

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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	Cambridge IGCSE – October/November 2015	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.

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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]

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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]**

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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
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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
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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
---	--------------------

- (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
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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

0490/13

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]**

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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
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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
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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
---	--------------------

- (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
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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

0490/21

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.

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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

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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. [3]
- (ii) Briefly describe the different types of content in the Old and New Testaments. [4]
- (b) Explain why Christians might use the Bible to guide them in their lives today. [7]
- (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. [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? [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.'
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) Why do Muslims celebrate Eid al-Fitr? [3]
 (ii) State **four** ways this festival is celebrated. [4]
 (b) Explain why it might be considered important for all Muslims to enjoy and celebrate festivals. [7]
 (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]

4

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

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 (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. [6]

Section C – Judaism

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

- 5 (a) (i) Describe a mezuzah. [3]
 (ii) Describe how a mezuzah is used in the home. [4]
 (b) Explain why using religious objects in the Jewish home might strengthen belief. [7]
 (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. [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 [4]
 (ii) the ceremony that ends Shabbat on Saturday evening. [4]
 (b) Explain why it is important for Jews to observe Shabbat. [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. [6]

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RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2015

1 hour 45 minutes

No Additional Materials are required.

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Section A – Christianity

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- 1 (a) (i) Name **three** types of literature found in the Bible. [3]
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Mark 16:6 [NIV]

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- (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. [6]

Section B – Islam

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

- 3 (a) (i) Why do Muslims celebrate Eid al-Fitr? [3]
 (ii) State **four** ways this festival is celebrated. [4]
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RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2015

1 hour 45 minutes

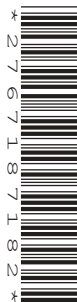
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Section A – Christianity

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- 1 (a) (i) Name **three** types of literature found in the Bible. [3]
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If you have chosen this section, answer **all** the questions.

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

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RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2015

1 hour 45 minutes

No Additional Materials are required.

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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) 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.'
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 Christian beliefs contained in the Apostles' Creed. [7]
 - (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)
 - (ii) Angels. [7]
- (b) Explain how belief in Akirah (life after death) might influence the life of a Muslim. [7]
- (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. [6]
- 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?
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. [6]

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. [7]
- (b) Explain the importance of Yom Kippur (Day of Atonement) as a special day for Jews. [7]
- (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. [6]
- 8** (a) Give an account of the customs at a Jewish funeral. [7]
- (b) Explain how Shiva might be of help to Jews mourning a death. [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. [6]
- 9** (a) Describe how **three** religious features of a synagogue are used in worship. [7]
- (b) Explain why most Jews think it is important to have a synagogue for the community. [7]
- (c) 'All Jews should worship together.'
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RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2015

1 hour 45 minutes

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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) 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.'
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 Christian beliefs contained in the Apostles' Creed. [7]
 - (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)
- (ii)** Angels. [7]
- (b)** Explain how belief in Akirah (life after death) might influence the life of a Muslim. [7]
- (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. [6]
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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 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?
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. [6]

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. [7]
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RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2015

1 hour 45 minutes

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Section B – Islam

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

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- (b) Explain why most Jews think it is important to have a synagogue for the community. [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. [6]

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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



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.

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This document consists of **12** printed pages.

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 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.

Page 8	Mark Scheme	Syllabus	Paper
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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]

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

- (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]



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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
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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
	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]

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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
	Cambridge IGCSE – October/November 2016	0490	12

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]

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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]

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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]



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.

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This document consists of **12** printed pages.

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]

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3 (a) (i) Describe what should be recited to a Muslim who is dying.

Responses might include the following:

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Muhammad is the messenger of God

1 mark for each response.

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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.

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.

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Page 8	Mark Scheme	Syllabus	Paper
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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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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.

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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.

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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.

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[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]



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.

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This document consists of **17** printed pages.

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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, iquamah, 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]



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.

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This document consists of **17** printed pages.

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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]



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.

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This document consists of **17** printed pages.

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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, iquamah, 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]**

Page 15	Mark Scheme	Syllabus	Paper
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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]

Page 16	Mark Scheme	Syllabus	Paper
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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.

Page 17	Mark Scheme	Syllabus	Paper
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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]



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RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2016

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

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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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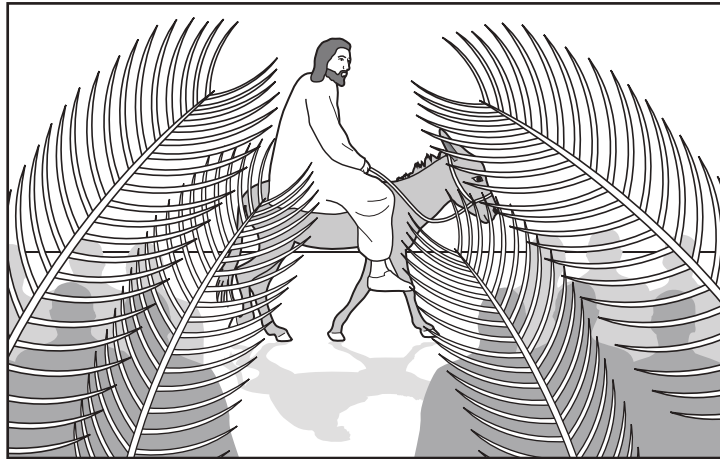


Section A - Christianity

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

**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]
- (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

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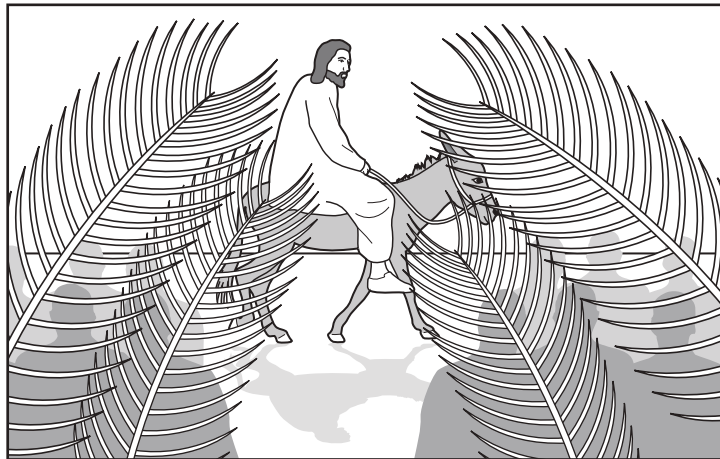
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Section A - Christianity

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**
- (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]

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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]
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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

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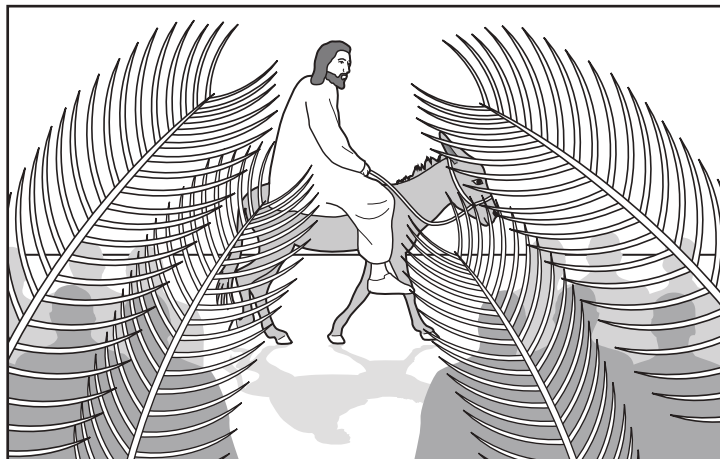
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Section A - Christianity

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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]
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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]
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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.'
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

0490/22

Paper 2

October/November 2016

1 hour 45 minutes

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

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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]
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 - (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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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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]
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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 Haftorah. 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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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 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

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)(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.

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

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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 quiblah, 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 shochet, 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 hechsher 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.

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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 quiblah, 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. Tzitzit (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

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). 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 quiblah, 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 shochet, 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 hechsher 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



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

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.



CAMBRIDGE
International Examinations

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.

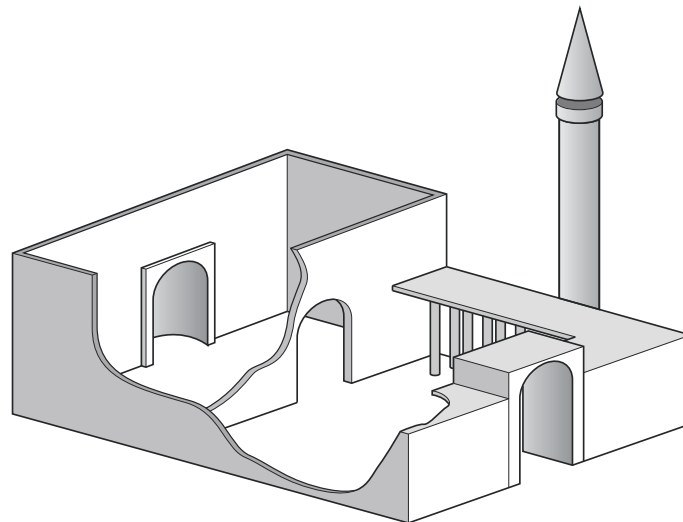
[7]

- (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]
- (b) Explain the importance of religious rituals to Jewish men and women. [7]
- (c) ‘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. [6]

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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

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

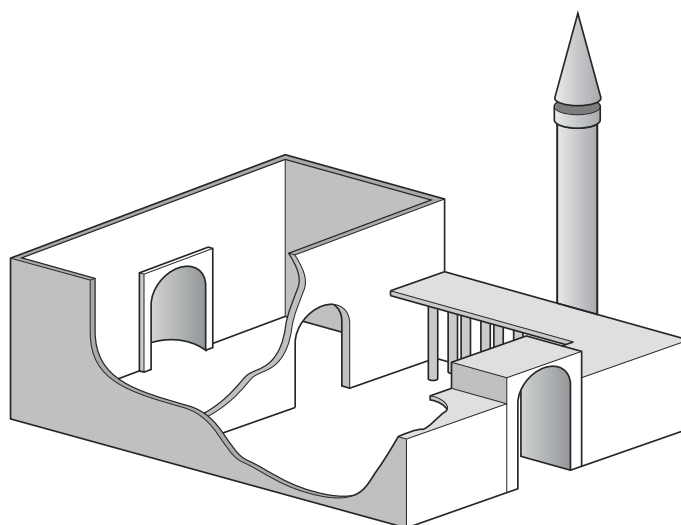
- (a) (i) Explain what is meant by tithing. [3]
- (ii) How might Christians fulfil their duty to care for others? [4]
- (b) Explain why Christians think caring for others is important. [7]
- (c) 'A man's responsibility is to look after his family, not to worry about the suffering of others.'
Discuss 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]
- (b) Explain the importance of religious rituals to Jewish men and women. [7]
- (c) ‘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. [6]

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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

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.



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) 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]
- 9** (a) Describe how Jews follow the kashrut rules on food. [7]
- (b) Explain why some Jews believe that following the rules on food is an important part of their Covenant with God. [7]
- (c) 'Religious rules about food are not practical today.'
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

0490/22

Paper 2

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 **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.

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International Examinations

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** 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

Additional Materials: Answer Booklet/Paper

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International Examinations

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) 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]
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 - (a) Describe **one** place of Christian pilgrimage. [7]
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 - (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.'
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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) 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]
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- 8** (a) Give an account of not working on Shabbat. [7]
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Grade thresholds – November 2018

Cambridge IGCSE™ Religious Studies (0490)

Grade thresholds taken for Syllabus 0490 (Religious Studies) in the November 2018 examination.

	maximum raw mark available	minimum raw mark required for grade:						
		A	B	C	D	E	F	G
Component 11	80	65	58	52	44	36	29	22
Component 12	80	65	58	52	44	36	29	22
Component 13	80	65	58	52	44	36	29	22
Component 21	80	58	50	43	38	33	27	21
Component 22	80	58	50	43	38	33	27	21
Component 23	80	58	50	43	38	33	27	21

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	86	77	68	59	51	43	35	27
AY	12, 22	86	77	68	59	51	43	35	27
AZ	13, 23	86	77	68	59	51	43	35	27



RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2018

MARK SCHEME

Maximum Mark: 80

<p>Published</p>

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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

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> types of literature found in the Old Testament.</p> <p>Responses might include three from:</p> <ul style="list-style-type: none"> • Books of Law • History • Poetry/Wisdom • Prophecy • Psalms <p>1 mark for each response.</p>	3
1(a)(ii)	<p>Briefly describe the content of <u>two</u> of these types of literature.</p> <p>Responses might include:</p> <p>Books of Law – the first five books in the Bible (Pentateuch) which contain the laws and instruction given to the people of Israel by God through Moses.</p> <p>History – the history of the people of Israel (Joshua to Esther).</p> <p>Poetry/Wisdom – five books which relate to the spiritual life of the people of Israel (Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon).</p> <p>Prophecy – preaching and interpreting the law, predicting the future, giving warnings (Isaiah to Malachi).</p> <p>Psalms – similar to poetry, relating to the spiritual life of the people of Israel.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
1(b)	<p>Explain why the Old Testament might be important to Christians.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>The Bible is the most important holy book for Christians and the Old Testament is part of the Bible. It is the word of God and Christians live their lives according to its teachings and use it in worship.</p> <p>The Old Testament is where laws and instructions such as the Ten Commandments are revealed and Christians try to live by these teachings.</p> <p>The Old Testament also reveals the history and learning of the people of Israel and Christians use these as lessons in their lives.</p> <p>The Old Testament is also seen as important as Christians believe that it predicts the coming of Jesus as the Messiah. It also teaches Christians about God.</p>	7

Question	Answer	Marks
1(c)	<p>‘Only the New Testament is relevant to 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.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates might agree with this statement as it is the New Testament that contains the teachings of Jesus and the early church. This is when Christianity began and so the Old Testament is irrelevant as it relates to Judaism. All the ethical teaching and general guidance required to live a Christian life is in the New Testament.</p> <p>Some candidates might disagree with the statement saying that there is much in the Old Testament that is relevant to Christians, such as the Ten Commandments and what is said about the Messiah.</p> <p>Although the Old Testament is about the people of Israel, it talks about the origins of Christianity too and there are many lessons which Christians can learn.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Whom did the angel Gabriel visit <u>and</u> what was his message?</p> <p>Mary, a virgin pledged to be married to a man named Joseph, a descendant of David.</p> <p>Greetings, you who are highly favoured; the Lord is with you; do not be afraid; found favour with God; be with child; give birth to a son; name him Jesus; he will be great; called Son of the Most High; God will give him the throne of David; reign over the house of Jacob for ever; his kingdom will never end; Holy Spirit will come upon you; holy one will be called the Son of God; Elizabeth is to have a child; nothing impossible with God.</p> <p>Paraphrasing is acceptable.</p> <p>1 mark for identification and 2 marks for statements about the message.</p>	3
2(a)(ii)	<p>Briefly describe the visit of the Magi (Wise Men) to Bethlehem.</p> <p>Magi from the east; came to Jerusalem; asked where king of Jews to be born; saw star in east and come to worship [1]; Herod and all Jerusalem disturbed; Herod asked chief priests and teachers of the law where Christ to be born; in Bethlehem in Judea as prophet wrote [2]; Herod secretly called Magi and found when star appeared; sent Magi to Bethlehem; report back to him so can worship [3]; left and followed star to place where child was; saw child with Mary and bowed down and worshipped; gifts of gold, incense and myrrh; warned in dream not to go back to Herod; returned to their country another way. [4]</p>	4

Question	Answer	Marks
2(b)	<p>Explain the significance of the visit of the Magi for Christians.</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> <ul style="list-style-type: none"> • The visit of the Magi extends God's grace from Israel to the Gentiles, to the world. • The star is said to represent a great person. • The gifts: gold was for a king; frankincense was for worship and myrrh was for death. For some Christians, the gifts all come together in Jesus. • Herod was given the title 'King of Judea' and so if a Messiah had been born, then that baby would be a threat to him. 	7
2(c)	<p>'Christmas is more important than Easter.' 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>Some candidates may agree with the statement, saying that Christmas celebrates the beginning of Jesus' life and ministry. Without Christmas, we would not have Easter. The circumstances of Jesus' birth (virgin birth, born in a manger, visit of the shepherds, visit of the Magi) all show us that Jesus is special. Christmas should be remembered and celebrated as it is the beginning of Christianity.</p> <p>Other candidates might disagree and say that Easter is more important. It is at Easter when we remember the sacrifice that Jesus made, giving his life for the saving of everyone. The death of Jesus was the real purpose of Jesus being born and so this overshadows his birth.</p> <p>Some candidates may say that both are as important as each other. Credit should be given as long as other points of view are included as support for the argument.</p>	6

Question	Answer	Marks
3(a)(i)	<p>Who should practise Sawm (fasting) <u>and</u> who can be excused?</p> <p>Every mature, sane and healthy Muslim.</p> <p>Those that can be excused include: the insane, chronically ill and those under the age of puberty. Travellers, women who are menstruating or are pregnant, people with temporary illness, those who have strenuous occupations may suspend their fasting but have to make reparation.</p> <p>Any 2 for the excused.</p>	3

Question	Answer	Marks
3(a)(ii)	<p>Briefly describe when <u>and</u> how Sawm is practised.</p> <p>Fasting is practised during the month of Ramadan, the ninth month, each year. Muslims fast from sunrise until sunset for the whole month. No food or drink is allowed. Fasting must be undertaken with spiritual intent (niyyah) and this must be renewed each day before dawn.</p> <p>Before the fast begins each day an early morning meal is taken. The fast is broken with a small meal (iftar) eaten as soon as possible after sunset. Traditionally, this is a date and some water in remembrance of Muhammad (pbuh).</p> <p>1 mark for when, 2 marks for how and 1 for development.</p>	4
3(b)	<p>Explain why it is important for Muslims to fast.</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>Fasting is one of the Five Pillars and so is central to Islam. It is therefore important for Muslims to observe the fast. Muhammad (pbuh) is seen as the example to follow.</p> <p>Fasting helps to create empathy for the poor and hungry. Also, charitable giving is encouraged and the poor and the hungry are included in the celebrations of breaking the fast.</p> <p>Ramadan is an occasion of gratitude and thanksgiving to God. It is seen as a way of making up for past sins. It is also something that teaches self-control and endurance.</p>	7
3(c)	<p>‘Sawm is the most important act of faith.’ 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 can either agree or disagree with this statement. Some may say that the Five Pillars and articles of faith cannot be put in rank order, all of them are as important as each other, and that to be a Muslim you must follow all of them.</p> <p>Others may say that fasting is the most important act of faith as it teaches Muslims both about God and about themselves and other people. It is God that provides food and thanks should be given to God. Also, it is a time to seek forgiveness for wrongdoings. All should be aware of the plight of others and should do what they can to help those less fortunate than themselves. Some may choose one of the other Five Pillars as being most important. Reasons for their choice should be given.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Name <u>three</u> prophets mentioned in the Qur'an (<u>not</u> including Muhammad (pbuh)).</p> <p>There are many prophets mentioned in the Qur'an, the following being the ones mentioned most:</p> <p>Abraham (Ibrahim) Adam Jesus (Isa) Moses (Musa) Noah (Nuh) Joseph (Yusuf) David (Dawud)</p> <p>Jacob (Ya'qub) Isaac (Is-haq) Ishmael (Ismail) Lot (Lut) Solomon (Sulayman) Aaron (Harun) Hud</p>	3

