confirmation of faith is seen as an important stage in a Christian's religious life.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

The confirmation of faith is a significant rite of passage/ sacrament, the ceremony marks an important stage in religious life.

Candidates may choose to explain the symbolism of the specific ceremony described in the answer to (a). Or, provide a more general response explaining the symbolism of confirming one's faith and receiving the gift of the Holy Spirit.

In Believer's Baptism, the full immersion in water symbolises the washing away of old life and rising to new life and receiving the Holy Spirit. Some believers see themselves as 'born again' into a Christian life.

In a Confirmation service, the anointing with oil and laying on of hands symbolizes the giving of the Holy Spirit. A person who has been baptized as an infant, takes it upon themselves to make and keep the vows made by Godparents.

On these occasions, the gift of the Holy Spirit is given, just like the Holy Spirit was given to the disciples at Pentecost.

In public, the believer makes an act of witness – to accept the Christian faith and make a full commitment to living a Christian life in the power of the Holy Spirit. **[7]**

(c) 'Confession of sins need not be a part of all Christian public worship.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Arguments in support of the statement might be that the confession of sins should be private and many people will not wish to confess to their sins in public, preferring private prayer. Reasons and examples might be given. Some might argue that the meaning of confession of sins is lost if people are encouraged to 'boast' or make a show of sinfulness in public (as in the Pharisee and the tax collector).

Another view might be that prayers for the public confession of sins are already a part of many services e.g. Eucharist and reasons given why this is an important practice e.g. in preparation for receiving Holy Communion or another sacrament. Having such prayers in public worship teaches believers to know how to ask for forgiveness and the importance of doing so. It is also possible to contemplate and confess sins silently and privately even in public worship.

Some responses might consider that there is a case for confession of sins to be both public and private. **[6]**

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3 (a) Give an account of the temptations of Jesus that are remembered during Lent.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

After his baptism in the river Jordan by John the Baptist, Jesus went into the desert for 40 days and 40 nights. He suffered and rejected three temptations by the devil. (As the order of the three temptations differs in the gospel accounts any order of the three events will be acceptable and any paraphrase or version quoted).

To turn stones into bread to feed his hunger. Rejected – as man cannot live on bread alone - the word of God is important.

To throw himself from the highest point of the Temple to see if God would save him. Rejected – because it is wrong to test God.

To aspire to rule the Kingdoms of the World and to worship the Devil. Rejected – only God is to be worshipped. [7]

(b) Explain why the observing Lent is important for Christians.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

For Christians, the main reason for observing Lent is to remember Jesus' self-denial, fasting for forty days and nights in preparation for his ministry. The nature of the temptations and his refusal to be tempted by the devil is seen to be an indication of his true identity as the Son of God.

When Christians remember this – they take stock of their own lives and see the season of Lent as a spiritual preparation for Easter. For some, reflection, prayer, fasting and self-denial are part of that preparation. They hope the discipline of lent will help them to be less selfish and greedy and more compassionate and charitable towards the needy. Self-denial, in the form of fasting or the denial of luxuries, is seen by Christians as not only an opportunity to 'give up' things but also to do positive activities.

Special Lenten services and Bible study classes help Christians to reflect on and understand the meaning of the last week of Jesus' life. There is an opportunity to spend extra time in prayer and strengthen faith. [7]

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- (c) ‘Expectations that people should practise self-denial at certain times of the year are not realistic today.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might argue that the tradition of self-denial and fasting is an unrealistic practice for some people today. To expect Christians to go against the trend in society for self-gratification and indulging in luxuries is asking too much. Work and lifestyles are very different now than in the past. Some candidates might argue that only believers who are fully dedicated to a religious life (e.g. monks) should be keeping these traditions.

Another view might be that the expectation is realistic because many Christians do not consider it necessary to observe Lent as e.g. the traditional strict fast involving total abstinence from meat and fats. There are many different ways that Christians can demonstrate self-denial – and even children can be involved. Candidates may give some examples, as evidence to support this view.

Some may argue that the expectation is realistic just because it only occurs at certain times of the year and is limited to these times.

[6]

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Section B – Islam

4 (a) Describe how Muslims make preparations for Salah (Prayer).

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Muslims should be appropriate and modestly dressed and clothes should be clean. The place of prayer should be clean. Shoes should be removed. Ritual purification, wudu, should be carried out. If water is not available for this symbolic washing, tayammum, can be done. The worshipper should face the direction of the Ka'ba,(qiblah), in Makkah. The mind should be cleared to focus on prayer. If in the mosque, stand up when the announcement of prayer, iqamah, is made and stand in straight lines. Declaration of the intent to pray, niyyat, should be said. [7]

(b) Explain the benefits for Muslims of the strong emphasis on communal religious activities in Islam.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

For Muslims, communal activities provide a strong bond of brotherhood. The Ummah is created because all Muslims carry out the same religious rituals and observances at the same time. This creates a worldwide community that transcends barriers of race, tribe or caste. The benefits of a worldwide Ummah are that everyone is equal in their love of God and in their submission to his commands.

Candidates may give examples of communal religious activities that illustrate their understanding of this e.g. prayer, fasting, charity pilgrimage. Muslims support and encourage each other to strive to fulfill their religious obligations and to care for all members of society through all stages of life from birth to death. [7]

(c) To what extent is preparing for prayer as important as actually praying?

Discuss this question. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates might evaluate that the importance of ritual preparation for prayer lies in ensuring that the worshipper begins prayer with the right mindset and with sincerity. Some candidates might point out that ritual purification is commanded in the Qur'an and the Prophet (pbuh) said 'Allah does not accept any prayer that was not performed while in a state of purity'.

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Responses are also likely to explore arguments that it is the act of prayer, Salah, which is one of the Five Pillars and the commandment from God. The first act a Muslim will be accountable for on the Day of Judgement will be his prayer.

Muslim and non-Muslims might also argue that prayer or supplication (asking for God's aid) might be a spontaneous act for many reasons e.g. at times of suffering.

Another view might be that wudu (purity) is an essential and important element of performing prayer, however, Islam allows Muslims to substitute or limit the preparations, according to circumstances, so as to ensure that actual act of prayer can take place at the appointed time.

[6]

5 (a) Outline the Muslim belief in Jihad.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

The meaning of Jihad is exertion or striving – the maximum effort or struggle towards a goal. For Muslims this means ‘to strive in the way of Allah’. This striving is considered to be one of the most meritorious acts in Islam.

Greater Jihad is the deliberate effort made by each Muslim to serve God to the best of his/her ability through a life of devotion, self-sacrifice and love and compassion for others. It is the personal struggle of every Muslim to follow the teachings of Islam and to resist evil. The aim of Jihad is to establish truth and righteousness and the Islamic way of life to fulfill the will of God to gain blessings.

The term **Lesser Jihad** is sometimes used when speaking of a military situation when Muslims are called upon to physically fight/strive against evil such as tyranny or to preserve their faith. However, Islam is primarily a peace-loving religion and such actions should only be in defence of the religion, in order to restore peace and freedom of worship. Women and children, the old and sick, trees, animals (for meat) and places of worship are protected. [7]

(b) Explain some of the physical and mental obstacles that a Muslim might have to overcome in order to perform Hajj.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Before setting out on Hajj, Muslims must make sure that they can afford the journey and can provide for the maintenance of their family. Many Muslims have to save for a considerable time to go on Hajj – the money to make the journey cannot be borrowed and it must not have been gained through immoral means. All debts must be settled. Some Muslims live far from Saudi Arabia and travel arrangements can be complicated and costly.

Women who go on Hajj must have a male guardian who can be a relative or an Imam. Sometimes group arrangements can be made for single women to facilitate this.

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Physical effort and stamina is needed to complete all the stages of Hajj and the conditions are harsh, involving spending nights in the open air and walking/standing for long periods in the heat.

The intention and mindset for setting out on Hajj must be meaningful. Muslims must make amends for their own wrongdoing and endeavor to forgive others. Muslims prepare mentally and spiritually by attending special Hajj lessons. The pilgrim must be certain that they are doing Hajj for the right reasons – for the glory of God – not for the glory of the person making the journey. [7]

(c) ‘Discussion about rules in religion should always be encouraged.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might consider views in support of the statement – that discussion and debate in religion is always meaningful and usually leads to better interpretation and understanding of why religious obligations and laws should be followed. In return, understanding encourages observance.

However, the questioning of rules might be seen by some believers to be indications of lack of faith and so not to be encouraged. Some arguments here might involve how far some Muslims and others see religious rules as God given and therefore not to be questioned or interpreted. Candidates might be expected to arrive at a balanced conclusion. [6]

6 (a) Describe the different ways in which Muhammad (pbuh) received revelations.

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

The Angel Gabriel appeared – sometimes as himself, sometimes in the form of a man. The angel spoke to Muhammad (pbuh). Muhammad was afraid and shivered with fear. The experience was painful and agonizing for the Prophet. He suffered extreme temperatures. Afterwards he had to be covered by a blanket. Sometimes the revelation was like the ringing of a bell that passed off only after the inspiration had been grasped.

Revelations happened unexpectedly when the Prophet (pbuh) was walking, sitting, riding, praying, delivering a sermon.

Visible sensory reactions were witnessed by those around him when he was in the state of revelation: his face would brighten, parts of his body would become heavy.

(Note: Candidates will have studied the first revelation in detail. Answers which describe only the event in Cave Hira will have some elements of the above and should be credited for these – but other ways of revelation are also expected, as outlined above.) [7]

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(b) Explain the significance of the Shahadah (declaration of faith) for Muslims.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

Belief in Shahadah is one of the Five Pillars. It is obligatory. Without this first pillar, the others are meaningless. Shahadah means 'I declare' or 'I bear witness'. It is a short, dramatic statement. 'I believe that there is no God but Allah and Muhammad (pbuh) is the Messenger of God.' It is a declaration that there is only one true, supreme being (Tawhid) and Muhammad (pbuh) was his genuine messenger.

Muslims believe that their whole life should support this belief. They recognise that their life belongs to God. When a person makes this declaration and truly believes it, they become a Muslim.

Muslims repeat the Shahadah first thing on waking and last thing before sleeping. These are the first words whispered into the ears of a newborn baby and, if possible, the last words said to the dying. [7]

(c) 'Reciting verses of the Qur'an without understanding the full meaning is pointless.'

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Responses might agree with the statement and provide arguments to justify it. The Qur'an should be read with understanding and its teachings reflected upon, not recited 'blindly' by rote. The words of the Qur'an are seen as a direct communication from God to humans. In the Qur'an, God says he has made the Qur'an easy to understand.

Another view might be that reciting from the Qur'an is part of everyday practice. There are reasons why reciting the Qur'an, without a full understanding, might occur, in some circumstances. Some of these might be unavoidable e.g. when Arabic is not the first language. However, this should be overcome through education.

It is imperative to understand the teachings in the Qur'an, as it is the complete guide to every aspect of Muslim life (religious, social and moral). [6]

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Section C – Judaism

7 (a) Describe the religious customs carried out at Shavuot (Festival of Weeks).

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

Shavuot is the only festival ordered in the Torah that has no fixed date. Traditionally, from the second day of Pesach (the barley harvest) until Shavuot (the wheat harvest) Jews count 49 days to determine when the festival of Shavuot should occur. This is called counting the Omer. Today, with a fixed calendar, Shavuot always occurs on the 6th Sivan but outside Israel it is a two-day festival held on the 6th and 7th Sivan.

Synagogues and homes are decorated with greenery and flowers. Men stay up all night to read and study the Torah. Dairy foods, especially cheesecake, are traditionally eaten because the scriptures say the Torah is like milk and honey. Special challot are baked.

At the synagogue service, the Ten Commandments are read and the Book of Ruth, which is about harvest and gleaning of the fields.

On the 33rd day the festival of Lag B'Omer is celebrated.

[7]

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(b) Explain the reasons for the customs carried out at Shavuot and why they are important.

Mark according to level descriptors for assessment Objective B
Understanding and interpretation.

Responses might explain some of the following:

Shavuot is the only festival that celebrates an historical event that has no special mitzvah through which the original event is recreated. The giving of the Torah was so special that it cannot be reproduced.

At Shavuot Jews remember the giving of the Torah and the Ten commandments. It is a joyous occasion. Greenery and flowers represent the flowers that bloomed on Mount Sinai. Extra reading of the Torah is a way of expressing thanks for the giving of the Torah and the Ten Commandments. It is believed the heavens are open to receive prayer and study.

Tradition says that the Israelites fell asleep while they were waiting for Moses to return from Mount Sinai and so a special effort is made to keep awake all night and study and read the Torah.

The story of Ruth as well as being a story about harvest is also the story of a Moabite woman, who, when her Israelite husband died, stayed with his family and remained true to his beliefs.

Dairy foods are eaten because, until Moses spoke with God on Mount Sinai, the food laws had not been explained so meat and fish were avoided by the Israelites until they had learnt how to prepare them. Two special challot are eaten to represent the first fruits of the harvest.

As with other festivals, an extra day is observed outside Israel because, originally, Jews in the Diaspora were uncertain when the rabbis had declared a new month so added an extra day. Today the custom is continued to show the sanctity of the Holy Land. **[7]**

(c) ‘The Law is the most important aspect of Judaism.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Jews believe there are implications in being chosen by God and this is reflected in everyday life by what is eaten, worn, daily worship and behaviour towards others. Obedience to the Law (God’s commands) shows recognition of the importance of the Covenant. In fact, all religious, social and moral acts that a Jew performs are linked to the Law.

Other views might be that the Law is an important aspect but Judaism has many aspects and worship, festivals, beliefs and values such as compassion and concern for others might be assessed as being equally important aspects and reasons given in justification of this. **[6]**

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8 (a) Outline the events that take place at a Bar Mitzvah ceremony.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

These ceremonies vary according to the community but there are some elements common to all. Bar mitzvah means son of the commandments.

The boy is usually 13 years of age. He will have undertaken preparation classes to read in Hebrew and learn a portion of Torah as well as how to lay tefillin.

The initiation ceremony of Bar Mitzvah marks the time when a boy becomes responsible for his own religious duties. Family and friends will attend the synagogue and the boy is called up to read from the Torah. After the synagogue service the father thanks God that the boy is now old enough to take on his own responsibilities. The ceremony is, usually, followed by a party. [7]

(b) Explain why a Bat Mitzvah or Bat Chayil ceremony might be held by some Jews.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Candidates are likely to explain the nature of Bat Mitzvah and Bat Chayil ceremonies. Customs vary. The response might also involve some explanation of the difference in attitudes towards the roles of men and women in Orthodox and liberal traditions of Judaism.

Bat mitzvah (daughter of the commandments). In Progressive communities, this is a similar initiation ceremony to that of a boy and takes place when a girl is twelve.

Bat chayil (daughter of excellence) is a ceremony for girls that often takes place in Orthodox communities. The ceremonies are held in the synagogue, usually after the Sabbath service or on a Sunday because women are not called up to read from the Torah in Orthodox synagogues. There is a presentation by the girl on a particular Jewish topic.

Traditionally, Orthodox families did not celebrate their daughter's 'coming of age' in the religion. Nowadays, there is an increasing trend in both Orthodox and Progressive communities to mark a girl's passage from girlhood to womanhood and her attaining the age of responsibility for observing the commandments. This indicates the importance of her status in Judaism. [7]

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(c) ‘Growing up in a religious home encourages a person to continue in the religion.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

The home is important in Judaism. Children are taught how to practise their religion through daily prayers, the mitzvah carried out in the home, festivals and other rituals. There is a very strong incentive to continue in the religion. Parents provide role models and children are made aware that they have a responsibility in the continuing of the religion.

Other views might be that the strictness of a religious upbringing might have a converse effect upon a person, especially if there are restrictive rules about behaviour, gender roles, dress or marriage that might make life difficult in society when a person leaves the home.

Some candidates might comment that religious belief is a matter of faith and that a belief in God is what makes a person continue in a religion. [6]

9 (a) **Describe Yad Vashem (Holocaust memorial).**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Yad Vashem is just outside Jerusalem. It commemorates the 6 million Jews killed by the Nazis during the Second World War.

There is a Hall of Remembrance, an eternal light marks the place where the ashes of some of the victims are buried. The Children’s Memorial is an underground cavern where the lights of memorial candles are reflected in many mirrors. The Valley of Communities has stone walls containing the names of Jewish communities that were destroyed. The Garden of Righteousness honours those who rescued Jews. 2000 trees are planted there. [7]

(b) **Explain why visiting the Western Wall in Jerusalem might be important for some Jews.**

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

In ancient times, pilgrimage to the Temple in Jerusalem was a religious obligation for Jews in order to make harvest offerings.

Now that pilgrimage is no longer an obligation, Jews visit the Western Wall, which is all that remains of the original site of the Temple. They are visiting a holy site. People are requested not to walk on the Temple Mount in case they walk on the site of the Holy of Holies.

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Most Jews live in the diaspora but they are aware that they are visiting a place, which is at the very centre of the history of their religion. Every Pesach, a vow is made to visit Jerusalem.

Many Jews go to the Western Wall to pray as it is as near as they can get to the original Temple. People place prayers written on folded piece of papers into the cracks of the wall. The Rabbis said that the divine presence never departs from the Western Wall. Many boys are brought to the wall to celebrate their Bar Mitzvah to make it more memorable and spiritually fulfilling and to emphasize the importance of their religious obligations and the long tradition of their religion. [7]

(c) ‘Remembering the past strengthens belief.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might consider that there are lessons to be learned from what has happened in a religion’s past and this can make the faith stronger. Rituals and festivals are often based on historical events and Judaism, particularly, has survived a lot of adversity. So, it is important to remember and respect the memories/struggles of the ancestors and to ensure that the religion thrives/grows in the future.

Some responses might consider the view that the future survival of a religion is more important than what happened in the past and too much emphasis on the past (as in remembering persecution and suffering) can stop people in a religion moving forward.

Another view might be that strength can be gained from remembering God’s power and how he has demonstrated his love for his people throughout history. It is remembering God’s love for them that makes Jews stronger. [6]



RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Assessment Objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Paper 2

Section A – Christianity

- 1 (a) Give an account of the work done by one Christian international aid organisation to help those in need in the event of a natural disaster.

Mark according to level descriptors for Assessment Objective A. Knowledge.
Responses might include some of the following:

Description of the relief work carried out nationally or locally by a Christian organisation: Christian Aid, CAFOD (the two specified in the syllabus), any local or regional Christian aid organisation, or, other aid organisation, national or international, run by Christians e.g. Tearfund. In describing the type of work carried out, candidates might address the nature of suffering caused by a natural disaster.

Answers might contain details of the type of hardship or circumstances involved and the type of suffering, loss of life, health issues or environmental concerns that are addressed and the type of aid that is considered most beneficial. The work of volunteers, methods of raising aid and distributing it might also be described.

A response that identifies an aid organization that is not specifically Christian e.g. Oxfam, might gain credit to level 3/4 marks maximum for description of elements of the aid work that is common to all aid organisations. [7]

- (b) Explain why Christians think it is important to support charitable organisations.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

Responses might explain some of the Christian teachings that are relevant, and which motivate Christians to contribute to charities and support them through donations and voluntary work. Candidates are likely to elaborate on one or more teachings e.g. 'Love your Neighbour as yourself', the avoidance of greed and selfishness, stewardship. It might be explained that tithing is Christian teaching put into practice by some Christians and is seen as part of worship. Some candidates might explain why it is important for Christians to follow the example of Jesus in relieving suffering.

Some responses might consider the rewards and benefits in personal terms that Christians might experience through exercising compassion for others. Also, the universal benefit to both the giver and the recipient and the worldwide community. [7]

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(c) ‘Relieving suffering is more important than converting people to Christianity.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might agree with the statement and evaluate that the relief of suffering should come before any religious considerations such as whether the recipient is a Christian or not. No conditions should be placed on the exercising of compassion. Reasons and evidence might be used to support this view e.g. Jesus helped gentiles and outcasts as well as Jews and human suffering is the same, whether a person is a Christian or not.

A balanced assessment might consider the view that, traditionally, much of Christian aid work is carried out by believers (e.g. missionaries) who also believe that they have a duty to bring people to the Christian faith. Gaining faith and putting Christian teaching into practice will help to ease the suffering of individuals and communities. Examples might be given.

It might be argued that when suffering is relieved by Christians who are motivated by faith, then the example set might be one that others wish to follow. Conversions are often voluntary.

[6]

2 (a) **Give an account of one Christian ceremony in which believers confirm their faith.**

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

Believer’s Baptism: a ceremony where there is full immersion in water. Candidates might describe where the immersion takes place e.g. water/pool river, the people present e.g. candidate for baptism, witnesses, minister and what is said and done during the ceremony e.g. confession/vows/words of witness, prayers and blessings, hymns.

Confirmation: a ceremony where there is anointing with oil and the laying on of hands. Candidates might identify the place where the service is carried out e.g. in a church, cathedral, in front of the altar, in the open air. The people present e.g. confirmation candidates, Bishop, minister, congregation and what is said and done during the ceremony e.g. vows/blessings/prayers/hymns.

It is likely that there will be denominational and traditional variations in the nature and order of the events described e.g. **First Communion**. Credit should always be given where appropriate.

[7]

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(b) Explain why confirmation of faith is seen as an important stage in a Christian's religious life.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

The confirmation of faith is a significant rite of passage/ sacrament, the ceremony marks an important stage in religious life.

Candidates may choose to explain the symbolism of the specific ceremony described in the answer to (a). Or, provide a more general response explaining the symbolism of confirming one's faith and receiving the gift of the Holy Spirit.

In Believer's Baptism, the full immersion in water symbolises the washing away of old life and rising to new life and receiving the Holy Spirit. Some believers see themselves as 'born again' into a Christian life.

In a Confirmation service, the anointing with oil and laying on of hands symbolizes the giving of the Holy Spirit. A person who has been baptized as an infant, takes it upon themselves to make and keep the vows made by Godparents.

On these occasions, the gift of the Holy Spirit is given, just like the Holy Spirit was given to the disciples at Pentecost.

In public, the believer makes an act of witness – to accept the Christian faith and make a full commitment to living a Christian life in the power of the Holy Spirit. **[7]**

(c) 'Confession of sins need not be a part of all Christian public worship.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Arguments in support of the statement might be that the confession of sins should be private and many people will not wish to confess to their sins in public, preferring private prayer. Reasons and examples might be given. Some might argue that the meaning of confession of sins is lost if people are encouraged to 'boast' or make a show of sinfulness in public (as in the Pharisee and the tax collector).

Another view might be that prayers for the public confession of sins are already a part of many services e.g. Eucharist and reasons given why this is an important practice e.g. in preparation for receiving Holy Communion or another sacrament. Having such prayers in public worship teaches believers to know how to ask for forgiveness and the importance of doing so. It is also possible to contemplate and confess sins silently and privately even in public worship.

Some responses might consider that there is a case for confession of sins to be both public and private. **[6]**

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3 (a) Give an account of the temptations of Jesus that are remembered during Lent.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

After his baptism in the river Jordan by John the Baptist, Jesus went into the desert for 40 days and 40 nights. He suffered and rejected three temptations by the devil. (As the order of the three temptations differs in the gospel accounts any order of the three events will be acceptable and any paraphrase or version quoted).

To turn stones into bread to feed his hunger. Rejected – as man cannot live on bread alone - the word of God is important.

To throw himself from the highest point of the Temple to see if God would save him. Rejected – because it is wrong to test God.

To aspire to rule the Kingdoms of the World and to worship the Devil. Rejected – only God is to be worshipped. **[7]**

(b) Explain why the observing Lent is important for Christians.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

For Christians, the main reason for observing Lent is to remember Jesus' self-denial, fasting for forty days and nights in preparation for his ministry. The nature of the temptations and his refusal to be tempted by the devil is seen to be an indication of his true identity as the Son of God.

When Christians remember this – they take stock of their own lives and see the season of Lent as a spiritual preparation for Easter. For some, reflection, prayer, fasting and self-denial are part of that preparation. They hope the discipline of lent will help them to be less selfish and greedy and more compassionate and charitable towards the needy. Self-denial, in the form of fasting or the denial of luxuries, is seen by Christians as not only an opportunity to 'give up' things but also to do positive activities.

Special Lenten services and Bible study classes help Christians to reflect on and understand the meaning of the last week of Jesus' life. There is an opportunity to spend extra time in prayer and strengthen faith. **[7]**

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- (c) 'Expectations that people should practise self-denial at certain times of the year are not realistic today.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might argue that the tradition of self-denial and fasting is an unrealistic practice for some people today. To expect Christians to go against the trend in society for self-gratification and indulging in luxuries is asking too much. Work and lifestyles are very different now than in the past. Some candidates might argue that only believers who are fully dedicated to a religious life (e.g. monks) should be keeping these traditions.

Another view might be that the expectation is realistic because many Christians do not consider it necessary to observe Lent as e.g. the traditional strict fast involving total abstinence from meat and fats. There are many different ways that Christians can demonstrate self-denial – and even children can be involved. Candidates may give some examples, as evidence to support this view.

Some may argue that the expectation is realistic just because it only occurs at certain times of the year and is limited to these times.

[6]

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Section B – Islam

4 (a) Describe how Muslims make preparations for Salah (Prayer).

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Muslims should be appropriate and modestly dressed and clothes should be clean. The place of prayer should be clean. Shoes should be removed. Ritual purification, wudu, should be carried out. If water is not available for this symbolic washing, tayammum, can be done. The worshipper should face the direction of the Ka'ba,(qiblah), in Makkah. The mind should be cleared to focus on prayer. If in the mosque, stand up when the announcement of prayer, iqamah, is made and stand in straight lines. Declaration of the intent to pray, niyyat, should be said. [7]

(b) Explain the benefits for Muslims of the strong emphasis on communal religious activities in Islam.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

For Muslims, communal activities provide a strong bond of brotherhood. The Ummah is created because all Muslims carry out the same religious rituals and observances at the same time. This creates a worldwide community that transcends barriers of race, tribe or caste. The benefits of a worldwide Ummah are that everyone is equal in their love of God and in their submission to his commands.