Question	Answer	Marks
4(a)(ii)	<p>Briefly describe what is written in the Qur'an about one of the prophets you have chosen.</p> <p>Abraham (Ibrahim) – There is much written about Abraham – born in the ancient city of Ur of the Chaldees, searching for truth (star, moon, sun – no partners with Allah), conversation with an unrighteous ruler, saved from fire, sacrifice of Ishmael.</p> <p>Adam – God created Adam from clay and breathed life into him as a successor on Earth. All the angels bowed before him except Iblis. Adam and Eve were told not to eat from one tree in the garden of Eden, but Iblis convinced them to. They covered themselves as they were naked. God banished them to earth.</p> <p>Jesus (Isa) – There is much written about Jesus – birth, childhood, in Egypt, mission, preaching, miracles, his death (or not), ascension, second coming.</p> <p>Moses (Musa) – Most frequently mentioned. Was sent by God to the Pharaoh of Egypt and the Israelites for guidance and warning. His life is recounted – youth, preaching, exodus, wilderness, death, revealed the Torah.</p> <p>Noah (Nuh) – A prophet, wife was not a believer. Neither she nor one son joined him. A great calamity, to destroy Noah's people but saved him and future generations. Preached but people refused to hear his words, threatened with stoning. Prayed to God. Received revelation from God. Built ship, mocked.</p> <p>Joseph (Yusuf) – Jacob's son, given gift of prophecy. The dream, the plot against Joseph, God's plan to save Joseph, Joseph in Egypt, the family reunion.</p> <p>David (Dawud) – David received revelation from God, was given sound judgement and knowledge. He killed Goliath and received the Psalms. He praised God along with the mountains and the birds.</p> <p>God made him a vicegerent and taught him the ability to make armour.</p> <p>Jacob (Ya'qub) – Angels tell Abraham and Sarah of his birth, taught monotheism by Abraham. Given gifts – guided, knowledge, inspired, tongue of truthfulness. Prophet. Jacob and his sons, his last advice to his people.</p> <p>Isaac (Is-haq) – Born to Abraham and Sarah in her old age, had son Jacob, brother to Ishmael, given revelations, Joseph was his grandson.</p> <p>Ishmael (Ismail) – God made a covenant with Abraham and Ishmael, guided to a straight path, true to his promise, a Messenger, a Prophet, bade his people to pray and give alms and be pleasing to God.</p> <p>Lot (Lut) – Prophet and nephew of Abraham, sent to Sodom and Gomorrah with God's message, was threatened by the people, prayed to be saved from doing as they did, two angels (disguised as boys) came to him and he became distressed because he couldn't protect them, tried to convince the people to refrain and offered his own daughters but they wanted the boys, angels revealed themselves and told him to leave as they would destroy the place, told his wife she would be left as she was sinful, he left with his family, except his wife.</p>	4

Question	Answer	Marks
4(a)(ii)	<p>Solomon (Sulayman) – King and Prophet, ability to speak to animals (e.g. ants) and rule jinn, wind subservient to him, wisdom. Faithful to one and only God, built Temple, ruled justly over Kingdom of Israel, blessed with level of Kingship given to no one before or after him and fulfilled all of his commandments, promised nearness to God in Paradise. Conquest of Sheba, death was a lesson.</p> <p>Aaron (Harun) – A descendant of Abraham, was sent with Moses to warn the Pharaoh about God's punishment. Moses prayed to God that Aaron would help him and he did, he was eloquent in matters of speech and discourse. With Moses, built dwellings for the Israelites in Egypt and converted them into places of worship. Aaron tried to stop the worship of the Golden Calf, had authority and was 'guided to the right path'.</p> <p>Hud – Hud preached to the people of 'Ad, who had adopted idols to worship, and invited them to worship God. He told them to repent but the people mocked his message. He preached to the people for a long time but they refused to repent. After lots of warning, God sent a thunder storm to destroy them.</p> <p>2 marks for statements and 2 marks for development.</p>	
4(b)	<p>Explain why belief in prophets is important for Muslims.</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>Belief in prophets is an article of faith and is written in the Qur'an (Surah 2:285). Prophets are chosen by God to relay God's message to humans. Some prophets were given books, such as Moses (Torah), David (Psalms) and Jesus (Gospels). Prophets came from the nations that they were given a message for and they were to call the people to worship only God. Prophets are examples of how to live a moral, righteous life and lived by the messages that they conveyed. The messages were corrupted though and so God sent Muhammad (pbuh) as the 'Seal of the Prophets', with the final message.</p>	7

Question	Answer	Marks
4(c)	<p>‘Belief in prophets is more important than belief in angels.’ 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 may take one side or the other or they may say that both belief in prophets and belief in angels are articles of faith and so are as important as each other. Prophets and angels both have purposes given to them by God. Prophets were humans sent with the message that God alone should be worshipped, they did not earn prophethood, they were chosen. Angels do not have the ability to make decisions but have tasks to perform given to them by God, such as Gabriel who brought revelation to Muhammad (pbuh) and Munkar and Nakeer who test people in the grave.</p> <p>Reasons for the answer should be given.</p>	6

Question	Answer	Marks
5(a)(i)	<p>What are the <u>three</u> divisions of the Tenakh?</p> <p>Torah (Law) Nevi'im (Prophets) Ketuvim (Writings)</p>	3
5(a)(ii)	<p>Briefly describe <u>two</u> of the divisions you have mentioned.</p> <p>Torah – the first five books (Pentateuch – Genesis, Exodus, Leviticus, Numbers and Deuteronomy) which contain the laws and instruction given to the people of Israel by God through Moses.</p> <p>Nevi'im – preaching and interpreting the law, predicting the future, giving warnings. There are the three major prophets (Isaiah, Jeremiah and Ezekiel) and the twelve minor prophets (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah and Malachi).</p> <p>Ketuvim – also called Hagiographa (Holy Writings) and is the third section of the Tenakh. It includes Psalms, Proverbs, Job, Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther, Daniel, Ezra, Nehemiah and I and II Chronicles.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4

Question	Answer	Marks
5(b)	<p>Explain the importance of the Talmud to Jews.</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>The Talmud is the commentary on the Mishnah (oral law) and one of the central works for Jews. It is the record of rabbinic teachings and explains the commandments of the Torah in great detail. One was written in Palestine and one in Babylon between 200 and 500 CE. Anything that was of interest to the Rabbis was included in the Talmud, which in turn became a kind of encyclopedia of the Rabbinic mind. It is considered binding. Its study is an important religious duty for Jewish men.</p> <p>As the earliest rabbinic interpretation of the Bible, the Talmud helps Jews to understanding the laws and customs still followed today. The Talmudic discussion and its conclusions provide the origins of many laws and customs. Studying the Talmud can help with important issues and values that are essential for Jews. To study the Talmud is to take part in the conversations and arguments that have for nearly two millennia been the form and substance of Jewish law.</p>	7
5(c)	<p>‘Written traditions are more important than oral traditions.’ 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 might consider that the written traditions are more reliable and so more important than the oral traditions. Alternatively, candidates may say that both the written and the oral traditions are important as they are both sacred texts, the revealed word of God.</p> <p>The oral traditions were gathered and discussed by sages and so these traditions have been agreed upon by many people, not just a few. This would make the oral traditions more reliable and more important. They may also argue that most sacred writings also contain a moral code which has guided people for centuries.</p> <p>Candidates should give their opinion and support it with different points of view.</p>	6

Question	Answer	Marks
6(a)(i)	<p>Name <u>three</u> items which are ritual dress for prayer for Jews.</p> <ul style="list-style-type: none"> • Tallit (prayer shawl) • Tefillin (phylacteries) • Kippah/yarmulke (skull cap) 	3

Question	Answer	Marks
6(a)(ii)	<p>Briefly describe <u>two</u> of these items.</p> <p>Tallit – an oblong piece of cloth with knotted fringes on each corner, made of wool or silk. It is worn by adult males on certain occasions.</p> <p>Tefillin – special boxes, containing the words of the Shema, which are bound by leather straps to the forehead and around the arm of men of bar mitzvah age and above. They are worn every weekday by Orthodox Jews for morning prayers.</p> <p>Kippah – a skull cap worn by Orthodox men. Some men wear it all the time whilst others cover their heads only for prayer, study or entering a sacred place.</p> <p>2 × 2 marks, 1 mark for simple statement and 1 mark for development</p>	4
6(b)	<p>Explain why wearing ritual dress is important for some Jews.</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>Ritual dress is prescribed in the Hebrew Bible and so to follow God's commands ritual dress must be worn. It is a sign of respect to God. It is also a reminder of tradition and history, connecting Jews today with those in ancient times. The tallit is a reminder of the commandments. The tefillin are reminders of God's word in both heads and hearts. Some Jews feel that the wearing of the kippah all the time is an outward sign that they are Jewish.</p>	7
6(c)	<p>'Rituals distract from true worship.' 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 Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates may agree with this statement, saying that there are too many rituals practised and that these distract people from the purpose of worship. For example, Shabbat. There are so many rituals or customs that the meaning of Shabbat gets lost. People are too concerned with performing all the rituals, in the correct order, that they do not really think that deeply about the meaning.</p> <p>Others may say that ritual has a purpose. Ritual reminds people of meanings and purposes at the right moments and that it is through ritual that people really come to understand the purpose of worship and worship with respect. They begin to understand their own role in worship.</p> <p>Some candidates may look at the importance of rituals in terms of them following religious tradition, or following in the footsteps of their forefathers etc.</p>	6



RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **13** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Assessment objectives/Levels of Response*A Knowledge (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

B Understanding and interpretation (35%)

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

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>What is a commandment?</p> <p>Commandment may be described as:</p> <ul style="list-style-type: none"> • as a divine rule/pronouncement • a command • given by God • the Decalogue • the Two Greatest Commandments. 	3
1(a)(ii)	<p>Give <u>four</u> of the Ten Commandments.</p> <ol style="list-style-type: none"> 1 You shall have no other gods but me 2 You shall not make unto you any graven images 3 You shall not take the name of the Lord your God in vain 4 You shall remember the Sabbath and keep it holy 5 Honour your mother and father 6 You shall not murder 7 You shall not commit adultery 8 You shall not steal 9 You shall not bear false witness 10 You shall not covet anything that belongs to your neighbour 	4
1(b)	<p>Explain the importance of the Ten Commandments to Christians.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>Some may explain that Christianity has its roots in Judaism and that the Ten Commandments are divine instructions meant to guide the lives of both Jews and Christians. All Christian leaders are expected to instil a Christian morality in their followers and this is where most would begin. Worshipping the divine, keeping the Sabbath holy and not being jealous of or hurting others could be seen as the foundation on which all morality is built. Followers are taught that salvation is found in obeying God's rules.</p> <p>Some candidates may emphasise how they are a form of contact between people and God via prophets.</p>	7

Question	Answer	Marks
1(c)	<p>‘Christians should follow rules which are more suitable for 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 Christianity in your answer.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider:</p> <p>Some candidates may argue for the statement suggesting that the world they have to live in today is very different from the days when most religious rules were written. The challenges that Jews and early Christians were facing were very unlike the temptations they face today. The internet, for example, has opened a world of temptations that were not faced in biblical times. In that context they may argue that rules formed by themselves in the modern world would be more relevant to them and the times they live in.</p> <p>Alternatively they may argue that the rules formed in biblical times often address universal moral issues and their advice or instructions are just as relevant today, as while ways of being immoral might be more diverse, the desires and motivations have not changed. In that context the Ten Commandments, for example, are just as relevant to moral decisions than they ever were.</p>	6

Question	Answer	Marks
2(a)(i)	<p>What makes Jerusalem a place of pilgrimage for Christians?</p> <p>Some of the most important events in the life of Jesus took place in Jerusalem. Candidates may point to the Finding in the Temple, the Entry in Jerusalem, the Trial and Suffering/Crucifixion or the Resurrection. Some may point to Pentecost, the Speaking in Tongues and the Birthday of the Church.</p> <p>1 mark for identification, 2 marks for elaboration.</p>	3
2(a)(ii)	<p>Describe <u>one</u> other place of Christian pilgrimage.</p> <p>Candidates may describe some local places of pilgrimage or some others they may have studied. Lourdes and Rome are mentioned in the specification. Whether local or international, candidates are likely to describe what can be found in these places and what it is about them that attracts pilgrims.</p>	4

Question	Answer	Marks
2(b)	<p>Explain why a Christian might wish to go on pilgrimage.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>The idea and importance of journey dates back to the earliest days of Christianity. There are many answers to this question depending on whether the candidate focuses on spiritual journeys or what a pilgrim may want to see. Some for example might say that walking pilgrim routes puts pilgrims in touch with the spirituality of other pilgrims and the sense of walking a journey physically and spiritually with the divine.</p> <p>Others may speak of the places themselves, for example, going to Bethlehem, Nazareth or Jerusalem to walk the places Jesus and the disciples walked, and see the things they saw. Again this is often to get closer to the divine.</p> <p>Some might visit pilgrimage sites to obtain healing for themselves or for others.</p>	7
2(c)	<p>‘Christians should help their local communities rather than travelling the world.’ 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>Candidates are likely to be able to express arguments on both sides of these issues.</p> <p>Candidates may say that there is a false dichotomy in this question since one action does not exclude the other. Some however may say that it is important for them to fully understand their religion and by going on pilgrimage and travelling the World they gain a deeper faith and closeness to God. Others may argue that in today's world local communities need more help so spending money travelling and taking the time to travel is inappropriate.</p>	6

Question	Answer	Marks
3(a)(i)	<p>Why was Muhammad (pbuh) in the cave at Hira?</p> <p>Muhammad (pbuh) was disillusioned with the idolatrous practices in Makkah and the corruption. This led to him feeling the need for solitude, which in turn led him to seek seclusion to meditate. To do this he climbed the rocky hills which surround Makkah to retreat for a number of days.</p> <p>1 mark for a simple statement, 2 marks for elaboration.</p>	3
3(a)(ii)	<p>What was the role of the angel?</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge</p> <p>Muslims believe that the role of the angel Gabriel was to bring God's final revelation to humanity. This revelation will hold until the end of time. The angel made Muhammad (pbuh) understand even though he could not read.</p> <p>1 mark for a simple statement, 3 marks for elaboration.</p>	4
3(b)	<p>Explain the importance of Jihad for Muslims.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>Candidates may start by explaining that Jihad means struggle or effort and not holy war. In fact Jihad describes three different kinds of struggle:</p> <ul style="list-style-type: none"> • The believer's internal struggle to live out the Muslim faith as well as they can. • The struggle to live out the Muslim faith as well as they can. • Holy war: the struggle to defend Islam, with force if necessary. <p>While holy war is seen as a legitimate interpretation many scholars would rather focus on the idea of internal struggle and candidates may choose to do the same. Many may therefore talk of the effort Muslims make to live as Allah instructed them meaning following the rules of the faith, being devoted to Allah and doing everything they can to help other people. They are likely to choose some of these beliefs to demonstrate the importance of Jihad and any relevant choices should be credited.</p>	7

Question	Answer	Marks
3(c)	<p>'Islamic teachings are too strict for modern society.' Discuss this statement. Give your own opinion and show that you have thought about different 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:</p> <p>Most candidates will be able to argue both sides of this debate. Some may, for example, argue that in the hundreds of years since the Qur'an was revealed the world has changed significantly and that many traditional Islamic teachings are out of date, having been for a world that no longer exists. Candidates might give examples.</p> <p>Alternatively, the Qur'an should still be the most important book of guidance in a Muslim's life. The teachings could be seen as a witness against many modern moralities and a significant guide for a road to everlasting life.</p>	6

Question	Answer	Marks
4(a)(i)	<p>What is Id al-Adha?</p> <p>This is the name given to the festival of sacrifice. It is a festival in remembrance of Ibrahim's obedience and willingness to sacrifice his son when God asked it of him.</p> <p>1 mark for identification, 2 marks for elaboration.</p>	3
4(a)(ii)	<p>What do Muslims do at this time?</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>At this time, if they can afford it, Muslims throughout the world sacrifice a sheep or goat in remembrance of Ibrahim's obedience to Allah. The slaughtered animal is shared three ways between family, friends and the poor. The festival usually starts by going to the mosque to pray and thank Allah and listen to the sermon.</p> <p>They also give money to charity hoping that the poor will be able to celebrate as well.</p>	4

Question	Answer	Marks
4(b)	<p>Explain why Muslims celebrate festivals.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>Candidates may say that Surah 22.36 commands Muslims to perform sacrifices and that these are done during festivals. By taking part in these festivals Muslims are also demonstrating their willingness to obey Allah even to the point of sacrificing their own lives. They are also asking for forgiveness for any times they have not been fully dedicated to Allah and asking to have the strength to be faithful in the future.</p> <p>Some candidates may also mention how festivals allow Muslims to put aside everyday life and focus on Allah.</p>	7
4(c)	<p>‘Religion should not affect every part of a person’s life.’ Discuss this statement. Give your own opinion and show that you have thought about different 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>Some candidates may begin by arguing that as the Qur’an and Hadith are precisely about how one might live one’s life, so it would be difficult to conclude that they should not affect every part of a person’s life. If one wants to give oneself to Allah, it is an act that demands one’s heart and soul.</p> <p>Alternatively, some may say that while prayer and worship are important, there are parts of a person’s life that are personal and individual and religion should have no say in how one conducts oneself in these parts of life. Examples of this might be given e.g. compromising decisions made in business may be necessary to look after/provide for one’s family.</p>	6

Question	Answer	Marks
5(a)(i)	<p>What is the Torah?</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <ul style="list-style-type: none"> • The law of God • as revealed to Moses • Holy Book • the first five books of the Jewish scriptures • the Pentateuch. • the law on which Judaism is founded. <p>1 mark for each response.</p>	3
5(a)(ii)	<p>State <u>four</u> Jewish beliefs about the nature of God.</p> <ul style="list-style-type: none"> • God is one • God is eternal • God is the creator • God is completely good • God is omnipotent • God is omniscient • God judges • God is unknowable <p>1 mark for each response.</p>	4
5(b)	<p>Explain the importance for Jews of the Ketuvim (Writings).</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>The Ketuvim are a diverse group of writings which make up the last section of the Jewish Scriptures. Sometimes described as everything which is not Torah or prophets. However it is better to describe them as important in different ways to Judaism. The Psalms and proverbs are not only important to worship but reflect wisdom gathered by Jews over centuries. In terms of the history books, Jews can develop a theological view on their past. Short stories such as Esther and Ruth offer a distinct vision of Jewish life.</p>	7

Question	Answer	Marks
5(c)	<p>‘It is impossible to fully understand the will of God.’ 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 of Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates may begin by reflecting on the belief that God is unknowable and as such his will is clearly beyond our understanding. They may look at examples of statements which imply knowledge of the will of God and reflect on the extent to which these are reliable and as such important or not to be followed.</p> <p>Others may look at beliefs about God’s attempt to contact humanity. If they believe that the 613 commandments were given by God then they might argue this will is clear and therefore fully capable of comprehension. Others may look at other parts of the Jewish scriptures where God is believed to have directly intervened in the history of his people and the extent to which this did not make his will transparent.</p>	6

Question	Answer	Marks
6(a)(i)	<p>What is celebrated at Shavuot?</p> <p>It celebrates:</p> <ul style="list-style-type: none"> • the revelation of the first five books of the Torah • to Moses on Mount Sinai • Shavuot is known as the Feast of Weeks • it marks the completion of the seven-week counting period between Passover and Shavuot (the counting of the Omer) • commemorates the first fruits • of the wheat harvest in the land of Israel. <p>1 mark for each response.</p>	3
6(a)(ii)	<p>What is celebrated at Sukkot?</p> <p>Sukkot is also known as the Feast of Booths or Tabernacles and is one of the three biblically based pilgrimage holidays known as the shalosh regalim. Celebrates God’s protection and the survival of their ancestors. It is an agricultural festival that originally was considered a thanksgiving for the fruit harvest.</p> <p>1 mark for a simple statement, 3 marks for elaboration.</p>	4

Question	Answer	Marks
6(b)	<p>Explain why festivals are important to Jews.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>Jews feel it is important to take time out of their daily lives to stop work and focus on God and his commandments. Observing holidays and festivals also has important social outcomes. They help to keep tradition alive, contribute to a sense of community and belonging, and ensure regular reflection and celebration.</p>	7
6(c)	<p>‘Money spent visiting historic places would be better spent on helping the poor.’ Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.</p> <p>Mark according to the level descriptors of Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to be able to express arguments on both sides of these issues.</p> <p>Some may say that all religions have a duty to help the poor and they should prioritise that before any other duties. Modern technology has made the world smaller and has also made us more aware of the poverty suffered by so many.</p> <p>Others may argue that deepening a personal awareness of religion by visiting important sites of historic religious interest can only help with the understanding of why faith can lead to a feeling of responsibility for the poor. Candidates should develop their responses to with specific reference to Jewish historical sites/beliefs and practices.</p>	6



RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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

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> types of literature found in the Old Testament.</p> <p>Responses might include three from:</p> <ul style="list-style-type: none"> • Books of Law • History • Poetry/Wisdom • Prophecy • Psalms <p>1 mark for each response.</p>	3
1(a)(ii)	<p>Briefly describe the content of <u>two</u> of these types of literature.</p> <p>Responses might include:</p> <p>Books of Law – the first five books in the Bible (Pentateuch) which contain the laws and instruction given to the people of Israel by God through Moses.</p> <p>History – the history of the people of Israel (Joshua to Esther).</p> <p>Poetry/Wisdom – five books which relate to the spiritual life of the people of Israel (Job, Psalms, Proverbs, Ecclesiastes and Song of Solomon).</p> <p>Prophecy – preaching and interpreting the law, predicting the future, giving warnings (Isaiah to Malachi).</p> <p>Psalms – similar to poetry, relating to the spiritual life of the people of Israel.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
1(b)	<p>Explain why the Old Testament might be important to Christians.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might include some of the following:</p> <p>The Bible is the most important holy book for Christians and the Old Testament is part of the Bible. It is the word of God and Christians live their lives according to its teachings and use it in worship.</p> <p>The Old Testament is where laws and instructions such as the Ten Commandments are revealed and Christians try to live by these teachings.</p> <p>The Old Testament also reveals the history and learning of the people of Israel and Christians use these as lessons in their lives.</p> <p>The Old Testament is also seen as important as Christians believe that it predicts the coming of Jesus as the Messiah. It also teaches Christians about God.</p>	7