Candidates may give examples of communal religious activities that illustrate their understanding of this e.g. prayer, fasting, charity pilgrimage. Muslims support and encourage each other to strive to fulfill their religious obligations and to care for all members of society through all stages of life from birth to death. [7]

(c) To what extent is preparing for prayer as important as actually praying?

Discuss this question. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates might evaluate that the importance of ritual preparation for prayer lies in ensuring that the worshipper begins prayer with the right mindset and with sincerity. Some candidates might point out that ritual purification is commanded in the Qur'an and the Prophet (pbuh) said 'Allah does not accept any prayer that was not performed while in a state of purity'.

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Responses are also likely to explore arguments that it is the act of prayer, Salah, which is one of the Five Pillars and the commandment from God. The first act a Muslim will be accountable for on the Day of Judgement will be his prayer.

Muslim and non-Muslims might also argue that prayer or supplication (asking for God's aid) might be a spontaneous act for many reasons e.g. at times of suffering.

Another view might be that wudu (purity) is an essential and important element of performing prayer, however, Islam allows Muslims to substitute or limit the preparations, according to circumstances, so as to ensure that actual act of prayer can take place at the appointed time.

[6]

5 (a) Outline the Muslim belief in Jihad.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

The meaning of Jihad is exertion or striving – the maximum effort or struggle towards a goal. For Muslims this means ‘to strive in the way of Allah’. This striving is considered to be one of the most meritorious acts in Islam.

Greater Jihad is the deliberate effort made by each Muslim to serve God to the best of his/her ability through a life of devotion, self-sacrifice and love and compassion for others. It is the personal struggle of every Muslim to follow the teachings of Islam and to resist evil. The aim of Jihad is to establish truth and righteousness and the Islamic way of life to fulfill the will of God to gain blessings.

The term **Lesser Jihad** is sometimes used when speaking of a military situation when Muslims are called upon to physically fight/strive against evil such as tyranny or to preserve their faith. However, Islam is primarily a peace-loving religion and such actions should only be in defence of the religion, in order to restore peace and freedom of worship. Women and children, the old and sick, trees, animals (for meat) and places of worship are protected. [7]

(b) Explain some of the physical and mental obstacles that a Muslim might have to overcome in order to perform Hajj.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Before setting out on Hajj, Muslims must make sure that they can afford the journey and can provide for the maintenance of their family. Many Muslims have to save for a considerable time to go on Hajj – the money to make the journey cannot be borrowed and it must not have been gained through immoral means. All debts must be settled. Some Muslims live far from Saudi Arabia and travel arrangements can be complicated and costly.

Women who go on Hajj must have a male guardian who can be a relative or an Imam. Sometimes group arrangements can be made for single women to facilitate this.

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Physical effort and stamina is needed to complete all the stages of Hajj and the conditions are harsh, involving spending nights in the open air and walking/standing for long periods in the heat.

The intention and mindset for setting out on Hajj must be meaningful. Muslims must make amends for their own wrongdoing and endeavor to forgive others. Muslims prepare mentally and spiritually by attending special Hajj lessons. The pilgrim must be certain that they are doing Hajj for the right reasons – for the glory of God – not for the glory of the person making the journey. [7]

(c) ‘Discussion about rules in religion should always be encouraged.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might consider views in support of the statement – that discussion and debate in religion is always meaningful and usually leads to better interpretation and understanding of why religious obligations and laws should be followed. In return, understanding encourages observance.

However, the questioning of rules might be seen by some believers to be indications of lack of faith and so not to be encouraged. Some arguments here might involve how far some Muslims and others see religious rules as God given and therefore not to be questioned or interpreted. Candidates might be expected to arrive at a balanced conclusion. [6]

6 (a) Describe the different ways in which Muhammad (pbuh) received revelations.

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

The Angel Gabriel appeared – sometimes as himself, sometimes in the form of a man. The angel spoke to Muhammad (pbuh). Muhammad was afraid and shivered with fear. The experience was painful and agonizing for the Prophet. He suffered extreme temperatures. Afterwards he had to be covered by a blanket. Sometimes the revelation was like the ringing of a bell that passed off only after the inspiration had been grasped.

Revelations happened unexpectedly when the Prophet (pbuh) was walking, sitting, riding, praying, delivering a sermon.

Visible sensory reactions were witnessed by those around him when he was in the state of revelation: his face would brighten, parts of his body would become heavy.

(Note: Candidates will have studied the first revelation in detail. Answers which describe only the event in Cave Hira will have some elements of the above and should be credited for these – but other ways of revelation are also expected, as outlined above.) [7]

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(b) Explain the significance of the Shahadah (declaration of faith) for Muslims.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

Belief in Shahadah is one of the Five Pillars. It is obligatory. Without this first pillar, the others are meaningless. Shahadah means 'I declare' or 'I bear witness'. It is a short, dramatic statement. 'I believe that there is no God but Allah and Muhammad (pbuh) is the Messenger of God.' It is a declaration that there is only one true, supreme being (Tawhid) and Muhammad (pbuh) was his genuine messenger.

Muslims believe that their whole life should support this belief. They recognise that their life belongs to God. When a person makes this declaration and truly believes it, they become a Muslim.

Muslims repeat the Shahadah first thing on waking and last thing before sleeping. These are the first words whispered into the ears of a newborn baby and, if possible, the last words said to the dying. [7]

(c) 'Reciting verses of the Qur'an without understanding the full meaning is pointless.'

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Responses might agree with the statement and provide arguments to justify it. The Qur'an should be read with understanding and its teachings reflected upon, not recited 'blindly' by rote. The words of the Qur'an are seen as a direct communication from God to humans. In the Qur'an, God says he has made the Qur'an easy to understand.

Another view might be that reciting from the Qur'an is part of everyday practice. There are reasons why reciting the Qur'an, without a full understanding, might occur, in some circumstances. Some of these might be unavoidable e.g. when Arabic is not the first language. However, this should be overcome through education.

It is imperative to understand the teachings in the Qur'an, as it is the complete guide to every aspect of Muslim life (religious, social and moral). [6]

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Section C – Judaism

7 (a) Describe the religious customs carried out at Shavuot (Festival of Weeks).

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

Shavuot is the only festival ordered in the Torah that has no fixed date. Traditionally, from the second day of Pesach (the barley harvest) until Shavuot (the wheat harvest) Jews count 49 days to determine when the festival of Shavuot should occur. This is called counting the Omer. Today, with a fixed calendar, Shavuot always occurs on the 6th Sivan but outside Israel it is a two-day festival held on the 6th and 7th Sivan.

Synagogues and homes are decorated with greenery and flowers. Men stay up all night to read and study the Torah. Dairy foods, especially cheesecake, are traditionally eaten because the scriptures say the Torah is like milk and honey. Special challot are baked.

At the synagogue service, the Ten Commandments are read and the Book of Ruth, which is about harvest and gleaning of the fields.

On the 33rd day the festival of Lag B'Omer is celebrated.

[7]

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(b) Explain the reasons for the customs carried out at Shavuot and why they are important.

Mark according to level descriptors for assessment Objective B
Understanding and interpretation.

Responses might explain some of the following:

Shavuot is the only festival that celebrates an historical event that has no special mitzvah through which the original event is recreated. The giving of the Torah was so special that it cannot be reproduced.

At Shavuot Jews remember the giving of the Torah and the Ten commandments. It is a joyous occasion. Greenery and flowers represent the flowers that bloomed on Mount Sinai. Extra reading of the Torah is a way of expressing thanks for the giving of the Torah and the Ten Commandments. It is believed the heavens are open to receive prayer and study.

Tradition says that the Israelites fell asleep while they were waiting for Moses to return from Mount Sinai and so a special effort is made to keep awake all night and study and read the Torah.

The story of Ruth as well as being a story about harvest is also the story of a Moabite woman, who, when her Israelite husband died, stayed with his family and remained true to his beliefs.

Dairy foods are eaten because, until Moses spoke with God on Mount Sinai, the food laws had not been explained so meat and fish were avoided by the Israelites until they had learnt how to prepare them. Two special challot are eaten to represent the first fruits of the harvest.

As with other festivals, an extra day is observed outside Israel because, originally, Jews in the Diaspora were uncertain when the rabbis had declared a new month so added an extra day. Today the custom is continued to show the sanctity of the Holy Land. **[7]**

(c) ‘The Law is the most important aspect of Judaism.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Jews believe there are implications in being chosen by God and this is reflected in everyday life by what is eaten, worn, daily worship and behaviour towards others. Obedience to the Law (God’s commands) shows recognition of the importance of the Covenant. In fact, all religious, social and moral acts that a Jew performs are linked to the Law.

Other views might be that the Law is an important aspect but Judaism has many aspects and worship, festivals, beliefs and values such as compassion and concern for others might be assessed as being equally important aspects and reasons given in justification of this. **[6]**

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8 (a) Outline the events that take place at a Bar Mitzvah ceremony.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

These ceremonies vary according to the community but there are some elements common to all. Bar mitzvah means son of the commandments.

The boy is usually 13 years of age. He will have undertaken preparation classes to read in Hebrew and learn a portion of Torah as well as how to lay tefillin.

The initiation ceremony of Bar Mitzvah marks the time when a boy becomes responsible for his own religious duties. Family and friends will attend the synagogue and the boy is called up to read from the Torah. After the synagogue service the father thanks God that the boy is now old enough to take on his own responsibilities. The ceremony is, usually, followed by a party. [7]

(b) Explain why a Bat Mitzvah or Bat Chayil ceremony might be held by some Jews.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Candidates are likely to explain the nature of Bat Mitzvah and Bat Chayil ceremonies. Customs vary. The response might also involve some explanation of the difference in attitudes towards the roles of men and women in Orthodox and liberal traditions of Judaism.

Bat mitzvah (daughter of the commandments). In Progressive communities, this is a similar initiation ceremony to that of a boy and takes place when a girl is twelve.

Bat chayil (daughter of excellence) is a ceremony for girls that often takes place in Orthodox communities. The ceremonies are held in the synagogue, usually after the Sabbath service or on a Sunday because women are not called up to read from the Torah in Orthodox synagogues. There is a presentation by the girl on a particular Jewish topic.

Traditionally, Orthodox families did not celebrate their daughter's 'coming of age' in the religion. Nowadays, there is an increasing trend in both Orthodox and Progressive communities to mark a girl's passage from girlhood to womanhood and her attaining the age of responsibility for observing the commandments. This indicates the importance of her status in Judaism. [7]

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(c) ‘Growing up in a religious home encourages a person to continue in the religion.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

The home is important in Judaism. Children are taught how to practise their religion through daily prayers, the mitzvah carried out in the home, festivals and other rituals. There is a very strong incentive to continue in the religion. Parents provide role models and children are made aware that they have a responsibility in the continuing of the religion.

Other views might be that the strictness of a religious upbringing might have a converse effect upon a person, especially if there are restrictive rules about behaviour, gender roles, dress or marriage that might make life difficult in society when a person leaves the home.

Some candidates might comment that religious belief is a matter of faith and that a belief in God is what makes a person continue in a religion. [6]

9 (a) Describe Yad Vashem (Holocaust memorial).

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Yad Vashem is just outside Jerusalem. It commemorates the 6 million Jews killed by the Nazis during the Second World War.

There is a Hall of Remembrance, an eternal light marks the place where the ashes of some of the victims are buried. The Children’s Memorial is an underground cavern where the lights of memorial candles are reflected in many mirrors. The Valley of Communities has stone walls containing the names of Jewish communities that were destroyed. The Garden of Righteousness honours those who rescued Jews. 2000 trees are planted there. [7]

(b) Explain why visiting the Western Wall in Jerusalem might be important for some Jews.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

In ancient times, pilgrimage to the Temple in Jerusalem was a religious obligation for Jews in order to make harvest offerings.

Now that pilgrimage is no longer an obligation, Jews visit the Western Wall, which is all that remains of the original site of the Temple. They are visiting a holy site. People are requested not to walk on the Temple Mount in case they walk on the site of the Holy of Holies.

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Most Jews live in the diaspora but they are aware that they are visiting a place, which is at the very centre of the history of their religion. Every Pesach, a vow is made to visit Jerusalem.

Many Jews go to the Western Wall to pray as it is as near as they can get to the original Temple. People place prayers written on folded piece of papers into the cracks of the wall. The Rabbis said that the divine presence never departs from the Western Wall. Many boys are brought to the wall to celebrate their Bar Mitzvah to make it more memorable and spiritually fulfilling and to emphasize the importance of their religious obligations and the long tradition of their religion. [7]

(c) ‘Remembering the past strengthens belief.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might consider that there are lessons to be learned from what has happened in a religion’s past and this can make the faith stronger. Rituals and festivals are often based on historical events and Judaism, particularly, has survived a lot of adversity. So, it is important to remember and respect the memories/struggles of the ancestors and to ensure that the religion thrives/grows in the future.

Some responses might consider the view that the future survival of a religion is more important than what happened in the past and too much emphasis on the past (as in remembering persecution and suffering) can stop people in a religion moving forward.

Another view might be that strength can be gained from remembering God’s power and how he has demonstrated his love for his people throughout history. It is remembering God’s love for them that makes Jews stronger. [6]



RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Assessment Objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also to consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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Paper 2

Section A – Christianity

- 1 (a) Give an account of the work done by one Christian international aid organisation to help those in need in the event of a natural disaster.

Mark according to level descriptors for Assessment Objective A. Knowledge.
Responses might include some of the following:

Description of the relief work carried out nationally or locally by a Christian organisation: Christian Aid, CAFOD (the two specified in the syllabus), any local or regional Christian aid organisation, or, other aid organisation, national or international, run by Christians e.g. Tearfund. In describing the type of work carried out, candidates might address the nature of suffering caused by a natural disaster.

Answers might contain details of the type of hardship or circumstances involved and the type of suffering, loss of life, health issues or environmental concerns that are addressed and the type of aid that is considered most beneficial. The work of volunteers, methods of raising aid and distributing it might also be described.

A response that identifies an aid organization that is not specifically Christian e.g. Oxfam, might gain credit to level 3/4 marks maximum for description of elements of the aid work that is common to all aid organisations. [7]

- (b) Explain why Christians think it is important to support charitable organisations.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the Christian teachings that are relevant, and which motivate Christians to contribute to charities and support them through donations and voluntary work. Candidates are likely to elaborate on one or more teachings e.g. 'Love your Neighbour as yourself', the avoidance of greed and selfishness, stewardship. It might be explained that tithing is Christian teaching put into practice by some Christians and is seen as part of worship. Some candidates might explain why it is important for Christians to follow the example of Jesus in relieving suffering.

Some responses might consider the rewards and benefits in personal terms that Christians might experience through exercising compassion for others. Also, the universal benefit to both the giver and the recipient and the worldwide community. [7]

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(c) ‘Relieving suffering is more important than converting people to Christianity.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following: Candidates might agree with the statement and evaluate that the relief of suffering should come before any religious considerations such as whether the recipient is a Christian or not. No conditions should be placed on the exercising of compassion. Reasons and evidence might be used to support this view e.g. Jesus helped gentiles and outcasts as well as Jews and human suffering is the same, whether a person is a Christian or not.

A balanced assessment might consider the view that, traditionally, much of Christian aid work is carried out by believers (e.g. missionaries) who also believe that they have a duty to bring people to the Christian faith. Gaining faith and putting Christian teaching into practice will help to ease the suffering of individuals and communities. Examples might be given.

It might be argued that when suffering is relieved by Christians who are motivated by faith, then the example set might be one that others wish to follow. Conversions are often voluntary.

[6]

2 (a) **Give an account of one Christian ceremony in which believers confirm their faith.**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Believer’s Baptism: a ceremony where there is full immersion in water. Candidates might describe where the immersion takes place e.g. water/pool river, the people present e.g. candidate for baptism, witnesses, minister and what is said and done during the ceremony e.g. confession/vows/words of witness, prayers and blessings, hymns.

Confirmation: a ceremony where there is anointing with oil and the laying on of hands. Candidates might identify the place where the service is carried out e.g. in a church, cathedral, in front of the altar, in the open air. The people present e.g. confirmation candidates, Bishop, minister, congregation and what is said and done during the ceremony e.g. vows/blessings/prayers/hymns.

It is likely that there will be denominational and traditional variations in the nature and order of the events described e.g. **First Communion**. Credit should always be given where appropriate.

[7]

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(b) Explain why confirmation of faith is seen as an important stage in a Christian's religious life.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

The confirmation of faith is a significant rite of passage/ sacrament, the ceremony marks an important stage in religious life.

Candidates may choose to explain the symbolism of the specific ceremony described in the answer to (a). Or, provide a more general response explaining the symbolism of confirming one's faith and receiving the gift of the Holy Spirit.

In Believer's Baptism, the full immersion in water symbolises the washing away of old life and rising to new life and receiving the Holy Spirit. Some believers see themselves as 'born again' into a Christian life.

In a Confirmation service, the anointing with oil and laying on of hands symbolizes the giving of the Holy Spirit. A person who has been baptized as an infant, takes it upon themselves to make and keep the vows made by Godparents.

On these occasions, the gift of the Holy Spirit is given, just like the Holy Spirit was given to the disciples at Pentecost.

In public, the believer makes an act of witness – to accept the Christian faith and make a full commitment to living a Christian life in the power of the Holy Spirit. **[7]**

(c) 'Confession of sins need not be a part of all Christian public worship.'

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Arguments in support of the statement might be that the confession of sins should be private and many people will not wish to confess to their sins in public, preferring private prayer. Reasons and examples might be given. Some might argue that the meaning of confession of sins is lost if people are encouraged to 'boast' or make a show of sinfulness in public (as in the Pharisee and the tax collector).

Another view might be that prayers for the public confession of sins are already a part of many services e.g. Eucharist and reasons given why this is an important practice e.g. in preparation for receiving Holy Communion or another sacrament. Having such prayers in public worship teaches believers to know how to ask for forgiveness and the importance of doing so. It is also possible to contemplate and confess sins silently and privately even in public worship.

Some responses might consider that there is a case for confession of sins to be both public and private. **[6]**

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3 (a) Give an account of the temptations of Jesus that are remembered during Lent.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

After his baptism in the river Jordan by John the Baptist, Jesus went into the desert for 40 days and 40 nights. He suffered and rejected three temptations by the devil. (As the order of the three temptations differs in the gospel accounts any order of the three events will be acceptable and any paraphrase or version quoted).

To turn stones into bread to feed his hunger. Rejected – as man cannot live on bread alone - the word of God is important.

To throw himself from the highest point of the Temple to see if God would save him. Rejected – because it is wrong to test God.

To aspire to rule the Kingdoms of the World and to worship the Devil. Rejected – only God is to be worshipped. [7]

(b) Explain why the observing Lent is important for Christians.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

For Christians, the main reason for observing Lent is to remember Jesus' self-denial, fasting for forty days and nights in preparation for his ministry. The nature of the temptations and his refusal to be tempted by the devil is seen to be an indication of his true identity as the Son of God.

When Christians remember this – they take stock of their own lives and see the season of Lent as a spiritual preparation for Easter. For some, reflection, prayer, fasting and self-denial are part of that preparation. They hope the discipline of lent will help them to be less selfish and greedy and more compassionate and charitable towards the needy. Self-denial, in the form of fasting or the denial of luxuries, is seen by Christians as not only an opportunity to 'give up' things but also to do positive activities.

Special Lenten services and Bible study classes help Christians to reflect on and understand the meaning of the last week of Jesus' life. There is an opportunity to spend extra time in prayer and strengthen faith. [7]

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- (c) ‘Expectations that people should practise self-denial at certain times of the year are not realistic today.’

Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might argue that the tradition of self-denial and fasting is an unrealistic practice for some people today. To expect Christians to go against the trend in society for self-gratification and indulging in luxuries is asking too much. Work and lifestyles are very different now than in the past. Some candidates might argue that only believers who are fully dedicated to a religious life (e.g. monks) should be keeping these traditions.

Another view might be that the expectation is realistic because many Christians do not consider it necessary to observe Lent as e.g. the traditional strict fast involving total abstinence from meat and fats. There are many different ways that Christians can demonstrate self-denial – and even children can be involved. Candidates may give some examples, as evidence to support this view.

Some may argue that the expectation is realistic just because it only occurs at certain times of the year and is limited to these times.

[6]

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Section B – Islam

4 (a) Describe how Muslims make preparations for Salah (Prayer).

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Muslims should be appropriate and modestly dressed and clothes should be clean. The place of prayer should be clean. Shoes should be removed. Ritual purification, wudu, should be carried out. If water is not available for this symbolic washing, tayammum, can be done. The worshipper should face the direction of the Ka'ba,(qiblah), in Makkah. The mind should be cleared to focus on prayer. If in the mosque, stand up when the announcement of prayer, iqamah, is made and stand in straight lines. Declaration of the intent to pray, niyyat, should be said. [7]

(b) Explain the benefits for Muslims of the strong emphasis on communal religious activities in Islam.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

For Muslims, communal activities provide a strong bond of brotherhood. The Ummah is created because all Muslims carry out the same religious rituals and observances at the same time. This creates a worldwide community that transcends barriers of race, tribe or caste. The benefits of a worldwide Ummah are that everyone is equal in their love of God and in their submission to his commands.

Candidates may give examples of communal religious activities that illustrate their understanding of this e.g. prayer, fasting, charity pilgrimage. Muslims support and encourage each other to strive to fulfill their religious obligations and to care for all members of society through all stages of life from birth to death. [7]

(c) To what extent is preparing for prayer as important as actually praying?

Discuss this question. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates might evaluate that the importance of ritual preparation for prayer lies in ensuring that the worshipper begins prayer with the right mindset and with sincerity. Some candidates might point out that ritual purification is commanded in the Qur'an and the Prophet (pbuh) said 'Allah does not accept any prayer that was not performed while in a state of purity'.

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Responses are also likely to explore arguments that it is the act of prayer, Salah, which is one of the Five Pillars and the commandment from God. The first act a Muslim will be accountable for on the Day of Judgement will be his prayer.

Muslim and non-Muslims might also argue that prayer or supplication (asking for God's aid) might be a spontaneous act for many reasons e.g. at times of suffering.

Another view might be that wudu (purity) is an essential and important element of performing prayer, however, Islam allows Muslims to substitute or limit the preparations, according to circumstances, so as to ensure that actual act of prayer can take place at the appointed time.

[6]

5 (a) Outline the Muslim belief in Jihad.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

The meaning of Jihad is exertion or striving – the maximum effort or struggle towards a goal. For Muslims this means ‘to strive in the way of Allah’. This striving is considered to be one of the most meritorious acts in Islam.

Greater Jihad is the deliberate effort made by each Muslim to serve God to the best of his/her ability through a life of devotion, self-sacrifice and love and compassion for others. It is the personal struggle of every Muslim to follow the teachings of Islam and to resist evil. The aim of Jihad is to establish truth and righteousness and the Islamic way of life to fulfill the will of God to gain blessings.

Lesser Jihad is sometimes used when speaking of a military situation when Muslims are called upon to physically fight/strive against evil such as tyranny or to preserve their faith. However, Islam is primarily a peace-loving religion and such actions should only be in defence of the religion, in order to restore peace and freedom of worship. Women and children, the old and sick, trees, animals (for meat) and places of worship are protected.

[7]

(b) Explain some of the physical and mental obstacles that a Muslim might have to overcome in order to perform Hajj.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Before setting out on Hajj, Muslims must make sure that they can afford the journey and can provide for the maintenance of their family. Many Muslims have to save for a considerable time to go on Hajj – the money to make the journey cannot be borrowed and it must not have been gained through immoral means. All debts must be settled. Some Muslims live far from Saudi Arabia and travel arrangements can be complicated and costly.

Women who go on Hajj must have a male guardian who can be a relative or an Imam. Sometimes group arrangements can be made for single women to facilitate this.

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Physical effort and stamina is needed to complete all the stages of Hajj and the conditions are harsh, involving spending nights in the open air and walking/standing for long periods in the heat.

The intention and mindset for setting out on Hajj must be meaningful. Muslims must make amends for their own wrongdoing and endeavor to forgive others. Muslims prepare mentally and spiritually by attending special Hajj lessons. The pilgrim must be certain that they are doing Hajj for the right reasons – for the glory of God – not for the glory of the person making the journey. [7]

(c) ‘Discussion about rules in religion should always be encouraged.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might consider views in support of the statement – that discussion and debate in religion is always meaningful and usually leads to better interpretation and understanding of why religious obligations and laws should be followed. In return, understanding encourages observance.

However, the questioning of rules might be seen by some believers to be indications of lack of faith and so not to be encouraged. Some arguments here might involve how far some Muslims and others see religious rules as God given and therefore not to be questioned or interpreted. Candidates might be expected to arrive at a balanced conclusion. [6]

6 (a) Describe the different ways in which Muhammad (pbuh) received revelations.

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

The Angel Gabriel appeared – sometimes as himself, sometimes in the form of a man. The angel spoke to Muhammad (pbuh). Muhammad (pbuh) was afraid and shivered with fear. The experience was painful and agonizing for the Prophet (pbuh). He suffered extreme temperatures. Afterwards he had to be covered by a blanket. Sometimes the revelation was like the ringing of a bell that passed off only after the inspiration had been grasped.

Revelations happened unexpectedly when the Prophet (pbuh) was walking, sitting, riding, praying, delivering a sermon.

Visible sensory reactions were witnessed by those around him when he was in the state of revelation: his face would brighten, parts of his body would become heavy.

(Note: Candidates will have studied the first revelation in detail. Answers which describe only the event in Cave Hira will have some elements of the above and should be credited for these – but other ways of revelation are also expected, as outlined above.) [7]

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(b) Explain the significance of the Shahadah (declaration of faith) for Muslims.

Mark according to level descriptors for assessment Objective B.
Understanding and interpretation.

Responses might explain some of the following:

Belief in Shahadah is one of the Five Pillars. It is obligatory. Without this first pillar, the others are meaningless. Shahadah means 'I declare' or 'I bear witness'. It is a short, dramatic statement. 'I believe that there is no God but Allah and Muhammad (pbuh) is the Messenger of God.' It is a declaration that there is only one true, supreme being (Tawhid) and Muhammad (pbuh) was his genuine messenger.