Question	Answer	Marks
1(c)	<p>‘Only the New Testament is relevant to 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.</p> <p>Mark according to the level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates might agree with this statement as it is the New Testament that contains the teachings of Jesus and the early church. This is when Christianity began and so the Old Testament is irrelevant as it relates to Judaism. All the ethical teaching and general guidance required to live a Christian life is in the New Testament.</p> <p>Some candidates might disagree with the statement saying that there is much in the Old Testament that is relevant to Christians, such as the Ten Commandments and what is said about the Messiah.</p> <p>Although the Old Testament is about the people of Israel, it talks about the origins of Christianity too and there are many lessons which Christians can learn.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Whom did the angel Gabriel visit <u>and</u> what was his message?</p> <p>Mary, a virgin pledged to be married to a man named Joseph, a descendant of David.</p> <p>Greetings, you who are highly favoured; the Lord is with you; do not be afraid; found favour with God; be with child; give birth to a son; name him Jesus; he will be great; called Son of the Most High; God will give him the throne of David; reign over the house of Jacob for ever; his kingdom will never end; Holy Spirit will come upon you; holy one will be called the Son of God; Elizabeth is to have a child; nothing impossible with God.</p> <p>Paraphrasing is acceptable.</p> <p>1 mark for identification and 2 marks for statements about the message.</p>	3
2(a)(ii)	<p>Briefly describe the visit of the Magi (Wise Men) to Bethlehem.</p> <p>Magi from the east; came to Jerusalem; asked where king of Jews to be born; saw star in east and come to worship [1]; Herod and all Jerusalem disturbed; Herod asked chief priests and teachers of the law where Christ to be born; in Bethlehem in Judea as prophet wrote [2]; Herod secretly called Magi and found when star appeared; sent Magi to Bethlehem; report back to him so can worship [3]; left and followed star to place where child was; saw child with Mary and bowed down and worshipped; gifts of gold, incense and myrrh; warned in dream not to go back to Herod; returned to their country another way. [4]</p>	4

Question	Answer	Marks
2(b)	<p>Explain the significance of the visit of the Magi for Christians.</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> <ul style="list-style-type: none"> • The visit of the Magi extends God's grace from Israel to the Gentiles, to the world. • The star is said to represent a great person. • The gifts: gold was for a king; frankincense was for worship and myrrh was for death. For some Christians, the gifts all come together in Jesus. • Herod was given the title 'King of Judea' and so if a Messiah had been born, then that baby would be a threat to him. 	7
2(c)	<p>'Christmas is more important than Easter.' 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>Some candidates may agree with the statement, saying that Christmas celebrates the beginning of Jesus' life and ministry. Without Christmas, we would not have Easter. The circumstances of Jesus' birth (virgin birth, born in a manger, visit of the shepherds, visit of the Magi) all show us that Jesus is special. Christmas should be remembered and celebrated as it is the beginning of Christianity.</p> <p>Other candidates might disagree and say that Easter is more important. It is at Easter when we remember the sacrifice that Jesus made, giving his life for the saving of everyone. The death of Jesus was the real purpose of Jesus being born and so this overshadows his birth.</p> <p>Some candidates may say that both are as important as each other. Credit should be given as long as other points of view are included as support for the argument.</p>	6

Question	Answer	Marks
3(a)(i)	<p>Who should practise Sawm (fasting) <u>and</u> who can be excused?</p> <p>Every mature, sane and healthy Muslim.</p> <p>Those that can be excused include: the insane, chronically ill and those under the age of puberty. Travellers, women who are menstruating or are pregnant, people with temporary illness, those who have strenuous occupations may suspend their fasting but have to make reparation.</p> <p>Any 2 for the excused.</p>	3

Question	Answer	Marks
3(a)(ii)	<p>Briefly describe when <u>and</u> how Sawm is practised.</p> <p>Fasting is practised during the month of Ramadan, the ninth month, each year. Muslims fast from sunrise until sunset for the whole month. No food or drink is allowed. Fasting must be undertaken with spiritual intent (niyyah) and this must be renewed each day before dawn.</p> <p>Before the fast begins each day an early morning meal is taken. The fast is broken with a small meal (iftar) eaten as soon as possible after sunset. Traditionally, this is a date and some water in remembrance of Muhammad (pbuh).</p> <p>1 mark for when, 2 marks for how and 1 for development.</p>	4
3(b)	<p>Explain why it is important for Muslims to fast.</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>Fasting is one of the Five Pillars and so is central to Islam. It is therefore important for Muslims to observe the fast. Muhammad (pbuh) is seen as the example to follow.</p> <p>Fasting helps to create empathy for the poor and hungry. Also, charitable giving is encouraged and the poor and the hungry are included in the celebrations of breaking the fast.</p> <p>Ramadan is an occasion of gratitude and thanksgiving to God. It is seen as a way of making up for past sins. It is also something that teaches self-control and endurance.</p>	7
3(c)	<p>‘Sawm is the most important act of faith.’ 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 can either agree or disagree with this statement. Some may say that the Five Pillars and articles of faith cannot be put in rank order, all of them are as important as each other, and that to be a Muslim you must follow all of them.</p> <p>Others may say that fasting is the most important act of faith as it teaches Muslims both about God and about themselves and other people. It is God that provides food and thanks should be given to God. Also, it is a time to seek forgiveness for wrongdoings. All should be aware of the plight of others and should do what they can to help those less fortunate than themselves. Some may choose one of the other Five Pillars as being most important. Reasons for their choice should be given.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Name <u>three</u> prophets mentioned in the Qur'an (<u>not</u> including Muhammad (pbuh)).</p> <p>There are many prophets mentioned in the Qur'an, the following being the ones mentioned most:</p> <p>Abraham (Ibrahim) Adam Jesus (Isa) Moses (Musa) Noah (Nuh) Joseph (Yusuf) David (Dawud)</p> <p>Jacob (Ya'qub) Isaac (Is-haq) Ishmael (Ismail) Lot (Lut) Solomon (Sulayman) Aaron (Harun) Hud</p>	3

Question	Answer	Marks
4(a)(ii)	<p>Briefly describe what is written in the Qur'an about one of the prophets you have chosen.</p> <p>Abraham (Ibrahim) – There is much written about Abraham – born in the ancient city of Ur of the Chaldees, searching for truth (star, moon, sun – no partners with Allah), conversation with an unrighteous ruler, saved from fire, sacrifice of Ishmael.</p> <p>Adam – God created Adam from clay and breathed life into him as a successor on Earth. All the angels bowed before him except Iblis. Adam and Eve were told not to eat from one tree in the garden of Eden, but Iblis convinced them to. They covered themselves as they were naked. God banished them to earth.</p> <p>Jesus (Isa) – There is much written about Jesus – birth, childhood, in Egypt, mission, preaching, miracles, his death (or not), ascension, second coming.</p> <p>Moses (Musa) – Most frequently mentioned. Was sent by God to the Pharaoh of Egypt and the Israelites for guidance and warning. His life is recounted – youth, preaching, exodus, wilderness, death, revealed the Torah.</p> <p>Noah (Nuh) – A prophet, wife was not a believer. Neither she nor one son joined him. A great calamity, to destroy Noah's people but saved him and future generations. Preached but people refused to hear his words, threatened with stoning. Prayed to God. Received revelation from God. Built ship, mocked.</p> <p>Joseph (Yusuf) – Jacob's son, given gift of prophecy. The dream, the plot against Joseph, God's plan to save Joseph, Joseph in Egypt, the family reunion.</p> <p>David (Dawud) – David received revelation from God, was given sound judgement and knowledge. He killed Goliath and received the Psalms. He praised God along with the mountains and the birds.</p> <p>God made him a vicegerent and taught him the ability to make armour.</p> <p>Jacob (Ya'qub) – Angels tell Abraham and Sarah of his birth, taught monotheism by Abraham. Given gifts – guided, knowledge, inspired, tongue of truthfulness. Prophet. Jacob and his sons, his last advice to his people.</p> <p>Isaac (Is-haq) – Born to Abraham and Sarah in her old age, had son Jacob, brother to Ishmael, given revelations, Joseph was his grandson.</p> <p>Ishmael (Ismail) – God made a covenant with Abraham and Ishmael, guided to a straight path, true to his promise, a Messenger, a Prophet, bade his people to pray and give alms and be pleasing to God.</p> <p>Lot (Lut) – Prophet and nephew of Abraham, sent to Sodom and Gomorrah with God's message, was threatened by the people, prayed to be saved from doing as they did, two angels (disguised as boys) came to him and he became distressed because he couldn't protect them, tried to convince the people to refrain and offered his own daughters but they wanted the boys, angels revealed themselves and told him to leave as they would destroy the place, told his wife she would be left as she was sinful, he left with his family, except his wife.</p>	4

Question	Answer	Marks
4(a)(ii)	<p>Solomon (Sulayman) – King and Prophet, ability to speak to animals (e.g. ants) and rule jinn, wind subservient to him, wisdom. Faithful to one and only God, built Temple, ruled justly over Kingdom of Israel, blessed with level of Kingship given to no one before or after him and fulfilled all of his commandments, promised nearness to God in Paradise. Conquest of Sheba, death was a lesson.</p> <p>Aaron (Harun) – A descendant of Abraham, was sent with Moses to warn the Pharaoh about God's punishment. Moses prayed to God that Aaron would help him and he did, he was eloquent in matters of speech and discourse. With Moses, built dwellings for the Israelites in Egypt and converted them into places of worship. Aaron tried to stop the worship of the Golden Calf, had authority and was 'guided to the right path'.</p> <p>Hud – Hud preached to the people of 'Ad, who had adopted idols to worship, and invited them to worship God. He told them to repent but the people mocked his message. He preached to the people for a long time but they refused to repent. After lots of warning, God sent a thunder storm to destroy them.</p> <p>2 marks for statements and 2 marks for development.</p>	
4(b)	<p>Explain why belief in prophets is important for Muslims.</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>Belief in prophets is an article of faith and is written in the Qur'an (Surah 2:285). Prophets are chosen by God to relay God's message to humans. Some prophets were given books, such as Moses (Torah), David (Psalms) and Jesus (Gospels). Prophets came from the nations that they were given a message for and they were to call the people to worship only God. Prophets are examples of how to live a moral, righteous life and lived by the messages that they conveyed. The messages were corrupted though and so God sent Muhammad (pbuh) as the 'Seal of the Prophets', with the final message.</p>	7

Question	Answer	Marks
4(c)	<p>‘Belief in prophets is more important than belief in angels.’ 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 may take one side or the other or they may say that both belief in prophets and belief in angels are articles of faith and so are as important as each other. Prophets and angels both have purposes given to them by God. Prophets were humans sent with the message that God alone should be worshipped, they did not earn prophethood, they were chosen. Angels do not have the ability to make decisions but have tasks to perform given to them by God, such as Gabriel who brought revelation to Muhammad (pbuh) and Munkar and Nakeer who test people in the grave.</p> <p>Reasons for the answer should be given.</p>	6

Question	Answer	Marks
5(a)(i)	<p>What are the <u>three</u> divisions of the Tenakh?</p> <p>Torah (Law) Nevi'im (Prophets) Ketuvim (Writings)</p>	3
5(a)(ii)	<p>Briefly describe <u>two</u> of the divisions you have mentioned.</p> <p>Torah – the first five books (Pentateuch – Genesis, Exodus, Leviticus, Numbers and Deuteronomy) which contain the laws and instruction given to the people of Israel by God through Moses.</p> <p>Nevi'im – preaching and interpreting the law, predicting the future, giving warnings. There are the three major prophets (Isaiah, Jeremiah and Ezekiel) and the twelve minor prophets (Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah and Malachi).</p> <p>Ketuvim – also called Hagiographa (Holy Writings) and is the third section of the Tenakh. It includes Psalms, Proverbs, Job, Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther, Daniel, Ezra, Nehemiah and I and II Chronicles.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4

Question	Answer	Marks
5(b)	<p>Explain the importance of the Talmud to Jews.</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>The Talmud is the commentary on the Mishnah (oral law) and one of the central works for Jews. It is the record of rabbinic teachings and explains the commandments of the Torah in great detail. One was written in Palestine and one in Babylon between 200 and 500 CE. Anything that was of interest to the Rabbis was included in the Talmud, which in turn became a kind of encyclopedia of the Rabbinic mind. It is considered binding. Its study is an important religious duty for Jewish men.</p> <p>As the earliest rabbinic interpretation of the Bible, the Talmud helps Jews to understanding the laws and customs still followed today. The Talmudic discussion and its conclusions provide the origins of many laws and customs. Studying the Talmud can help with important issues and values that are essential for Jews. To study the Talmud is to take part in the conversations and arguments that have for nearly two millennia been the form and substance of Jewish law.</p>	7
5(c)	<p>‘Written traditions are more important than oral traditions.’ 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 might consider that the written traditions are more reliable and so more important than the oral traditions. Alternatively, candidates may say that both the written and the oral traditions are important as they are both sacred texts, the revealed word of God.</p> <p>The oral traditions were gathered and discussed by sages and so these traditions have been agreed upon by many people, not just a few. This would make the oral traditions more reliable and more important. They may also argue that most sacred writings also contain a moral code which has guided people for centuries.</p> <p>Candidates should give their opinion and support it with different points of view.</p>	6

Question	Answer	Marks
6(a)(i)	<p>Name <u>three</u> items which are ritual dress for prayer for Jews.</p> <ul style="list-style-type: none"> • Tallit (prayer shawl) • Tefillin (phylacteries) • Kippah/yarmulke (skull cap) 	3

Question	Answer	Marks
6(a)(ii)	<p>Briefly describe <u>two</u> of these items.</p> <p>Tallit – an oblong piece of cloth with knotted fringes on each corner, made of wool or silk. It is worn by adult males on certain occasions.</p> <p>Tefillin – special boxes, containing the words of the Shema, which are bound by leather straps to the forehead and around the arm of men of bar mitzvah age and above. They are worn every weekday by Orthodox Jews for morning prayers.</p> <p>Kippah – a skull cap worn by Orthodox men. Some men wear it all the time whilst others cover their heads only for prayer, study or entering a sacred place.</p> <p>2 × 2 marks, 1 mark for simple statement and 1 mark for development</p>	4
6(b)	<p>Explain why wearing ritual dress is important for some Jews.</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>Ritual dress is prescribed in the Hebrew Bible and so to follow God's commands ritual dress must be worn. It is a sign of respect to God. It is also a reminder of tradition and history, connecting Jews today with those in ancient times. The tallit is a reminder of the commandments. The tefillin are reminders of God's word in both heads and hearts. Some Jews feel that the wearing of the kippah all the time is an outward sign that they are Jewish.</p>	7
6(c)	<p>'Rituals distract from true worship.' 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 Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates may agree with this statement, saying that there are too many rituals practised and that these distract people from the purpose of worship. For example, Shabbat. There are so many rituals or customs that the meaning of Shabbat gets lost. People are too concerned with performing all the rituals, in the correct order, that they do not really think that deeply about the meaning.</p> <p>Others may say that ritual has a purpose. Ritual reminds people of meanings and purposes at the right moments and that it is through ritual that people really come to understand the purpose of worship and worship with respect. They begin to understand their own role in worship.</p> <p>Some candidates may look at the importance of rituals in terms of them following religious tradition, or following in the footsteps of their forefathers etc.</p>	6



RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2018

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.

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This document consists of **22** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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.

Question	Answer	Marks
1(a)	<p>Describe the duties of a Christian priest (vicar/minister).</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>As the spiritual leader of a congregation/parish, the priest officiates at services of worship (examples might be given), hears confessions, gives blessings, leads prayers, reads from the Bible (gospels) and delivers Sermons to the congregation. He/she officiates at wedding ceremonies and funeral services, conducts baptisms and confirmations. Spiritual leadership and advice are also part of the duties of a priest or minister. Details of different pastoral duties might also be given, for example: marital advice, settling disputes, comforting the sick and visiting parishioners. Some priests teach in Sunday Schools/lead Bible study, hold confirmation classes and run youth clubs.</p> <p>Responses might show a mix of the generally acknowledged duties of a Christian priest/minister in a particular denomination and/or the activities and duties that take place in a local religious community known to them.</p>	7
1(b)	<p>Explain the ways in which a Christian community might make their church a successful one.</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 are likely to explain that a successful church depends upon both the nature of the leadership and upon its congregation. Responses might explain aspects such as strong faith and Christian identity, unity, a strong sense of community (caring for each other), good social relationships and an outward looking mission. Love and brotherhood and a strong sense of the church community as a 'family in Christ' might be seen as important and embracing all ages.</p> <p>A welcoming church, with accessible services/worship for all ages, might play a central role in a community with opportunities to meet spiritually and recreationally. The qualities needed by church leaders (ministers, priests etc.) might be explained in some detail. There might be reference to evangelising and making all welcome, charity work, inter-denominational and inter-faith relations as well as playing a part in a larger diocese/organisation.</p>	7

Question	Answer	Marks
1(c)	<p>‘Getting people to attend church services is a minister’s most important 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 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 see encouraging church/worship attendance as an important part of a priest’s ministry. Some may see it as a natural result of good spiritual leadership and that attendance at worship is often connected to the popularity of religious leaders. Comment might be made on the ability of a minister to encourage and attract congregations by the style of ministry and personal appeal and also by pastoral work.</p> <p>Some may see other duties of equal or more value e.g. spiritual advice, caring for the sick, working with the non-Christian community. It might also be reasoned that attendance at places of worship is not influenced by the priest or minister but depends on tradition and other factors. Another view might be that an over-enthusiastic or too forceful attitude towards attending worship might have the reverse effect and discourage people.</p>	6

Question	Answer	Marks
2(a)	<p>Give an account of the promises made by:</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might include the following: Candidates might quote or paraphrase the promises.</p>	7
2(a)(i)	<p>a bride and groom at a Christian marriage ceremony <u>and</u></p> <p>bride and groom – the vows are usually a version of the following:</p> <p>I, ..., take you,..., to be my wife/husband, to have and to hold, from this day forward, for better or worse, for richer or poorer, in sickness and in health, to love and to cherish, until death us do part, according to God's holy law, and this is my solemn vow. (The Roman Catholic vows may contain a vow to bear children.)</p>	
2(a)(ii)	<p>godparents at an infant baptism.</p> <p>godparents – the manner of the promises made by godparents varies but, in general, they promise to help to bring up the child, to love God and to live according to the teachings and principles of the Christian faith. In some baptism services, godparents and the community promise to renounce the devil and all his works.</p>	
2(b)	<p>Explain why Christians believe that marriage is the right relationship in which to raise children.</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 Christian denominations teach that marriage is intended to be a life-long commitment. A couple should enter into marriage responsibly and after serious thought. Raising children outside of marriage is practised in the modern world but this is seen by some/most Christians to fall short of what God wants. Many Christians believe that the stable, loving relationship created by marriage is the right environment in which to raise children. Practically, in marriage, the parents' relationship is stabilised by a formal legal agreement that protects the rights of a child.</p> <p>Christians regard the family as an essential foundation for a religious and moral society and its continuation. Traditional Christian values and morals are likely to be passed on to children within a Christian marriage. One of the promises made in some Christian marriage ceremonies is a promise to bear children. Some candidates may give examples of the benefits to the welfare of children of a stable, loving Christian relationship between the parents.</p>	7

Question	Answer	Marks
2(c)	<p>‘Christian teachings on the family are out of date.’</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>In discussing this statement, responses are likely to examine the attitudes of young people in the modern world towards religion in general and Christianity in particular.</p> <p>The debate might be that in most societies, committed Christian faith is confined to the older generations and the way that younger generations conduct relationships within the family does not fit in with Christian rules. Examples of modern day roles in the family might be used to develop arguments. Some candidates may reference different types of family, such as lone/single parents/same sex parents etc.</p> <p>Another view might be that the values expressed in Christian teaching are timeless and are those accepted in all societies as the foundation of a loving and stable family life and a fair and just society. Some candidates might explore the view that in some Christian denominations’ teaching on the family and on marriage has changed to reflect modern values and relationships.</p>	6