Muslims believe that their whole life should support this belief. They recognise that their life belongs to God. When a person makes this declaration and truly believes it, they become a Muslim.

Muslims repeat the Shahadah first thing on waking and last thing before sleeping. These are the first words whispered into the ears of a newborn baby and, if possible, the last words said to the dying. [7]

(c) 'Reciting verses of the Qur'an without understanding the full meaning is pointless.'

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Responses might agree with the statement and provide arguments to justify it. The Qur'an should be read with understanding and its teachings reflected upon, not recited 'blindly' by rote. The words of the Qur'an are seen as a direct communication from God to humans. In the Qur'an, God says he has made the Qur'an easy to understand.

Another view might be that reciting from the Qur'an is part of everyday practice. There are reasons why reciting the Qur'an, without a full understanding, might occur, in some circumstances. Some of these might be unavoidable e.g. when Arabic is not the first language. However, this should be overcome through education.

It is imperative to understand the teachings in the Qur'an, as it is the complete guide to every aspect of Muslim life (religious, social and moral). [6]

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Section C – Judaism

7 (a) Describe the religious customs carried out at Shavuot (Festival of Weeks).

Mark according to level descriptors for Assessment Objective A.
Knowledge.

Responses might include some of the following:

Shavuot is the only festival ordered in the Torah that has no fixed date. Traditionally, from the second day of Pesach (the barley harvest) until Shavuot (the wheat harvest) Jews count 49 days to determine when the festival of Shavuot should occur. This is called counting the Omer. Today, with a fixed calendar, Shavuot always occurs on the 6th Sivan but outside Israel it is a two-day festival held on the 6th and 7th Sivan.

Synagogues and homes are decorated with greenery and flowers. Men stay up all night to read and study the Torah. Dairy foods, especially cheesecake, are traditionally eaten because the scriptures say the Torah is like milk and honey. Special challot are baked.

At the synagogue service, the Ten Commandments are read and the Book of Ruth, which is about harvest and gleaning of the fields.

On the 33rd day the festival of Lag B'Omer is celebrated.

[7]

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(b) Explain the reasons for the customs carried out at Shavuot and why they are important.

Mark according to level descriptors for assessment Objective B
Understanding and interpretation.

Responses might explain some of the following:

Shavuot is the only festival that celebrates an historical event that has no special mitzvah through which the original event is recreated. The giving of the Torah was so special that it cannot be reproduced.

At Shavuot Jews remember the giving of the Torah and the Ten commandments. It is a joyous occasion. Greenery and flowers represent the flowers that bloomed on Mount Sinai. Extra reading of the Torah is a way of expressing thanks for the giving of the Torah and the Ten Commandments. It is believed the heavens are open to receive prayer and study.

Tradition says that the Israelites fell asleep while they were waiting for Moses to return from Mount Sinai and so a special effort is made to keep awake all night and study and read the Torah.

The story of Ruth as well as being a story about harvest is also the story of a Moabite woman, who, when her Israelite husband died, stayed with his family and remained true to his beliefs.

Dairy foods are eaten because, until Moses spoke with God on Mount Sinai, the food laws had not been explained so meat and fish were avoided by the Israelites until they had learnt how to prepare them. Two special challot are eaten to represent the first fruits of the harvest.

As with other festivals, an extra day is observed outside Israel because, originally, Jews in the Diaspora were uncertain when the rabbis had declared a new month so added an extra day. Today the custom is continued to show the sanctity of the Holy Land. **[7]**

(c) ‘The Law is the most important aspect of Judaism.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Jews believe there are implications in being chosen by God and this is reflected in everyday life by what is eaten, worn, daily worship and behaviour towards others. Obedience to the Law (God’s commands) shows recognition of the importance of the Covenant. In fact, all religious, social and moral acts that a Jew performs are linked to the Law.

Other views might be that the Law is an important aspect but Judaism has many aspects and worship, festivals, beliefs and values such as compassion and concern for others might be assessed as being equally important aspects and reasons given in justification of this. **[6]**

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8 (a) Outline the events that take place at a Bar Mitzvah ceremony.

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

These ceremonies vary according to the community but there are some elements common to all. Bar mitzvah means son of the commandments.

The boy is usually 13 years of age. He will have undertaken preparation classes to read in Hebrew and learn a portion of Torah as well as how to lay tefillin.

The initiation ceremony of Bar Mitzvah marks the time when a boy becomes responsible for his own religious duties. Family and friends will attend the synagogue and the boy is called up to read from the Torah. After the synagogue service the father thanks God that the boy is now old enough to take on his own responsibilities. The ceremony is, usually, followed by a party. [7]

(b) Explain why a Bat Mitzvah or Bat Chayil ceremony might be held by some Jews.

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

Candidates are likely to explain the nature of Bat Mitzvah and Bat Chayil ceremonies. Customs vary. The response might also involve some explanation of the difference in attitudes towards the roles of men and women in Orthodox and liberal traditions of Judaism.

Bat mitzvah (daughter of the commandments) In Progressive communities, this is a similar initiation ceremony to that of a boy and takes place when a girl is twelve.

Bat chayil (daughter of excellence) is a ceremony for girls that often takes place in Orthodox communities. The ceremonies are held in the synagogue, usually after the Sabbath service or on a Sunday because women are not called up to read from the Torah in Orthodox synagogues. There is a presentation by the girl on a particular Jewish topic.

Traditionally, Orthodox families did not celebrate their daughter's 'coming of age' in the religion. Nowadays, there is an increasing trend in both Orthodox and Progressive communities to mark a girl's passage from girlhood to womanhood and her attaining the age of responsibility for observing the commandments. This indicates the importance of her status in Judaism. [7]

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(c) ‘Growing up in a religious home encourages a person to continue in the religion.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

The home is important in Judaism. Children are taught how to practise their religion through daily prayers, the mitzvah carried out in the home, festivals and other rituals. There is a very strong incentive to continue in the religion. Parents provide role models and children are made aware that they have a responsibility in the continuing of the religion.

Other views might be that the strictness of a religious upbringing might have a converse effect upon a person, especially if there are restrictive rules about behaviour, gender roles, dress or marriage that might make life difficult in society when a person leaves the home.

Some candidates might comment that religious belief is a matter of faith and that a belief in God is what makes a person continue in a religion. [6]

9 (a) **Describe Yad Vashem (Holocaust memorial).**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

Yad Vashem is just outside Jerusalem. It commemorates the 6 million Jews killed by the Nazis during the Second World War.

There is a Hall of Remembrance, an eternal light marks the place where the ashes of some of the victims are buried. The Children’s Memorial is an underground cavern where the lights of memorial candles are reflected in many mirrors. The Valley of Communities has stone walls containing the names of Jewish communities that were destroyed. The Garden of Righteousness honours those who rescued Jews. 2000 trees are planted there. [7]

(b) **Explain why visiting the Western Wall in Jerusalem might be important for some Jews.**

Mark according to level descriptors for assessment Objective B. Understanding and interpretation.

Responses might explain some of the following:

In ancient times, pilgrimage to the Temple in Jerusalem was a religious obligation for Jews in order to make harvest offerings.

Now that pilgrimage is no longer an obligation, Jews visit the Western Wall, which is all that remains of the original site of the Temple. They are visiting a holy site. People are requested not to walk on the Temple Mount in case they walk on the site of the Holy of Holies.

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Most Jews live in the diaspora but they are aware that they are visiting a place, which is at the very centre of the history of their religion. Every Pesach, a vow is made to visit Jerusalem.

Many Jews go to the Western Wall to pray as it is as near as they can get to the original Temple. People place prayers written on folded piece of papers into the cracks of the wall. The Rabbis said that the divine presence never departs from the Western Wall. Many boys are brought to the wall to celebrate their Bar Mitzvah to make it more memorable and spiritually fulfilling and to emphasize the importance of their religious obligations and the long tradition of their religion. [7]

(c) ‘Remembering the past strengthens belief.’

Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.

Mark according to level descriptors for Assessment Objective C.
Evaluation.

Responses might consider some of the following:

Candidates might consider that there are lessons to be learned from what has happened in a religion’s past and this can make the faith stronger. Rituals and festivals are often based on historical events and Judaism, particularly, has survived a lot of adversity. So, it is important to remember and respect the memories/struggles of the ancestors and to ensure that the religion thrives/grows in the future.

Some responses might consider the view that the future survival of a religion is more important than what happened in the past and too much emphasis on the past (as in remembering persecution and suffering) can stop people in a religion moving forward.

Another view might be that strength can be gained from remembering God’s power and how he has demonstrated his love for his people throughout history. It is remembering God’s love for them that makes Jews stronger. [6]



RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2016

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

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Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

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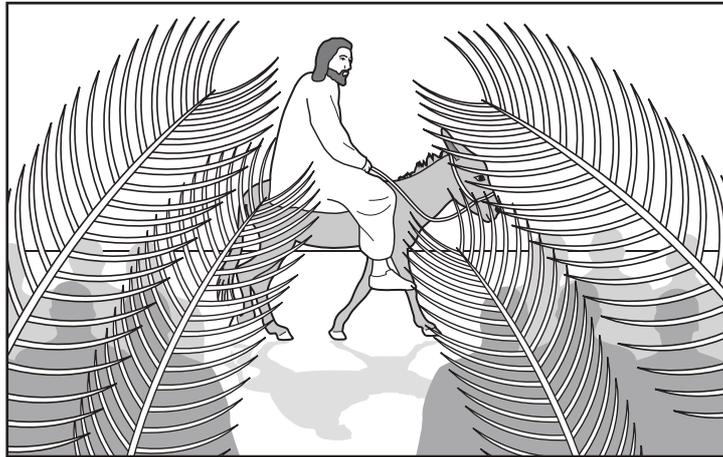
This document consists of 4 printed pages.

Section A - Christianity

If you have chosen this section, answer **all** the questions.

- 1 (a) (i) What is the significance of the cross for Christians? [3]
- (ii) Name **four** items (other than a cross) that might be found on an altar in a Christian church. [4]
- (b) Explain why attending a communal act of worship might strengthen the faith of Christians. [7]
- (c) 'There are many methods of building a successful church.'
Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Christianity in your answer. [6]

2



- (a) (i) Describe the event in the life of Jesus shown here. [3]
- (ii) Name the Christian festival which remembers this event and describe how it is celebrated. [4]
- (b) Explain why Christians study both the Old and New Testaments of the Bible. [7]
- (c) 'The example of the life of Jesus is more important to adults than to children.'
Discuss this statement. Give your own opinion and show that you have considered different points of view. You must refer to Christianity in your answer. [6]

Section B - Islam

If you have chosen this section, answer **all** the questions.

- 3 (a) (i) Describe what should be recited to a Muslim who is dying. [3]
- (ii) State **four** funeral rites carried out when a Muslim has died. [4]
- (b) Explain the connection between the following customs of Hajj and Muslim beliefs about life after death.
- (i) Ihram **and**
- (ii) the Stand (Waquf) at Arafat. [7]
- (c) 'Muslims should not fear death.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

4

<p style="text-align: center;">Marry women of your choice, Two or three or four But if you fear that ye shall not Be able to deal justly (with them) Then only one... Surah 4:3</p>
--

- (a) In a Muslim marriage ceremony, what is
- (i) Mahr **and** [3]
- (ii) Nikah? [4]
- (b) Explain the significance for Muslims of the traditional teachings in Islam about the role of women. [7]
- (c) 'Providing for the family is an equal responsibility in a marriage.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C - Judaism

If you have chosen this section, answer **all** the questions.

- 5 (a) (i) Give **three** details of God's covenant promise to Abraham. [3]
- (ii) Describe the covenant with Moses. [4]
- (b) Explain why it might be important to Jews to know about the history of their religion. [7]
- (c) 'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]

6



- (a) (i) Identify the Jewish symbols shown here. [2]
- (ii) Name **one** other feature of Judaism found in most synagogues. [1]
- (iii) What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service? [4]
- (b) Explain how the use of symbols might strengthen the faith of a Jew. [7]
- (c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer. [6]

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RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2016

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

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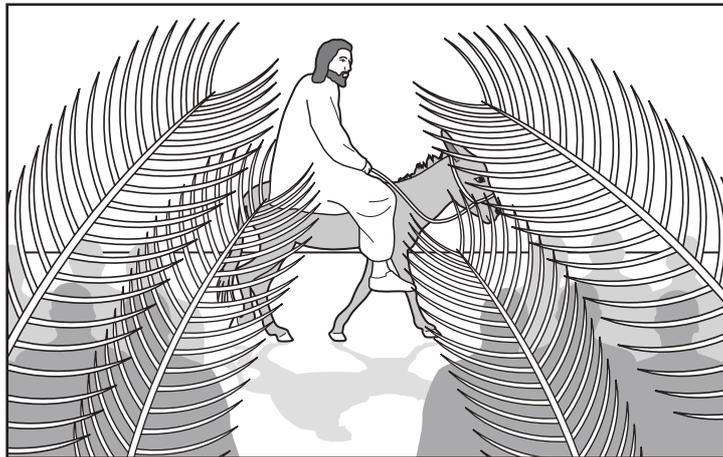
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Section A - Christianity

If you have chosen this section, answer **all** the questions.

- 1 (a) (i) What is the significance of the cross for Christians? [3]
- (ii) Name **four** items (other than a cross) that might be found on an altar in a Christian church. [4]
- (b) Explain why attending a communal act of worship might strengthen the faith of Christians. [7]
- (c) 'There are many methods of building a successful church.'
Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Christianity in your answer. [6]

2



- (a) (i) Describe the event in the life of Jesus shown here. [3]
- (ii) Name the Christian festival which remembers this event and describe how it is celebrated. [4]
- (b) Explain why Christians study both the Old and New Testaments of the Bible. [7]
- (c) 'The example of the life of Jesus is more important to adults than to children.'
Discuss this statement. Give your own opinion and show that you have considered different points of view. You must refer to Christianity in your answer. [6]

Section B - Islam

If you have chosen this section, answer **all** the questions.

- 3 (a) (i) Describe what should be recited to a Muslim who is dying. [3]
- (ii) State **four** funeral rites carried out when a Muslim has died. [4]
- (b) Explain the connection between the following customs of Hajj and Muslim beliefs about life after death.
- (i) Ihram **and**
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- (c) 'Muslims should not fear death.'
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4

**Marry women of your choice,
Two or three or four
But if you fear that ye shall not
Be able to deal justly (with them)
Then only one...
Surah 4:3**

- (a) In a Muslim marriage ceremony, what is
- (i) Mahr **and** [3]
- (ii) Nikah? [4]
- (b) Explain the significance for Muslims of the traditional teachings in Islam about the role of women. [7]
- (c) 'Providing for the family is an equal responsibility in a marriage.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C - Judaism

If you have chosen this section, answer **all** the questions.

- 5 (a) (i) Give **three** details of God's covenant promise to Abraham. [3]
- (ii) Describe the covenant with Moses. [4]
- (b) Explain why it might be important to Jews to know about the history of their religion. [7]
- (c) 'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]

6



- (a) (i) Identify the Jewish symbols shown here. [2]
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- (iii) What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service? [4]
- (b) Explain how the use of symbols might strengthen the faith of a Jew. [7]
- (c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer. [6]

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RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2016

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

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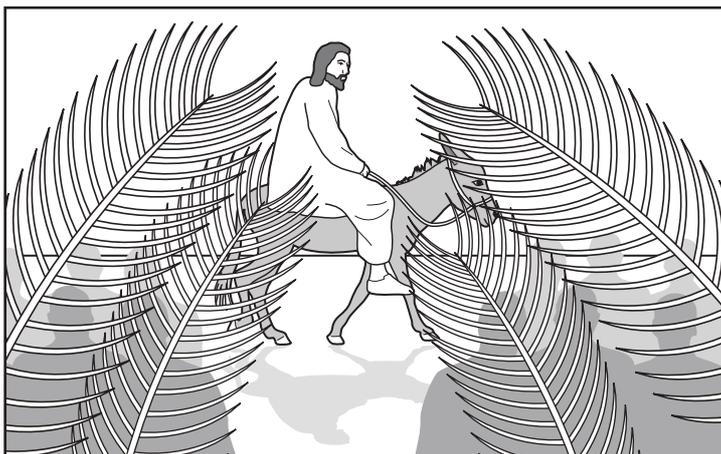


Section A - Christianity

If you have chosen this section, answer **all** the questions.

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- (ii) Name **four** items (other than a cross) that might be found on an altar in a Christian church. [4]
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- (a) (i) Describe the event in the life of Jesus shown here. [3]
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- (c) 'The example of the life of Jesus is more important to adults than to children.'
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Section B - Islam

If you have chosen this section, answer **all** the questions.

- 3 (a) (i) Describe what should be recited to a Muslim who is dying. [3]
- (ii) State **four** funeral rites carried out when a Muslim has died. [4]
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<p style="text-align: center;">Marry women of your choice, Two or three or four But if you fear that ye shall not Be able to deal justly (with them) Then only one... Surah 4:3</p>
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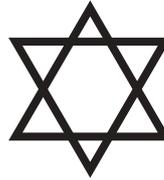
- (a) In a Muslim marriage ceremony, what is
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- (c) 'Providing for the family is an equal responsibility in a marriage.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C - Judaism

If you have chosen this section, answer **all** the questions.

- 5 (a) (i) Give **three** details of God's covenant promise to Abraham. [3]
- (ii) Describe the covenant with Moses. [4]
- (b) Explain why it might be important to Jews to know about the history of their religion. [7]
- (c) 'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]

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- (a) (i) Identify the Jewish symbols shown here. [2]
- (ii) Name **one** other feature of Judaism found in most synagogues. [1]
- (iii) What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service? [4]
- (b) Explain how the use of symbols might strengthen the faith of a Jew. [7]
- (c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer. [6]

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RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2016

1 hour 45 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Choose **two** of Sections A, B and C and answer **two** of the questions in each of your chosen sections.

The number of marks is given in brackets [] at the end of each question or part question.



This document consists of **4** printed pages and **1** Insert.

Choose **two** of Sections A, B and C and answer **two** of the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 1 (a) Give an account of the work done by **one** Christian international aid organisation to help those in need in the event of a natural disaster. [7]
- (b) Explain why Christians think it is important to support charitable organisations. [7]
- (c) 'Relieving suffering is more important than converting people to Christianity.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 2 (a) Give an account of **one** Christian ceremony in which believers confirm their faith. [7]
- (b) Explain why confirmation of faith is seen as an important stage in a Christian's religious life. [7]
- (c) 'Confession of sins need not be a part of all Christian public worship.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 3 (a) Give an account of the temptations of Jesus that are remembered during Lent. [7]
- (b) Explain why observing Lent is important for Christians. [7]
- (c) 'Expectations that people should practise self-denial at certain times of the year are not realistic today.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 4 (a) Describe how Muslims make preparations for Salah (prayer). [7]
- (b) Explain the benefits for Muslims of the strong emphasis on communal religious activities in Islam. [7]
- (c) To what extent is preparing for prayer as important as actually praying?
Discuss this question. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 5 (a) Outline the Muslim belief in Jihad. [7]
- (b) Explain some of the physical and mental obstacles that a Muslim might have to overcome in order to perform Hajj. [7]
- (c) 'Discussion about rules in religion should always be encouraged.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 6 (a) Describe the different ways in which Muhammad (pbuh) received revelations. [7]
- (b) Explain the significance of the Shahadah (declaration of faith) for Muslims. [7]
- (c) 'Reciting verses of the Qur'an without understanding the full meaning is pointless.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7** (a) Describe the religious customs carried out at Shavuot (Feast of Weeks). [7]
- (b) Explain the reasons for the customs carried out at Shavuot and why they are important. [7]
- (c) 'The Law is the most important aspect of Judaism.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 8** (a) Outline the events that take place at a Bar Mitzvah ceremony. [7]
- (b) Explain why a Bat Mitzvah or Bat Chayil ceremony might be held by some Jews. [7]
- (c) 'Growing up in a religious home encourages a person to continue in the religion.'
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- 9** (a) Describe Yad Vashem (Holocaust Memorial). [7]
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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2016

1 hour 45 minutes

No Additional Materials are required.

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An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

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Choose **two** of Sections A, B and C and answer **two** of the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 1 (a) Give an account of the work done by **one** Christian international aid organisation to help those in need in the event of a natural disaster. [7]
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Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 4 (a) Describe how Muslims make preparations for Salah (prayer). [7]
- (b) Explain the benefits for Muslims of the strong emphasis on communal religious activities in Islam. [7]
- (c) To what extent is preparing for prayer as important as actually praying?
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- (b) Explain some of the physical and mental obstacles that a Muslim might have to overcome in order to perform Hajj. [7]
- (c) 'Discussion about rules in religion should always be encouraged.'
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- 6 (a) Describe the different ways in which Muhammad (pbuh) received revelations. [7]
- (b) Explain the significance of the Shahadah (declaration of faith) for Muslims. [7]
- (c) 'Reciting verses of the Qur'an without understanding the full meaning is pointless.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7** (a) Describe the religious customs carried out at Shavuot (Feast of Weeks). [7]
- (b) Explain the reasons for the customs carried out at Shavuot and why they are important. [7]
- (c) 'The Law is the most important aspect of Judaism.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 8** (a) Outline the events that take place at a Bar Mitzvah ceremony. [7]
- (b) Explain why a Bat Mitzvah or Bat Chayil ceremony might be held by some Jews. [7]
- (c) 'Growing up in a religious home encourages a person to continue in the religion.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 9** (a) Describe Yad Vashem (Holocaust Memorial). [7]
- (b) Explain why visiting the Western Wall in Jerusalem might be important for some Jews. [7]
- (c) 'Remembering the past strengthens belief.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]

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RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2016

1 hour 45 minutes

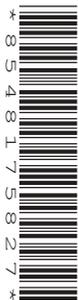
No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Choose **two** of Sections A, B and C and answer **two** of the questions in each of your chosen sections.

The number of marks is given in brackets [] at the end of each question or part question.



This document consists of **4** printed pages and **1** Insert.

Choose **two** of Sections A, B and C and answer **two** of the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 1 (a) Give an account of the work done by **one** Christian international aid organisation to help those in need in the event of a natural disaster. [7]
- (b) Explain why Christians think it is important to support charitable organisations. [7]
- (c) 'Relieving suffering is more important than converting people to Christianity.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 2 (a) Give an account of **one** Christian ceremony in which believers confirm their faith. [7]
- (b) Explain why confirmation of faith is seen as an important stage in a Christian's religious life. [7]
- (c) 'Confession of sins need not be a part of all Christian public worship.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 3 (a) Give an account of the temptations of Jesus that are remembered during Lent. [7]
- (b) Explain why observing Lent is important for Christians. [7]
- (c) 'Expectations that people should practise self-denial at certain times of the year are not realistic today.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 4 (a) Describe how Muslims make preparations for Salah (prayer). [7]
- (b) Explain the benefits for Muslims of the strong emphasis on communal religious activities in Islam. [7]
- (c) To what extent is preparing for prayer as important as actually praying?
Discuss this question. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 5 (a) Outline the Muslim belief in Jihad. [7]
- (b) Explain some of the physical and mental obstacles that a Muslim might have to overcome in order to perform Hajj. [7]
- (c) 'Discussion about rules in religion should always be encouraged.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 6 (a) Describe the different ways in which Muhammad (pbuh) received revelations. [7]
- (b) Explain the significance of the Shahadah (declaration of faith) for Muslims. [7]
- (c) 'Reciting verses of the Qur'an without understanding the full meaning is pointless.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7** (a) Describe the religious customs carried out at Shavuot (Feast of Weeks). [7]
- (b) Explain the reasons for the customs carried out at Shavuot and why they are important. [7]
- (c) 'The Law is the most important aspect of Judaism.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 8** (a) Outline the events that take place at a Bar Mitzvah ceremony. [7]
- (b) Explain why a Bat Mitzvah or Bat Chayil ceremony might be held by some Jews. [7]
- (c) 'Growing up in a religious home encourages a person to continue in the religion.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 9** (a) Describe Yad Vashem (Holocaust Memorial). [7]
- (b) Explain why visiting the Western Wall in Jerusalem might be important for some Jews. [7]
- (c) 'Remembering the past strengthens belief.'
Discuss this statement. Give your opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]

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Grade thresholds – November 2017

Cambridge IGCSE Religious Studies (0490)

Grade thresholds taken for Syllabus 0490 (Religious Studies) in the November 2017 examination.

	maximum raw mark available	minimum raw mark required for grade:						
		A	B	C	D	E	F	G
Component 11	80	59	52	45	37	30	25	20
Component 12	80	59	52	45	37	30	25	20
Component 13	80	59	52	45	37	30	25	20
Component 21	80	55	48	41	36	31	23	15
Component 22	80	55	48	41	36	31	23	15
Component 23	80	55	48	41	36	31	23	15

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus, after weighting has been applied, is **100**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
AX	11, 21	80	71	62	54	46	38	30	22
AY	12, 22	80	71	62	54	46	38	30	22
AZ	13, 23	80	71	62	54	46	38	30	22



RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2017

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skill in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant

C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant

Question	Answer	Marks
1(a)(i)	<p>Name <u>four</u> symbols used during a baptism ceremony.</p> <ul style="list-style-type: none"> • Water • Holy Oil • White garment • Sign of the cross • Candle for the baptised • Paschal Candle. <p>1 mark for each response</p>	4
1(a)(ii)	<p>Describe <u>three</u> promises made by the parents or godparents at an infant baptism.</p> <ul style="list-style-type: none"> • To bring the child up Christian • To bring them to the other sacraments • To reject Satan and all his promises • To support the child/adult in their Christian life • To make sure they have a Christian education. 	3
1(b)	<p>Explain why Christians think baptism is an important rite.</p> <p>Candidates may answer this question using infant baptism, believers' baptism or both. Baptism is the first of the sacraments of initiation and as such is the normal gateway to the Christian community. Infant baptism, along with the Eucharist and Confirmation brings children and adults into full communion in some Christian churches. As well as being a celebration of a child coming into the world and joining the Christian family it can also be seen for adults as a celebratory rite of their own joining of their particular church.</p> <p>It is also believed by Christians that they are all born with the 'original sin' committed by Adam and Eve and therefore in need of redemption. Baptism is the rite which washes away that original sin and allows Christians to begin their religious life with a clean soul.</p>	7
1(c)	<p>'Believers who are baptised as infants are stronger Christians.'</p> <p>Candidates might argue that having been a Christian since they were an infant the practices are ingrained and may need little effort and don't conflict with modern life. They would be able to argue whether being a cradle Christian makes it easier or not to follow teachings about being responsible for their fellow Christians and in fact all who suffer.</p> <p>Some may suggest that making an adult decision to become a Christian is a much more positive thing and therefore making those who make such decisions stronger Christians.</p> <p>Candidates might discuss what it could mean to be a stronger Christian. They could, for example, talk about what it means to be a practising Christian and how attending rites together could be seen as an act of witness and a support for all those around them.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Explain what is meant by tithing.</p> <p>At one level this is simply the practice of taking tax. Often though it is associated with giving 10% of something to a religious organisation. This could be a tenth of a family income or in the past it was often a tenth of a farmer's harvest or livestock. Some may be aware that in some parts of the world 'tithing barns' can still be found, which in the past were used for storing the tithes of a parish.</p>	3
2(a)(ii)	<p>How might Christians fulfil their duty to care for others?</p> <p>Some may fulfil this duty by seeing their working life as a vocation and becoming ministers, teachers, doctors, nurses or members of other caring professions. Others may see this in a more personal way and find themselves caring for their family some of whom may have particular needs.</p> <p>Others may take the lead from the work done in their local parish and become involved in fundraising for local or worldwide needs.</p> <p>Some candidates may suggest examples from work done by Christians they know.</p>	4
2(b)	<p>Explain why Christians think caring for others is important.</p> <p>Candidates might begin by looking at the life and teaching of Jesus, suggesting that disciples now and then are called to follow his example. It is clear from teaching, such as the parable of the sheep and the goats, the importance Jesus puts on actual acts, giving food and drink or visiting prisoners. He is directly saying that these are ways of getting into heaven and to ignore suffering is to be among the goats.</p> <p>Others may make use of the Sermon on the Mount and again the importance Jesus puts on caring, summarising these teaching by saying that we should 'do unto others as we would wish to be done unto us'. Some may come up with examples showing how they might interpret this teaching.</p> <p>There are many other biblical teachings which candidates may choose to use. They could make use of the teachings of their particular church, such as the many social teachings found in the encyclicals of various Popes.</p>	7

Question	Answer	Marks
2(c)	<p>'A man's responsibility is to look after his family, not to worry about the suffering of others.'</p> <p>Some candidates may begin by attacking the question and saying that these things are not mutually exclusive, looking after a family does not stop people being concerned for others.</p> <p>Others may begin by getting into the debate of where a man's responsibility should be focused. Living in an area of great suffering it might be at least just as important to try and improve the lives of those around him if only to keep his own family safe. Some may argue that societies which see family as important can carry these teachings into the society they live in and by doing so improve that society.</p> <p>Some may argue that a man who does not see the importance of looking after his own family is unlikely to be capable of productively caring for the suffering of others.</p> <p>Some candidates may discuss/compare the roles and responsibilities of men and women.</p>	6

Question	Answer	Marks
3(a)(i)	<p>State what is meant by: Adhan Iqamah Aqeeqah</p> <ul style="list-style-type: none"> • Call to prayer – God is great, there is no God but Allah. Muhammad(pbuh) is the messenger of Allah. Come to prayer • Second and final call to prayer • A sheep is sacrificed and the meat distributed to neighbours and the poor when a child is born. 	3
3(a)(ii)	<p>When a Muslim child is born what rites take place after the seventh day?</p> <p>After the seventh day the head of the baby is shaved, demonstrating that the child is a servant of Allah. Sometimes the hair is weighed and the equivalent in silver is given to charity. Boys are often circumcised at this time though it can be done any time before puberty.</p>	4

Question	Answer	Marks
3(b)	<p>Explain why sacrifice is important to Muslims.</p> <p>Candidates may begin by exploring the festival of Sacrifice – Id al-Adha, which is the second most important festival in the Muslim calendar. They might explain that this is the festival that remembers Abraham’s willingness to sacrifice his son when God ordered him to. During the festival Muslims honour and remember Abraham’s traits by slaughtering an animal such as a sheep or goat.</p> <p>It symbolises the trial of faith and loyalty towards God. Muslims believe that it enlightens their path towards righteousness and rectitude. It creates unity which in turn strengthens their ties of friendship and helps those in need (one third of the meat is given to the poor).</p> <p>It is training in surrendering their will to God for the sake serving humanity. As it aimed at keeping them on the right path, sacrifice is as important today as it was in the time of Muhammad.</p>	7
3(c)	<p>‘Family is more important than Ummah.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Ummah is commonly used to mean the collective community of Islamic peoples. In everyday language it is used as people or community. Particularly a community sharing an Islamic culture. Ummah is responsible for upholding religion and should therefore benefit the community whether it is Muslim or non-Muslim.</p> <p>Before the emergence of the Ummah, Arab communities were typically governed by kinship which may be a way in for some candidates to question whether or not supporting and caring for one’s family might be more important than being organised as a community or Ummah.</p> <p>Some candidates may argue that these concepts are interdependent and families are an essential part of the Ummah. They may be seen as the building blocks of the Ummah and the Ummah is a support for the family.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Describe the purpose of the following features of a mosque: Minaret</p> <p>A minaret is a tower where Muslims are called to prayer. In addition to providing a visual cue to a Muslim community, the main function is to provide a vantage point from which the call to prayer/adhan is made. The minaret may be attached to the Mosque or it could be freestanding next to a mosque.</p>	4

Question	Answer	Marks
4(a)(ii)	<p>Describe the purpose of the following features of a mosque: Qiblah</p> <p>This is the direction a Muslim should pray during salat. Most mosques contain a wall niche, known as mihrab that indicates the qiblah. It is fixed in the direction of the Ka'ba in Makkah. All Muslims praying towards the same point is traditionally considered to symbolise the unity of the Ummah.</p>	3
4(b)	<p>Explain how and why Wudu is performed.</p> <p>In order to perform salat (prayer) a Muslim prepares mentally and physically through the niyyah (intention) and washing. This preparation includes making sure they are clean from any physical impurities and performing wudu.</p> <p>Candidates might give a very detailed explanation of the different parts of wudu, others may list the following:</p> <ul style="list-style-type: none"> • make the niyyah and recite Bismillah • washing of both hands • rinse the mouth three times • wash the nose • wash the whole face three times • wash right and left arm three times each • wash from the forehead over to the back of the head • wash the ears • wash both feet three times. 	7
4(c)	<p>'You can pray without making any extra effort to be clean.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Candidates may begin by questioning what is more important: praising God through prayer or making sure you are clean first. All things being equal, wudu is an excellent preparation of both body and mind for prayer helping the believer to bring their whole self to salat. On the other hand, they will be aware that there already exist exceptions to this ritual e.g. using sand, tayammum.</p> <p>Some candidates may take issue with the term extra effort and argue that the process of preparing mentally and physically could itself be considered as part of the prayer.</p>	6

Question	Answer	Marks
5(a)(i)	<p>What is the Shema?</p> <p>Shema is the Hebrew word for 'Hear'. 'Hear O Israel ...' It is held to be the most important prayer in Judaism. Some candidates may write out 'Hear O Israel, the Lord your God is one and you shall love the Lord your God with all your heart and your soul and your might.'</p> <p>Some may know that it comes from Deuteronomy 6:4–9.</p>	3

Question	Answer	Marks
5(a)(ii)	<p>Describe how the Shema is part of the daily life of a Jew.</p> <p>The Shema is the central prayer in the Jewish prayer book and is likely to be the first section of scripture that a Jewish child learns. During its recitation in the synagogue, Orthodox Jews pronounce each word very carefully and cover their eyes with their right hand.</p> <p>Candidate may also say that this prayer is recited at least twice a day by Jews; once in the morning and one in the evening. Its importance is also shown by the way some of its words are written on a small scroll and placed in a mezuzah.</p>	4
5(b)	<p>Explain the importance of the Mishnah to Jews.</p> <p>Candidates may begin by describing the Mishnah as the Oral Law. Some may say that it is the foundational law upon which the two Talmuds, Babylonian and Jerusalem, are built. Some may point to the belief that without the oral tradition many of the written laws would be incomprehensible.</p> <p>It has been argued that even with its 613 commandments the Torah was an insufficient guide for Jewish life. It has also been argued that an Oral law was needed to mitigate certain categorical laws that would have caused great problems if they had been applied literally.</p>	7
5(c)	<p>‘Sacred writings are not relevant in the modern world.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Candidates may split between those who believe that the commandments are divinely inspired and therefore are written in stone and unchangeable and those who believe they are the product of human interpretation and therefore should be judged against the signs of the times.</p> <p>Some may, for example, suggest that the modern world has presented ethical questions which were never considered when the commandments were written. So it may be good to remove some now irrelevant commandments to make room for new more relevant rules which address modern moral decision making.</p> <p>Others may argue that a close reading of the commandments could lead those seeking advice to answers which may be ancient but with interpretation could be applied to the questions they have today.</p>	6

Question	Answer	Marks
6(a)(i)	<p>How might a Jewish girl prepare for Bat Mitzvah?</p> <p>At the age of 12 a girl studies the mitzvah in preparation for being a daughter of the law. She is seen as becoming a daughter of the mitzvahs. She should also be reflecting on her Jewish identity. During the preparation she should be developing her relationship with God and Judaism. She is also likely to focus on those mitzvah which refer to women particularly. Some candidates may also mention preparing for party which will happen on the day of her Bat Mitzvah.</p>	3
6(a)(ii)	<p>Describe what happens at a Bat Mitzvah.</p> <p>This is a religious ceremony, in a synagogue or Temple, where the girl will read a passage from the Torah and from the Haftarah. She will also recite some prayers in Hebrew. She may also have prepared a short speech in her own language. In this way she shows she is now a woman in the eyes of Judaism. After this there will be a party to celebrate her becoming Bat Mitzvah.</p>	4
6(b)	<p>Explain the importance of religious rituals to Jewish men and women.</p> <p>In Judaism, some might explain how religious rituals seem to play a larger role. This is because of the number of commandments and customs and the belief that many of these rituals come directly from God. As many of these rituals come from the Torah they carry the authority of Law with them which places them central to the lives of Jewish men and women.</p> <p>Some candidates may use examples from the daily or weekly rituals of Jewish life such as the prayers they are expected to say daily or the rituals surrounding the celebration of Shabbat. Some may use the latter to show how the rituals recognise the importance of the roles of both men and women.</p> <p>Candidates may explain that these rituals make God a reality in many of the actions and experiences of daily life in Judaism.</p>	7

Question	Answer	Marks
6(c)	<p>‘Religious rituals are more relevant to men than women in Judaism.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Candidates may discuss the importance of women in the religious rituals in the home. They may consider the different religious rituals which may take place in the home, and compare those that need a man or woman to perform. Some candidates may also note how it isn’t always gender but in fact age which can be important for rituals. For example, some rituals needing to be performed by the youngest family member.</p> <p>Some candidates may consider how the rituals of Bat Mitzvah and Bar Mitzvah are similar.</p> <p>Other may discuss the separation of men and women within orthodox synagogues, and how this impacts upon their ability to take part in rituals. Alternatively, some may consider how in progressive synagogues, women can be rabbis.</p> <p>Some students may conclude in favour of/against the statement. Some may argue that gender is no longer an issue today in terms of rituals.</p>	6



RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2017

MARK SCHEME

Maximum Mark: 80

Published

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This document consists of **18** printed pages.

Question	Answer		Marks
Assessment objectives / Levels of Response			
A Knowledge (35%)			
Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information
0	0	0	Answer absent/completely irrelevant
B Understanding and interpretation (35%)			
Level	Marks	Description	
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.	
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.	
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.	
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.	
0	0	Answer absent/completely irrelevant	

Question	Answer	Marks
C Evaluation (30%)		
Level	Marks	Description
4	6	Very good/excellent attempt demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant

Question	Answer	Marks
1(a)(i)	<p>Name <u>three</u> days in Lent which have significance for Christians.</p> <p>Responses might include three from the following:</p> <p>Ash Wednesday Mothering Sunday Palm Sunday Spy Wednesday Maundy Thursday Good Friday.</p> <p>1 mark for each response.</p>	3
1(a)(ii)	<p>Describe the different ways in which Christians might observe Lent.</p> <p>Responses might include some of the following:</p> <p>Christians remember Jesus' 40 days in the wilderness Make a sacrifice of giving up certain food and drink Saving money to contribute to charity Penitents marked with ash (Ash Wednesday) Fast for periods (e.g. Ash Wednesday/Good Friday) Money distributed to poor (Maundy Thursday) Washing of feet (Maundy Thursday) Attend special services Bible Study No decorations in churches Crosses covered with veils.</p> <p>1 mark for each response.</p>	4

Question	Answer	Marks
1(b)	<p>Explain why Holy Week is an important preparation time for Easter.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Holy Week, at the end of Lent is the final preparation for the Easter festival. It is a week of activity and worship that leads up to the most important celebration in the Christian year.</p> <p>Palm Sunday, which celebrates Jesus' entry into Jerusalem is depicted in the gospels as the 'Triumphal Entry'. Jesus' entry into Jerusalem (on a donkey) denoted his Messiah-ship and probably incensed his enemies. He was welcomed by people shouting and waving palm branches and this was the beginning of his last week on earth.</p> <p>Spy Wednesday is marked by some Christians in remembrance of Jesus' betrayal to the High Priests by the disciple Judas.</p> <p>Maundy (Holy) Thursday involves rituals which remember Jesus' washing the feet of the disciples before the Last Supper and as the evening of the Last Supper itself. In most denominations alms are distributed on Maundy Thursday. Churches are stripped of altar cloths and decorations and a special service held.</p> <p>Good Friday marks the day of the crucifixion and special services are held in churches. In some denominations the stages of the journey to the cross are re-enacted and pilgrims also visit Jerusalem to do this.</p> <p>Easter marks the resurrection of Christ and this is an important part of Christian belief, so Holy week marks a week of preparation from the joy of the entry into Jerusalem to the sadness of the cross – as the journey to redemption and salvation for all Christians. During the week, Christians try to take stock of their own life and improve their religious life.</p>	7

Question	Answer	Marks
1(c)	<p>‘Some Christians think that there should be fewer festivals.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to agree with the statement as some non-conformist churches and others have dispensed with the celebration of some festivals e.g. Saints’ Days (obscure) and, in some cases, Christmas (too commercial). Or, believers with busy lives only attend churches and celebrate the major festivals on Sundays. Many Christians are unaware of how many festivals there are in the liturgical year and would still consider themselves practising, worshipping members of the religion.</p> <p>However, although not all members of congregations celebrate all festivals they are still marked with special prayers and services throughout the year by both clergy and laypersons. Denominational schools observe some of them with holidays or special services. So some would say that they are all necessary as marking different aspects of the life and ministry of Christ and the history of the Church.</p> <p>Views and arguments might concentrate on a number of festivals or on one example of a necessary or less well known festival.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Give <u>three</u> of the Ten Commandments that must be followed to show love of God.</p> <p>Responses might contain three of the following:</p> <p>I am the Lord your God – You shall have no other Gods before me You shall not make for yourself any idol, you shall not bow down or worship them You shall not misuse the name of the Lord your God Remember the Sabbath Day to keep it Holy Honour your father and your mother.</p> <p>1 mark for each response.</p>	3
2(a)(ii)	<p>State <u>four</u> of the other Commandments that enable Christians to show love for their neighbour.</p> <p>Responses might contain some of the following:</p> <p>The following five commandments are about not harming others and are summed up in the phrase 'love your neighbour':</p> <p>You shall not murder You shall not commit adultery You shall not steal You shall not give false testimony against a neighbour.</p> <p>You shall not covet your neighbour's house, wife, manservant or maidservant, his ox or donkey or anything that belongs to your neighbour.</p> <p>Candidates might just describe four commandments or concentrate on one or two e.g. 'do not covet' has four aspects.</p> <p>1 mark for each response.</p>	4

Question	Answer	Marks
2(b)	<p>Explain how Christ’s teachings about love and concern for others might influence the life of a Christian.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Candidates might use examples of adults, parents, children and congregations obeying the commandments and showing love and concern for others in a variety of ways. Showing compassion, care, respect. Acting without prejudice or discrimination, being thoughtful and fair in a variety of situations.</p> <p>Some candidates might use examples of offering material help in terms of money, food, physical help. Giving to charity, forming aid organisations, volunteering. It is not expected that the answer should be merely a descriptive list of actions but responses are also likely to explain that the teachings influence Christians to make a sacrifice in some way, to put others before themselves, to be aware of the responsibility that Christians have to follow Jesus’ example and to show love for other human beings.</p> <p>Some responses might explain the extent to which some Christians follow the teachings in making them a way of life by following one of the caring professions, becoming doctors, missionaries or entering a religious order.</p>	7
2(c)	<p>‘Serving others is a Christian principle that is not fashionable today.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Responses are likely, initially, to take a view opposing the statement. Evaluation of Christian commitment to the commandments, especially the greatest commandment indicate that serving others will please God and this is a strong motivation in Christian behaviour.</p> <p>However, in favour of the statement, there might be some discussion of whether society today is basically self-centred rather than concerned with the plight of others. There might be some discussion as to what what is meant by ‘serving others’, whether it is self-sacrifice or just recognising that others need help.</p> <p>A conclusion might be that Christians would regard it as a duty to put the suffering of others as a priority to be addressed. Also that Christ’s teaching was love others as I have loved you and an example to be followed.</p>	6

Question	Answer	Marks
3(a)(i)	<p>Name <u>three</u> of the Five Pillars.</p> <p>Responses might include three from the following:</p> <p>Shahadah (Belief in one God) Salah (Prayer) Sawm (Fasting) Zakah (Charity) Hajj (Pilgrimage).</p> <p>1 mark for each response.</p>	3
3(a)(ii)	<p>Give <u>four other</u> important religious beliefs of Muslims.</p> <p>Responses might include four from the following:</p> <p>Any of the Pillars not mentioned in question 3(a)(i):</p> <p>Shahadah Salah Sawm Zakah Hajj.</p> <p>Some candidates may mention Books (as revealed to the prophets). Including the Qur'an and Predestination (Qadr).</p> <p>Some candidates may refer to articles of faith including:</p> <p>Belief in Allah as the one and only God Belief in angels Belief in the Prophets Belief in the Day of Judgement Belief in Predestination.</p> <p>All valid responses should be credited appropriately.</p> <p>1 mark for each response.</p>	4

Question	Answer	Marks
3(b)	<p>Explain why Muslims believe that without the Five Pillars Islam would not exist.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Muslims often think of the practice of their faith as a kind of building/a temple for God held up by five pillars. If any one of the pillars did not exist the whole building would collapse. The Pillars are the five basic duties which all Muslims must perform in complete obedience to God. They are:</p> <p>Shahadah – bearing witness to the unity of God, or, declaration of faith that there is truly one supreme being and Muhammad (pbuh) is his prophet</p> <p>Salah – regular prayer, five times each day Zakah – giving money to the poor</p> <p>Sawm – fasting during the whole month of Ramadan</p> <p>Hajj – making the pilgrimage to Makkah at least once in a lifetime, if possible.</p> <p>These Pillars are not the whole of Islam but without them, Islam as Muslims know it, would not really exist. Muslims believe that if any of the pillars is weak e.g. not properly carried out or omitted altogether then the building is weak and is likely to collapse.</p>	7

Question	Answer	Marks
3(c)	<p>‘Religion should be a private matter.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought of other points of view. You must refer to Islam in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>With reference to Islam, it might be argued, against the statement, that religion is both a public and a communal matter for believers. Evidence to support this might be provided from the information in (b) about the ritual and public nature of carrying out the Five Pillars. A strength of Islam as a religion is that all believers are carrying out the same duties at the same time and bearing witness to their belief in God and their religion. Examples might be given.</p> <p>Arguments in favour of the need for privacy in religion might concentrate on private worship (du’a) and personal matters with reasons and evidence provided. Or, that Muslims should not attempt to convert people of different faiths to Islam or criticise the religion of others or those who have no religious faith.</p> <p>Some responses might explore the necessity for privacy, or, even secrecy, that is sometimes imposed upon believers. For example, through fear, in times of persecution. Or, the need to keep a low profile in response to public outcries about terrorism.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Give <u>three</u> reasons why Muhammad (pbuh) decided to make the journey from Makkah to Yathrib.</p> <p>Responses might include three from the following:</p> <p>There had been revelations from God that Muslims should migrate because of persecution The leaders of Makkah plotted to kill the Prophet (pbuh) Muhammad (pbuh) received a revelation/warning from God and the order to leave Makkah To preserve Islam.</p> <p>1 mark for each response.</p>	3
4(a)(ii)	<p>Describe what happened on his arrival in Yathrib.</p> <p>Responses might include some of the following:</p> <p>When the Prophet arrived in Yathrib he was welcomed Everyone wanted to take him into their homes He said that he would leave the choice to his camel The animal knelt at a place where the dates were dried out/owned by two orphans Here he bought the land and built a mosque/settled there.</p> <p>1 mark for each response.</p>	4
4(b)	<p>Explain why, in the Qur'an, Muhammad (pbuh) is referred to as the 'Seal of the Prophets'.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>In the Qur'an, Muhammad (pbuh) is referred to by God as the 'Seal of the Prophets', meaning the last and final prophet that is to be sent to humankind. The Qur'an is also the last revelation – a perfect book that God has promised to preserve and protect for all time.</p> <p>Belief in prophets is an important article of faith for Muslims. Throughout history, God has sent prophets to warn and communicate his will to humans. There are twenty-five prophets mentioned in the Qur'an. The first prophet was Adam and God said the last prophet was to be Muhammad (pbuh). The other prophets brought messages for a particular people but the message revealed to Muhammad (pbuh) is a universal message for all humankind.</p> <p>The final revelation was made shortly before Muhammad (pbuh) died. God said 'Today I have sealed for you your religion ... and have chosen for you Islam as your religion'. Muhammad (pbuh) himself is reported to have said that God had revealed that there would be no more prophets.</p>	7

Question	Answer	Marks
4(c)	<p>‘For Muslims, all the prophets have equal importance.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to agree with this statement. Belief in prophets is an article of faith and belief in all the prophets is equally important. Not all the prophets are mentioned in the Qur’an but all have equal standing as God’s messengers to humans and the purveyors of God’s will. Prophets had different roles and were sent to particular people and some were sent with books (scriptures) but all are of equal importance because they conveyed the word of God.</p> <p>However, responses are also likely to point out that the role of Muhammad (pbuh) as the Last Prophet to all humankind has a specific importance because the message he brought (the Qur’an) is universal, for all time. Only the Qur’an, revealed through Muhammad (pbuh) is the unchanged word of God. Muhammad (pbuh) is mentioned in the Shahadah, which calls for belief in Allah and Muhammad (pbuh) as his prophet.</p> <p>Some candidates might explore the view that Islam, the religion, as it is today began with the revelations to Muhammad (pbuh).</p>	6

Question	Answer	Marks
5(a)(i)	<p>Describe how Jewish children might be taught to give charity.</p> <p>Responses might include:</p> <p>Pushke boxes are charity collection boxes kept in every home and Jewish children are encouraged to regularly to put their own money into them.</p> <p>Other instances of appropriate teaching(s) can be credited.</p>	3
5(a)(ii)	<p>Describe the Jewish belief in Gemilut hasadim (kind actions).</p> <p>Responses might include:</p> <p>This is another type of Jewish charity. It covers all kinds of charitable work. Orphanages, soup kitchens, organisations to help the hungry and homeless in the community. It also covers individual acts of kindness, caring and compassion.</p>	4
5(b)	<p>Explain the significance in Judaism of the teaching of tzedaka (righteous giving).</p> <p>Mark according to level descriptors for Assessment objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The teaching about poverty and wealth is found in the Tenakh. Jews are expected to give a tenth of their wealth as tzedaka (righteousness). This money is believed to be owed to the poor and so not to give it is to rob them. Even the poorest people should try to give something as tzedaka.</p> <p>It is believed that the worst way to give tzedaka is to hand someone money; the best way is to lend it to them, indefinitely, without interest. In this way the poor are not embarrassed by having to accept a gift of charity. Jews hope that this money will help a poor person to become self-supporting.</p> <p>As well as tzedaka, Jews should try to ensure that any excess wealth is given to the poor. (Some candidates might explain the example of leaving 'gleanings' contained in Leviticus.) Judaism is totally against materialism. They also believe that the love of money can make people forget God.</p> <p>The Talmud teaches that everyone should take responsibility for the poor but people should never seek to make themselves poor – this is wrong because it makes other people responsible for them.</p>	7

Question	Answer	Marks
5(c)	<p>‘Charitable giving should be a matter of choice, not a religious duty.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Responses might consider a number of arguments. Drawing on the information given in answer to (b) it might be considered that charitable giving is obeying the teachings in the Tenakh. There are many teachings about poverty and wealth in the Torah, and by the rabbis who demonstrate that ensuring that people are not poor or hungry is in obedience to God’s commands. Jews consider that they are chosen to obey God’s laws and so their religious duty, which includes tzedaka, is not a choice.</p> <p>Even if charitable giving were a matter of personal choice, Jews would still believe that it was the right thing to do. Reasons might be given for this view.</p> <p>Another view might be that to require the poor to give one tenth of their income as tzedaka is not reasonable and so charitable giving in terms of frequency and amount should be left as a matter of choice, according to a person’s means. A counter-argument to this might be that the Talmud teaches that people should not intentionally make themselves poor and so that this circumstance is already covered.</p>	6