Question	Answer	Marks
3(a)	<p>Describe the purpose and activities of Christian missionary work.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>The majority of Christian denominations have religious orders or groups of people who are devoted to spreading Christian teaching. They live a life of prayer and preaching and are also committed to do works of charity and social service. Their aim is to take care of both the spiritual and physical welfare of people in communities throughout the world. They do works of charity amongst the poor and homeless, caring for the sick, bringing aid at times of need or disaster, building churches and schools and are very much involved with the world.</p> <p>Traditionally, missionaries have played a large part in the spread of Christianity and providing education throughout the world. Missionaries aim to implement the teachings of Jesus in practical ways, some candidates might give examples of this.</p>	7
3(b)	<p>Explain why Jesus said the Two Greatest Commandments are all that is needed.</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>In the Two Greatest Commandments, Jesus taught that the two greatest principles to follow were to love God (with all your heart) and to love your neighbour (as yourself). This has inspired Christians to follow the Ten Commandments. When Jesus was asked which were the greatest of all the commandments, this was his reply.</p> <p>Candidates might explain why the two commands, 'Love God' and 'Love your neighbour' sum up all the others. In the Ten Commandments, the first five are about a Christian's duty to God and the second five are about the respect and love one should feel for others and show by actions. Love for others is seen to be equally important as love for God and Christians should seek to do both equally. Serving God and helping others is a Christian's duty.</p>	7

Question	Answer	Marks
3(c)	<p>‘Seeking wealth stops people being religious.’</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>Some candidates may have knowledge of Jesus' teaching on wealth and make use of this in arguments to support the statement. Others might use examples from modern day life of the ways in which striving to acquire wealth might conflict with Christian teaching on wealth and might become an obsession that leads to greed and selfishness.</p> <p>However, responses are likely to discuss the principle that it is not the possession of wealth that stops people following religious teaching. It is the attitude to wealth and the way it is used. Greed and selfishness of the rich and lack of concern for the poor creates inequality. Christians believe that everything they possess has been given by God and so wealth can and should be used to help others and create greater equality.</p>	6

Question	Answer	Marks
4(a)	<p>Outline, with examples, what is meant by the terms halal and haram.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>In Islam, all things are divided into two main categories, those which are lawful (allowed) and known as halal and those which are forbidden known as haram. To know what is lawful and what is unlawful, a Muslim must consider what the Qur'an and Hadith declare to be prohibited. In that way, what is allowed can be decided upon.</p> <p>Candidates might give examples of unlawful food, sexual relationships, intoxicants and gambling as broad definitions of haram. Everything is halal unless declared haram by the Qur'an or Hadith or the decisions of scholars and examples might be given. Usury and certain types of work or dishonesty that harm others or that cause another's loss are haram. If it is fair and beneficial it is halal.</p>	7
4(b)	<p>Explain the importance of Aqeeqah (sacrifice) in Muslim life.</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>Answers might consist of one of the following ideas, developed, or, refer to several.</p> <p>Candidates are likely to choose the Id-ul Adha sacrifice of an animal which is celebrated throughout the Muslim world and at Mina at the end of the Hajj. Animals are sacrificed in commemoration of the willingness of Prophet Ibrahim to sacrifice his son, Ishmael, according to God's commands. The sacrifice reminds Muslims of their obligation to submit completely to the will of God as Ibrahim did.</p> <p>A sacrifice is sometimes carried out at the naming ceremony of a child to celebrate and thank God for the gift of a child. On all occasions when a sacrifice is made, one third of the meat is given to the poor, so that they too share in the good fortune and sharing in the sacrifice shows their equality as part of the Muslim ummah.</p> <p>Other references to sacrifice, as well as the physical one of the animal might be explained. In Ramadan, Muslims fast and exercise self-discipline to show their willingness to submit to God's will and their obligation to show compassion for those who are needy and poor. The payment of Zakah might said to be a similar sacrifice, undertaken willingly, not as a burden.</p>	7

Question	Answer	Marks
4(c)	<p>‘Religious rules should never be changed.’</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>A discussion about the nature of the infallibility of the laws set out in the Qur’an will explain that they are the commands of God and should not be changed by humans. Similarly, with reference to the Hadith, Muslims are instructed in the Qur’an to obey God and to obey his Prophet (pbuh).</p> <p>To some, it would seem therefore that the religious laws/rules should never be changed.</p> <p>In the modern day, many issues arise that are not addressed by the Qur’an and Hadith and new rulings have had to be made. However, in this case, the original rules are used as the basis for new decisions, so it cannot be said that they have been changed but they have been developed to embrace life in the succeeding centuries since the Qur’an was revealed.</p> <p>In expressing an opposing view, some responses might give good reasons why there should be changes, especially to rules that are based on cultural tradition rather than Islamic commands.</p>	6

Question	Answer	Marks
5(a)	<p>Describe the marriage (Nikah) ceremony and include any customs carried out before and after the event.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>A Muslim marriage usually takes place in the home or mosque. The couple must give their consent before a minimum of two witnesses. The bride does not necessarily have to be present at the ceremony if she is represented by an agent/guardian and two witnesses to represent her part of the contract. During the ceremony there are readings from the Qur'an, Surah 4 is often used. The Imam and the guests pray for the couple. The Aqd Nikah (contract of marriage) is spoken as well as written. The bride and groom sign up to three copies. This is to ensure that both the bride and groom have consented to the marriage. If the bride is not attending, she will have affirmed three times in front of her witnesses that she is giving her consent to the marriage and they will speak for her during the ceremony.</p> <p>The groom gives mahr (a dowry) as a sum of money, some property or jewellery as a gift to the bride. This may happen at the ceremony or before and in some circumstances at a later date. This remains the bride's property for life.</p> <p>Often there is a walimah, a wedding feast for family and friends. In non-Muslim countries there will also be a civil wedding ceremony to comply with the law.</p>	7

Question	Answer	Marks
5(b)	<p>Explain the teachings about marriage in Islam.</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>Marriage is an important step in Muslim life. All Muslims are expected to marry. Marriage is commanded in the Qur'an. 'And among his signs is this, that he created you mates from among yourselves.' The bride and groom must both give their consent before marriage can take place (even in cultures where the marriage is arranged by elders or relatives). Forced marriage is unlawful in Islam.</p> <p>Muslim men may have up to four wives (to limit polygamy and prevent the abuse of women) but each wife must be treated equally and existing wives are required to give their consent before a man takes another wife. In practice, in modern times many Muslims have only one wife because the laws of the country in which they live allow only one wife.</p> <p>A Muslim man may marry a Christian or a Jew (who might be willing to convert to Islam) but a Muslim woman is expected to marry only a Muslim man.</p> <p>Divorce is allowed in Islam but the importance of marriage is paramount and divorce should only be considered as a last resort. The dowry (mahr) that is given to the bride by the bridegroom and his family remains her property alone, for her own use.</p> <p>Men and women are considered to have equal responsibilities in marriage. In his last sermon the Prophet (pbuh) instructed men and women to regard marriage as a partnership and to care for one another.</p>	7
5(c)	<p>'Everyone has the right to choose their own marriage partner.'</p> <p>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.</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 develop some of the information given in answers to (a) and (b) of this question to present different points of view in support of and against this statement.</p> <p>Arguments might be about choice within Islam or the choice of a partner outside Islam and the various reasons to support these views. Other views might be about listening to the advice of elders or taking into account ethnicity and cultural traditions.</p>	6

Question	Answer	Marks
6(a)	<p>Describe the different ways Muslims carry out their duty to the poor.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Candidates are likely to describe the sharing of one third of sacrificial meat with the poor at Id-ul-Adha and at times of celebration such as the naming of a child. At the naming of a child, the child's head is shaved and the equivalent weight in gold or silver is given to the poor. The sharing of meals with the poor or less fortunate at the end of the day during Ramadan and the sharing of food at other times is another way. Also, including the poor, as equals, in all celebrations and festivals and recognising their right to be remembered and helped.</p> <p>Zakah, as a Pillar of Islam is obligatory and is 2.5% tax on all residual wealth which is willingly given to the poor, by all Muslims who are able, once a year. Some detail may be given here about the different levels of contributions but an exhaustive list is not required.</p> <p>Sadaqah is voluntary charity, which is often given at festivals and other times.</p>	7
6(b)	<p>Explain how all members of a Muslim family are valued and cared for.</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 Muslim family is, in most cases where possible, an extended family. The Muslim family takes care of young and old e.g. children, parents, grandparents, and perhaps includes uncles and aunts. If tragedy hits any relative the family would support them. The family would also take care of children who are relatives and have lost their parents, for whatever reason. Any orphaned or abandoned children would be looked after. A baby whose mother dies and is breastfed by another woman would be regarded as a milk brother or sister.</p> <p>Parents are proud of their children and are expected to love them and treat them well and equally making sure that they have education. The most important thing a parent can do for a child is to set them a good example to be a devout Muslim. Children are expected to be polite to their parents and elders and to have good manners and be obedient and to be kind and caring for them as they age.</p> <p>In Muslim families, age comes first and the elderly, grandparents etc. take priority over the children, who are taught to be respectful and considerate.</p>	7

Question	Answer	Marks
6(c)	<p>‘Caring for the family is more important than helping the poor.’</p> <p>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.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Candidates might consider some of the following:</p> <p>It might be argued that, for Muslims, the family is the basis of the whole social system. The strength of Islam depends upon the strength and stability of the family unit. The family is blessed and created by God. It is therefore more important to care for the family than to carry out obligations to the poor (e.g. poor people are exempt from paying Zakah) some information used in (b) might be further developed as evidence for this.</p> <p>However, all Muslims belong to the ummah, the worldwide brotherhood of Islam. Candidates might argue that all Muslims are brothers and sisters and therefore family. Help should be given to each other wherever possible. Some responses might give examples of possible and different ways of helping the poor.</p> <p>Some responses might refer to the Islamic teaching that all Muslims are equal in worship and obedience to Islam and it is the right of the poor to receive the help they need to follow Islam.</p>	6

Question	Answer	Marks
7(a)	<p>Give an account of the ways in which religion plays a part in the Jewish home.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>The home is important in Judaism. The kashrut laws regarding food and its preparation, including the use of different utensils and crockery, are fulfilled in the home. A mezuzah is fastened to the doorposts to indicate a Jewish household and to follow God's commands. In celebrating the Sabbath and other festivals rituals are carried out in the home and all the family, mother, father and children have their roles. Some candidates might describe some aspects of these.</p> <p>Children are taught how to follow many aspects of their religion. Parents provide examples of their future roles. Worship is practiced daily. Daily prayers, especially the morning and evening prayer are said in the home.</p>	7
7(b)	<p>Explain why religious symbols in the home are important to some Jews.</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>Responses may use a number of symbols/objects as examples in their response—or make a more general answer, for equal credit.</p> <p>By using religious objects and symbols in the home Jews know they are obeying God's instructions. The purpose of most religious symbols is to remind Jews of God's presence and their covenant with him and that God's love is everywhere. Also, to remind them of the requirement to keep his commandments.</p> <p>Some of the symbols are reminders of historical events and God's special relationship with the Jews e.g. the objects on the Seder table. Others are aids to keeping the commandments. Religious symbols/objects might be used to teach children about their religion. They also show others that this is the home of a Jewish family which reinforces Jewish identity. In all these ways the symbols strengthen the faith of the individual and of the community and ensure the preservation of the religion.</p>	7

Question	Answer	Marks
7(c)	<p>‘Families worshipping together strengthens their faith.’</p> <p>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.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>In the home all members of a family worship together and observe festivals together. Some of the common elements of worship might be shared and often are. Children learn how to pray from the adults. This strengthens the faith in the home and children are brought up in a traditional Jewish way that means the faith is likely to continue strongly in future generations.</p> <p>However, not all worship in the home includes women and children. In Orthodox and more traditional homes, only men and boys, who have reached bar mitzvah, observe the daily prayers. However, other members of the family will have other responsibilities, which contribute to worship in other ways.</p> <p>An exploration of different points of view might assess the importance to Orthodox Jews of the custom of the separation of men, women and children during synagogue worship. However, more liberal forms of worship include the whole family on all occasions. It might be concluded that all forms of worship are intended to strengthen faith.</p>	6

Question	Answer	Marks
8(a)	<p>Describe the rituals of Shiva.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>It is a period of mourning for seven days. During this period mourners gather in their home and do not leave it unless necessary. Mourners sit on low stools; mirrors are covered so that people are discouraged from attending to their appearance. There is no music and sexual relationships are forbidden. Mourners do not leave the house except on Shabbat. They do not shave or cut hair nor wear leather shoes.</p> <p>Three times each day friends and fellow members of the synagogue will come to pray with the mourners. Kaddish is said three times each day. It is a prayer, not to mourn the dead but about God's greatness. Neighbours and people in the community help the bereaved by bringing them food. A candle is kept burning day and night, in the Proverbs it is said 'A person's soul is the candle of the Lord'.</p>	7
8(b)	<p>Explain the benefits of this intense period of mourning.</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>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 then expected to gradually resume normal life.</p> <p>Appearances and comfort are not important so need not be worried about.</p> <p>Neighbours, people in the community help the bereaved by providing companionship and praying with the mourners during Shiva. The community concentrates on supporting and helping the living. There are no clear beliefs about life after death in Judaism. Candidates might explain the importance and the comfort for mourners in well- practised rituals. 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).</p>	7

Question	Answer	Marks
8(c)	<p>‘Funerals should be private occasions.’</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>In Judaism the funeral is always a simple affair. There may be psalms, prayers and a short address by a Rabbi but no excessive displays of grief or idle chatter take place at the cemetery, as this is considered disrespectful. Funerals are not entirely private occasions because there is a need for the Chevra Kaddisha to make sure the body is properly prepared for burial and as with all public displays of religion, funerals are a witness to the faith of the person who has died and that of the mourners. They also allow those who are not close family to show their respects for the dead person and the support of the community for the sorrowing family.</p> <p>Arguments for the privacy of the mourners might be agreed with by pointing out that the Shiva gives the family the opportunity to retire from public life, from the need to participate in work and social life and to concentrate fully on their grief. However, in Judaism, whilst respecting that privacy when needed, it is considered important to console the family by joining them in prayers and providing them with meals.</p>	6

Question	Answer	Marks
9(a)	<p>Outline the traditional teaching about the role of women in Judaism.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The Torah, Talmud and later Jewish writings all stress the importance of the role of women, especially in marriage ‘A man without a wife lives without joy...’ so, traditional teaching about the role of women concentrates on the role of women as wife and mother. In traditional Judaism, it has been very important for Jewish men to marry Jewish wives as only Jewish women determine the Jewishness of a child. Only the child of a Jewish mother is recognised as Jewish.</p> <p>Traditionally, women have always borne the responsibility for the home, freeing their husband to study the Torah. Women have a mitzvah to have children, teach them in the home and set the tone for a pious Jewish home. They have special mitzvot to carry out regarding the mikveh and family purity and they are also largely responsible for ensuring the dietary laws are followed in the home. They have special responsibilities at festivals and on Shabbat.</p> <p>Women are exempt from carrying out the same number of commandments as men and are exempt from carrying out mitzvot at certain times of day that would interfere with their family role (so they cannot lead worship). Women are freed from the obligation of praying because they are believed to be naturally closer to God and spiritually superior. In ancient times, women were not allowed to become witnesses or take any public role. A woman’s role has always been highly valued. Girls from the age of twelve begin to learn about this responsibility.</p>	7

Question	Answer	Marks
9(b)	<p>Explain <u>two</u> aspects of Jewish marriage that might strengthen the faith of the couple.</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>A Jewish wedding in a synagogue can only take place when both partners are Jewish, either by birth or by conversion. Jewish religion and culture is more likely to be preserved if it is something that both partners share.</p> <p>Judaism teaches that men and women are most fulfilled through the relationship of marriage. To marry and raise a family in a religiously observant marriage will strengthen both the personal relationship of the couple and the Jewish race as a whole.</p> <p>Jewish marriage is about a Jewish home. Candidates might explain that both partners share the same convictions and follow all religious practices to the same extent. Many of the mitzvot concern the home, diet, dress, the role of women and family life. Examples might be given.</p> <p>Arranged marriages sometimes take place, (with the consent of the couple) so that people are compatible in their beliefs and so married couples know what type of lifestyle they will lead. They will love and respect one another. Following the faith is something that will be shared.</p>	7
9(c)	<p>‘Marriage is a bond that should not be broken.’</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>Judaism places great value on marriage, if a marriage seems to be failing everything possible will be done to prevent it. In Judaism, a lot of effort is put into preparation for marriage to ensure that partners are suited and compatible and the couple receive the support of their families and the whole community. It is important to build a home and to have children, to strengthen both the religion and the race. It is in the interests of all members of the family that marriage is seen as a bond that should not be broken.</p> <p>Nonetheless, Judaism recognises that, in some instances, divorce might be the best solution and once two people have agreed to terminate their relationship the procedure is made very simple. No grounds are needed for divorce, when two people have tried to save their marriage and, in the end, have agreed to divorce, no obstacles are put in their way. However, a civil divorce has no validity in Jewish law and the couple must obtain a divorce through the Beth Din by the issuing and receiving of a Get. A couple that only have a civil divorce are still married in Jewish law.</p>	6



RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **23** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
Assessment objectives / Levels of Response		
A Knowledge (35%)		
Level	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 how the following are used in Christian worship:</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p>	7
1(a)(i)	<p>bread and wine <u>and</u></p> <p>Responses might include some of the following:</p> <p>Receiving the bread and wine is often referred to as receiving Holy Communion and is at the centre of Eucharist worship. The bread and wine represent the body and blood of Christ. They are blessed and given to members of the congregation in remembrance of what happened at the Last Supper and of Christ's sacrifice on the cross. They are consecrated beforehand by a blessing and offered before the altar. In some denominations, only the minister and others who are officiating drink the wine. Transubstantiation/consubstantiation is the belief that the bread and wine does become/are also the body and blood of Jesus.</p>	
1(a)(ii)	<p>the Bible.</p> <p>Responses might include:</p> <p>Bible readings usually take place during the Eucharist and all other services. Lay members and the Priest may read both from the gospels' accounts of the life of Jesus and other New Testament teachings, as well as selected passages from the Old Testament. At festivals, special parts are read relating to the occasion being celebrated. There are also Bible readings at baptisms, marriages and funerals. Candidates might give examples.</p>	
1(b)	<p>Explain the benefits to Christians of praying together in a congregation.</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>Praying together in a congregation might be in well attended public services of thanksgiving, celebration, commemoration and remembrance and/or it might be in small groups such as house worship. Christians benefit from communal acts of worship in that they bond and create fellowship, which enhances spiritual and physical well-being. Congregational worship strengthens faith and builds up a sense of community.</p> <p>Praying together is a ritual that can bring comfort and allows members of a community to show their love and support for others by praying for them e.g. praying for the sick. Other examples of benefits might be explained e.g. communal confession of sins and recitation of creeds shows that all Christians share the same beliefs and need for salvation. Congregational prayers are acts of witness that can be shared. They can be a formal expression of belief in words that a person could not express themselves, or joyful and noisy occasions with spontaneous contributions from worshippers. Children can join in and learn to pray.</p>	7

Question	Answer	Marks
1(c)	<p>‘Richly decorated churches are signs of strong faith.’</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 views about rich decoration in churches to encourage spiritual reflection or illustrate Biblical stories e.g. stained glass windows. Highly decorated churches might be seen as the outward show of respect and reverence in worship for something sacred and highly valued. Arguments might be made in connection with decoration for different rituals e.g. Easter and Christmas to show the significance of these events. Decoration might be seen as an aid to the worshipper and a sign of strong faith to the outside world.</p> <p>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. Some have a tradition of high decoration (Roman Catholic), whereas others have a tradition of sparseness and simplicity, and may see excessive decoration as a distraction in worship (Non-Conformist).</p>	6