Question	Answer	Marks
6(a)(i)	<p>Describe how the preparations in the Jewish home make sure that Pesach is the feast of unleavened bread.</p> <p>Responses might include some of the following:</p> <p>Every room in the house is cleaned to make sure that there is no chametz (grain/yeast products) present. Any food containing chametz is destroyed (usually burned) or renounced (sold to a non-Jew). Cleaning the house is usually done by the father and children and treated as a fun activity.</p> <p>1 mark for a basic statement and 2 further marks available for development or other points.</p>	3
6(a)(ii)	<p>What is the Haggadah and how is it used during Pesach?</p> <p>Responses might include four of the following:</p> <p>A book which contains the service for the Seder (Passover) meal It contains readings and instructions Each person at the meal has a copy of the book They read or sing the service from it Children ask four questions The questions and answers are in the Haggadah.</p> <p>1 mark for each response.</p>	4

Question	Answer	Marks
6(b)	<p>Explain the significance of the special items that will be laid out on the Seder table when Pesach is celebrated.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>On the table there is usually a Seder Plate which contains symbolic foods. All the items on the table represent events connected with the escape of the Hebrews from slavery in Egypt.</p> <p>Matzot – unleavened bread because the Israelites did not have time to let bread rise before they prepared for their escape.</p> <p>A roasted egg – to represent the Temple sacrifice that is no longer offered.</p> <p>A lamb shank bone signifying the Passover lamb which was the usual Temple sacrifice/ the blood of the lamb was used on the doors of dwellings to protect the Israelites.</p> <p>A dish of saltwater – as a symbol of the tears of the slaves. Karpas – parsley is dipped into this and eaten.</p> <p>Maror – bitter lettuce or horseradish as a reminder of the bitterness of the lives of the slaves in Egypt.</p> <p>Haroset – a paste from almonds, apples and raisins/wine as a symbol of the clay that the Israelites used when making bricks/building for the Egyptians.</p> <p>Wine – a full cup of wine, known as Elijah’s cup to signify that Elijah will return before the Messiah comes.</p>	7

Question	Answer	Marks
6(c)	<p>‘All Jewish festivals are of equal importance.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Any festivals may be used as material for the answer. Pesach is likely to feature strongly in the argument. Candidates may refer back to the information in (b) to justify its importance as the time when God redeemed the Israelites as his people and gave them the promised land.</p> <p>Other festivals studied might be justified as also important such as Rosh Hashanah or Yom Kippur. However, it is the skill of selection and evaluation that is required and not just explanations of the meaning of the various festivals.</p> <p>One conclusion might be that it depends upon the context and what sort of importance is meant. Some festivals are important harvest traditions and remind the Jews of the history of their connection with God. Others, such as Sabbath, are a more frequent reminder of the mitzvah in daily life: whereas Rosh Hashanah and Yom Kippur are times of repentance and renewal. In the end it may be argued that all have significance.</p>	6



RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2017

MARK SCHEME

Maximum Mark: 80

Published

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Assessment Objectives/Levels of Response

A – Knowledge (35%)

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skill in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant

B – Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant

C – Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant

Question	Answer	Marks
1(a)(i)	<p>Name <u>four</u> symbols used during a baptism ceremony.</p> <ul style="list-style-type: none"> • Water • Holy Oil • White garment • Sign of the cross • Candle for the baptised • Paschal Candle. <p>1 mark for each response</p>	4
1(a)(ii)	<p>Describe <u>three</u> promises made by the parents or godparents at an infant baptism.</p> <ul style="list-style-type: none"> • To bring the child up Christian • To bring them to the other sacraments • To reject Satan and all his promises • To support the child/adult in their Christian life • To make sure they have a Christian education. 	3
1(b)	<p>Explain why Christians think baptism is an important rite.</p> <p>Candidates may answer this question using infant baptism, believers' baptism or both. Baptism is the first of the sacraments of initiation and as such is the normal gateway to the Christian community. Infant baptism, along with the Eucharist and Confirmation brings children and adults into full communion in some Christian churches. As well as being a celebration of a child coming into the world and joining the Christian family it can also be seen for adults as a celebratory rite of their own joining of their particular church.</p> <p>It is also believed by Christians that they are all born with the 'original sin' committed by Adam and Eve and therefore in need of redemption. Baptism is the rite which washes away that original sin and allows Christians to begin their religious life with a clean soul.</p>	7
1(c)	<p>'Believers who are baptised as infants are stronger Christians.'</p> <p>Candidates might argue that having been a Christian since they were an infant the practices are ingrained and may need little effort and don't conflict with modern life. They would be able to argue whether being a cradle Christian makes it easier or not to follow teachings about being responsible for their fellow Christians and in fact all who suffer.</p> <p>Some may suggest that making an adult decision to become a Christian is a much more positive thing and therefore making those who make such decisions stronger Christians.</p> <p>Candidates might discuss what it could mean to be a stronger Christian. They could, for example, talk about what it means to be a practising Christian and how attending rites together could be seen as an act of witness and a support for all those around them.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Explain what is meant by tithing.</p> <p>At one level this is simply the practice of taking tax. Often though it is associated with giving 10% of something to a religious organisation. This could be a tenth of a family income or in the past it was often a tenth of a farmer's harvest or livestock. Some may be aware that in some parts of the world 'tithing barns' can still be found, which in the past were used for storing the tithes of a parish.</p>	3
2(a)(ii)	<p>How might Christians fulfil their duty to care for others?</p> <p>Some may fulfil this duty by seeing their working life as a vocation and becoming ministers, teachers, doctors, nurses or members of other caring professions. Others may see this in a more personal way and find themselves caring for their family some of whom may have particular needs.</p> <p>Others may take the lead from the work done in their local parish and become involved in fundraising for local or worldwide needs.</p> <p>Some candidates may suggest examples from work done by Christians they know.</p>	4
2(b)	<p>Explain why Christians think caring for others is important.</p> <p>Candidates might begin by looking at the life and teaching of Jesus, suggesting that disciples now and then are called to follow his example. It is clear from teaching, such as the parable of the sheep and the goats, the importance Jesus puts on actual acts, giving food and drink or visiting prisoners. He is directly saying that these are ways of getting into heaven and to ignore suffering is to be among the goats.</p> <p>Others may make use of the Sermon on the Mount and again the importance Jesus puts on caring, summarising these teaching by saying that we should 'do unto others as we would wish to be done unto us'. Some may come up with examples showing how they might interpret this teaching.</p> <p>There are many other biblical teachings which candidates may choose to use. They could make use of the teachings of their particular church, such as the many social teachings found in the encyclicals of various Popes.</p>	7

Question	Answer	Marks
2(c)	<p>'A man's responsibility is to look after his family, not to worry about the suffering of others.'</p> <p>Some candidates may begin by attacking the question and saying that these things are not mutually exclusive, looking after a family does not stop people being concerned for others.</p> <p>Others may begin by getting into the debate of where a man's responsibility should be focused. Living in an area of great suffering it might be at least just as important to try and improve the lives of those around him if only to keep his own family safe. Some may argue that societies which see family as important can carry these teachings into the society they live in and by doing so improve that society.</p> <p>Some may argue that a man who does not see the importance of looking after his own family is unlikely to be capable of productively caring for the suffering of others.</p> <p>Some candidates may discuss/compare the roles and responsibilities of men and women.</p>	6

Question	Answer	Marks
3(a)(i)	<p>State what is meant by: Adhan Iqamah Aqeeqah</p> <ul style="list-style-type: none"> • Call to prayer – God is great, there is no God but Allah. Muhammad(pbuh) is the messenger of Allah. Come to prayer • Second and final call to prayer • A sheep is sacrificed and the meat distributed to neighbours and the poor when a child is born. 	3
3(a)(ii)	<p>When a Muslim child is born what rites take place after the seventh day?</p> <p>After the seventh day the head of the baby is shaved, demonstrating that the child is a servant of Allah. Sometimes the hair is weighed and the equivalent in silver is given to charity. Boys are often circumcised at this time though it can be done any time before puberty.</p>	4

Question	Answer	Marks
3(b)	<p>Explain why sacrifice is important to Muslims.</p> <p>Candidates may begin by exploring the festival of Sacrifice – Id al-Adha, which is the second most important festival in the Muslim calendar. They might explain that this is the festival that remembers Abraham’s willingness to sacrifice his son when God ordered him to. During the festival Muslims honour and remember Abraham’s traits by slaughtering an animal such as a sheep or goat.</p> <p>It symbolises the trial of faith and loyalty towards God. Muslims believe that it enlightens their path towards righteousness and rectitude. It creates unity which in turn strengthens their ties of friendship and helps those in need (one third of the meat is given to the poor).</p> <p>It is training in surrendering their will to God for the sake serving humanity. As it aimed at keeping them on the right path, sacrifice is as important today as it was in the time of Muhammad.</p>	7
3(c)	<p>‘Family is more important than Ummah.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Ummah is commonly used to mean the collective community of Islamic peoples. In everyday language it is used as people or community. Particularly a community sharing an Islamic culture. Ummah is responsible for upholding religion and should therefore benefit the community whether it is Muslim or non-Muslim.</p> <p>Before the emergence of the Ummah, Arab communities were typically governed by kinship which may be a way in for some candidates to question whether or not supporting and caring for one’s family might be more important than being organised as a community or Ummah.</p> <p>Some candidates may argue that these concepts are interdependent and families are an essential part of the Ummah. They may be seen as the building blocks of the Ummah and the Ummah is a support for the family.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Describe the purpose of the following features of a mosque: Minaret</p> <p>A minaret is a tower where Muslims are called to prayer. In addition to providing a visual cue to a Muslim community, the main function is to provide a vantage point from which the call to prayer/adhan is made. The minaret may be attached to the Mosque or it could be freestanding next to a mosque.</p>	4

Question	Answer	Marks
4(a)(ii)	<p>Describe the purpose of the following features of a mosque: Qiblah</p> <p>This is the direction a Muslim should pray during salat. Most mosques contain a wall niche, known as mihrab that indicates the qiblah. It is fixed in the direction of the Ka'ba in Makkah. All Muslims praying towards the same point is traditionally considered to symbolise the unity of the Ummah.</p>	3
4(b)	<p>Explain how and why Wudu is performed.</p> <p>In order to perform salat (prayer) a Muslim prepares mentally and physically through the niyyah (intention) and washing. This preparation includes making sure they are clean from any physical impurities and performing wudu.</p> <p>Candidates might give a very detailed explanation of the different parts of wudu, others may list the following:</p> <ul style="list-style-type: none"> • make the niyyah and recite Bismillah • washing of both hands • rinse the mouth three times • wash the nose • wash the whole face three times • wash right and left arm three times each • wash from the forehead over to the back of the head • wash the ears • wash both feet three times. 	7
4(c)	<p>'You can pray without making any extra effort to be clean.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Candidates may begin by questioning what is more important: praising God through prayer or making sure you are clean first. All things being equal, wudu is an excellent preparation of both body and mind for prayer helping the believer to bring their whole self to salat. On the other hand, they will be aware that there already exist exceptions to this ritual e.g. using sand, tayammum.</p> <p>Some candidates may take issue with the term extra effort and argue that the process of preparing mentally and physically could itself be considered as part of the prayer.</p>	6

Question	Answer	Marks
5(a)(i)	<p>What is the Shema?</p> <p>Shema is the Hebrew word for 'Hear'. 'Hear O Israel ...' It is held to be the most important prayer in Judaism. Some candidates may write out 'Hear O Israel, the Lord your God is one and you shall love the Lord your God with all your heart and your soul and your might.'</p> <p>Some may know that it comes from Deuteronomy 6:4–9.</p>	3

Question	Answer	Marks
5(a)(ii)	<p>Describe how the Shema is part of the daily life of a Jew.</p> <p>The Shema is the central prayer in the Jewish prayer book and is likely to be the first section of scripture that a Jewish child learns. During its recitation in the synagogue, Orthodox Jews pronounce each word very carefully and cover their eyes with their right hand.</p> <p>Candidate may also say that this prayer is recited at least twice a day by Jews; once in the morning and one in the evening. Its importance is also shown by the way some of its words are written on a small scroll and placed in a mezuzah.</p>	4
5(b)	<p>Explain the importance of the Mishnah to Jews.</p> <p>Candidates may begin by describing the Mishnah as the Oral Law. Some may say that it is the foundational law upon which the two Talmuds, Babylonian and Jerusalem, are built. Some may point to the belief that without the oral tradition many of the written laws would be incomprehensible.</p> <p>It has been argued that even with its 613 commandments the Torah was an insufficient guide for Jewish life. It has also been argued that an Oral law was needed to mitigate certain categorical laws that would have caused great problems if they had been applied literally.</p>	7
5(c)	<p>‘Sacred writings are not relevant in the modern world.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Candidates may split between those who believe that the commandments are divinely inspired and therefore are written in stone and unchangeable and those who believe they are the product of human interpretation and therefore should be judged against the signs of the times.</p> <p>Some may, for example, suggest that the modern world has presented ethical questions which were never considered when the commandments were written. So it may be good to remove some now irrelevant commandments to make room for new more relevant rules which address modern moral decision making.</p> <p>Others may argue that a close reading of the commandments could lead those seeking advice to answers which may be ancient but with interpretation could be applied to the questions they have today.</p>	6

Question	Answer	Marks
6(a)(i)	<p>How might a Jewish girl prepare for Bat Mitzvah?</p> <p>At the age of 12 a girl studies the mitzvah in preparation for being a daughter of the law. She is seen as becoming a daughter of the mitzvahs. She should also be reflecting on her Jewish identity. During the preparation she should be developing her relationship with God and Judaism. She is also likely to focus on those mitzvah which refer to women particularly. Some candidates may also mention preparing for party which will happen on the day of her Bat Mitzvah.</p>	3
6(a)(ii)	<p>Describe what happens at a Bat Mitzvah.</p> <p>This is a religious ceremony, in a synagogue or Temple, where the girl will read a passage from the Torah and from the Haftarah. She will also recite some prayers in Hebrew. She may also have prepared a short speech in her own language. In this way she shows she is now a woman in the eyes of Judaism. After this there will be a party to celebrate her becoming Bat Mitzvah.</p>	4
6(b)	<p>Explain the importance of religious rituals to Jewish men and women.</p> <p>In Judaism, some might explain how religious rituals seem to play a larger role. This is because of the number of commandments and customs and the belief that many of these rituals come directly from God. As many of these rituals come from the Torah they carry the authority of Law with them which places them central to the lives of Jewish men and women.</p> <p>Some candidates may use examples from the daily or weekly rituals of Jewish life such as the prayers they are expected to say daily or the rituals surrounding the celebration of Shabbat. Some may use the latter to show how the rituals recognise the importance of the roles of both men and women.</p> <p>Candidates may explain that these rituals make God a reality in many of the actions and experiences of daily life in Judaism.</p>	7

Question	Answer	Marks
6(c)	<p>‘Religious rituals are more relevant to men than women in Judaism.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Candidates may discuss the importance of women in the religious rituals in the home. They may consider the different religious rituals which may take place in the home, and compare those that need a man or woman to perform. Some candidates may also note how it isn’t always gender but in fact age which can be important for rituals. For example, some rituals needing to be performed by the youngest family member.</p> <p>Some candidates may consider how the rituals of Bat Mitzvah and Bar Mitzvah are similar.</p> <p>Other may discuss the separation of men and women within orthodox synagogues, and how this impacts upon their ability to take part in rituals. Alternatively, some may consider how in progressive synagogues, women can be rabbis.</p> <p>Some students may conclude in favour of/against the statement. Some may argue that gender is no longer an issue today in terms of rituals.</p>	6



RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2017

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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Assessment objectives / Levels of Response**A Knowledge (35%)**

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skill in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Question	Answer	Marks
1(a)	<p>What happens in a traditional Christian marriage ceremony?</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Candidates might describe a traditional marriage ceremony or a rite they have knowledge of or have attended which includes some of the traditional elements common to most denominations of Christianity.</p> <p>Answers are likely to include that the only items necessary for a marriage ceremony are: a bride and bridegroom (same sex marriages are not acceptable in most denominations/churches) who make certain legal statements, witnesses and someone who is authorised to conduct the wedding. The witnesses might be best man, bridesmaid, parents, elders etc. and the person officiating could be a priest, minister, lay person etc. Vows are made between the bride and groom and there are questions/responses from the person officiating e.g. 'Do you ... take ...' Candidates may give some details of the vows exchanged. Rings are usually exchanged. The person officiating usually addresses the people present and declares the couple to be man and wife, adding the statement e.g. 'That which God has joined together, let man not divide'. A wish that the marriage may be fruitful and bear children might also be expressed.</p> <p>Blessings, prayers, bible reading, music and hymns are also usual features of the ceremony.</p>	7

Question	Answer	Marks
1(b)	<p>Explain the ways in which traditional teaching on the roles of men and women might affect a Christian marriage.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.</p> <p>Responses might explain some of the following:</p> <p>Candidates might explain that the traditional roles of men and women have been, until recent times, focused on the procreation of children and the rearing and providing for a family. The woman's role is to bear children and provide a comfortable, loving home for her husband and family. The man's role is to work outside the home to provide for the family. These traditional roles create circumstances in which the man has authority in all matters and the woman should be subservient and obedient to this. Traditional teaching clearly defines the roles of men and women as equal but with different responsibilities and both parties are expected to respect each other's roles. For example, in Ephesians, St. Paul compared marriage with the authoritarian structure of the church. 'Wives submit to your husbands as to the Lord for the husband is head of the wife as Christ is the head of the church ... Husband love your wives just as Christ loved the church ...' As these traditional roles are supported by teaching in the New Testament, Christians believe that their marriage will have a strong foundation and be the correct moral and religious environment, in which to raise children.</p> <p>Some candidates might explain that the role of women and the social/economic makeup of society has changed dramatically in modern times, so the traditional teachings of the New Testament might at times create conflict or not be workable in many marriages today. In many denominations, in response to the pressures of modern life, Christian teachings emphasize mutual love and responsibility in all aspects of marriage, so traditions are changing.</p> <p>Note. The assessment objective is B and so only explanation and interpretation are required, candidates are not required to be critical of traditional teaching.</p>	7

Question	Answer	Marks
1(c)	<p>‘Marriages are stronger if husband and wife share the same religion.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might include:</p> <p>Candidates might offer views in support of the statement and give reasons to show that sharing the same religion means that a husband and wife share mutual beliefs about religion, commitment (to each other and to God) and raising a family. There is more likely to be harmony and agreement on religion and other issues. However, even within Christianity there are different denominations with different beliefs and attitudes and some responses might comment on differences or conflict that might arise within the same religion.</p> <p>Many candidates are likely to assess the disadvantages and/or advantages of marriages where people have different religious beliefs and evaluate the strengths/weaknesses of such a union in comparison with the marriage of a husband and wife who share the same religion.</p> <p>It is likely that candidates will consider issues such as: religious belief and practice, contraception/birth control, raising children, roles within the marriage etc.</p> <p>All valid arguments should be credited appropriately.</p>	6

Question	Answer	Marks
2(a)	<p>Give an account of a Christian Confirmation service.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Confirmation is a ceremony where there is anointing with oil and the laying on of hands. Candidates might identify the place where the service is carried out e.g. in a church, cathedral, in front of the altar, in the open air. The people present e.g. the confirmation candidates, Bishop, minister, sponsors, congregation and what is said and done during the ceremony e.g. vows/blessings/prayers/hymns.</p> <p>The gift of the Holy Spirit is believed to be given during the Confirmation service, just like the Holy Spirit was given at Pentecost to the first Christians.</p> <p>It is likely that there will be denominational and traditional variations in the nature and order of the events described – credit should always be given where appropriate.</p>	7

Question	Answer	Marks
2(b)	<p>Explain why First Communion is an important step of commitment in faith.</p> <p>Mark according to level descriptors for assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>First Communion may occur before Confirmation in some denominations or it may occur directly after the candidate has been confirmed. It is the first time that the candidate for confirmation partakes of the communion host or the bread and wine (Eucharist).</p> <p>The Eucharistic rite, the giving and taking of bread and wine to represent the body and blood of Christ and his sacrifice on the cross is an important ritual for Christians (to commemorate the death and sacrifice of Jesus). The ceremony remembers the events that took place at the Last Supper, when Jesus shared bread and wine with the disciples and made a new covenant to replace the covenant God had previously made with the Jews.</p> <p>For Christians, the celebration of the Eucharist and the receiving of Holy Communion is at the centre of worship and taking first communion is the first act of a fully committed Christian who has reaffirmed the vows made at baptism and is now a full member of the church.</p>	7

Question	Answer	Marks
2(c)	<p>‘Becoming a Christian is not an easy step to take.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>A variety of approaches could be used to answer this question. All equally valid. Some responses might concentrate on the act of confirmation only, as in essence it might be seen as a person ‘joining’ the religion on their own behalf. It is a major step in the religious life of a (young) Christian and some might explore the difficulty or ease with which a (young) person prepares and makes the promises necessary to become a fully committed Christian.</p> <p>Candidates might evaluate the reasons why a believer or non-believer might undertake the commitment needed when joining a religion such as Christianity. Candidates might consider a number of different reasons for ‘joining’ a religion and compare the ease or difficulty with which this might be accomplished.</p> <p>Changing from one religion, to join another might be seen as a very big step to take and the reasons for this might be varied and, in some cases, cause conflict with e.g. family members or other members of the same faith.</p> <p>However, with regard to Christianity, it is an evangelising religion and encourages people to join and so becoming a Christian should be an uplifting and fulfilling experience. Christians welcome and rejoice when a new believer joins the faith.</p>	6

Question	Answer	Marks
3(a)	<p>Describe <u>one</u> place of Christian pilgrimage.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some details of one of the following:</p> <p>Bethlehem – the village in Galilee believed to have been the birthplace of Jesus. The exact place where Jesus was born is believed to be under the Church of the Nativity. This is one of the oldest churches in existence. Bethlehem has many churches, convents, schools and hospitals funded by Christians from all over the world.</p> <p>Nazareth – the town in Galilee, the traditional boyhood home of Jesus. The Grotto of Annunciation where Gabriel is said to have appeared to the Virgin Mary is in the Roman Catholic Church of the Annunciation. There is a church on what is believed to be the site of Joseph’s carpentry shop, and one where Christ is believed to have dined with the apostles after the resurrection.</p> <p>Jerusalem – the city in Israel where Jesus preached and was crucified. There are sites where Jesus’ body might have been buried: the Mount of Olives, the Upper Room and many churches – control of the Church of the Holy Sepulchre, one of the places Jesus is thought to have been buried, is under the joint supervision of six Christian denominations. The remains of the Temple can be seen at the Wailing Wall.</p> <p>Lourdes – a town in south-western France. An enormous underground church is built on the site of a grotto where a young girl called Bernadette had a number of visions in 1858. The underground spring in the grotto is said to have healing powers and Lourdes is a major pilgrim centre.</p> <p>Rome – Pilgrims visit the Vatican where the Pope lives and St. Peter’s Basilica. There are seven basilicas, which pilgrims usually visit. There are also other important churches and pilgrim sites. Some of the churches have important relics in them e.g. the True Cross and the Holy Stairs. All are connected with significant events in Christian history.</p> <p>Some answers might describe a local or national place of pilgrimage e.g. a place of the death of Christian martyrs etc. and these should be credited appropriately.</p>	7

Question	Answer	Marks
3(b)	<p>Explain the ways in which a Christian might benefit from visiting a place of pilgrimage.</p> <p>Mark according to level descriptors for assessment Objective B Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Some candidates are likely to answer in terms of the common elements to be gained from all places of pilgrimage, e.g. prayer and worship, spiritual enlightenment and reinforcement of belief. To learn and experience the sacredness of the site and its connection to the history of Christianity, to experience miracles and cures.</p> <p>Others might focus on the site chosen in (a).</p> <p>Bethlehem/Nazareth – as pilgrims or tourists to witness and experience the places where it is believed Jesus was born and grew up with his family. They pray and pay respects, to reinforce their belief that Jesus was God incarnate. He took human life, as a baby and experienced life as a child from a humble family background.</p> <p>Jerusalem – for Christians, Jerusalem is the Holy City and its importance goes back to Old Testament times. Visitors/pilgrims follow the Via Dolorosa performing the ‘stations of the cross’ on their knees. In following the route Jesus is reported to have taken to his crucifixion, believers attempt to share his suffering and reaffirm their faith in Jesus as Saviour and Messiah. In Jerusalem, as in other places there is a physical as well as spiritual connection to the Bible stories.</p> <p>Lourdes – more than five million pilgrims visit Lourdes every year in the hope of a physical or spiritual cure for themselves or someone close to them. Many claim to be cured but the Roman Catholic Church investigates each claim carefully and only some of the cures are accepted as being genuinely miraculous. The Masses and special services which are held regularly for visitors/pilgrims and their families unite the pilgrims in faith and belief.</p> <p>Rome – is seen by some to be the centre of the Christian Church. The Pope is the leader/God’s representative on earth and the Vatican City is seen as a Holy City. Legend says that St. Peter was crucified in Rome. There is also a legend that St. Paul was executed outside the walls of Rome. Pilgrims experience the surroundings and environment of the founding fathers of Christianity. They are paying their respects and acknowledging and reinforcing for themselves that the authority of the church comes from the Pope and Rome.</p>	7

Question	Answer	Marks
3(c)	<p>‘Christian pilgrim sites should only be open for Christians.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might discuss arguments in favour of the statement that address the issue of non-believers not appreciating or respecting the holiness/sacred nature of the site. Tourists might treat it as a place of recreation, litter it, spoil the atmosphere.</p> <p>Some responses might comment on the issue of conservation and protection of the site from too many visitors who might be harming it in a number of ways.</p> <p>Arguments against the statement might consider the universal nature of Christianity and its broad appeal to people of all religions and none. Pilgrim sites may also be of archaeological and historical interest, as well as religious. A balanced view might be that whilst care should be taken to conserve the nature of pilgrim sites, they should be shared. In fact, some sites are places of pilgrimage for more than one religion.</p>	6

Question	Answer	Marks
4(a)	<p>Describe how the Ummah unites Muslims worldwide.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>The Ummah is the local and worldwide religious and social community of Muslims. Muslims believe that all people are one family. All people belong to God and are equal, whatever their race, colour, language or nationality. There should be no barriers of race, status or wealth between people but a feeling of love and kinship – helping each other out when in trouble, consoling people in grief, and feeling joy for others when good things happen.</p> <p>This belief in love and respect for others is often described as ‘brotherhood’ and ‘family’ and sometimes as ‘the nation of Islam’ and it unites Muslims all over the world. An action or teaching that shows this unity might be described.</p>	7

Question	Answer	Marks
4(b)	<p>Explain why Shariah law is important to some Muslims.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Shariah is the code of behaviour for a Muslim. The law that determines the rightness (halal) or wrongness (haram) of any particular action. It is the criteria for judging all behaviour and conduct and relationships with other people, within society and with oneself. It is important because to follow Shariah means one is living a faithful and morally responsible life, following the straight path.</p> <p>The two main sources for Shariah are the Qur'an and the Sunnah which shows the authority of Shariah as a code of conduct for all Muslims. It is based on the principle that God sees all and everyone will be accountable to God on a final judgement day. In most Muslim countries the justice system is based upon Shariah.</p> <p>Some candidates might use an example to show the importance of the use of Shariah in daily life or as a means of justice in society.</p>	7
4(c)	<p>'Obeying God's laws is the most important part of religion.'</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider the view that the Muslim religious laws are very prescriptive and do not allow for adaptation or re-interpretation according to circumstances and so they do hinder independent thought and views. The laws about what to eat and when to pray can be very restrictive. The command to fast may be difficult to follow.</p> <p>However, another view might be that for Muslims obeying God's law is the most important part of their religion. Also, it does not stop them from thinking for themselves as they are constantly making decisions in their daily life as to how best to follow the laws e.g. in business ethics and in their dealings with others.</p> <p>Some candidates might conclude that following religious laws is a way of life but humans also have free will and they must use that in making decisions everyday as to the best way to follow the laws.</p> <p>There are also ways to use the Qur'an and Sunnah to make modern day decisions (on Shariah).</p>	6

Question	Answer	Marks
5(a)	<p>Give an account of Muslim funeral rites.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>The dead are always buried (not cremated). The dead body is placed on a stretcher, with the head facing the qiblah, ready for ghusl (washing), carried out by relatives of the same sex as the deceased.</p> <p>The limbs are straightened and the body is washed three times and perfumed with scents, such as camphor. The body is then wrapped in a shroud, a single piece of unsewn cloth. Sometimes the cloths worn as ihram on Hajj are used; three for a man and five for a woman. Sometimes they have been dipped in zam zam water.</p> <p>The funeral takes place as soon as possible after death, preferably within 24 hours. All bodies should be buried in contact with the earth but the laws in some countries require that a coffin is used. Salat is performed in the house of the dead Muslim, or, at the mosque.</p> <p>The body is carried to the cemetery by a procession of Muslim males, as a sign of respect, rather than transported by a vehicle to the cemetery.</p> <p>At the graveside, the men say prayers without prostration; Salat-ul-Janaza. Al Fatihah (Sura 1) is also said as a statement of belief in God and his mercy.</p> <p>Muslims are buried with the head turned to face Makkah. As the body is lowered into the ground it is committed to the earth with the words ' In the name of Allah, according to the will of Allah.' and '... from the earth We did create you and into shall We return you, and from it shall We bring you out once again'. These words show the belief in Judgement Day and life after death. Prayers for forgiveness for all the living and the dead are said and for mourners to be kept faithful.</p> <p>Excessive mourning is not encouraged. Seven days after the burial, relatives often visit the grave, as a mark of respect.</p>	7

Question	Answer	Marks
5(b)	<p>Explain why Muslims regard their earthly life as a test from God.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Muslims believe that this life on earth is a test, a preparation for life after death. So, they must follow the straight path, every thought and action, however small, will be judged by God. On the Last Day, there will be no chance to repent. So, Muslim belief that God is testing them, influences their day to day lives.</p> <p>People are free to follow or reject the teachings of Islam but they must face the consequences of their decision at the Last Judgement so complete obedience to God's commands is an important element in a Muslim's life. Also important are the ways they should act and behave towards one another and loyalty to their faith. Jihad (striving to be perfect in faith) will lead to Paradise.</p> <p>It is important to Muslims that they resist evil and follow the Islamic way of life to fulfil the will of God and gain God's favour.</p> <p>Muslims believe that to pass this test they must strive to follow the straight path and obey God's commands in order to gain the reward of Paradise. A Muslim should carry out all Five Pillars and follow the teachings of the Qur'an and Sunnah. Practising of good deeds is also important because all deeds good and bad are recorded.</p>	7
5(c)	<p>'Muslims should be allowed to mourn the dead for as long as they need.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the levels of response descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to begin the discussion by reasoning and making an argument that all people should be allowed to mourn, it is their right and it is natural to grieve and that it would be unthinkable to try to stop them.</p> <p>However, in Islam (and in other religions such as Judaism) an excessive show of grief or emotion in public is not encouraged. For this reason, in some Muslim cultures women do not attend burials. In some communities it is thought mourning should not last more than a few days.</p> <p>Muslims believe that although death is a sad event it is normal and should be accepted with faith and trust in God. According to the Qur'an those who live by their beliefs should have no fear of death, nor, should they grieve excessively.</p> <p>However, this is not to say that there is not compassion and understanding of grief and exceptions are made for widows who mourn for four months and ten days.</p>	6

Question	Answer	Marks
6(a)	<p>Give an account of how Muslims give Zakah and how it is used.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Zakah is a duty performed on a regular basis. It is one of the Five Pillars of Islam. The word ‘Zakah’ means to purify or cleanse. It is a contribution paid once a year on savings, at the rate of 2.5% or one-fortieth and it applies to cash, bank savings and jewellery. A different rate is applied to livestock and agricultural produce such as crops. It is a proportion of the wealth of a Muslim so the rich pay more than the less well-off and there is a cut-off point so the very poor do not pay Zakah.</p> <p>The aim of paying Zakah is to keep wealth free from greed and selfishness. It is given as a duty and in obedience to God’s command, it is not charity. It is paid in secret so that the wealthy do not receive false praise and the poor are not ashamed to receive it.</p> <p>Zakah money may only be used for certain purposes: to help the poor, to release someone from debt, to help needy travellers, to free captives (prisoners of war), to help converts, to pay Zakah collectors.</p>	7
6(b)	<p>Explain the ways Zakah benefits individual Muslims and the community as a whole.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>For the individual Muslim Zakah is a duty (one of the Five Pillars) and it is also a form of worship. Muslims believe that everything they have is given to them on trust from God. Zakah is seen to be something which should be given willingly, with sincere intention and is another way to show submission to God. It is seen as a way of purifying their possessions and wealth and cleansing themselves from greed, selfishness and love of money (being materialistic).</p> <p>For those who receive Zakah it is not charity but the right of the poor to receive assistance. It purifies them also from jealous and resentfulness. In accepting Zakah they too are worshipping God and helping those wealthier to receive God’s blessings.</p> <p>For the Ummah (community), Zakah is a form of social welfare and a means of ensuring a fair distribution of income. Wealth is circulated and everybody benefits. Muslims remember they are all one family and the poor have a claim on the rich. Zakah demonstrates Muslim unity in the same way performing the other four pillars does.</p>	7

Question	Answer	Marks
6(c)	<p>‘The relief of poverty is the responsibility of the government, not religion.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates who have knowledge of the collection of Zakah in Muslim countries might point out that Zakah is collected by Zakah collectors and organised by the government and so there is a connection between the two.</p> <p>However, the payment of Zakah is a matter of trust and a test of the honesty of the individual Muslim to declare assets and possessions which might be taxed, there is no coercion. The individual and the government share the responsibility, the government distributes the Zakah collected.</p> <p>The payment of Zakah is undertaken willingly and joyfully and each Muslim considers it to be a duty to provide for a brother in need. In countries where the government is not an Islamic one, the Muslim community organises the collection and distribution.</p> <p>A conclusion might be that in most governments and in most religions, actions are constantly undertaken to relieve poverty.</p>	6

Question	Answer	Marks
7(a)	<p>Give an account of the rituals in a Jewish marriage ceremony.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Marriage can take place anywhere, as long as the couple marry under a chuppah. It can be on any day of the week except the Sabbath. Usually the bride will visit the Mikveh before the wedding.</p> <p>Before the ceremony begins the ketubah (marriage contract) is signed by two male witnesses. Sometimes, the bride and groom sign it as well. It contains the duties that each partner will undertake as husband or wife. It is read out at the ceremony to remind the couple of their promises.</p> <p>A groom may wear a kittel and traditionally the bride wears white. The groom is led to the chuppah by his father and the bride's father. He stands facing Israel. The bride is accompanied by her mother and the groom's mother. A welcome is chanted.</p> <p>The bride is led around the groom seven times and then stands on the right-hand side. A Rabbi (or Chazan) says two blessings; one blessing over a cup of wine, and the marriage blessing. The bride and groom take a drink from the wine. In Orthodox ceremonies rings are not exchanged but Progressive Jews usually exchange two rings.</p> <p>The ketubah is read aloud. The Rabbi says seven blessings. After the ceremony the bridegroom breaks a glass with his heel. A reminder that the Temple was destroyed.</p> <p>The bride and groom are given a short break for 'private togetherness'.</p>	7

Question	Answer	Marks
7(b)	<p>Explain the importance of the role of a Rabbi in a Jewish community.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The modern Rabbi plays many roles in the community. They are important in synagogue worship because they may lead the congregation in prayer or read the weekly Torah portion. All rites of passage ceremonies are conducted by the Rabbi, who often gives advice on correct procedure. The Rabbi will advise on marriage and family matters and often marriage guidance will be one of the pastoral duties. Most Rabbis are consulted on a wide variety of domestic and community matters.</p> <p>The Rabbi makes an important contribution to Jewish learning and education. Part of a Rabbi's day, particularly on Shabbat, might be spent on holding study sessions for both young and old.</p> <p>In traditional communities Rabbis spend much of their time studying, teaching or deciding matters of Jewish law for the community.</p> <p>Sometimes they judge disputes between Jews who want to have matters sorted by Jewish Law.</p>	7

Question	Answer	Marks
7(c)	<p>‘Marriage within Judaism preserves the existence of the religion.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Marriage to a Jewish partner is considered to be important to the continuing existence of Judaism because some Jews believe that marrying someone outside the religion weakens it. It is considered to be important to have children within a marriage to maintain the strength and traditions of the religion. It is in the home where children learn many of the customs e.g. dietary rules, laws and festivals.</p> <p>Children are taught their religion by their parents, as instructed in the Torah.</p> <p>The number of people who ‘marry out’ of their religion is seen by some as a problem for Judaism today. In Orthodox Judaism, the children are only Jewish if the mother is Jewish so the children of a mixed marriage, where the woman is not Jewish, would not be considered Jewish.</p> <p>However, within Progressive Judaism either parent can pass on Jewish identity to a child. So, it might be argued that it is possible to retain Jewish identity and religion within a mixed marriage.</p> <p>Candidates might explore arguments which show that marriage between couples of different religions can still respect and preserve both traditions. Some candidates might explore these.</p> <p>Another point of view might be that in an increasingly secular world it is unrealistic to expect people to marry in order to preserve the existence of a religion.</p>	6

Question	Answer	Marks
8(a)	<p>Give an account of not working on Shabbat.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>There are 39 regulations and 7 categories. Work that is forbidden is growing and preparing food e.g. cooking, grinding, reaping. Making clothing, threading a needle/loom, washing, weaving. Leather work and writing. Providing shelters, building and demolishing. Creating fire, extinguishing a fire, kindling a fire (for some this includes switching lights or cookers on and off or starting a car engine).</p> <p>Completing an item of work. Transporting of goods.</p> <p>Additions by the Rabbis are work tools and money should not be handled.</p> <p>Not asking/giving instructions or paying anyone to do something on the Sabbath.</p> <p>However, the Shabbat law may be broken to save life. Pikuakh nefesh: this mitzvah means any law can be broken to save life.</p>	7
8(b)	<p>Explain why Shabbat customs are believed to encourage and refresh religious belief.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Shabbat commemorates God's completion of creation and God resting on the seventh day. The customs emphasise the uniqueness of Shabbat and teach the children that it is a special day. It gives the family a chance to be together for a day without distractions and when no one has work. It gives them the opportunity to worship together in the home and in the synagogue and to praise God for his blessings.</p> <p>To keep the 'Sabbath Day' holy is commanded in the Torah, it is one of the Ten Commandments. Observing Shabbat 52 times each year provides a weekly opportunity to spend the day thinking about God, and the celebration of a holy day each week produces a structure and discipline for Jewish life.</p>	7

Question	Answer	Marks
8(c)	<p>‘Home and synagogue are of equal importance to Jews.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates might consider the view that some Jews can worship and observe customs both in the synagogue as well as at home as a family. Some candidates might consider the view that some Jews can worship as a family in the synagogue as well as at home.</p> <p>Many festivals are celebrated both in the home and in the synagogue and both types of worship are equally important. It is in the synagogue that all members of the family can hear the Torah being read and there are an equal number of artefacts and symbols that aid religious life in both home and synagogue.</p> <p>However, in some Jewish communities only men worship regularly in the synagogue and the women and children are separated from the men when they do attend services. This might lead to worship and rituals in the home being considered a more valuable experience than the synagogue for some of the family members.</p>	6

Question	Answer	Marks
9(a)	<p>Describe how Jews follow the kashrut rules on food.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Kashrut are the laws that tell Jews which foods are kosher (fit to eat). An animal must have cloven hooves and chews the cud. Cows, sheep and goats are allowed but pigs, rabbits and camels are not kosher.</p> <p>Fish must have fins and scales; shellfish are not allowed. Birds such as chicken, duck and turkey are eaten but birds of prey are forbidden.</p> <p>All vegetables and fruit must be carefully checked for insects. Eggs and milk must be from kosher animals and eggs must not have blood spots. Meat and milk should not be eaten together. There must be an interval of at least six hours between meat and milk. Jewish homes usually have two different sinks and sets of crockery for different types of food.</p> <p>The food laws have their basis in the Torah; the process of shechitah (ritual slaughter) by a trained schochet, avoids unnecessary suffering of the animal. The animal is hung so that blood drains from the meat and also meat has to be soaked and salted before cooking. Blood in the meat makes it treyfah.</p> <p>Manufactured goods have to be checked under rabbinical supervision (the Beth Din) and usually carry a herscher label to certify they are kosher. Preparation of kosher food outside the home e.g. butchers and restaurants is also supervised by the Beth Din.</p>	7

Question	Answer	Marks
9(b)	<p>Explain why some Jews believe that following the rules on food is an important part of their Covenant with God.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>A covenant is a bargain or agreement between God and the Jews.</p> <p>It originated in the Torah with Abraham and Moses. The relative obligations for both God and the Jews are set out in the Torah and Jews must abide by the mitzvot. The commands about food are given in Leviticus.</p> <p>Jews believe there are implications in being chosen by God and this is reflected in everyday life and what is permitted to be eaten and what is treyfah is an example of this.</p> <p>Keeping the kosher food law shows recognition of the importance of the covenant in many ways. In fact, all religious acts that a Jew performs are linked to the covenant.</p> <p>Eating kosher food at home and in public means that Jews have a constant reminder that they are Jewish and in some ways ‘chosen’ to be separate from the rest of the community.</p>	7
9(c)	<p>‘Religious rules about food are not practical today.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to present arguments in favour of the statement that demonstrate the difficulties of following strict food laws in a busy modern environment. The disadvantages of the requirements for specialist butchers, food shops and restaurants. The time-consuming practice of checking and preparing all food to kosher standards. The inconvenience of not easily being able to eat outside the home or dine with friends who are not Jewish.</p> <p>However, a balanced view might be that the Jewish food laws have been in existence as long as Jewish communities have and today, throughout the world, there is ample provision of specialist suppliers of kosher food. Jews consider the food laws to be a religious responsibility not a chore.</p> <p>Some candidates might comment that there is tolerance today for all sorts of dietary rules for both religious and health reasons, many people follow strict diets.</p>	6

RELIGIOUS STUDIES**0490/22**

Paper 2

October/November 2017

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

Question	Answer		Marks
Assessment objectives / Levels of Response			
A Knowledge (35%)			
Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent / completely irrelevant.
B Understanding and interpretation (35%)			
Level	Marks	Description	
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.	
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.	
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.	
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.	
0	0	Answer absent / completely irrelevant.	

Question	Answer	Marks
C Evaluation (30%)		
Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent / completely irrelevant.

Question	Answer	Marks
1(a)	<p>Describe a service of Holy Communion (Eucharist/Mass) in a Christian church.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Candidates are likely to describe a Eucharist or Mass from a denomination they are familiar with.</p> <p>There will be common elements in all descriptions and these are likely to include a description of some of the following:</p> <p>Hymns; prayers; confession of sins; readings from the scriptures; sermon; offerings; the Peace; presentation of bread and wine; the priest saying a version of the words of Jesus at the Last Supper; congregation partaking in communion; blessings.</p>	7
1(b)	<p>Explain why <u>both</u> public and private acts of worship are important for Christians.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Public acts of worship, especially the Mass, are central to Christian worship and in most denominations, they are seen to strengthen the faith of Christians and their bond with one another. They are public declarations of faith. People are reminded of their beliefs and that they are members of a world-wide faith. They enjoy the hymns and the atmosphere of joint celebration/worship. A variety of activities take place such as Bible reading and Sermon, as well as prayer and worship. Notices are given and marriage banns read, people feel part of the community. There is also a social side, with food and drink sometimes offered.</p> <p>Private worship is more introspective but believers may feel a more personal connection with God in the privacy of their own homes or a solitary place. Private worship can bring comfort at times of distress or grief and there may be problems Christians wish to share with God but not with a congregation of people. There may be a sense of stillness and peace achieved which is not possible in public worship.</p>	7

Question	Answer	Marks
1(c)	<p>‘Everyone should agree about what it means to be a Christian.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates may discuss the different approaches to Christianity taken by a variety of people who would all profess to be Christians. Some candidates may differentiate between practising Christians and those who are born into the faith but do not attend church or take part in festivals and rituals.</p> <p>Some responses may express a personal opinion or assessment as to which aspects of the faith a person should acknowledge or practice to be called ‘Christian’ and how this is judged differently. Personal experience may play a part in the forming of opinion and argument. For example, reference might be made to the fact that many people wish to have children baptised or to marry in church but do not follow any other aspects of Christian life.</p> <p>Another view might be that in many countries society is organised on principles that have common ground with Christianity and so some people judge themselves to be Christian because of their nationality or where they live.</p> <p>All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
2(a)	<p>Describe how Jesus was treated cruelly in the week leading up to his death.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Candidates' knowledge may be dependent on the amount of detail of the life of Jesus that they have studied. An overview, rather than a detailed account is expected.</p> <p>What is looked for is an account of how Jesus was persecuted during the last week of his life.</p> <p>During the last week the Chief Priests, who plotted to kill Jesus, offered Judas money for his betrayal. Jesus was betrayed and arrested. He was subject to a trial before the High Priest and false evidence was brought against him. He was tortured by his guards. Tried by the Roman Governor and sentenced to death by crucifixion. Crucifixion was a slow, cruel death and he carried his own cross to the place of execution. He was crucified with other criminals; mocked and taunted whilst he was suffering on the cross. A placard was placed above his head which read 'King of the Jews'.</p>	7
2(b)	<p>Explain why Christians celebrate Ascension Day.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The Easter festival celebrates the resurrection of Jesus and is a joyful event. The central theme is 'Christ is Risen' (from the dead). In the church, the celebration of Easter continues for forty days. The fortieth day is Ascension Day.</p> <p>In the gospels, as well as the discovery of the empty tomb there are accounts of Jesus appearing to his disciples. Ascension Day marks the last time that the disciples saw the resurrected Jesus (as narrated in Luke and Acts).</p> <p>For Christians, the cycle of Jesus' suffering, death and resurrection finishes with Jesus' ascension to Heaven. The Paschal candle is put out on Ascension Day. The day marks Jesus ascending to Heaven to take his rightful place with God and it is also the time that the mission/instruction to spread the gospel is given to the apostles.</p>	7

Question	Answer	Marks
2(c)	<p>‘Only members of minority religions are persecuted today.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to agree that in many countries minority religions are persecuted if not in a physical sense then by discrimination and prejudice or lack of understanding of their beliefs. Some may give examples.</p> <p>Some of the debate might be based around the word ‘minority’ because a religion which may be in a minority in some parts of the world will be a major religion in others. An example of this would be Christians in Muslim countries or vice-versa.</p> <p>A conclusion might be that, unfortunately, religious persecution is still strong in many parts of the world and no religion is immune from it. The tragedy is that to persecute others for their faith goes against the principles of all religions but it is still happening.</p> <p>Religious persecution still exists in spite of the lessons of history. All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
3(a)	<p>Outline why Bethlehem and Nazareth are places of historical interest for Christians.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Bethlehem: the birthplace of Jesus, first mentioned in the Old Testament when Rachel, wife of Jacob, mother of Joseph, died there. It is where King David is thought to have been born and anointed King of Israel. According to Old Testament prophecy, the Messiah would come from Bethlehem. The exact place where Jesus was born is now under the Church of the Nativity. (Bethlehem has many churches, convents, schools and hospitals funded by Christians worldwide.)</p> <p>Nazareth: a city in Lower Galilee, the traditional boyhood home of Jesus. Mentioned in the New Testament. ‘So Joseph went up from the town of Nazareth ... to Bethlehem.’ The Annunciation is believed to have taken place in Nazareth (Luke 1:26–33) but the only place which dates back to the time of Jesus is St. Mary’s Well. (There are many churches in Nazareth which are visited by pilgrims from all denominations.)</p>	7
3(b)	<p>Explain why Epiphany is a significant celebration in the church year.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The night before Epiphany is known as Twelfth Night and is traditionally the end of Christmas festivities. The day or Sunday on which the feast of Epiphany is celebrated in church is significant because three stories are read from the New Testament.</p> <p>The showing of the baby Jesus to the Magi (Matthew 2:1–12) The first miracle - turning water into wine (John 2:1–11) The baptism of Jesus in the river Jordan (Matthew 3:13–17)</p> <p>Mainly, Epiphany (which means showing) is significant as a celebration of Jesus’ identity. The showing of the infant to the Magi is the revelation to the Gentiles of Jesus as Saviour. The symbolism of their gifts, gold, frankincense and myrrh reinforce for Christians that the birth of Jesus is only the start of the story. Through Jesus, God will bring about the salvation of the world. The other readings during the Epiphany service are other occasions where he is ‘shown’.</p>	7

Question	Answer	Marks
3(c)	<p>‘The fact that many pilgrim sites are visited by both pilgrims and tourists at the same time causes problems.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might evaluate the value of pilgrimage and the visiting of historical sites and why large numbers of Christians take part in pilgrimage. Also that many of the Christian sites of pilgrimage are well known in both Eastern and Western culture and history.</p> <p>Some of the places are close to popular holiday destinations and there is a modern trend to include visits to holy and historic places in holiday package tours. There is a sense of ownership of these sites which is shared by practising Christians and those who come from Christian cultures but are not religious believers.</p> <p>Some responses might come to conclusions as to whether pilgrimage sites should be preserved for faithful believers and a more exclusive atmosphere preserved for prayer and devotion or whether the universality of the religion is celebrated by the diverse numbers who visit these sites. Examples might be given e.g. Rome, Jerusalem.</p> <p>All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
4(a)	<p>Describe the architectural features of a typical mosque and state their religious purposes.</p> <p>Mark according to level descriptors for the Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>In most cases, purpose-built mosques will have a minaret - from which the call to prayer is made. A dome, representing the universal nature of the faith.</p> <p>All mosques have a qiblah, a wall which indicates the direction of the Holy Ka'ba in Makkah and contains an architectural niche known as the mihrab.</p> <p>There is usually a minbar, which is an arrangement of three or more steps from which the sermon is preached at Jumma prayers.</p> <p>There usually will be washing facilities so that Muslims can perform wudu before prayer.</p> <p>There are usually separate spaces for men and women to pray, women do not have to attend the mosque to pray though.</p> <p>Most mosques also have patterns of calligraphy taken from the Arabic passages in the Qur'an to remind worshippers of God. Responses might give an example.</p>	7

Question	Answer	Marks
4(b)	<p>Explain the role and significance of the Imam as a religious leader.</p> <p>Mark according to level descriptors for the Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Responses are likely to explain that all Muslims are equal in the sight of God. The word ‘Imam’ means ‘in front’ and so the person who is the Imam is respected because he is the person who stands in front of the congregation leading the prayers in the mosque or at other times of communal worship. In some mosques the Imam will give Iqamah (second call to prayer).</p> <p>The Imam will not usually be paid for leading the prayers and a variety of devout Muslims, including women (to lead women in prayer), are capable of doing this. However, the Imam may have other important jobs as mullah (teacher), secretary or caretaker of the mosque.</p> <p>Large mosques may have a full time Imam and sometimes more than one. As a mullah, the Imam might teach Arabic to children in the madrassah and is well versed in the teachings of the Qur’an and Hadith and instructs and guides children and adults in understanding Islam and following God’s word. As well as giving religious advice, the Imam may preside over religious occasions and festivals. For example, naming ceremonies, weddings and Id prayers.</p> <p>The Imam usually preaches the Khutbah at Salah-ul-Jumah. The sermon usually addresses religious questions and matters of importance to the local community or political issues. The Imam will also advise on discussions and disputes in the community that can be solved by Shariah law.</p> <p>In Shi’ah Islam, the ‘hidden’ Imam is also the rightful leader of the worldwide Islamic community, reference to this should be credited.</p>	7