Question	Answer	Marks
2(a)	<p>Describe the rituals carried out at a Christian funeral.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>There are differences in the way funeral rites are observed and an account of any funeral service may be credited. In the Roman Catholic church, before death a Priest may hear confession and give absolution. A Paschal candle may be put at the head of the coffin and the coffin sprinkled with Holy Water. Sometimes bodies are received into churches 24 hours before the funeral service. In other rites, the body is carried into the church at the beginning of the funeral service. Passages from Scripture are read. From the New Testament.</p> <p>E.g. John 11 'I am the Resurrection and the Life...' with other Bible readings during the Service e.g. 1 Corinthians 15. Prayers said during the funeral service might be: Requiem Mass, Prayers about resurrection, Prayers for the soul of the dead. Prayers to console the bereaved. Psalms and hymns are sung. There might be an address/speech remembering the life of the dead person. Committal of the body may take place at a grave or a crematorium. Appropriate prayers and blessings are said wishing the departed one eternal life in Heaven. Some mourners may follow customs such as throwing earth/flowers on the coffin.</p>	7
2(b)	<p>Explain the ways in which Christian belief might help a person cope with death.</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>Christian belief about death is that death is not the end. Eternal life goes on forever. It is, however, not just living on after death it is everlasting life with Christ. Eternal life is beyond human imagining, beyond earthly experience, a new dimension of existence where Christians will be reunited with loved ones. At a time of death, Christians find comfort in these beliefs. In Christian teaching in the New Testament eternal life is promised to all believers.</p> <p>The Christian creed (statement of faith) declares that Christians believe in the resurrection of the body at the Day of Judgement. Many Christians believe that the descriptions in the Bible of Hell are symbolic of a separation from God and some take them literally. So Christians aim to live their life in a good way, asking for forgiveness of sins, so they will receive salvation and be assured of an everlasting life with God. In this way, they do not fear death and are consoled by these beliefs when a loved one dies.</p>	7

Question	Answer	Marks
2(c)	<p>‘Every Christian has a duty to make the best of the life they have.’</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 interpret their response in terms of acceptance and gratitude for all that God has blessed them with and/or in the ways they must strive to carry out Christian principles and ideals throughout their life to carry out their duty to God and to others. Evidence of ways in which this might be done may be given (e.g. vocations, charity work).</p> <p>Another view might be that humans should strive to always improve the way they live their life and the conditions in which they live it.</p> <p>Some candidates may focus on the material aspects of life and working to improve these for themselves and their families. To carry out their Christian duty and responsibilities to those they love and others. Responses must refer to Christianity.</p> <p>Some candidates might discuss whether Christians have a responsibility to make the best of their life in the face of suffering. To accept that suffering might happen for a reason e.g. as a test of faith. Or, whether, if suffering is too much to bear, it might lead to a loss of faith/belief.</p>	6

Question	Answer	Marks
3(a)	<p>Describe the ways a church community might organise activities for the relief of poverty and suffering.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Description of the ways in which a Christian church might organise activities within the community to raise money for charity and the relief of suffering (both within their own community, nationally and internationally). Any of these aspects is creditable. Tithing might be mentioned, regular charity collections, voluntary work among the poor and homeless. Fund raising events. Educating young people to save and contribute to charity and to carry out acts of charity.</p> <p>Examples might be given. Special services might be held e.g. for the collection of toys at Christmas, or, socials organised to raise money. Parishioners might host meals or organise soup kitchens. Candidates might describe activities in which they have taken part. Community building projects might provide necessary shelter or schools. Classes for education.</p>	7
3(b)	<p>Explain how Christian teaching influences believers to care for the sick and suffering.</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>Responses are likely to refer to both the teachings and examples from one or more aspects of Jesus' ministry such as healing miracles, and his compassion for outcasts and the sick/sinners as well as more general church teachings.</p> <p>Explanations might show that caring for the sick is a way of fulfilling the commandment to 'love one another' and is also following the second of the Two Greatest Commandments: 'love your neighbour as yourself.' All Christians wish to follow the teachings in the gospels to care for one another, as Jesus cared for the sick and suffering in a Jewish community that made them outcasts.</p> <p>Caring physically for the sick and praying for them in worship means that they are included in the Christian community and reassured of Christ's love. Believers consider this to be a part of their duty to the wider community.</p>	7

Question	Answer	Marks
3(c)	<p>‘Good actions should not be done for rewards.’</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 responses are possible here. Candidates might be expected to develop arguments and give evidence to show that Christians should not carry out good actions in order to gain either earthly or heavenly reward. Christians should act in a good way for the benefit of others and because the Christian principle is to do good not evil.</p> <p>Jesus taught that good actions should be carried out in secret, not boasted about or advertised. Good actions are a reward in themselves.</p> <p>Examples of good actions might be given. Some responses might comment that doing good actions for their own sake, without thought of reward, will bring the satisfaction of knowing one has acted righteously or that the result of good actions benefit everyone, not least the doer.</p> <p>Another view might be that it sometimes helps the recipients of good actions to repay the kindness in some way. Good actions should not be patronising. Also, sometimes the reward might be in the acknowledgement that a person has acted in a Christian way and been an example to others.</p>	6

Question	Answer	Marks
4(a)	<p>Describe the features that make Jummah prayer (Friday mid-day prayer) special for Muslims.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The emphasis should be on the features that make Jummah different from the usual Salat in the mosque. Salat-ul-Jummah are prayers that take place once a week on Friday. Friday is Yaum ul-Juma't, the day of Assembly, and many Muslims make a special effort to attend the midday prayers at the mosque. In Muslim countries businesses are usually closed.</p> <p>The Friday congregational prayers at the mosque should be attended by every male Muslim who is able to do so. Women, because of their other duties are exempt from attending. However, some women do make a special effort to attend and pray separately in the mosque.</p> <p>An Imam, who is respected and knows the Qur'an, leads the prayers. Sometimes it is a visiting Imam. The Imam delivers the khutbah, a sermon, which is read in the language of the community with an introduction and a conclusion in Arabic. This may be on interpreting the teaching of the Qur'an or on another matter which is of interest to the local community or which has been in the news and needs clarification as to a Muslim response.</p> <p>The Imam leads two rak'ah fard (compulsory prayers) instead of the usual four. After the prayers there is usually time for discussion of religious matters or topical events in the community.</p>	7
4(b)	<p>Explain how women in Islam are considered equal to men.</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>Islam teaches that men and women are equal. All living animals were created in pairs. The principle of equality before God protects the freedom and rights of women. In Islam men and women have equal spiritual worth. Every instruction in the Qur'an refers to male and female believers: 'For Muslim men and women ... for believing men and women ... Allah has prepared forgiveness and a great reward'. They have been given the same religious duties and will be judged by God according to exactly the same criteria.</p> <p>Women, therefore, live and work actively alongside men and seek to gain all the knowledge and skills they need to fulfil this role.</p> <p>Allowances are made for physical differences between the sexes and differences in roles are recognised but seen as equal. Women, as wives and mothers, have the right to be provided for and protected (examples of this might be given). Daughters must be educated the same as sons.</p>	7

Question	Answer	Marks
4(c)	<p>‘Du’a (private devotion) is as important as Salah.’</p> <p>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.</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 assess the equal or comparative importance of ritual and private prayer in Muslim worship. Salah is one of the Five Pillars and obligatory. Whereas Du’a is voluntary private prayer carried out at the end of ritual prayer or at other times.</p> <p>In supporting the statement, candidates might assess the value of Du’a in terms of its individual nature, as it might be a prayer of supplication: asking for forgiveness or for help in time of sickness or hardship. Du’a might be seen as one to one communication with God in which the subject matter is personal to the worshipper.</p> <p>However, Salah is obligatory and must be performed five times a day. The prayer is formalised and all Muslims everywhere are performing the same act of worship at the same time. Du’a is not a Pillar of Islam. Another point of view might be that prayer in congregation is more effective in reaching God than prayer done alone. Some Muslims believe that a question about regular performance of Salah will be asked on Judgement Day.</p> <p>A balanced view might conclude and give reasons why both forms of worship are necessary to enrich a Muslim’s spiritual life and bring him/her closer to God.</p>	6

Question	Answer	Marks
5(a)	<p>Outline the rituals practised by Muslims after the birth of a baby.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>When a child is born into a Muslim family, the Adhan is whispered in the right ear and the Iqamah is whispered in the left ear. This is done either by a parent or the oldest male relative present, although it can be done by a woman. Some of the other customs which are carried out are cultural traditions rather than specifically Muslim religious rites.</p> <p>Tahnik: sugar or honey is placed on the tongue or squashed date rubbed onto the baby's gums.</p> <p>Seven days after the birth the Aqeeqah/naming ceremony is performed. The father announces the name of the child to friends and relatives. Usually the parents or grandparents choose the name. A Muslim name is chosen with care. Prayers are recited for God's blessing and the future health, prosperity and spiritual life of the child. The baby's head is wiped with olive oil, then washed and shaved. The equivalent weight of the shaven hair, in gold or silver, is given to the poor. Even if the baby has no hair, money is given to the poor.</p> <p>Some Muslims offer a sacrifice of a sheep or goat after naming a child. Traditionally, this might be one animal for a girl and two animals for a boy. Sharing food and a celebration with family usually occurs and meat is given to the poor.</p> <p>Circumcision of boys might be performed a short period after the birth. The khitan (circumcision) is usually performed for babies at 21 days or later, providing the child is healthy.</p>	7

Question	Answer	Marks
5(b)	<p>Explain the meaning and importance of these rituals.</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>The Adhan is the call to prayer and the Iqamah is the command to rise and worship. This means that the very first words a baby hears are ‘Allahu Akbar, Allah is greatest’. So it is a very significant ritual as immediately the baby is identified as a Muslim.</p> <p>The placing of something sweet in the baby’s mouth, Tahnik, is a cultural custom rather than a religious rite. It was a custom of the Prophet Muhammad (pbuh). Some say it is to hope that the baby will have a good life.</p> <p>In the Aqeeqah/naming of the child ceremony, the baby is being welcomed into the ummah, the worldwide community of Islam. The shaving of hair is seen as a symbol of purity but it is not to do with washing away sins, for Islam teaches that all babies are free from sin. The gift of charity to the poor is a way of including them in the celebration and seen as the new baby’s first act of charity towards others. It is also a way of saying thank you to God for the gift of a child.</p> <p>The name chosen is important. Children might be named after the Prophet (pbuh) and his family or given a name to reflect one of the ninety nine names of God. Also names expressing servitude to Allah:</p> <p>e.g. ‘Abd’ will be added as well as a family name.</p> <p>The custom of sacrificing an animal is a pre-Islamic tradition continued in Islam, which thanks God for the gift of the child. In some cultures it reflects the fact that all children are welcome but a boy is a special blessing because the family line is carried on through the boy and he will look after the parents when they are old. Sharing food is also a way of including others in a happy celebration and a third of the meat will be given to the poor.</p> <p>The khitan (circumcision) of boys follows the rite begun by the Prophet Ibrahim and is seen as a religious symbol, a physical mark of spiritual commitment and being a Muslim.</p>	7

Question	Answer	Marks
5(c)	<p>‘A religious family life restricts the freedom of young people.’</p> <p>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.</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 assess the possible advantages and any possible disadvantages of an upbringing in a religious home. Particularly a Muslim home where there are e.g. cultural traditions and customs of dress and marriage as well as religious rules and where there are sometimes different rules for the two sexes.</p> <p>Islamic teaching promotes equality and the rights of women, so there should be no discrimination between boys and girls but cultural traditions sometimes mean that there is discrimination in both a positive and negative way.</p> <p>Some responses might focus on the effect of a religious upbringing when a young person wishes to mix with peers with more religious and cultural freedom. Examples may be given as evidence both for and against the statement.</p> <p>All relevant approaches to the topic should be credited appropriately.</p>	6

Question	Answer	Marks
6(a)	<p>Give an account of how Sadaqah (voluntary contribution) is given and how it might be used.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Sadaqah, is voluntary contributions, usually of money, to charity. Acts of charity are a matter of personal choice, not a duty, they are usually prompted by compassion on hearing of the plight of someone unfortunate. Sadaqah is not given at set times as Zakah is given. There is no set levy for Sadaqah as there is for Zakah. Gifts may be small or large. Intention is important. If a person gives openly, in order to be admired by others, it shows lack of faith because God knows every motive. The needy should not be embarrassed.</p> <p>Muslims usually give voluntary contributions in response to collections for various causes, usually organised by the local mosque or the wider community. Sadaqah might be given to enable the building of a mosque (Zakah may not be used to build a mosque) or to help find cures for sickness. Candidates are likely to give examples of charitable causes at home and abroad. Many Islamic enterprises organise charity on a large, international scale to relieve suffering.</p>	7
6(b)	<p>Explain why the poor are included in all celebrations in Islam.</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 Islam the poor are included as equals in all acts of worship. Acts of charity are performed on all occasions of celebration so that the poor and needy might share and enjoy the festivities. The idea that the poor should enjoy the festivals and celebrations is obligatory. It is the right of the poor as members of the ummah to be included.</p> <p>Muslim teaching states that the poor should always be treated with kindness. Some candidates might quote from the Qur'an or Hadith e.g. 'Be steadfast in prayer and regular in charity ... He is not a believer who eats when his brother is hungry ...'. It is important for Muslims to share their good fortune so that they can be at peace and harmony with all around them. They are expected to help the poor and needy. Muslims believe that if a Muslim can see the distress of another and does nothing about it, he, or she, has departed from the spirit of Islam.</p> <p>Muhammad (pbuh) taught that the poor should always be remembered, he himself shared what little he had with those less fortunate. Muslims do not regard charity or sharing with the poor to be a burden, for they know they will have to account for their actions on Judgement Day.</p>	7

Question	Answer	Marks
6(c)	<p>‘Charity does not always help people in the right way.’</p> <p>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.</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 discuss the kinds of charity that most benefit people in the relief of poverty and suffering and whether the recipients benefit from it or are encouraged to be complacent or take it for granted.</p> <p>Some candidates might refer to long term aid as being more beneficial than short term aid which does not give solutions to the cause of suffering or the manner in which charity is given.</p> <p>There is a view that the wrong kind of help or charity given with the wrong motive might hinder people getting out of poverty or offend them.</p> <p>However, Zakah and Sadaqah in Islam benefit the recipients because to receive charity is a right. It helps them because it frees them from the temptation to be jealous and resentful and they know that in accepting they too are doing God’s will. It purifies them (as well as the giver) and by accepting they are worshipping God. In Islam, charity helps the poor both physically and spiritually.</p>	6

Question	Answer	Marks
7(a)	<p>Describe how the ark (aron ha-kodesh) and the Sefer Torah (Torah scrolls) are used in the synagogue.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>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.</p> <p>The Sefer Torah (Torah scrolls), the scrolls are decorated with covers, breastplates and bells, and 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, or recite a blessing before or after the reading.</p>	7
7(b)	<p>Explain why some Jews consider ritual dress for prayer to be important.</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>Wearing special clothing for prayer might help a person to concentrate on the purpose and reason for prayer. The items worn by some adult male Jews are reminders of God and their obligations to him.</p> <p>The tzitzit (fringe on the prayer shawl) and tefillin are worn in obedience to commands in the Torah. Tallit (prayer shawl) is worn every day for morning prayer. The fringes (tzitzit) of the shawl represent the 613 commandments in the Torah. Tefillin (phylacteries) are worn on the forehead and upper arm. They are two black leather boxes containing small parchment scrolls of Scripture. They remind Jews that God is in their head and in their heart. Yarmulka (skull cap) is worn as a reminder that the wearer is always in the presence of God. For Jews, keeping the head covered shows respect for God.</p> <p>Some candidates might be aware of other traditional/cultural special clothing that is worn and this should be credited if appropriate.</p>	7

Question	Answer	Marks
7(c)	<p>‘Private prayer is the greatest sign of faith.’</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>This evaluation question requires candidates to compare views about the value of private prayer and the benefits to the worshipper. There might be a view that prayers of supplication, asking for forgiveness or regarding personal matters are signs that a Jew has a strong religious belief that God answers prayers in a personal way. To engage in private prayer is a true sign of a believer.</p> <p>Another argument might be that prayer and worship carried out in public is a witness to how much faith a believer might have because it is a declaration of faith in public, with others.</p> <p>Some responses might conclude that faith is incomplete without prayer and that all types of prayer are necessary. Attention might be drawn to the evidence that daily prayers in the home and synagogue worship are both integral parts of Jewish faith.</p>	6

Question	Answer	Marks
8(a)	<p>Describe the Mezuzah and how it is used.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include:</p> <p>The Mezuzah is a parchment scroll on which are hand written two passages from Deuteronomy 6:4–9 and 11:13–21. The two passages (the Shema) command Jews to write God's words on the doorposts of their house. The parchment scroll is contained inside a box/mezuzah case. It is the parchment scroll which is important, not the case. It should only be from the skin of a kosher animal.</p> <p>It is attached to the front doorpost of the house and usually 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. It is a permanent visual aid/symbol, reminding Jews of God's commands to be carried out in their home and life.</p> <p>Authorities differ on whether it should be placed vertically or horizontally and so it is placed slanting upwards towards the room as you enter.</p>	7
8(b)	<p>Explain the responsibilities that will be taken on by a boy when he has reached the age to be part of a minyan.</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>When a boy has reached the age to be part of a minyan, it will mean that he will have had a Bar Mitzvah in which he begins to fulfil his religious responsibilities. The minyan is the requirement to have ten male Jews, over the age of 13, gathered together so that congregational prayer can take place. So Jewish boys over the age of 13 can take part in the periods of prayer in the synagogue and read from the Torah if they are competent. In Orthodox Judaism, they wear ritual religious dress for prayer.</p> <p>The boy is now regarded as having 'come of age in the religion'. This is when a young person enters the covenant relationship with God both as an individual and as part of the community. At this age the young person can begin to feel responsibility for their actions.</p> <p>Judaism teaches that every person is free to choose whether to do good or evil and all human beings have a responsibility to serve God. Jews have the added responsibility of observing the 613 mitzvot in accordance with God's commands in the Torah, as their part of their covenant with God.</p>	7

Question	Answer	Marks
8(c)	<p>‘In Judaism, actions are the most important aspect 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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>One view might be that most Jews do not choose to be Jewish, they are born Jewish, and so they take for granted that they have a special relationship with God and so actions are important to show their identity and belief. Obeying God’s commands in every detail means that every action in their daily life is connected to their faith and so what they do, what they eat and how they dress is an important aspect of their faith.</p> <p>Another view might be that although actions are paramount, they have to be based upon belief, and it is the belief in God and their covenant with him, as his chosen people, which is more important than what they do or say. Candidates might develop different views and opinions as to which aspects of Judaism constitute the most important but a balanced view might conclude that many aspects make faith complete.</p>	6

Question	Answer	Marks
9(a)	<p>What is Kashrut and how might it be applied to clothing?</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Kashrut means what is fit or proper (Kosher is another term for this). The laws of Kashrut are an important aspect of Jewish life and, for some Jews, they are strictly observed. The dietary laws and laws about clothing are part of Kashrut and the details are outlined in the Torah in Leviticus and Deuteronomy. Jews believe these laws come directly from God.</p> <p>With regard to clothing: the Torah forbids Jews to wear any garment which contains a mixture of wool and linen fibres, as stated in Deuteronomy 22:11. This is called shatnez. The Torah gives no reason for this rule, as with the commandments about eating kosher food it is one of the commandments known as 'chukim', which are regarded as a test of a Jew's faith. Observant Jews will take clothing to be checked before wearing it. Large communities have shatnez testing facilities. If any linen is found in a woollen garment it is usually taken to a Jewish tailor for alteration.</p>	7
9(b)	<p>Explain how the Jewish family plays an important role in maintaining Jewish values.</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 explain that Jewish values are central to Jewish family life. Some Jewish families are very close knit units. The family provides a place where Jews are often protected from any problems they might experience elsewhere. For example, the celebration of Shabbat and festivals with the family provides a relaxed atmosphere in which to follow their traditions. Judaism teaches that members of the family have responsibilities to each other. Parents are expected to feed, clothe and educate their children and for their part, children are expected to take care of their parents. The commandment to 'Honour your father and mother' is preserved as far as possible.</p> <p>Religious values and traditions will also be reinforced by being followed in the home, keeping the commandments will strengthen the belief that Jews are chosen by God to carry out special responsibilities. The example of parents leading moral lives and the influences of the extended family will also ensure that moral teachings are upheld and put into practice e.g. the correct attitudes to tzedaka (charity), using wealth, preventing suffering.</p>	7

Question	Answer	Marks
9(c)	<p>‘In the modern world, changes to religious rules cannot be avoided.’</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 assess the extent to which the modern world might make some Jewish traditions and customs impractical or even impossible to carry out. There may be occasions when Jews are in an environment that is totally unsympathetic to their needs either in school or in the workplace.</p> <p>Some may comment on the concept of adaptation, rather than change – as in the liberal branches of Judaism and how effective it might be in the modern world. An example of how Judaism has been maintained in this way might be given e.g. the Holocaust.</p> <p>Arguments against the statement might be about the need for Jews to preserve their individuality and religious identity by strictly keeping all religious rules and some might use information about the growth in Orthodox and Ultra-Orthodox Judaism in the present day.</p>	6



RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2018

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **22** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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.