Question	Answer	Marks
4(c)	<p>‘The call to prayer, five times a day, is only for Muslim men.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to level descriptors for the Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>For all Muslims there is an obligation to obey the Five Pillars. Salah, prayer five times each day, is seen as a compulsory duty, for all men, women and children who are old enough to carry out this duty. So, there is a clear reason for disagreeing with the statement.</p> <p>However, some responses might offer the view that although there is no obligation to attend the mosque, as prayer can be carried out anywhere if certain rules are observed, many men choose to attend the mosque to perform Salah. It is in this respect that the call to prayer at the mosque might be seen to be mainly for men. Women, with duties of home and children, will not be as free to attend the mosque and will mostly carry out prayer at home five times each day.</p> <p>All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
5(a)	<p>Describe the different stages of Hajj after the pilgrims arrive in Makkah in ihram.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might include some of the following:</p> <p>Pilgrims make their way to the Holy Mosque in which the Ka'ba is situated. The tawaf is the rite in which pilgrims circle the Ka'ba. They do this seven times. The tawaf begins in the South-East corner where the black stone is encased in a silver frame. Pilgrims walk anti-clockwise around the Ka'ba, seven times, praying. Two rak'ah are performed at the Maqam Ibrahim (Ibrahim's station). Then pilgrims go to the two rocky hills of Safa and Marwah and start the Sa'y (the running in between them as Hagar did). This completes the Umrah, the lesser pilgrimage.</p> <p>To complete the full pilgrimage, all pilgrims leave Makkah and camp at Mina and spend the night in prayer. The next day they travel by foot to the Plain of Arafat where from noon to sunset they make the wuquf (the stand before God) praying and concentrating on God alone. If the wuquf is missed Hajj is not valid.</p> <p>At sunset, the pilgrims go to Muzdalifah where they pray Maghrib and Isha prayers and gather forty-nine pebbles for the next day. After Fajr prayers the next morning, pilgrims return to Mina and throw pebbles at three stone pillars which represent the three times that Shaytan (the Devil) tried to tempt Ishmael.</p> <p>After the stoning of the first pillar, the pilgrims who can afford it will sacrifice a sheep or a goat to remember Ibrahim's willingness to sacrifice his son. Part of the meat is given to the poor. After the sacrifice men may have their heads shaved and women trim their hair. This denotes the end of ihram.</p> <p>Some return to Makkah for another seven circuits of the Ka'ba.</p>	7

Question	Answer	Marks
5(b)	<p>Explain the significance of the sacrifice in the celebration of Id al-Adha.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>It is not expected that responses should be merely a re-telling of the story of Ibrahim’s sacrifice of Ishmael but an explanation that the sacrifice of the animal represents Muslims’ readiness to serve God. The pilgrims on Hajj have already shown their willingness to make sacrifices and all Muslims are willing to make sacrifices to obey God.</p> <p>Id al-Adha is the climax of the Hajj pilgrimage and the major festival in the Islamic year. It commemorates Ibrahim’s faith and his complete submission to the will of God. The sacrifice of an animal commemorates Ibrahim’s willingness to sacrifice his son, Ishmael, at God’s command.</p> <p>Every Muslim takes part in the feast, not just those on Hajj, it is a family occasion, bearing in mind the whole family of Islam. It is a serious occasion and concentrates the mind on self-sacrifice, symbolised by the sacrificing of an animal. For those taking part, it symbolises the submission of each individual and a renewal of total commitment to God.</p> <p>To make sure that all Muslims are included, the meat of the animal is divided up for the poor, friends and relatives, and for a family’s own use.</p>	7

Question	Answer	Marks
5(c)	<p>'Making a sacrifice for God at Id al-Adha teaches compassion and responsibility.'</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates may respond in terms of the physical act of the sacrifice of an animal at Id al-Adha and agree with the statement. It is the duty of a Muslim (man) to know how to kill an animal quickly and kindly and be prepared to take this responsibility. In some countries, the animal is kept and cared for up to the time of slaughter. Facing the responsibility of making the sacrifice teaches how hard it must have been for Ibrahim to pass God's test.</p> <p>In other countries, such as Britain, slaughtering the animal is a collective responsibility and must be done in an abattoir. A sense of responsibility and compassion is still required and the regulations and conditions must be such that the animal is respected and does not suffer.</p> <p>Some candidates may argue that there are other ways of making sacrifices for God, which are preferable e.g. self-sacrifice, denial of comforts, putting others first and worship. However, whether the sacrifice is physical or spiritual, the teaching is the same.</p> <p>All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
6(a)	<p>Give an account of the origin of Sunni and Shi'ah Islam.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Candidates are likely to describe the history of the Sunni and Shi'ah split. According to tradition when Muhammad (pbuh) died he did not name any successor and the Muslim community were in shock. The companions of Muhammad asked Abu Bakr, Muhammad's friend and one of the very first converts to Islam, to become Caliph (which means successor).</p> <p>Some of the Muslims thought that Ali, the cousin of Muhammad (pbuh), who was also one of the first converts should have been the successor. He was like Muhammad's (pbuh) younger brother and had supported him loyally, risking his own life at one point. Abu Bakr had also done this. Shi'ah Muslims say that Ali was busy arranging the funeral of Muhammad (pbuh) when the election of Abu Bakr took place and that he should have taken part in the discussions. When Abu Bakr died, after two years, he named Umar as his successor and so Ali was passed over once again. Supporters of Ali became known as the Shi'at of Ali, the party of Ali.</p> <p>During the thirty years after the death of Muhammad (pbuh), the Muslims were governed in turn by four Caliphs known as the four rightful or pious Caliphs. Ali was the last one of these to rule the Muslims.</p> <p>When Ali finally became Caliph, twenty-four years after the death of Muhammad (pbuh) the Shi'ah Muslims refused to call him the fourth Caliph because they did not believe in the rule of the previous three, so they called him the first Imam. During Ali's reign civil war broke out and there were a series of battles with those who opposed Ali. Ali was assassinated.</p>	7

Question	Answer	Marks
6(b)	<p>Explain the beliefs about God that are shared by all Muslims.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>All Muslims believe in the divine attributes of God (Allah) and this belief is an integral part of the faith. Muslims are unable to describe God, however the existence of God can be realised through his manifestations and attributes as told by the prophets.</p> <p>Some of the attributes of God are that he is the creator, designer and controller of the universe, master of all. He is infinite and eternal; he has no beginning and no end. He is all-powerful and omnipotent, merciful and most gracious, and his mercy extends to all things; eternal and absolute, dependent on nothing, but everything is dependent on him. His sovereignty reigns over all worlds. He is the undisputed ruler who demands obedience.</p> <p>All Muslims believe that shirk, which is assigning partners to Allah, is an unforgivable sin. He has no spouse or offspring 'Neither he begets nor is begotten.' Muslims believe there is only one god and no other should be worshipped. 'You alone we worship and You alone we ask for help.' There are ninety-nine names for God which describe his attributes.</p> <p>Belief in the unity of God is known as Tawhid. A believer in Tawhid surrenders completely to the will of God and becomes a true servant so that success and salvation can be achieved in this world and the hereafter.</p>	7

Question	Answer	Marks
6(c)	<p>'Islam is a universal religion of peace.'</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>One view, in support of the statement, might be that the message of Islam is universal. It is for the entire mankind. The Qur'an says 'We have sent you ... as a mercy for all nations.' All people are equal in Islam. Discrimination is strongly opposed. Islam proclaims the idea of the entire humanity belonging to the family of God. The word Islam is related to the word for peace. Muslims believe all peaceful ways of solving disputes should be tried.</p> <p>However, even peaceful people might find themselves in situations which involve conflict. During the time of Muhammad (pbuh) he led his followers into battle. Muslims believe that Jihad is obligatory which means that when the occasion arises an individual should offer even his life in the defence and protection of Islam.</p> <p>Islam is a practical religion and when all other ways of solving disputes have been tried before resorting to physical violence there are reasons to be considered before making a decision to e.g. go to war. There are rules to be considered and Jihad must be conducted in a way so as to ensure that it is acceptable to God.</p> <p>Candidates might provide evidence to support their reasons. All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
7(a)	<p>Outline how the religious traditions of Sukkot are followed in the home.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>A sukkah is built outside the home. The roof must be made of natural materials, cut especially for the purpose. The roof should be the last part of the sukkah to be built and should allow the light of the stars to show through. The inside of the sukkah is decorated with fruit and religious pictures. The Four Kinds (Species) are collected: an etrog (citron), a lulav (palm frond), three hadassim (myrtle twigs) and two aravot (willow twigs).</p> <p>The mitzvot, or, commandment is to live in the sukkah for seven days (an extra day is added in the Diaspora). Most Jews eat in the sukkah and in some countries, they sleep in it. Guests, including non-Jews, are often invited to join the meals in the sukkah. In places where it is impossible to build a sukkah outside a home, there is usually a large sukkah built outside the synagogue where members of the congregation can gather to obey the mitzvot.</p>	7
7(b)	<p>Explain the importance of passing on religious tradition through the family in Judaism.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Jews emphasise the importance of religious tradition and obeying the mitzvot in enabling them to remain a covenant people. They believe that they have been especially chosen by God to live by his Law as a witness to the rest of the world. Continuity in practising religious traditions in family life enables the faith to remain strong and the religion to continue through the generations.</p> <p>Traditionally, a person is considered Jewish if their mother is Jewish and so having children within a Jewish marriage is important and also in most traditional communities, Jews choose to marry other Jews. Family life is important in maintaining the special relationship with God.</p> <p>In the Shema, God commands Jews to teach the religion to their children. The Abrahamic Covenant required boy children to be circumcised. Throughout history (especially after the loss of the temple), Jews believe that they have preserved Judaism by maintaining and passing on the traditions even in the harshest circumstances. At times of persecution, traditions such as circumcision, reading the Torah and worship, have been followed secretly and at the risk to life and only family would be trusted.</p>	7

Question	Answer	Marks
7(c)	<p>‘Children should not be expected to carry out religious duties.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation</p> <p>Responses might consider some of the following:</p> <p>The discussion and argument might focus on the age at which children should become responsible for their own religious duties. This is very clearly laid out in Judaism as at the time of Bar and Bat Mitzvah at the ages of 12 and 13 Jewish boys and some girls go through a ceremony at which they assume these adult responsibilities.</p> <p>There might be discussion as to what part in Jewish religious observance children younger than this might play. Evidence may be offered of participation in family prayer, rituals and festivals in the home by children of all ages. One view might be that participation and duties can be tailored according to age. An example would be at Pesach (Passover) the youngest child asks four questions.</p> <p>There might also be an argument that if children wish to play some part in following their faith e.g. in studying and learning the teachings and history of their religion, this can be done at an earlier age and before any initiation ceremony takes place, especially as children are assumed to be Jewish from birth.</p> <p>All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
8(a)	<p>Describe the ritual dress some Jewish men wear when praying.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Tallit (prayer shawl) is worn every day for morning prayer. Tzizit (the fringes) of the shawl represent the 613 commandments in the Torah. Some Jews may wear a smaller version of the Tallit with fringes, (Tallit Katan), all day under their clothes.</p> <p>Tefillin (phylacteries) are two black leather boxes worn on the forehead and upper arm, shel yad and shel rosh. They contain small parchment scrolls of Scripture, from Deuteronomy and Numbers to remind Jews God is in their head and in their heart.</p> <p>Yamulka (skull cap) is worn as a reminder that the wearer is always in the presence of God and the head should be covered out of respect for God.</p>	7
8(b)	<p>Explain the importance of the Sefer Torah in the synagogue.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>The Sefer Torah is a focal point of the synagogue. It is kept in the Ark. The Torah is central to Jewish worship. Everything about the synagogue emphasises the centrality of the Torah. To emphasise the majesty of the Sefer Torah, as the word of God, it is decorated with bells and breastplates and wrapped in silk covers; during worship it is carried around the synagogue for everyone to see and touch with the fringe of the tallit. Before it is read, it is held high and slowly rotated so everyone can see the writing on the parchment scroll.</p> <p>To be called up to read a portion or blessing from the Torah is a great honour. Portions of the Torah are read, in turn, throughout the year to the congregation. The pattern of readings is designed so that the whole Torah is read and heard. On Simchat Torah the final portion from Deuteronomy and the first portion from Genesis are read to re-start the cycle.</p> <p>Jews would not keep a copy of the Sefer Torah at home (although they would have a copy of the Tenakh) and so the scrolls are an important part of the synagogue ritual and worship.</p> <p>The respect given to the Sefer Torah shows its importance to Jews as a document which contains the truth about God and their relationship with him.</p>	7

Question	Answer	Marks
8(c)	<p>‘The best way to show belief in God is to attend synagogue services.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>In some Jewish communities only men worship regularly at the synagogue. Women and children may pray daily at home. Most festivals, including Sabbath are celebrated both in the synagogue and at home. Many rituals, which are considered to be worship are carried out in the home which might lead to the conclusion that belief in God can be shown in many ways.</p> <p>Attending the synagogue is one way to show belief in God but observing the mitzvot in daily life and following the religion in the home are other ways which are equally as valuable.</p> <p>Jews believe that their religion is their way of life and show their faith by following God’s commands and acknowledging their special responsibility to uphold the covenant relationship.</p> <p>All valid comments should be credited appropriately.</p>	6

Question	Answer	Marks
9(a)	<p>Give an account of a Brit Milah ceremony.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The ceremony takes place in the home, hospital or synagogue, on the eighth day after birth. Important people present are the father, the Sandek and the Mohel. The father has a duty to see that the ceremony takes place.</p> <p>The boy is usually presented by a female member of the family (not usually the mother). The Sandek (who is sometimes the grandfather and seen as the child's godfather) holds the child on his lap. He is usually seated in a special chair. The circumcision, which is the removal of the foreskin, is carried out by a trained person known as a Mohel. He speaks the blessings and names the child according to the parents' wishes. There may also be a rabbi present who says a blessing.</p> <p>The nature of the celebration is a joyful one and there may be speeches.</p>	7
9(b)	<p>Explain the ways in which Brit Milah strengthens the Jewish community.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Brit Milah is the oldest tradition connected with the Covenant. It is carried out in obedience to God's command to Abraham to circumcise all males. It is an important tradition that links the Jews with their ancestors. The blessings that are said at the ceremony look forward to a joyful and fulfilled future for all.</p> <p>Brit Milah is an important tradition for the community because it ensures the continuation of the religion and all Jews carry out the ceremony in the same way so it binds Jews together everywhere. Brit Milah is a promise to God that the child will be brought up in the religion and when old enough will take responsibility for his religion and play his part in the covenant relationship and the preservation and continuation of the religion.</p> <p>Throughout their history, even in times of persecution, Jews have maintained this tradition. Through the Brit Milah ceremony they show their intention to keep the religion strong for the generations to come.</p>	7

Question	Answer	Marks
9(c)	<p>'Brit Milah alone cannot make a male Jewish.'</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might point out that Jewish girls do not have this ceremony. They may also point out that being Jewish means being the child of a Jewish mother and explain the relevance of this.</p> <p>Circumcision is a tradition in other cultures and in Islam.</p> <p>However, responses should also consider the religious importance of a boy of having a Brit Milah as explained above in (b). Males who convert to Judaism undergo the procedure to indicate the sincerity of conversion.</p> <p>All valid responses should be credited appropriately.</p>	6



RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2017

MARK SCHEME

Maximum Mark: 80

Published

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Assessment objectives / Levels of Response**A Knowledge (35%)**

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skill in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

B Understanding and interpretation (35%)

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt, demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

Question	Answer	Marks
1(a)	<p>What happens in a traditional Christian marriage ceremony?</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Candidates might describe a traditional marriage ceremony or a rite they have knowledge of or have attended which includes some of the traditional elements common to most denominations of Christianity.</p> <p>Answers are likely to include that the only items necessary for a marriage ceremony are: a bride and bridegroom (same sex marriages are not acceptable in most denominations/churches) who make certain legal statements, witnesses and someone who is authorised to conduct the wedding. The witnesses might be best man, bridesmaid, parents, elders etc. and the person officiating could be a priest, minister, lay person etc. Vows are made between the bride and groom and there are questions/responses from the person officiating e.g. 'Do you ... take ...' Candidates may give some details of the vows exchanged. Rings are usually exchanged. The person officiating usually addresses the people present and declares the couple to be man and wife, adding the statement e.g. 'That which God has joined together, let man not divide'. A wish that the marriage may be fruitful and bear children might also be expressed.</p> <p>Blessings, prayers, bible reading, music and hymns are also usual features of the ceremony.</p>	7

Question	Answer	Marks
1(b)	<p>Explain the ways in which traditional teaching on the roles of men and women might affect a Christian marriage.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.</p> <p>Responses might explain some of the following:</p> <p>Candidates might explain that the traditional roles of men and women have been, until recent times, focused on the procreation of children and the rearing and providing for a family. The woman's role is to bear children and provide a comfortable, loving home for her husband and family. The man's role is to work outside the home to provide for the family. These traditional roles create circumstances in which the man has authority in all matters and the woman should be subservient and obedient to this. Traditional teaching clearly defines the roles of men and women as equal but with different responsibilities and both parties are expected to respect each other's roles. For example, in Ephesians, St. Paul compared marriage with the authoritarian structure of the church. 'Wives submit to your husbands as to the Lord for the husband is head of the wife as Christ is the head of the church ... Husband love your wives just as Christ loved the church ...' As these traditional roles are supported by teaching in the New Testament, Christians believe that their marriage will have a strong foundation and be the correct moral and religious environment, in which to raise children.</p> <p>Some candidates might explain that the role of women and the social/economic makeup of society has changed dramatically in modern times, so the traditional teachings of the New Testament might at times create conflict or not be workable in many marriages today. In many denominations, in response to the pressures of modern life, Christian teachings emphasize mutual love and responsibility in all aspects of marriage, so traditions are changing.</p> <p>Note. The assessment objective is B and so only explanation and interpretation are required, candidates are not required to be critical of traditional teaching.</p>	7

Question	Answer	Marks
1(c)	<p>‘Marriages are stronger if husband and wife share the same religion.’ Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might include:</p> <p>Candidates might offer views in support of the statement and give reasons to show that sharing the same religion means that a husband and wife share mutual beliefs about religion, commitment (to each other and to God) and raising a family. There is more likely to be harmony and agreement on religion and other issues. However, even within Christianity there are different denominations with different beliefs and attitudes and some responses might comment on differences or conflict that might arise within the same religion.</p> <p>Many candidates are likely to assess the disadvantages and/or advantages of marriages where people have different religious beliefs and evaluate the strengths/weaknesses of such a union in comparison with the marriage of a husband and wife who share the same religion.</p> <p>It is likely that candidates will consider issues such as: religious belief and practice, contraception/birth control, raising children, roles within the marriage etc.</p> <p>All valid arguments should be credited appropriately.</p>	6

Question	Answer	Marks
2(a)	<p>Give an account of a Christian Confirmation service.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Confirmation is a ceremony where there is anointing with oil and the laying on of hands. Candidates might identify the place where the service is carried out e.g. in a church, cathedral, in front of the altar, in the open air. The people present e.g. the confirmation candidates, Bishop, minister, sponsors, congregation and what is said and done during the ceremony e.g. vows/blessings/prayers/hymns.</p> <p>The gift of the Holy Spirit is believed to be given during the Confirmation service, just like the Holy Spirit was given at Pentecost to the first Christians.</p> <p>It is likely that there will be denominational and traditional variations in the nature and order of the events described – credit should always be given where appropriate.</p>	7

Question	Answer	Marks
2(b)	<p>Explain why First Communion is an important step of commitment in faith.</p> <p>Mark according to level descriptors for assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>First Communion may occur before Confirmation in some denominations or it may occur directly after the candidate has been confirmed. It is the first time that the candidate for confirmation partakes of the communion host or the bread and wine (Eucharist).</p> <p>The Eucharistic rite, the giving and taking of bread and wine to represent the body and blood of Christ and his sacrifice on the cross is an important ritual for Christians (to commemorate the death and sacrifice of Jesus). The ceremony remembers the events that took place at the Last Supper, when Jesus shared bread and wine with the disciples and made a new covenant to replace the covenant God had previously made with the Jews.</p> <p>For Christians, the celebration of the Eucharist and the receiving of Holy Communion is at the centre of worship and taking first communion is the first act of a fully committed Christian who has reaffirmed the vows made at baptism and is now a full member of the church.</p>	7

Question	Answer	Marks
2(c)	<p>‘Becoming a Christian is not an easy step to take.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>A variety of approaches could be used to answer this question. All equally valid. Some responses might concentrate on the act of confirmation only, as in essence it might be seen as a person ‘joining’ the religion on their own behalf. It is a major step in the religious life of a (young) Christian and some might explore the difficulty or ease with which a (young) person prepares and makes the promises necessary to become a fully committed Christian.</p> <p>Candidates might evaluate the reasons why a believer or non-believer might undertake the commitment needed when joining a religion such as Christianity. Candidates might consider a number of different reasons for ‘joining’ a religion and compare the ease or difficulty with which this might be accomplished.</p> <p>Changing from one religion, to join another might be seen as a very big step to take and the reasons for this might be varied and, in some cases, cause conflict with e.g. family members or other members of the same faith.</p> <p>However, with regard to Christianity, it is an evangelising religion and encourages people to join and so becoming a Christian should be an uplifting and fulfilling experience. Christians welcome and rejoice when a new believer joins the faith.</p>	6

Question	Answer	Marks
3(a)	<p>Describe <u>one</u> place of Christian pilgrimage.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some details of one of the following:</p> <p>Bethlehem – the village in Galilee believed to have been the birthplace of Jesus. The exact place where Jesus was born is believed to be under the Church of the Nativity. This is one of the oldest churches in existence. Bethlehem has many churches, convents, schools and hospitals funded by Christians from all over the world.</p> <p>Nazareth – the town in Galilee, the traditional boyhood home of Jesus. The Grotto of Annunciation where Gabriel is said to have appeared to the Virgin Mary is in the Roman Catholic Church of the Annunciation. There is a church on what is believed to be the site of Joseph’s carpentry shop, and one where Christ is believed to have dined with the apostles after the resurrection.</p> <p>Jerusalem – the city in Israel where Jesus preached and was crucified. There are sites where Jesus’ body might have been buried: the Mount of Olives, the Upper Room and many churches – control of the Church of the Holy Sepulchre, one of the places Jesus is thought to have been buried, is under the joint supervision of six Christian denominations. The remains of the Temple can be seen at the Wailing Wall.</p> <p>Lourdes – a town in south-western France. An enormous underground church is built on the site of a grotto where a young girl called Bernadette had a number of visions in 1858. The underground spring in the grotto is said to have healing powers and Lourdes is a major pilgrim centre.</p> <p>Rome – Pilgrims visit the Vatican where the Pope lives and St. Peter’s Basilica. There are seven basilicas, which pilgrims usually visit. There are also other important churches and pilgrim sites. Some of the churches have important relics in them e.g. the True Cross and the Holy Stairs. All are connected with significant events in Christian history.</p> <p>Some answers might describe a local or national place of pilgrimage e.g. a place of the death of Christian martyrs etc. and these should be credited appropriately.</p>	7

Question	Answer	Marks
3(b)	<p>Explain the ways in which a Christian might benefit from visiting a place of pilgrimage.</p> <p>Mark according to level descriptors for assessment Objective B Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Some candidates are likely to answer in terms of the common elements to be gained from all places of pilgrimage, e.g. prayer and worship, spiritual enlightenment and reinforcement of belief. To learn and experience the sacredness of the site and its connection to the history of Christianity, to experience miracles and cures.</p> <p>Others might focus on the site chosen in (a).</p> <p>Bethlehem/Nazareth – as pilgrims or tourists to witness and experience the places where it is believed Jesus was born and grew up with his family. They pray and pay respects, to reinforce their belief that Jesus was God incarnate. He took human life, as a baby and experienced life as a child from a humble family background.</p> <p>Jerusalem – for Christians, Jerusalem is the Holy City and its importance goes back to Old Testament times. Visitors/pilgrims follow the Via Dolorosa performing the ‘stations of the cross’ on their knees. In following the route Jesus is reported to have taken to his crucifixion, believers attempt to share his suffering and reaffirm their faith in Jesus as Saviour and Messiah. In Jerusalem, as in other places there is a physical as well as spiritual connection to the Bible stories.</p> <p>Lourdes – more than five million pilgrims visit Lourdes every year in the hope of a physical or spiritual cure for themselves or someone close to them. Many claim to be cured but the Roman Catholic Church investigates each claim carefully and only some of the cures are accepted as being genuinely miraculous. The Masses and special services which are held regularly for visitors/pilgrims and their families unite the pilgrims in faith and belief.</p> <p>Rome – is seen by some to be the centre of the Christian Church. The Pope is the leader/God’s representative on earth and the Vatican City is seen as a Holy City. Legend says that St. Peter was crucified in Rome. There is also a legend that St. Paul was executed outside the walls of Rome. Pilgrims experience the surroundings and environment of the founding fathers of Christianity. They are paying their respects and acknowledging and reinforcing for themselves that the authority of the church comes from the Pope and Rome.</p>	7

Question	Answer	Marks
3(c)	<p>‘Christian pilgrim sites should only be open for Christians.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.</p> <p>Mark according to Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might discuss arguments in favour of the statement that address the issue of non-believers not appreciating or respecting the holiness/sacred nature of the site. Tourists might treat it as a place of recreation, litter it, spoil the atmosphere.</p> <p>Some responses might comment on the issue of conservation and protection of the site from too many visitors who might be harming it in a number of ways.</p> <p>Arguments against the statement might consider the universal nature of Christianity and its broad appeal to people of all religions and none. Pilgrim sites may also be of archaeological and historical interest, as well as religious. A balanced view might be that whilst care should be taken to conserve the nature of pilgrim sites, they should be shared. In fact, some sites are places of pilgrimage for more than one religion.</p>	6