Question	Answer	Marks
1(a)	<p>Describe the duties of a Christian priest (vicar/minister).</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>As the spiritual leader of a congregation/parish, the priest officiates at services of worship (examples might be given), hears confessions, gives blessings, leads prayers, reads from the Bible (gospels) and delivers Sermons to the congregation. He/she officiates at wedding ceremonies and funeral services, conducts baptisms and confirmations. Spiritual leadership and advice are also part of the duties of a priest or minister. Details of different pastoral duties might also be given, for example: marital advice, settling disputes, comforting the sick and visiting parishioners. Some priests teach in Sunday Schools/lead Bible study, hold confirmation classes and run youth clubs.</p> <p>Responses might show a mix of the generally acknowledged duties of a Christian priest/minister in a particular denomination and/or the activities and duties that take place in a local religious community known to them.</p>	7
1(b)	<p>Explain the ways in which a Christian community might make their church a successful one.</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 are likely to explain that a successful church depends upon both the nature of the leadership and upon its congregation. Responses might explain aspects such as strong faith and Christian identity, unity, a strong sense of community (caring for each other), good social relationships and an outward looking mission. Love and brotherhood and a strong sense of the church community as a ‘family in Christ’ might be seen as important and embracing all ages.</p> <p>A welcoming church, with accessible services/worship for all ages, might play a central role in a community with opportunities to meet spiritually and recreationally. The qualities needed by church leaders (ministers, priests etc.) might be explained in some detail. There might be reference to evangelising and making all welcome, charity work, inter-denominational and inter-faith relations as well as playing a part in a larger diocese/organisation.</p>	7

Question	Answer	Marks
1(c)	<p>‘Getting people to attend church services is a minister’s most important 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 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 see encouraging church/worship attendance as an important part of a priest’s ministry. Some may see it as a natural result of good spiritual leadership and that attendance at worship is often connected to the popularity of religious leaders. Comment might be made on the ability of a minister to encourage and attract congregations by the style of ministry and personal appeal and also by pastoral work.</p> <p>Some may see other duties of equal or more value e.g. spiritual advice, caring for the sick, working with the non-Christian community. It might also be reasoned that attendance at places of worship is not influenced by the priest or minister but depends on tradition and other factors. Another view might be that an over-enthusiastic or too forceful attitude towards attending worship might have the reverse effect and discourage people.</p>	6

Question	Answer	Marks
2(a)	<p>Give an account of the promises made by:</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might include the following: Candidates might quote or paraphrase the promises.</p>	7
2(a)(i)	<p>a bride and groom at a Christian marriage ceremony <u>and</u></p> <p>bride and groom – the vows are usually a version of the following:</p> <p>I, ..., take you,..., to be my wife/husband, to have and to hold, from this day forward, for better or worse, for richer or poorer, in sickness and in health, to love and to cherish, until death us do part, according to God's holy law, and this is my solemn vow. (The Roman Catholic vows may contain a vow to bear children.)</p>	
2(a)(ii)	<p>godparents at an infant baptism.</p> <p>godparents – the manner of the promises made by godparents varies but, in general, they promise to help to bring up the child, to love God and to live according to the teachings and principles of the Christian faith. In some baptism services, godparents and the community promise to renounce the devil and all his works.</p>	
2(b)	<p>Explain why Christians believe that marriage is the right relationship in which to raise children.</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 Christian denominations teach that marriage is intended to be a life-long commitment. A couple should enter into marriage responsibly and after serious thought. Raising children outside of marriage is practised in the modern world but this is seen by some/most Christians to fall short of what God wants. Many Christians believe that the stable, loving relationship created by marriage is the right environment in which to raise children. Practically, in marriage, the parents' relationship is stabilised by a formal legal agreement that protects the rights of a child.</p> <p>Christians regard the family as an essential foundation for a religious and moral society and its continuation. Traditional Christian values and morals are likely to be passed on to children within a Christian marriage. One of the promises made in some Christian marriage ceremonies is a promise to bear children. Some candidates may give examples of the benefits to the welfare of children of a stable, loving Christian relationship between the parents.</p>	7

Question	Answer	Marks
2(c)	<p>‘Christian teachings on the family are out of date.’</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>In discussing this statement, responses are likely to examine the attitudes of young people in the modern world towards religion in general and Christianity in particular.</p> <p>The debate might be that in most societies, committed Christian faith is confined to the older generations and the way that younger generations conduct relationships within the family does not fit in with Christian rules. Examples of modern day roles in the family might be used to develop arguments. Some candidates may reference different types of family, such as lone/single parents/same sex parents etc.</p> <p>Another view might be that the values expressed in Christian teaching are timeless and are those accepted in all societies as the foundation of a loving and stable family life and a fair and just society. Some candidates might explore the view that in some Christian denominations’ teaching on the family and on marriage has changed to reflect modern values and relationships.</p>	6

Question	Answer	Marks
3(a)	<p>Describe the purpose and activities of Christian missionary work.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>The majority of Christian denominations have religious orders or groups of people who are devoted to spreading Christian teaching. They live a life of prayer and preaching and are also committed to do works of charity and social service. Their aim is to take care of both the spiritual and physical welfare of people in communities throughout the world. They do works of charity amongst the poor and homeless, caring for the sick, bringing aid at times of need or disaster, building churches and schools and are very much involved with the world.</p> <p>Traditionally, missionaries have played a large part in the spread of Christianity and providing education throughout the world. Missionaries aim to implement the teachings of Jesus in practical ways, some candidates might give examples of this.</p>	7
3(b)	<p>Explain why Jesus said the Two Greatest Commandments are all that is needed.</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>In the Two Greatest Commandments, Jesus taught that the two greatest principles to follow were to love God (with all your heart) and to love your neighbour (as yourself). This has inspired Christians to follow the Ten Commandments. When Jesus was asked which were the greatest of all the commandments, this was his reply.</p> <p>Candidates might explain why the two commands, 'Love God' and 'Love your neighbour' sum up all the others. In the Ten Commandments, the first five are about a Christian's duty to God and the second five are about the respect and love one should feel for others and show by actions. Love for others is seen to be equally important as love for God and Christians should seek to do both equally. Serving God and helping others is a Christian's duty.</p>	7

Question	Answer	Marks
3(c)	<p>‘Seeking wealth stops people being religious.’</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>Some candidates may have knowledge of Jesus' teaching on wealth and make use of this in arguments to support the statement. Others might use examples from modern day life of the ways in which striving to acquire wealth might conflict with Christian teaching on wealth and might become an obsession that leads to greed and selfishness.</p> <p>However, responses are likely to discuss the principle that it is not the possession of wealth that stops people following religious teaching. It is the attitude to wealth and the way it is used. Greed and selfishness of the rich and lack of concern for the poor creates inequality. Christians believe that everything they possess has been given by God and so wealth can and should be used to help others and create greater equality.</p>	6

Question	Answer	Marks
4(a)	<p>Outline, with examples, what is meant by the terms halal and haram.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>In Islam, all things are divided into two main categories, those which are lawful (allowed) and known as halal and those which are forbidden known as haram. To know what is lawful and what is unlawful, a Muslim must consider what the Qur'an and Hadith declare to be prohibited. In that way, what is allowed can be decided upon.</p> <p>Candidates might give examples of unlawful food, sexual relationships, intoxicants and gambling as broad definitions of haram. Everything is halal unless declared haram by the Qur'an or Hadith or the decisions of scholars and examples might be given. Usury and certain types of work or dishonesty that harm others or that cause another's loss are haram. If it is fair and beneficial it is halal.</p>	7
4(b)	<p>Explain the importance of Aqeeqah (sacrifice) in Muslim life.</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>Answers might consist of one of the following ideas, developed, or, refer to several.</p> <p>Candidates are likely to choose the Id-ul Adha sacrifice of an animal which is celebrated throughout the Muslim world and at Mina at the end of the Hajj. Animals are sacrificed in commemoration of the willingness of Prophet Ibrahim to sacrifice his son, Ishmael, according to God's commands. The sacrifice reminds Muslims of their obligation to submit completely to the will of God as Ibrahim did.</p> <p>A sacrifice is sometimes carried out at the naming ceremony of a child to celebrate and thank God for the gift of a child. On all occasions when a sacrifice is made, one third of the meat is given to the poor, so that they too share in the good fortune and sharing in the sacrifice shows their equality as part of the Muslim ummah.</p> <p>Other references to sacrifice, as well as the physical one of the animal might be explained. In Ramadan, Muslims fast and exercise self-discipline to show their willingness to submit to God's will and their obligation to show compassion for those who are needy and poor. The payment of Zakah might said to be a similar sacrifice, undertaken willingly, not as a burden.</p>	7

Question	Answer	Marks
4(c)	<p>‘Religious rules should never be changed.’</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>A discussion about the nature of the infallibility of the laws set out in the Qur’an will explain that they are the commands of God and should not be changed by humans. Similarly, with reference to the Hadith, Muslims are instructed in the Qur’an to obey God and to obey his Prophet (pbuh).</p> <p>To some, it would seem therefore that the religious laws/rules should never be changed.</p> <p>In the modern day, many issues arise that are not addressed by the Qur’an and Hadith and new rulings have had to be made. However, in this case, the original rules are used as the basis for new decisions, so it cannot be said that they have been changed but they have been developed to embrace life in the succeeding centuries since the Qur’an was revealed.</p> <p>In expressing an opposing view, some responses might give good reasons why there should be changes, especially to rules that are based on cultural tradition rather than Islamic commands.</p>	6

Question	Answer	Marks
5(a)	<p>Describe the marriage (Nikah) ceremony and include any customs carried out before and after the event.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>A Muslim marriage usually takes place in the home or mosque. The couple must give their consent before a minimum of two witnesses. The bride does not necessarily have to be present at the ceremony if she is represented by an agent/guardian and two witnesses to represent her part of the contract. During the ceremony there are readings from the Qur'an, Surah 4 is often used. The Imam and the guests pray for the couple. The Aqd Nikah (contract of marriage) is spoken as well as written. The bride and groom sign up to three copies. This is to ensure that both the bride and groom have consented to the marriage. If the bride is not attending, she will have affirmed three times in front of her witnesses that she is giving her consent to the marriage and they will speak for her during the ceremony.</p> <p>The groom gives mahr (a dowry) as a sum of money, some property or jewellery as a gift to the bride. This may happen at the ceremony or before and in some circumstances at a later date. This remains the bride's property for life.</p> <p>Often there is a walimah, a wedding feast for family and friends. In non-Muslim countries there will also be a civil wedding ceremony to comply with the law.</p>	7

Question	Answer	Marks
5(b)	<p>Explain the teachings about marriage in Islam.</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>Marriage is an important step in Muslim life. All Muslims are expected to marry. Marriage is commanded in the Qur'an. 'And among his signs is this, that he created you mates from among yourselves.' The bride and groom must both give their consent before marriage can take place (even in cultures where the marriage is arranged by elders or relatives). Forced marriage is unlawful in Islam.</p> <p>Muslim men may have up to four wives (to limit polygamy and prevent the abuse of women) but each wife must be treated equally and existing wives are required to give their consent before a man takes another wife. In practice, in modern times many Muslims have only one wife because the laws of the country in which they live allow only one wife.</p> <p>A Muslim man may marry a Christian or a Jew (who might be willing to convert to Islam) but a Muslim woman is expected to marry only a Muslim man.</p> <p>Divorce is allowed in Islam but the importance of marriage is paramount and divorce should only be considered as a last resort. The dowry (mahr) that is given to the bride by the bridegroom and his family remains her property alone, for her own use.</p> <p>Men and women are considered to have equal responsibilities in marriage. In his last sermon the Prophet (pbuh) instructed men and women to regard marriage as a partnership and to care for one another.</p>	7
5(c)	<p>'Everyone has the right to choose their own marriage partner.'</p> <p>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.</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 develop some of the information given in answers to (a) and (b) of this question to present different points of view in support of and against this statement.</p> <p>Arguments might be about choice within Islam or the choice of a partner outside Islam and the various reasons to support these views. Other views might be about listening to the advice of elders or taking into account ethnicity and cultural traditions.</p>	6

Question	Answer	Marks
6(a)	<p>Describe the different ways Muslims carry out their duty to the poor.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Candidates are likely to describe the sharing of one third of sacrificial meat with the poor at Id-ul-Adha and at times of celebration such as the naming of a child. At the naming of a child, the child's head is shaved and the equivalent weight in gold or silver is given to the poor. The sharing of meals with the poor or less fortunate at the end of the day during Ramadan and the sharing of food at other times is another way. Also, including the poor, as equals, in all celebrations and festivals and recognising their right to be remembered and helped.</p> <p>Zakah, as a Pillar of Islam is obligatory and is 2.5% tax on all residual wealth which is willingly given to the poor, by all Muslims who are able, once a year. Some detail may be given here about the different levels of contributions but an exhaustive list is not required.</p> <p>Sadaqah is voluntary charity, which is often given at festivals and other times.</p>	7
6(b)	<p>Explain how all members of a Muslim family are valued and cared for.</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 Muslim family is, in most cases where possible, an extended family. The Muslim family takes care of young and old e.g. children, parents, grandparents, and perhaps includes uncles and aunts. If tragedy hits any relative the family would support them. The family would also take care of children who are relatives and have lost their parents, for whatever reason. Any orphaned or abandoned children would be looked after. A baby whose mother dies and is breastfed by another woman would be regarded as a milk brother or sister.</p> <p>Parents are proud of their children and are expected to love them and treat them well and equally making sure that they have education. The most important thing a parent can do for a child is to set them a good example to be a devout Muslim. Children are expected to be polite to their parents and elders and to have good manners and be obedient and to be kind and caring for them as they age.</p> <p>In Muslim families, age comes first and the elderly, grandparents etc. take priority over the children, who are taught to be respectful and considerate.</p>	7

Question	Answer	Marks
6(c)	<p>‘Caring for the family is more important than helping the poor.’</p> <p>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.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Candidates might consider some of the following:</p> <p>It might be argued that, for Muslims, the family is the basis of the whole social system. The strength of Islam depends upon the strength and stability of the family unit. The family is blessed and created by God. It is therefore more important to care for the family than to carry out obligations to the poor (e.g. poor people are exempt from paying Zakah) some information used in (b) might be further developed as evidence for this.</p> <p>However, all Muslims belong to the ummah, the worldwide brotherhood of Islam. Candidates might argue that all Muslims are brothers and sisters and therefore family. Help should be given to each other wherever possible. Some responses might give examples of possible and different ways of helping the poor.</p> <p>Some responses might refer to the Islamic teaching that all Muslims are equal in worship and obedience to Islam and it is the right of the poor to receive the help they need to follow Islam.</p>	6

Question	Answer	Marks
7(a)	<p>Give an account of the ways in which religion plays a part in the Jewish home.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>The home is important in Judaism. The kashrut laws regarding food and its preparation, including the use of different utensils and crockery, are fulfilled in the home. A mezuzah is fastened to the doorposts to indicate a Jewish household and to follow God's commands. In celebrating the Sabbath and other festivals rituals are carried out in the home and all the family, mother, father and children have their roles. Some candidates might describe some aspects of these.</p> <p>Children are taught how to follow many aspects of their religion. Parents provide examples of their future roles. Worship is practiced daily. Daily prayers, especially the morning and evening prayer are said in the home.</p>	7
7(b)	<p>Explain why religious symbols in the home are important to some Jews.</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>Responses may use a number of symbols/objects as examples in their response—or make a more general answer, for equal credit.</p> <p>By using religious objects and symbols in the home Jews know they are obeying God's instructions. The purpose of most religious symbols is to remind Jews of God's presence and their covenant with him and that God's love is everywhere. Also, to remind them of the requirement to keep his commandments.</p> <p>Some of the symbols are reminders of historical events and God's special relationship with the Jews e.g. the objects on the Seder table. Others are aids to keeping the commandments. Religious symbols/objects might be used to teach children about their religion. They also show others that this is the home of a Jewish family which reinforces Jewish identity. In all these ways the symbols strengthen the faith of the individual and of the community and ensure the preservation of the religion.</p>	7

Question	Answer	Marks
7(c)	<p>‘Families worshipping together strengthens their faith.’</p> <p>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.</p> <p>Mark according to level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>In the home all members of a family worship together and observe festivals together. Some of the common elements of worship might be shared and often are. Children learn how to pray from the adults. This strengthens the faith in the home and children are brought up in a traditional Jewish way that means the faith is likely to continue strongly in future generations.</p> <p>However, not all worship in the home includes women and children. In Orthodox and more traditional homes, only men and boys, who have reached bar mitzvah, observe the daily prayers. However, other members of the family will have other responsibilities, which contribute to worship in other ways.</p> <p>An exploration of different points of view might assess the importance to Orthodox Jews of the custom of the separation of men, women and children during synagogue worship. However, more liberal forms of worship include the whole family on all occasions. It might be concluded that all forms of worship are intended to strengthen faith.</p>	6

Question	Answer	Marks
8(a)	<p>Describe the rituals of Shiva.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>It is a period of mourning for seven days. During this period mourners gather in their home and do not leave it unless necessary. Mourners sit on low stools; mirrors are covered so that people are discouraged from attending to their appearance. There is no music and sexual relationships are forbidden. Mourners do not leave the house except on Shabbat. They do not shave or cut hair nor wear leather shoes.</p> <p>Three times each day friends and fellow members of the synagogue will come to pray with the mourners. Kaddish is said three times each day. It is a prayer, not to mourn the dead but about God's greatness. Neighbours and people in the community help the bereaved by bringing them food. A candle is kept burning day and night, in the Proverbs it is said 'A person's soul is the candle of the Lord'.</p>	7
8(b)	<p>Explain the benefits of this intense period of mourning.</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>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 then expected to gradually resume normal life.</p> <p>Appearances and comfort are not important so need not be worried about.</p> <p>Neighbours, people in the community help the bereaved by providing companionship and praying with the mourners during Shiva. The community concentrates on supporting and helping the living. There are no clear beliefs about life after death in Judaism. Candidates might explain the importance and the comfort for mourners in well- practised rituals. 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).</p>	7

Question	Answer	Marks
8(c)	<p>‘Funerals should be private occasions.’</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>In Judaism the funeral is always a simple affair. There may be psalms, prayers and a short address by a Rabbi but no excessive displays of grief or idle chatter take place at the cemetery, as this is considered disrespectful. Funerals are not entirely private occasions because there is a need for the Chevra Kaddisha to make sure the body is properly prepared for burial and as with all public displays of religion, funerals are a witness to the faith of the person who has died and that of the mourners. They also allow those who are not close family to show their respects for the dead person and the support of the community for the sorrowing family.</p> <p>Arguments for the privacy of the mourners might be agreed with by pointing out that the Shiva gives the family the opportunity to retire from public life, from the need to participate in work and social life and to concentrate fully on their grief. However, in Judaism, whilst respecting that privacy when needed, it is considered important to console the family by joining them in prayers and providing them with meals.</p>	6

Question	Answer	Marks
9(a)	<p>Outline the traditional teaching about the role of women in Judaism.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The Torah, Talmud and later Jewish writings all stress the importance of the role of women, especially in marriage ‘A man without a wife lives without joy...’ so, traditional teaching about the role of women concentrates on the role of women as wife and mother. In traditional Judaism, it has been very important for Jewish men to marry Jewish wives as only Jewish women determine the Jewishness of a child. Only the child of a Jewish mother is recognised as Jewish.</p> <p>Traditionally, women have always borne the responsibility for the home, freeing their husband to study the Torah. Women have a mitzvah to have children, teach them in the home and set the tone for a pious Jewish home. They have special mitzvot to carry out regarding the mikveh and family purity and they are also largely responsible for ensuring the dietary laws are followed in the home. They have special responsibilities at festivals and on Shabbat.</p> <p>Women are exempt from carrying out the same number of commandments as men and are exempt from carrying out mitzvot at certain times of day that would interfere with their family role (so they cannot lead worship). Women are freed from the obligation of praying because they are believed to be naturally closer to God and spiritually superior. In ancient times, women were not allowed to become witnesses or take any public role. A woman’s role has always been highly valued. Girls from the age of twelve begin to learn about this responsibility.</p>	7

Question	Answer	Marks
9(b)	<p>Explain <u>two</u> aspects of Jewish marriage that might strengthen the faith of the couple.</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>A Jewish wedding in a synagogue can only take place when both partners are Jewish, either by birth or by conversion. Jewish religion and culture is more likely to be preserved if it is something that both partners share.</p> <p>Judaism teaches that men and women are most fulfilled through the relationship of marriage. To marry and raise a family in a religiously observant marriage will strengthen both the personal relationship of the couple and the Jewish race as a whole.</p> <p>Jewish marriage is about a Jewish home. Candidates might explain that both partners share the same convictions and follow all religious practices to the same extent. Many of the mitzvot concern the home, diet, dress, the role of women and family life. Examples might be given.</p> <p>Arranged marriages sometimes take place, (with the consent of the couple) so that people are compatible in their beliefs and so married couples know what type of lifestyle they will lead. They will love and respect one another. Following the faith is something that will be shared.</p>	7
9(c)	<p>‘Marriage is a bond that should not be broken.’</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>Judaism places great value on marriage, if a marriage seems to be failing everything possible will be done to prevent it. In Judaism, a lot of effort is put into preparation for marriage to ensure that partners are suited and compatible and the couple receive the support of their families and the whole community. It is important to build a home and to have children, to strengthen both the religion and the race. It is in the interests of all members of the family that marriage is seen as a bond that should not be broken.</p> <p>Nonetheless, Judaism recognises that, in some instances, divorce might be the best solution and once two people have agreed to terminate their relationship the procedure is made very simple. No grounds are needed for divorce, when two people have tried to save their marriage and, in the end, have agreed to divorce, no obstacles are put in their way. However, a civil divorce has no validity in Jewish law and the couple must obtain a divorce through the Beth Din by the issuing and receiving of a Get. A couple that only have a civil divorce are still married in Jewish law.</p>	6



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2018

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.



CAMBRIDGE
International Examinations

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 Old Testament. [3]
- (ii) Briefly describe the content of **two** of these types of literature. [4]
- (b) Explain why the Old Testament might be important to Christians. [7]
- (c) 'Only the New Testament is relevant to 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

'In the sixth month ... God sent the angel Gabriel to Nazareth, a town in Galilee ...'

Luke 1:26 [NIV]

- (a) (i) Whom did the angel Gabriel visit **and** what was his message? [3]
- (ii) Briefly describe the visit of the Magi (Wise Men) to Bethlehem. [4]
- (b) Explain the significance of the visit of the Magi for Christians. [7]
- (c) 'Christmas is more important than Easter.'
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) Who should practise Sawm (fasting) **and** who can be excused? [3]
- (ii) Briefly describe when **and** how Sawm is practised. [4]
- (b) Explain why it is important for Muslims to fast. [7]
- (c) 'Sawm is the most important act of faith.'
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

'... but [he is] the Messenger of God, and the Seal of the Prophets ...'
Surah 33:40

- (a) (i) Name **three** prophets mentioned in the Qur'an (**not** including Muhammad (pbuh)). [3]
- (ii) Briefly describe what is written in the Qur'an about **one** of the prophets you have chosen. [4]
- (b) Explain why belief in prophets is important for Muslims. [7]
- (c) 'Belief in prophets is more important than belief in angels.'
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) What are the **three** divisions of the Tenakh? [3]
- (ii) Briefly describe **two** of the divisions you have mentioned. [4]
- (b) Explain the importance of the Talmud to Jews. [7]
- (c) 'Written traditions are more important than oral traditions.'
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

**'These commandments that I give you today are to be upon your hearts.
Impress them on your children ... Tie them as symbols ...'**

Deuteronomy 6:6–8 [NIV]

- (a) (i) Name **three** items which are ritual dress for prayer for Jews. [3]
- (ii) Briefly describe **two** of these items. [4]
- (b) Explain why wearing ritual dress is important for some Jews. [7]
- (c) 'Rituals distract from true worship.'
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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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2018

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

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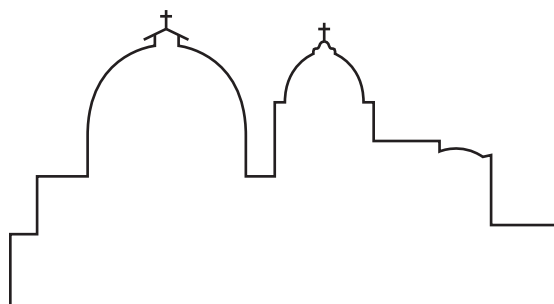
Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

Section A – Christianity

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

- 1 (a) (i) What is a commandment? [3]
- (ii) Give **four** of the Ten Commandments. [4]
- (b) Explain the importance of the Ten Commandments to Christians. [7]
- (c) 'Christians should follow rules which are more suitable for 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 Christianity in your answer. [6]

2



- (a) (i) What makes Jerusalem a place of pilgrimage for Christians? [3]
- (ii) Describe **one** other place of Christian pilgrimage. [4]
- (b) Explain why a Christian might wish to go on pilgrimage. [7]
- (c) 'Christians should help their local communities rather than travelling the world.'
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) In the first revelation.

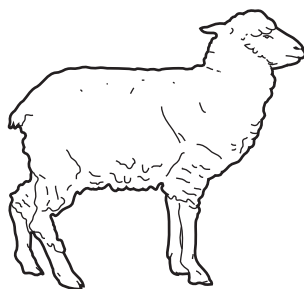
(i) Why was Muhammad (pbuh) in the cave at Hira? [3]

(ii) What was the role of the angel? [4]

(b) Explain the importance of jihad for Muslims. [7]

(c) 'Islamic teachings are too strict for modern society.'
Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Islam in your answer. [6]

4



(a) (i) What is Id al-Adha? [3]

(ii) What do Muslims do at this time? [4]

(b) Explain why Muslims celebrate festivals. [7]

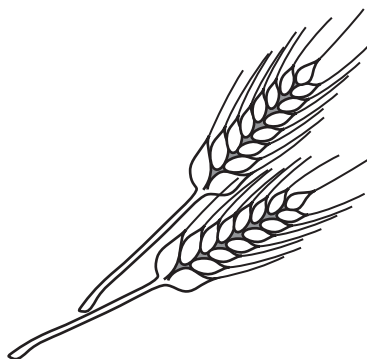
(c) 'Religion should not affect every part of a person's life.'
Discuss this statement. Give your own opinion and show that you have thought about different points of view. You must refer to Islam in your answer. [6]

Section C – Judaism

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

- 5 (a) (i) What is the Torah? [3]
- (ii) State **four** Jewish beliefs about the nature of God. [4]
- (b) Explain the importance for Jews of the Ketuvim (Writings). [7]
- (c) 'It is impossible to fully understand the will of God.'
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) What is celebrated at
- (i) Shavuot? [3]
- (ii) Sukkot? [4]
- (b) Explain why festivals are important to Jews. [7]
- (c) 'Money spent visiting historic places would be better spent on helping the poor.'
Discuss this statement. 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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Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2018

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 **three** types of literature found in the Old Testament. [3]
- (ii) Briefly describe the content of **two** of these types of literature. [4]
- (b) Explain why the Old Testament might be important to Christians. [7]
- (c) 'Only the New Testament is relevant to 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

'In the sixth month ... God sent the angel Gabriel to Nazareth, a town in Galilee ...'

Luke 1:26 [NIV]

- (a) (i) Whom did the angel Gabriel visit **and** what was his message? [3]
- (ii) Briefly describe the visit of the Magi (Wise Men) to Bethlehem. [4]
- (b) Explain the significance of the visit of the Magi for Christians. [7]
- (c) 'Christmas is more important than Easter.'
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) Who should practise Sawm (fasting) **and** who can be excused? [3]
- (ii) Briefly describe when **and** how Sawm is practised. [4]
- (b) Explain why it is important for Muslims to fast. [7]
- (c) 'Sawm is the most important act of faith.'
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

'... but [he is] the Messenger of God, and the Seal of the Prophets ...'
Surah 33:40

- (a) (i) Name **three** prophets mentioned in the Qur'an (**not** including Muhammad (pbuh)). [3]
- (ii) Briefly describe what is written in the Qur'an about **one** of the prophets you have chosen. [4]
- (b) Explain why belief in prophets is important for Muslims. [7]
- (c) 'Belief in prophets is more important than belief in angels.'
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) What are the **three** divisions of the Tenakh? [3]
- (ii) Briefly describe **two** of the divisions you have mentioned. [4]
- (b) Explain the importance of the Talmud to Jews. [7]
- (c) 'Written traditions are more important than oral traditions.'
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

**'These commandments that I give you today are to be upon your hearts.
Impress them on your children ... Tie them as symbols ...'**

Deuteronomy 6:6–8 [NIV]

- (a) (i) Name **three** items which are ritual dress for prayer for Jews. [3]
- (ii) Briefly describe **two** of these items. [4]
- (b) Explain why wearing ritual dress is important for some Jews. [7]
- (c) 'Rituals distract from true worship.'
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

0490/21

Paper 2

October/November 2018

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 **two** of the questions in each of your chosen sections.

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This document consists of **4** printed pages.



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International Examinations

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) Describe the duties of a Christian priest (vicar/minister). [7]
 - (b) Explain the ways in which a Christian community might make their church a successful one. [7]
 - (c) 'Getting people to attend church services is a minister's most important duty.'
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 the promises made by:
 - (i) a bride and a groom at a Christian marriage ceremony **and**
 - (ii) godparents at an infant baptism. [7]
 - (b) Explain why Christians believe that marriage is the right relationship in which to raise children. [7]
 - (c) 'Christian teachings on the family are out of date.'
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 the purpose and activities of Christian missionary work. [7]
 - (b) Explain why Jesus said the Two Greatest Commandments are all that is needed. [7]
 - (c) 'Seeking wealth stops people being religious.'
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) Outline, with examples, what is meant by the terms halal and haram. [7]
- (b) Explain the importance of Aqeeqah (sacrifice) in Muslim life. [7]
- (c) 'Religious rules should never be changed.'
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 marriage (Nikah) ceremony and include any customs carried out before and after the event. [7]
- (b) Explain the teachings about marriage in Islam. [7]
- (c) 'Everyone has the right to choose their own marriage partner.'
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 different ways Muslims carry out their duty to the poor. [7]
- (b) Explain how all members of a Muslim family are valued and cared for. [7]
- (c) 'Caring for the family is more important than helping the poor.'
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 ways in which religion plays a part in the Jewish home. [7]
- (b) Explain why religious symbols in the home are important to some Jews. [7]
- (c) 'Families worshipping together strengthens their faith.'
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 rituals of Shiva. [7]
- (b) Explain the benefits of this intense period of mourning. [7]
- (c) 'Funerals should be private occasions.'
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) Outline the traditional teaching about the role of women in Judaism. [7]
- (b) Explain **two** aspects of Jewish marriage that might strengthen the faith of the couple. [7]
- (c) 'Marriage is a bond that should not be broken.'
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

0490/22

Paper 2

October/November 2018

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 **two** of the questions in each of your chosen sections.

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This document consists of **4** printed pages.



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) Describe how the following are used in Christian worship:
 - (i) bread and wine **and**
 - (ii) the Bible. [7]
- (b) Explain the benefits to Christians of praying together in a congregation. [7]
- (c) 'Richly decorated churches are signs of strong faith.'
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 the rituals carried out at a Christian funeral. [7]
- (b) Explain the ways in which Christian belief might help a person cope with death. [7]
- (c) 'Every Christian has a duty to make the best of the life they have.'
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 the ways a church community might organise activities for the relief of poverty and suffering. [7]
- (b) Explain how Christian teaching influences believers to care for the sick and suffering. [7]
- (c) 'Good actions should not be done for rewards.'
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 the features that make Jummah prayer (Friday mid-day prayer) special for Muslims. [7]
- (b) Explain how women in Islam are considered equal to men. [7]
- (c) 'Du'a (private devotion) is as important as Salah.'
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) Outline the rituals practised by Muslims after the birth of a baby. [7]
- (b) Explain the meaning and importance of these rituals. [7]
- (c) 'A religious family life restricts the freedom of young people.'
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 Sadaqah (voluntary contribution) is given and how it might be used. [7]
- (b) Explain why the poor are included in all celebrations in Islam. [7]
- (c) 'Charity does not always help people in the right way.'
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) Describe how the ark (aron ha-kodesh) and the Sefer Torah (Torah scrolls) are used in the synagogue. [7]
- (b) Explain why some Jews consider ritual dress for prayer to be important. [7]
- (c) 'Private prayer is the greatest sign of faith.'
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 Mezuzah and how it is used. [7]
- (b) Explain the responsibilities that will be taken on by a boy when he has reached the age to be part of a minyan. [7]
- (c) 'In Judaism, actions are the most important part 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]
- 9** (a) What is Kashrut and how might it be applied to clothing? [7]
- (b) Explain how the Jewish family plays an important role in maintaining Jewish values. [7]
- (c) 'In the modern world, changes to religious rules cannot be avoided.'
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 2018

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 **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.

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- (b) Explain the ways in which a Christian community might make their church a successful one. [7]
- (c) 'Getting people to attend church services is a minister's most important duty.'
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 the promises made by:
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Grade thresholds – November 2019

Cambridge IGCSE™ Religious Studies (0490)

Grade thresholds taken for Syllabus 0490 (Religious Studies) in the November 2019 examination.

	maximum raw mark available	minimum raw mark required for grade:						
		A	B	C	D	E	F	G
Component 11	80	62	55	49	41	33	26	19
Component 12	80	63	56	50	42	34	27	20
Component 13	80	62	55	49	41	33	26	19
Component 21	80	56	49	41	36	31	25	19
Component 22	80	60	52	45	40	35	29	23
Component 23	80	56	49	41	36	31	25	19

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	83	74	65	56	48	40	32	24
AY	12, 22	86	77	68	59	51	43	35	27
AZ	13, 23	83	74	65	56	48	40	32	24



RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **15** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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.

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>What were the <u>three</u> signs that showed the presence of the Holy Spirit at Pentecost?</p> <p>Wind/sound like a rush of wind</p> <p>Fire/flames</p> <p>Speaking in other languages / tongues</p> <p>1 mark for each response.</p>	3
1(a)(ii)	<p>Briefly describe what happened immediately after the coming of the Holy Spirit at Pentecost.</p> <p>Responses might include:</p> <p>At the sound a crowd gathered. They were confused because they each heard their own language. They asked are these not Galileans? How do we hear our own language, speaking of God's deeds of power? What does this mean? Others sneered and said the Apostles were drunk.</p> <p>Peter (standing with the eleven) spoke to the crowd. These men are not drunk but, as Joel prophesied, have received the Holy Spirit. He then went on to talk about Jesus dying and God raising him and used the words of David, who prophesied about the resurrection of the Messiah. Jesus ascended to the right hand of God and poured out the Holy Spirit as promised. The whole house of Israel need to know that God has made Jesus Lord and Messiah.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
1(b)	<p>Explain Christian beliefs about the Holy Spirit.</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>The Holy Spirit is the third person of the Trinity. Jesus was conceived by the Holy Spirit and the Holy Spirit descended on Jesus at his baptism. Jesus promised to send the Holy Spirit to his disciples after he had gone (Pentecost). The disciples were also instructed to baptise people in the name of the Father, Son and Holy Spirit.</p> <p>The Holy Spirit inspires believers and gives them the gifts of love, joy, peace, longsuffering, kindness, goodness, faithfulness, meekness and self-control (credit alternative synonyms). The Holy Spirit lives in individual believers and enables them to live a righteous life and to spread the gospel.</p> <p>Other teachings about the Holy Spirit may be explained: credit if relevant.</p>	7

Question	Answer	Marks
1(c)	<p>‘Church leaders no longer pay attention to the Holy Spirit.’</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>Some candidates might agree with this statement as it is the leaders that make all the decisions. Some of the decisions do not agree with what is in the Bible. Some of the leaders believe that they have the power to lead their church where they want to and do not listen to the Holy Spirit.</p> <p>Some candidates might disagree with the statement saying that successful churches are led by the Holy Spirit and run as God wants them to be. They are based on what is said in the New Testament. They are full of people who have and use the fruits of the Spirit. The leaders listen to the Holy Spirit and guide the church according to him.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Name <u>three</u> items used in Christian worship that are related to the death of Jesus.</p> <p>Cross</p> <p>Crucifix</p> <p>Bread</p> <p>Wine</p> <p>Stations of the Cross</p> <p>Sorrowful Mysteries of the Rosary</p> <p>Pictures/icons</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
2(a)(ii)	<p>Briefly describe the Christian customs carried out on Thursday (Holy Thursday) during Holy Week.</p> <p>Stripping the altar</p> <p>Covering the artefacts / cross with a purple veil</p> <p>Distribution of alms to the poor</p> <p>Washing of feet (as Jesus did with his disciples)</p> <p>Removal of the Blessed Sacrament</p> <p>Other relevant material should be credited.</p>	4
2(b)	<p>Explain why Easter is important for Christians.</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>Easter celebrates God raising his son, Jesus, from the dead. It was through Jesus dying on the cross that he destroyed the power of sin and death forever. It symbolises, for those who believe, eternal life and that everyone can have it.</p> <p>Jesus died for humanity and sacrificed his life so that people could be redeemed and gain eternal life. God accepted his sacrifice and the resurrection is a sign of this acceptance.</p> <p>Answers should concentrate on the resurrection. Easter is not about the death of Jesus, although some information about the death may be creditable if used in relation to the resurrection.</p>	7

Question	Answer	Marks
2(c)	<p>‘Easter celebrations are no longer about 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 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>Some candidates may agree with the statement, Easter is more about having a few days off work and celebrating the new life which comes with spring. Many people exchange Easter eggs. Some people celebrate the end of Lent by enjoying something that they gave up for Lent.</p> <p>Other candidates might disagree and say that Easter is all about the death and resurrection of Jesus. It is at Easter when we remember the sacrifice that Jesus made, giving his life for the saving of everyone. The death of Jesus was the real purpose of Jesus being born. The Resurrection both confirms redemption and emphasises the promise of eternal life.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
3(a)(i)	<p>State <u>three</u> occasions when the Shahadah is said.</p> <p>When people enter Islam.</p> <p>First thing on waking each day.</p> <p>Last thing before sleeping each day.</p> <p>It is whispered in the ears of a new-born baby.</p> <p>It is uttered to the dying.</p> <p>In prayer and worship.</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
3(a)(ii)	<p>Briefly describe <u>two</u> of the Five Pillars, <u>not</u> including Shahadah.</p> <p>Salah – prayer can be performed at anytime and anywhere but five times a day Muslims make the conscious effort to pray. Everything is set aside and Muslims concentrate on God, praising and thanking him and asking for forgiveness and blessing.</p> <p>Sawm – fasting is practiced during the month of Ramadan each year. Muslims fast from sunrise until sunset for the whole month. No food or drink is allowed. Fasting must be undertaken with spiritual intent (<i>niyyah</i>) and this must be renewed each day before dawn.</p> <p>Zakah – giving is a duty on a regular basis. It is a contribution of 2.5% on savings once a year. It is usually paid in secret and can be used to help the poor, release people from debt, help travellers, free captives, help converts and to pay the collectors.</p> <p>Hajj – pilgrimage to Makkah must be performed by all Muslims who can afford it at least once in their lifetime. Hajj is suspension of all worldly activities for a few days to visit the Ka'ba and to stand before God at Mount Arafat. Muslims enter the state of ihram and then encircle the Ka'ba seven times. They then go between Safa and Marwa seven times and then perform the Stand at Arafat. They then stone the devil, the pillars (the Jamarat) and pilgrimage ends with Eid ul-Adha.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
3(b)	<p>Explain the importance of Shahadah to Muslims.</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>The shahadah is the declaration that a person makes stating their total belief in God and that Muhammad (pbuh) is his prophet. It is the recognition that your life belongs to God and that you sacrifice your life for God.</p> <p>Muslims repeat the shahadah first when they wake and last thing before going to sleep. They are the first words whispered to a new-born baby and if possible, they are the last words said to a person dying. They are also repeated in the call to prayer. They are a constant reminder that your life belongs to God.</p>	7

Question	Answer	Marks
3(c)	<p>‘The rituals associated with the Five Pillars strengthen faith.’</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 can either agree or disagree with this statement. Some may say that there are so many rituals to be remembered and practiced that the meaning of the Five Pillars is lost. For example, Salah can only be performed after wudu and a certain number of rak’ah must be performed for each of the five daily prayers, the actual words of the prayer are overshadowed.</p> <p>Other candidates may say that the rituals are important and are what help Muslims understand how to perform the Five Pillars and what their value is. For example, the rituals which are performed whilst on Hajj remind Muslims of the sacrifice that Ibrahim made and what he and his family went through in the name of God.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Give <u>three</u> actions which are done to the body of a Muslim after death.</p> <p>The body is washed</p> <p>The body is anointed with scents or spices</p> <p>Prayer is recited over the body</p> <p>The body is wrapped in a white shroud</p> <p>The body is carried to the burial ground</p> <p>The body is buried facing Makkah</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
4(a)(ii)	<p>Briefly describe what Muslims believe happens to their soul after they die.</p> <p>When a person dies, Muslims believe that that person exists in an intermediate phase waiting for the Day of Judgement. On the Day of Judgement God will raise the bodies and will judge all people. All the good and bad actions are weighed and those that can cross the bridge over hell with their book of life will go to paradise and gain eternal happiness. Those who cannot cross the bridge will fall into hell forever.</p>	4
4(b)	<p>Explain why belief in angels is important for Muslims.</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>Belief in angels is an article of faith and is written in the Qur'an (Surah 82:10–12). Angels are the messengers of God and are how people become aware of him. Angels never stop doing the will of God.</p> <p>Angels are always present, especially when a person prays or thinks about God. They help people to worship.</p> <p>Angels that maybe named are:</p> <p>Jibril – the messenger of God who gives revelation</p> <p>Azra'il – the angel of death who receives souls</p> <p>Israfil – the angel who calls all souls on the Day of Judgement</p> <p>Mika'il – the protector of the faithful and places of worship</p> <p>Munker and Nadir – who will question souls.</p>	7