Question	Answer	Marks
4(a)	<p>Describe how the Ummah unites Muslims worldwide.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>The Ummah is the local and worldwide religious and social community of Muslims. Muslims believe that all people are one family. All people belong to God and are equal, whatever their race, colour, language or nationality. There should be no barriers of race, status or wealth between people but a feeling of love and kinship – helping each other out when in trouble, consoling people in grief, and feeling joy for others when good things happen.</p> <p>This belief in love and respect for others is often described as ‘brotherhood’ and ‘family’ and sometimes as ‘the nation of Islam’ and it unites Muslims all over the world. An action or teaching that shows this unity might be described.</p>	7

Question	Answer	Marks
4(b)	<p>Explain why Shariah law is important to some Muslims.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Shariah is the code of behaviour for a Muslim. The law that determines the rightness (halal) or wrongness (haram) of any particular action. It is the criteria for judging all behaviour and conduct and relationships with other people, within society and with oneself. It is important because to follow Shariah means one is living a faithful and morally responsible life, following the straight path.</p> <p>The two main sources for Shariah are the Qur'an and the Sunnah which shows the authority of Shariah as a code of conduct for all Muslims. It is based on the principle that God sees all and everyone will be accountable to God on a final judgement day. In most Muslim countries the justice system is based upon Shariah.</p> <p>Some candidates might use an example to show the importance of the use of Shariah in daily life or as a means of justice in society.</p>	7
4(c)	<p>'Obeying God's laws is the most important part of religion.'</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Candidates might consider some of the following:</p> <p>Candidates might consider the view that the Muslim religious laws are very prescriptive and do not allow for adaptation or re-interpretation according to circumstances and so they do hinder independent thought and views. The laws about what to eat and when to pray can be very restrictive. The command to fast may be difficult to follow.</p> <p>However, another view might be that for Muslims obeying God's law is the most important part of their religion. Also, it does not stop them from thinking for themselves as they are constantly making decisions in their daily life as to how best to follow the laws e.g. in business ethics and in their dealings with others.</p> <p>Some candidates might conclude that following religious laws is a way of life but humans also have free will and they must use that in making decisions everyday as to the best way to follow the laws.</p> <p>There are also ways to use the Qur'an and Sunnah to make modern day decisions (on Shariah).</p>	6

Question	Answer	Marks
5(a)	<p>Give an account of Muslim funeral rites.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>The dead are always buried (not cremated). The dead body is placed on a stretcher, with the head facing the qiblah, ready for ghusl (washing), carried out by relatives of the same sex as the deceased.</p> <p>The limbs are straightened and the body is washed three times and perfumed with scents, such as camphor. The body is then wrapped in a shroud, a single piece of unsewn cloth. Sometimes the cloths worn as ihram on Hajj are used; three for a man and five for a woman. Sometimes they have been dipped in zam zam water.</p> <p>The funeral takes place as soon as possible after death, preferably within 24 hours. All bodies should be buried in contact with the earth but the laws in some countries require that a coffin is used. Salat is performed in the house of the dead Muslim, or, at the mosque.</p> <p>The body is carried to the cemetery by a procession of Muslim males, as a sign of respect, rather than transported by a vehicle to the cemetery.</p> <p>At the graveside, the men say prayers without prostration; Salat-ul-Janaza. Al Fatihah (Sura 1) is also said as a statement of belief in God and his mercy.</p> <p>Muslims are buried with the head turned to face Makkah. As the body is lowered into the ground it is committed to the earth with the words ' In the name of Allah, according to the will of Allah.' and '... from the earth We did create you and into shall We return you, and from it shall We bring you out once again'. These words show the belief in Judgement Day and life after death. Prayers for forgiveness for all the living and the dead are said and for mourners to be kept faithful.</p> <p>Excessive mourning is not encouraged. Seven days after the burial, relatives often visit the grave, as a mark of respect.</p>	7

Question	Answer	Marks
5(b)	<p>Explain why Muslims regard their earthly life as a test from God.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Muslims believe that this life on earth is a test, a preparation for life after death. So, they must follow the straight path, every thought and action, however small, will be judged by God. On the Last Day, there will be no chance to repent. So, Muslim belief that God is testing them, influences their day to day lives.</p> <p>People are free to follow or reject the teachings of Islam but they must face the consequences of their decision at the Last Judgement so complete obedience to God's commands is an important element in a Muslim's life. Also important are the ways they should act and behave towards one another and loyalty to their faith. Jihad (striving to be perfect in faith) will lead to Paradise.</p> <p>It is important to Muslims that they resist evil and follow the Islamic way of life to fulfil the will of God and gain God's favour.</p> <p>Muslims believe that to pass this test they must strive to follow the straight path and obey God's commands in order to gain the reward of Paradise. A Muslim should carry out all Five Pillars and follow the teachings of the Qur'an and Sunnah. Practising of good deeds is also important because all deeds good and bad are recorded.</p>	7
5(c)	<p>'Muslims should be allowed to mourn the dead for as long as they need.' Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the levels of response descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to begin the discussion by reasoning and making an argument that all people should be allowed to mourn, it is their right and it is natural to grieve and that it would be unthinkable to try to stop them.</p> <p>However, in Islam (and in other religions such as Judaism) an excessive show of grief or emotion in public is not encouraged. For this reason, in some Muslim cultures women do not attend burials. In some communities it is thought mourning should not last more than a few days.</p> <p>Muslims believe that although death is a sad event it is normal and should be accepted with faith and trust in God. According to the Qur'an those who live by their beliefs should have no fear of death, nor, should they grieve excessively.</p> <p>However, this is not to say that there is not compassion and understanding of grief and exceptions are made for widows who mourn for four months and ten days.</p>	6

Question	Answer	Marks
6(a)	<p>Give an account of how Muslims give Zakah and how it is used.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Zakah is a duty performed on a regular basis. It is one of the Five Pillars of Islam. The word ‘Zakah’ means to purify or cleanse. It is a contribution paid once a year on savings, at the rate of 2.5% or one-fortieth and it applies to cash, bank savings and jewellery. A different rate is applied to livestock and agricultural produce such as crops. It is a proportion of the wealth of a Muslim so the rich pay more than the less well-off and there is a cut-off point so the very poor do not pay Zakah.</p> <p>The aim of paying Zakah is to keep wealth free from greed and selfishness. It is given as a duty and in obedience to God’s command, it is not charity. It is paid in secret so that the wealthy do not receive false praise and the poor are not ashamed to receive it.</p> <p>Zakah money may only be used for certain purposes: to help the poor, to release someone from debt, to help needy travellers, to free captives (prisoners of war), to help converts, to pay Zakah collectors.</p>	7
6(b)	<p>Explain the ways Zakah benefits individual Muslims and the community as a whole.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>For the individual Muslim Zakah is a duty (one of the Five Pillars) and it is also a form of worship. Muslims believe that everything they have is given to them on trust from God. Zakah is seen to be something which should be given willingly, with sincere intention and is another way to show submission to God. It is seen as a way of purifying their possessions and wealth and cleansing themselves from greed, selfishness and love of money (being materialistic).</p> <p>For those who receive Zakah it is not charity but the right of the poor to receive assistance. It purifies them also from jealous and resentfulness. In accepting Zakah they too are worshipping God and helping those wealthier to receive God’s blessings.</p> <p>For the Ummah (community), Zakah is a form of social welfare and a means of ensuring a fair distribution of income. Wealth is circulated and everybody benefits. Muslims remember they are all one family and the poor have a claim on the rich. Zakah demonstrates Muslim unity in the same way performing the other four pillars does.</p>	7

Question	Answer	Marks
6(c)	<p>‘The relief of poverty is the responsibility of the government, not religion.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates who have knowledge of the collection of Zakah in Muslim countries might point out that Zakah is collected by Zakah collectors and organised by the government and so there is a connection between the two.</p> <p>However, the payment of Zakah is a matter of trust and a test of the honesty of the individual Muslim to declare assets and possessions which might be taxed, there is no coercion. The individual and the government share the responsibility, the government distributes the Zakah collected.</p> <p>The payment of Zakah is undertaken willingly and joyfully and each Muslim considers it to be a duty to provide for a brother in need. In countries where the government is not an Islamic one, the Muslim community organises the collection and distribution.</p> <p>A conclusion might be that in most governments and in most religions, actions are constantly undertaken to relieve poverty.</p>	6

Question	Answer	Marks
7(a)	<p>Give an account of the rituals in a Jewish marriage ceremony.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Marriage can take place anywhere, as long as the couple marry under a chuppah. It can be on any day of the week except the Sabbath. Usually the bride will visit the Mikveh before the wedding.</p> <p>Before the ceremony begins the ketubah (marriage contract) is signed by two male witnesses. Sometimes, the bride and groom sign it as well. It contains the duties that each partner will undertake as husband or wife. It is read out at the ceremony to remind the couple of their promises.</p> <p>A groom may wear a kittel and traditionally the bride wears white. The groom is led to the chuppah by his father and the bride's father. He stands facing Israel. The bride is accompanied by her mother and the groom's mother. A welcome is chanted.</p> <p>The bride is led around the groom seven times and then stands on the right-hand side. A Rabbi (or Chazan) says two blessings; one blessing over a cup of wine, and the marriage blessing. The bride and groom take a drink from the wine. In Orthodox ceremonies rings are not exchanged but Progressive Jews usually exchange two rings.</p> <p>The ketubah is read aloud. The Rabbi says seven blessings. After the ceremony the bridegroom breaks a glass with his heel. A reminder that the Temple was destroyed.</p> <p>The bride and groom are given a short break for 'private togetherness'.</p>	7

Question	Answer	Marks
7(b)	<p>Explain the importance of the role of a Rabbi in a Jewish community.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The modern Rabbi plays many roles in the community. They are important in synagogue worship because they may lead the congregation in prayer or read the weekly Torah portion. All rites of passage ceremonies are conducted by the Rabbi, who often gives advice on correct procedure. The Rabbi will advise on marriage and family matters and often marriage guidance will be one of the pastoral duties. Most Rabbis are consulted on a wide variety of domestic and community matters.</p> <p>The Rabbi makes an important contribution to Jewish learning and education. Part of a Rabbi's day, particularly on Shabbat, might be spent on holding study sessions for both young and old.</p> <p>In traditional communities Rabbis spend much of their time studying, teaching or deciding matters of Jewish law for the community.</p> <p>Sometimes they judge disputes between Jews who want to have matters sorted by Jewish Law.</p>	7

Question	Answer	Marks
7(c)	<p>‘Marriage within Judaism preserves the existence of the religion.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Marriage to a Jewish partner is considered to be important to the continuing existence of Judaism because some Jews believe that marrying someone outside the religion weakens it. It is considered to be important to have children within a marriage to maintain the strength and traditions of the religion. It is in the home where children learn many of the customs e.g. dietary rules, laws and festivals.</p> <p>Children are taught their religion by their parents, as instructed in the Torah.</p> <p>The number of people who ‘marry out’ of their religion is seen by some as a problem for Judaism today. In Orthodox Judaism, the children are only Jewish if the mother is Jewish so the children of a mixed marriage, where the woman is not Jewish, would not be considered Jewish.</p> <p>However, within Progressive Judaism either parent can pass on Jewish identity to a child. So, it might be argued that it is possible to retain Jewish identity and religion within a mixed marriage.</p> <p>Candidates might explore arguments which show that marriage between couples of different religions can still respect and preserve both traditions. Some candidates might explore these.</p> <p>Another point of view might be that in an increasingly secular world it is unrealistic to expect people to marry in order to preserve the existence of a religion.</p>	6

Question	Answer	Marks
8(a)	<p>Give an account of not working on Shabbat.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>There are 39 regulations and 7 categories. Work that is forbidden is growing and preparing food e.g. cooking, grinding, reaping. Making clothing, threading a needle/loom, washing, weaving. Leather work and writing. Providing shelters, building and demolishing. Creating fire, extinguishing a fire, kindling a fire (for some this includes switching lights or cookers on and off or starting a car engine).</p> <p>Completing an item of work. Transporting of goods.</p> <p>Additions by the Rabbis are work tools and money should not be handled.</p> <p>Not asking/giving instructions or paying anyone to do something on the Sabbath.</p> <p>However, the Shabbat law may be broken to save life. Pikuakh nefesh: this mitzvah means any law can be broken to save life.</p>	7
8(b)	<p>Explain why Shabbat customs are believed to encourage and refresh religious belief.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Shabbat commemorates God's completion of creation and God resting on the seventh day. The customs emphasise the uniqueness of Shabbat and teach the children that it is a special day. It gives the family a chance to be together for a day without distractions and when no one has work. It gives them the opportunity to worship together in the home and in the synagogue and to praise God for his blessings.</p> <p>To keep the 'Sabbath Day' holy is commanded in the Torah, it is one of the Ten Commandments. Observing Shabbat 52 times each year provides a weekly opportunity to spend the day thinking about God, and the celebration of a holy day each week produces a structure and discipline for Jewish life.</p>	7

Question	Answer	Marks
8(c)	<p>‘Home and synagogue are of equal importance to Jews.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates might consider the view that some Jews can worship and observe customs both in the synagogue as well as at home as a family. Some candidates might consider the view that some Jews can worship as a family in the synagogue as well as at home.</p> <p>Many festivals are celebrated both in the home and in the synagogue and both types of worship are equally important. It is in the synagogue that all members of the family can hear the Torah being read and there are an equal number of artefacts and symbols that aid religious life in both home and synagogue.</p> <p>However, in some Jewish communities only men worship regularly in the synagogue and the women and children are separated from the men when they do attend services. This might lead to worship and rituals in the home being considered a more valuable experience than the synagogue for some of the family members.</p>	6

Question	Answer	Marks
9(a)	<p>Describe how Jews follow the kashrut rules on food.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>Kashrut are the laws that tell Jews which foods are kosher (fit to eat). An animal must have cloven hooves and chews the cud. Cows, sheep and goats are allowed but pigs, rabbits and camels are not kosher.</p> <p>Fish must have fins and scales; shellfish are not allowed. Birds such as chicken, duck and turkey are eaten but birds of prey are forbidden.</p> <p>All vegetables and fruit must be carefully checked for insects. Eggs and milk must be from kosher animals and eggs must not have blood spots. Meat and milk should not be eaten together. There must be an interval of at least six hours between meat and milk. Jewish homes usually have two different sinks and sets of crockery for different types of food.</p> <p>The food laws have their basis in the Torah; the process of shechitah (ritual slaughter) by a trained schochet, avoids unnecessary suffering of the animal. The animal is hung so that blood drains from the meat and also meat has to be soaked and salted before cooking. Blood in the meat makes it treyfah.</p> <p>Manufactured goods have to be checked under rabbinical supervision (the Beth Din) and usually carry a herscher label to certify they are kosher. Preparation of kosher food outside the home e.g. butchers and restaurants is also supervised by the Beth Din.</p>	7

Question	Answer	Marks
9(b)	<p>Explain why some Jews believe that following the rules on food is an important part of their Covenant with God.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>A covenant is a bargain or agreement between God and the Jews.</p> <p>It originated in the Torah with Abraham and Moses. The relative obligations for both God and the Jews are set out in the Torah and Jews must abide by the mitzvot. The commands about food are given in Leviticus.</p> <p>Jews believe there are implications in being chosen by God and this is reflected in everyday life and what is permitted to be eaten and what is treyfah is an example of this.</p> <p>Keeping the kosher food law shows recognition of the importance of the covenant in many ways. In fact, all religious acts that a Jew performs are linked to the covenant.</p> <p>Eating kosher food at home and in public means that Jews have a constant reminder that they are Jewish and in some ways ‘chosen’ to be separate from the rest of the community.</p>	7
9(c)	<p>‘Religious rules about food are not practical today.’</p> <p>Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to present arguments in favour of the statement that demonstrate the difficulties of following strict food laws in a busy modern environment. The disadvantages of the requirements for specialist butchers, food shops and restaurants. The time-consuming practice of checking and preparing all food to kosher standards. The inconvenience of not easily being able to eat outside the home or dine with friends who are not Jewish.</p> <p>However, a balanced view might be that the Jewish food laws have been in existence as long as Jewish communities have and today, throughout the world, there is ample provision of specialist suppliers of kosher food. Jews consider the food laws to be a religious responsibility not a chore.</p> <p>Some candidates might comment that there is tolerance today for all sorts of dietary rules for both religious and health reasons, many people follow strict diets.</p>	6



RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2017

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **4** printed pages.

Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section, answer **all** the questions.

- 1 (a) (i) Name **four** symbols used during a baptism ceremony. [4]
- (ii) Describe **three** promises made by the parents or godparents at an infant baptism. [3]
- (b) Explain why Christians think baptism is an important rite. [7]
- (c) 'Believers who are baptised as infants are stronger Christians.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

2

**'...remembering the words the Lord Jesus himself said:
"It is more blessed to give than to receive."**

Acts 20:35 – NIV

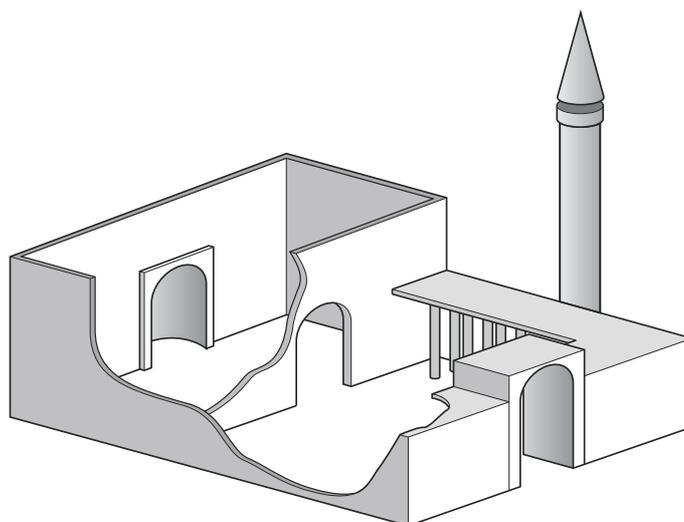
- (a) (i) Explain what is meant by tithing. [3]
- (ii) How might Christians fulfil their duty to care for others? [4]
- (b) Explain why Christians think caring for others is important. [7]
- (c) 'A man's responsibility is to look after his family, not to worry about the suffering of others.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section, answer **all** the questions.

- 3 (a) (i) State what is meant by:
- Adhan
- Iqamah
- Aqeeqah [3]
- (ii) When a Muslim child is born what rites take place after the seventh day? [4]
- (b) Explain why sacrifice is important to Muslims. [7]
- (c) 'Family is more important than Ummah.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

4



A mosque

Describe the purpose of the following features of a mosque:

- (a) (i) Minaret [4]
- (ii) Quiblah [3]
- (b) Explain how and why Wudu is performed. [7]
- (c) 'You can pray without making any extra effort to be clean.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section, answer **all** the questions.

5

‘Tzedaka is equal to all the other commandments combined.’

(Bava Bathra 9b)

- (a) (i) What is the Shema? [3]
- (ii) Describe how the Shema is part of the daily life of a Jew. [4]
- (b) Explain the importance of the Mishnah to Jews. [7]
- (c) ‘Sacred writings are not relevant in the modern world.’
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 6 (a) (i) How might a Jewish girl prepare for Bat Mitzvah? [3]
- (ii) Describe what happens at a Bat Mitzvah. [4]
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- (c) ‘Religious rituals are more relevant to men than women in Judaism.’
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RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2017

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

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This document consists of **4** printed pages.

Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

Section A – Christianity

If you have chosen this section, answer **all** the questions.

- 1 (a) (i) Name **four** symbols used during a baptism ceremony. [4]
- (ii) Describe **three** promises made by the parents or godparents at an infant baptism. [3]
- (b) Explain why Christians think baptism is an important rite. [7]
- (c) 'Believers who are baptised as infants are stronger Christians.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

2

**'...remembering the words the Lord Jesus himself said:
"It is more blessed to give than to receive."**

Acts 20:35 – NIV

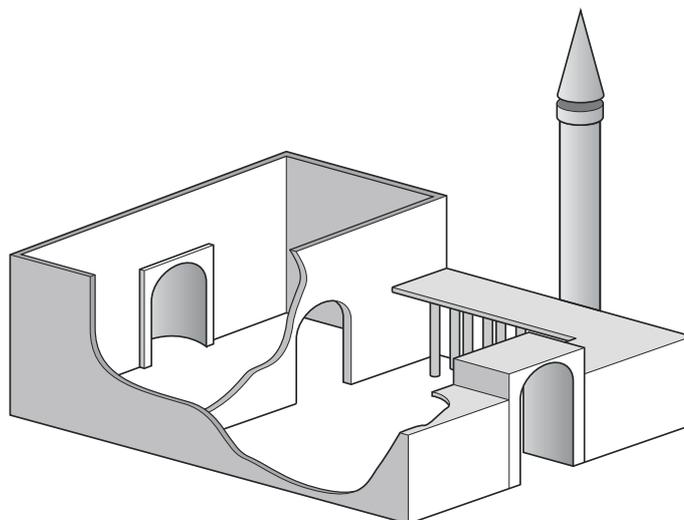
- (a) (i) Explain what is meant by tithing. [3]
- (ii) How might Christians fulfil their duty to care for others? [4]
- (b) Explain why Christians think caring for others is important. [7]
- (c) 'A man's responsibility is to look after his family, not to worry about the suffering of others.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section, answer **all** the questions.

- 3 (a) (i) State what is meant by:
- Adhan
- Iqamah
- Aqeeqah [3]
- (ii) When a Muslim child is born what rites take place after the seventh day? [4]
- (b) Explain why sacrifice is important to Muslims. [7]
- (c) 'Family is more important than Ummah.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

4



A mosque

Describe the purpose of the following features of a mosque:

- (a) (i) Minaret [4]
- (ii) Quiblah [3]
- (b) Explain how and why Wudu is performed. [7]
- (c) 'You can pray without making any extra effort to be clean.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section, answer **all** the questions.

5

‘Tzedaka is equal to all the other commandments combined.’

(Bava Bathra 9b)

- (a) (i) What is the Shema? [3]
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RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2017

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

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Section A – Christianity

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 1 (a) What happens in a traditional Christian marriage ceremony? [7]
- (b) Explain the ways in which traditional teaching on the roles of men and women might affect a Christian marriage. [7]
- (c) 'Marriages are stronger if husband and wife share the same religion.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 2 (a) Give an account of a Christian Confirmation service. [7]
- (b) Explain why First Communion is an important step of commitment in faith. [7]
- (c) 'Becoming a Christian is not an easy step to take.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 3 (a) Describe **one** place of Christian pilgrimage. [7]
- (b) Explain the ways in which a Christian might benefit from visiting a place of pilgrimage. [7]
- (c) 'Christian pilgrim sites should only be open for Christians.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 4** (a) Describe how the Ummah unites Muslims worldwide. [7]
- (b) Explain why Shariah law is important to some Muslims. [7]
- (c) 'Obeying God's laws is the most important part of religion.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 5** (a) Give an account of Muslim funeral rites. [7]
- (b) Explain why Muslims regard their earthly life as a test from God. [7]
- (c) 'Muslims should be allowed to mourn the dead for as long as they need.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 6** (a) Give an account of how Muslims give Zakah and how it is used. [7]
- (b) Explain the ways Zakah benefits individual Muslims and the community as a whole. [7]
- (c) 'The relief of poverty is the responsibility of the government, not religion.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section answer **all** of the parts in **two** of the questions.

- 7 (a) Give an account of the rituals in a Jewish marriage ceremony. [7]
- (b) Explain the importance of the role of a Rabbi in a Jewish community. [7]
- (c) 'Marriage within Judaism preserves the existence of the religion.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 8 (a) Give an account of not working on Shabbat. [7]
- (b) Explain why Shabbat customs are believed to encourage and refresh religious belief. [7]
- (c) 'Home and synagogue are of equal importance to Jews.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
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- (c) 'Religious rules about food are not practical today.'
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RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2017

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

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Section A – Christianity

If you have chosen this section answer **all** the parts in **two** of the questions.

- 1 (a) Describe a service of Holy Communion (Eucharist/Mass) in a Christian church. [7]
- (b) Explain why **both** public and private acts of worship are important for Christians. [7]
- (c) 'Everyone should agree about what it means to be a Christian.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 2 (a) Describe how Jesus was treated cruelly in the week leading up to his death. [7]
- (b) Explain why Christians celebrate Ascension Day. [7]
- (c) 'Only members of minority religions are persecuted today.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]
- 3 (a) Outline why Bethlehem and Nazareth are places of historical interest for Christians. [7]
- (b) Explain why Epiphany is a significant celebration in the church year. [7]
- (c) 'The fact that many pilgrim sites are visited by both pilgrims and tourists at the same time causes problems.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer. [6]

Section B – Islam

If you have chosen this section answer **all** the parts in **two** of the questions.

- 4** (a) Describe the architectural features of a typical mosque and state their religious purposes. [7]
- (b) Explain the role and significance of the Imam as a religious leader. [7]
- (c) 'The call to prayer, five times a day, is only for Muslim men.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 5** (a) Describe the different stages of Hajj after the pilgrims arrive in Makkah in ihram. [7]
- (b) Explain the significance of the sacrifice in the celebration of Id al-Adha. [7]
- (c) 'Making a sacrifice for God at Id al-Adha teaches compassion and responsibility.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]
- 6** (a) Give an account of the origin of Sunni and Shi'ah Islam. [7]
- (b) Explain the beliefs about God that are shared by all Muslims. [7]
- (c) 'Islam is a universal religion of peace.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

If you have chosen this section answer **all** the parts in **two** of the questions.

- 7 (a) Outline how the religious traditions of Sukkot are followed in the home. [7]
- (b) Explain the importance of passing on religious tradition through the family in Judaism. [7]
- (c) 'Children should not be expected to carry out religious duties.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 8 (a) Describe the ritual dress some Jewish men wear when praying. [7]
- (b) Explain the importance of the Sefer Torah in the synagogue. [7]
- (c) 'The best way to show belief in God is to attend synagogue services.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]
- 9 (a) Give an account of a Brit Milah ceremony. [7]
- (b) Explain the ways in which Brit Milah strengthens the Jewish community. [7]
- (c) 'Brit Milah alone cannot make a male Jewish.'
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer. [6]

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RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2017

1 hour 45 minutes

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