Question	Answer	Marks
4(c)	<p>‘It is harder to pass the test of life if you are wealthy and therefore do not face much hardship.’</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 may take one side or the other or they may say that the test of life is difficult for everyone. All Muslims are equal and have to pass the same tests. Both rich and poor people can be selfish, lack sympathy, frightened, depressed, proud, dishonest and unforgiving, for example. A person does not have to go through hardship to be tested.</p> <p>Alternatively, Muslims who face hardships are constantly tested and so it is easier to pass the test of life as they have more chances to do the right thing. If you do not go through hardship then you are not being tested.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
5(a)(i)	<p>Name <u>three</u> of the books in the Torah.</p> <p>Genesis</p> <p>Exodus</p> <p>Leviticus</p> <p>Numbers</p> <p>Deuteronomy</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
5(a)(ii)	<p>Describe briefly what is written in <u>two</u> of the books in the Torah.</p> <p>Responses might include:</p> <p>Genesis – the creation of the world and the life stories of the patriarchs</p> <p>Exodus – the early history of the people in Egypt, their release from slavery, their presence at Sinai and their wanderings in the wilderness</p> <p>Leviticus – legislation, from the details about sacrifices to universal ethical precepts</p> <p>Numbers – the leadership of Moses and the origin of the priesthood</p> <p>Deuteronomy – the covenant made at Sinai and the obligations on which this covenant depends (this is also part of Exodus)</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
5(b)	<p>Explain why the Torah is important to Jews.</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>The Torah is the first part of the Tenakh and are important to Jews because they contain the mitzvot (commandments) by which Jews are to live as God's chosen people. The task of the Jews is to keep God's Torah and as such they are a holy nation, set apart. The Torah is read in the synagogue, followed by a reading from the Neviim and, on special occasions, the Ketuvim. It is God's word and the Torah is treated with respect and reverence.</p>	7

Question	Answer	Marks
5(c)	<p>'No part of the Tenakh is more important than any other part.'</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 might agree with this statement, all three parts (Torah, Neviim and Ketuvim) are included in the Tenakh and are read from in the synagogue. They all have distinctive content which enables Jews to learn about the covenant with God and how to follow the commandments, God's activity in history and worship. They are all read in the synagogue.</p> <p>Alternatively, candidates may choose one part and say that it is more important than the other two parts. For example, the Torah because it includes the covenant and the mitzvot, or the Neviim because it includes prophets speaking God's word to the people, or the Ketuvim because the content features prominently in Jewish worship.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
6(a)(i)	<p>Give <u>three</u> things that are eaten in the home to welcome Rosh Hashanah.</p> <p>Challah dipped in honey</p> <p>Apples dipped in honey</p> <p>The head of a fish</p> <p>Pomegranates</p> <p>1 mark for each response.</p>	3
6(a)(ii)	<p>Describe briefly what <u>two</u> of the foods represent.</p> <p>The challah and the apples dipped in honey represent the hope that the new year will be a sweet year.</p> <p>The fish and pomegranates represent the hope that there will be many good deeds done in the new year. The fish head also symbolises prayer.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4

Question	Answer	Marks
6(b)	<p>Explain why Rosh Hashanah is important to Jews.</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>The rabbis believed that Rosh Hashanah (New Year) is the day that the world was created and so God as creator is important. It is also celebrated as the day the human race was created and so relationships, of people with God and with others, are important. Rosh Hashanah is a time of repentance, sins are cast away and people think about how they think, speak and act.</p>	7
6(c)	<p>‘Yom Kippur is not the most important High Holy Day.’</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>Some candidates may agree with this statement, saying that both Rosh Hashanah and Yom Kippur are High Holy Days and can be seen as two stages of the same process therefore they are as important as each other. Rosh Hashanah is the judgement and Yom Kippur is the atonement. There would be no atonement without judgement. Rosh Hashanah is when God’s judgements about the previous year and the year to come are written down and Yom Kippur is the day that these decisions are finalised.</p> <p>Others may say that Yom Kippur is the holiest day in the year and so is more important. It is a day of fasting and prayer in the synagogue. People concentrate on spiritual needs, especially forgiveness. It is a time to confess sins and ask for God’s forgiveness.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6



RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **15** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

the specific content of the mark scheme or the generic level descriptors for the question
the specific skills defined in the mark scheme or in the generic level descriptors for the question
the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always whole marks (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded positively:

marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
marks are awarded when candidates clearly demonstrate what they know and can do
marks are not deducted for errors
marks are not deducted for omissions
answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Assessment objectives/Levels of Response*A Knowledge (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.

B Understanding and interpretation (35%)

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.

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>What is the Trinity?</p> <p>There is one God, who is Father, Son and Holy Spirit.</p> <p>1 mark for one God, 2 marks for amplification.</p>	3
1(a)(ii)	<p>Give the beliefs about the Trinity in the Apostles' Creed.</p> <p>God – The Father almighty Creator of heaven and earth The Son is seated at his right hand.</p> <p>Jesus – God's only son Our Lord Conceived by the Holy Spirit Born of Virgin Mary Suffered under Pontius Pilate Crucified, died and buried He descended into hell Third day rose again Ascended to heaven Seated at God's right hand Will come to judge the living and the dead.</p> <p>Holy Spirit – Mary conceived Jesus by the work of the Holy Spirit.</p> <p>1 mark for a simple statement and 3 further marks for development.</p>	4
1(b)	<p>Explain why Christians might think that the teachings about the Trinity are important.</p> <p>Mark according to the level descriptors for Assessment Objective B. Understanding and Interpretation.</p> <p>Response might explain some of the following:</p> <p>The doctrine is important to Christians because it states what they believe God is like: being different from people. It states how God interacts with people: God the Father revealed by the Old Testament as creator, lord, father and judge; God the Son lived on earth amongst people; and God the Holy Spirit who fills people with new life and power.</p> <p>It is central to the Christian identity and shows that God is a mystery and is awe inspiring. It is how Christians make sense of one God within the context of the events and teachings of the Bible and helps Christians to worship God.</p>	7

Question	Answer	Marks
1(c)	<p>‘The idea of the Trinity is too confusing to be useful.’</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>Some candidates might agree with this statement saying that the doctrine has no relevance to the faith of most Christians as it is too abstract and people do not really understand it. Even the churches cannot agree what the content of the doctrine should be. People might see the Trinity as being God as three individuals, or three gods or three properties of God.</p> <p>Some candidates might disagree with the statement saying that the doctrine is central to Christianity and to Christian worship. For example, blessings are given and baptism is carried out ‘in the name of the Father and of the Son and of the Holy Spirit’. It is this doctrine which allows Christians to consider the mystery of God and it is distinctive to Christianity.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Give <u>three</u> types of leaders in the Christian church (<u>not</u> including bishop).</p> <ul style="list-style-type: none"> • Priest • Vicar • Minister. <p>Other responses should be credited if relevant</p>	3
2(a)(ii)	<p>Describe the work of <u>one</u> of the leaders you have mentioned.</p> <p>A priest is appointed by the bishop to represent him in the local parish. They celebrate daily Mass, hear confessions, give spiritual direction, teach catechism, baptise, witness marriages, perform funerals and burials and attend various meetings.</p> <p>A vicar has the responsibility for the life and work of the church in a parish. They help to lead the worship of the congregation in church. They teach Christian faith and prepare people for confirmation. They conduct baptism, marriage and funerals and burials. They represent the church within communities.</p> <p>A minister is someone authorised by a church to perform functions such as teaching the Christian faith, leading weddings, baptisms and funerals and providing spiritual guidance to the community. They plan and conduct services of public worship and preside over sacraments.</p> <p>1 mark for a simple statement plus up to 3 marks for amplification.</p>	4
2(b)	<p>Explain the significance of bishops to Christians.</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 some churches, bishops continue the apostolic succession. This is important because bishops continue the work of spreading the teachings of Jesus which was begun by the Apostles.</p> <p>As the Church expanded and new churches were built, bishops became the leaders of certain areas to ensure the consistent teaching and administration of the whole Church.</p>	7

Question	Answer	Marks
2(c)	<p>‘There are too many leaders in the Christian church.’</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>Some candidates may agree with the statement, saying that the hierarchy of the Church is too complicated and that consistency of teaching and administration is impossible. Different leaders might not agree with each other, priests might disagree with bishops and bishops might disagree with the Pope/Archbishop. Communication between leaders might not work.</p> <p>Other candidates might disagree and say that all the leaders are necessary. The Pope/Archbishop cannot be expected to communicate with or administer all priests and so bishops provide this vital role. The Church is spread over different countries and so one person cannot be expected to oversee everything.</p> <p>Credit should be given as long as there is support for the argument.</p>	6

Question	Answer	Marks
3(a)(i)	<p>Give <u>three</u> reasons why Muhammad (pbuh) left Makkah.</p> <ul style="list-style-type: none"> • Muhammad (pbuh) had enemies in Makkah • His uncle died so he had less protection in Makkah • Persecution had increased in Makkah • Persecution became more severe including torture • God directed Muhammad (pbuh) to leave Makkah • Muhammad (pbuh) had been warned of a plot to assassinate him • He had been invited to Madinah. <p>1 mark for each.</p>	3
3(a)(ii)	<p>Describe what happened when Muhammad (pbuh) left Makkah.</p> <p>When he started to prepare to leave he told Abu Bakr what he was doing. Men from Banu Quraysh surrounded the Prophet's house as he had some of their property. Muhammad (pbuh) handed the property to Ali so that he could return the property and told him to lie on his bed. Muhammad (pbuh) left without being seen and joined Abu Bakr. They left the city and sheltered in a cave. The Quraysh searched for him but did not find him. The people of Madinah were waiting for him to arrive. Other events relevant to the question should also be credited.</p> <p>1 mark for a simple statement and 3 further marks for development.</p>	4
3(b)	<p>Explain the significance of the Hijrah for Muslims.</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>Migrating to Madinah was significant for several reasons:</p> <ul style="list-style-type: none"> • The first Muslim community (ummah) was formed and Muhammad (pbuh) was free to preach openly. He also established the first mosque for worship. • Regular prayer times and the call to prayer were introduced, further revelations were received and the Five Pillars were established. • The Hijrah was established later as the first year of the Islamic calendar. 	7

Question	Answer	Marks
3(c)	<p>‘Experiences of persecution have strengthened Islam as a 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 can either agree or disagree with this statement. Early experiences of persecution for example allowed the spread of Islam as a religion.</p> <p>However, some candidates may focus upon other experiences being more important as a way of strengthening religion. For example, festivals, prayer at the mosque etc.</p> <p>Credit should be given as long as there is support for the argument.</p>	6

Question	Answer	Marks
4(a)(i)	<p>What is the Sunnah in Islam?</p> <p>It is the record of the teachings, actions and sayings of Muhammad (pbuh).</p>	3
4(a)(ii)	<p>Describe how the Sunnah is used with the Qur'an.</p> <p>The Qur'an and the Sunnah are the two primary sources for both Islamic theology and law. The Sunnah expands what is said in the Qur'an.</p> <p>1 mark for a simple statement and 3 further marks for development.</p>	4
4(b)	<p>Explain the importance of the Sunnah for Muslims.</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>The Sunnah is the record of what God taught Muhammad (pbuh) which was not included in the Qur'an. Without it, Muslim practice would not be as it is now. For example, the Qur'an says to pray but it is the Sunnah that tells of how to pray.</p> <p>Muslims are encouraged to use Muhammad (pbuh) as their example and through the Sunnah they are able to know and live their lives in remembrance of God. Muhammad (pbuh) was the final prophet of God and so his example is important to follow.</p> <p>In the Qur'an Muslims are told to obey God and Muhammad (pbuh).</p>	7
4(c)	<p>'Reciting the Qur'an strengthens faith'</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>Some candidates may agree with this statement as recitation is a reminder of the direct word of God. It is a way of feeling a sense of communication with God which also strengthens faith.</p> <p>Others may say that reciting the Qur'an does not necessarily strengthen faith. People may recite the words without truly understanding the meaning.</p> <p>Reasons for the answer should be given.</p>	6

Question	Answer	Marks
5(a)(i)	<p>State <u>three</u> of the main Jewish beliefs about God.</p> <ul style="list-style-type: none"> • There is only one God, no others exist, God cannot be divided • Only the one God should be worshipped, God is above and beyond all earthly things, God created the universe • God is omnipresent and omnipotent God does not have a body • God is just and merciful • God is personal and accessible • Other points should be credited if relevant. <p>1 mark for each.</p>	3
5(a)(ii)	<p>Give <u>four</u> ways in which Jews observe the Covenant in their lives.</p> <ul style="list-style-type: none"> • Dietary laws • Worship • Ritual dress • Purity laws • Modesty • Marriage • Circumcision • Righteous giving • Charitable works • Other points should be credited if relevant <p>1 mark for each.</p>	4
5(b)	<p>Explain the importance of the Covenant relationship to Jews today.</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>The Covenant relationship is between God and the Jewish people as a whole. Judaism can be seen as the development of God's laws into a complete way of life and so Jews attempt to create a just and good society today, as they have tried throughout Jewish history. Social justice and equality for all people is actively fought for.</p> <p>God chose the Israelites to be his chosen people and the covenant is the foundation of this relationship.</p>	7

Question	Answer	Marks
5(c)	<p>‘Living in separate communities is the only way Jews can follow God’s laws.’</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 may agree with this statement saying that the only way to truly follow God’s laws is to live in a community where the laws of a particular country are secondary. In the modern world, it is difficult to follow God’s laws with so many distractions and examples of wrongdoing.</p> <p>Others may say that to be religious and follow God’s law is to be an example to others. This cannot be done in separate communities where ‘outsiders’ are not welcome.</p>	6

Question	Answer	Marks
6(a)(i)	<p>List <u>three</u> of the Ten Commandments.</p> <ul style="list-style-type: none"> • No other gods • No idols • Not take the name of God in vain • Keep the Shabbat holy • Honour you mother and father • Not murder • Not commit adultery • Not steal • Not bear false witness • Not covet <p>1 mark for each.</p>	3
6(a)(ii)	<p>Where are the Ten Commandments usually found in a synagogue and why?</p> <p>The Hebrew words of the Ten Commandments are usually found written somewhere near the ark. This is because the ark is named after the wooden chest that contained the stone tablets given to Moses on Mount Sinai. They are to remind worshippers of the law and of God's commands.</p> <p>1 mark for a simple statement and 3 further marks for development.</p>	4
6(b)	<p>Explain why the Ten Commandments are important to Jews.</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>The Ten Commandments are part of the covenant that God made with Moses and they are divine instructions meant to guide the lives of Jews. They are important because in return for the good deeds that God has done for the Jewish people, Jews must keep the laws that God has given them.</p>	7

Question	Answer	Marks
6(c)	<p>‘Sacred objects add nothing to worship.’</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>Some candidates may suggest that sacred items are ritualistic and therefore do not help in worship. They may be more of a distraction and different people might have different opinions of what they should be like, in some cases causing arguments.</p> <p>Others may say that the visual representation of items which are very important in Judaism help to remind Jews of that importance and remind them of the origins of those items. For example, the Ten Commandments written on stone tablets remind Jews of Moses on Mount Sinai and the Israelites in the desert.</p>	6



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2019

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 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.

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>What were the <u>three</u> signs that showed the presence of the Holy Spirit at Pentecost?</p> <p>Wind/sound like a rush of wind</p> <p>Fire/flames</p> <p>Speaking in other languages / tongues</p> <p>1 mark for each response.</p>	3
1(a)(ii)	<p>Briefly describe what happened immediately after the coming of the Holy Spirit at Pentecost.</p> <p>Responses might include:</p> <p>At the sound a crowd gathered. They were confused because they each heard their own language. They asked are these not Galileans? How do we hear our own language, speaking of God's deeds of power? What does this mean? Others sneered and said the Apostles were drunk.</p> <p>Peter (standing with the eleven) spoke to the crowd. These men are not drunk but, as Joel prophesied, have received the Holy Spirit. He then went on to talk about Jesus dying and God raising him and used the words of David, who prophesied about the resurrection of the Messiah. Jesus ascended to the right hand of God and poured out the Holy Spirit as promised. The whole house of Israel need to know that God has made Jesus Lord and Messiah.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
1(b)	<p>Explain Christian beliefs about the Holy Spirit.</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>The Holy Spirit is the third person of the Trinity. Jesus was conceived by the Holy Spirit and the Holy Spirit descended on Jesus at his baptism. Jesus promised to send the Holy Spirit to his disciples after he had gone (Pentecost). The disciples were also instructed to baptise people in the name of the Father, Son and Holy Spirit.</p> <p>The Holy Spirit inspires believers and gives them the gifts of love, joy, peace, longsuffering, kindness, goodness, faithfulness, meekness and self-control (credit alternative synonyms). The Holy Spirit lives in individual believers and enables them to live a righteous life and to spread the gospel.</p> <p>Other teachings about the Holy Spirit may be explained: credit if relevant.</p>	7

Question	Answer	Marks
1(c)	<p>‘Church leaders no longer pay attention to the Holy Spirit.’</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>Some candidates might agree with this statement as it is the leaders that make all the decisions. Some of the decisions do not agree with what is in the Bible. Some of the leaders believe that they have the power to lead their church where they want to and do not listen to the Holy Spirit.</p> <p>Some candidates might disagree with the statement saying that successful churches are led by the Holy Spirit and run as God wants them to be. They are based on what is said in the New Testament. They are full of people who have and use the fruits of the Spirit. The leaders listen to the Holy Spirit and guide the church according to him.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
2(a)(i)	<p>Name <u>three</u> items used in Christian worship that are related to the death of Jesus.</p> <p>Cross</p> <p>Crucifix</p> <p>Bread</p> <p>Wine</p> <p>Stations of the Cross</p> <p>Sorrowful Mysteries of the Rosary</p> <p>Pictures/icons</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
2(a)(ii)	<p>Briefly describe the Christian customs carried out on Thursday (Holy Thursday) during Holy Week.</p> <p>Stripping the altar</p> <p>Covering the artefacts / cross with a purple veil</p> <p>Distribution of alms to the poor</p> <p>Washing of feet (as Jesus did with his disciples)</p> <p>Removal of the Blessed Sacrament</p> <p>Other relevant material should be credited.</p>	4
2(b)	<p>Explain why Easter is important for Christians.</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>Easter celebrates God raising his son, Jesus, from the dead. It was through Jesus dying on the cross that he destroyed the power of sin and death forever. It symbolises, for those who believe, eternal life and that everyone can have it.</p> <p>Jesus died for humanity and sacrificed his life so that people could be redeemed and gain eternal life. God accepted his sacrifice and the resurrection is a sign of this acceptance.</p> <p>Answers should concentrate on the resurrection. Easter is not about the death of Jesus, although some information about the death may be creditable if used in relation to the resurrection.</p>	7

Question	Answer	Marks
2(c)	<p>‘Easter celebrations are no longer about 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 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>Some candidates may agree with the statement, Easter is more about having a few days off work and celebrating the new life which comes with spring. Many people exchange Easter eggs. Some people celebrate the end of Lent by enjoying something that they gave up for Lent.</p> <p>Other candidates might disagree and say that Easter is all about the death and resurrection of Jesus. It is at Easter when we remember the sacrifice that Jesus made, giving his life for the saving of everyone. The death of Jesus was the real purpose of Jesus being born. The Resurrection both confirms redemption and emphasises the promise of eternal life.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
3(a)(i)	<p>State <u>three</u> occasions when the Shahadah is said.</p> <p>When people enter Islam.</p> <p>First thing on waking each day.</p> <p>Last thing before sleeping each day.</p> <p>It is whispered in the ears of a new-born baby.</p> <p>It is uttered to the dying.</p> <p>In prayer and worship.</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
3(a)(ii)	<p>Briefly describe <u>two</u> of the Five Pillars, <u>not</u> including Shahadah.</p> <p>Salah – prayer can be performed at anytime and anywhere but five times a day Muslims make the conscious effort to pray. Everything is set aside and Muslims concentrate on God, praising and thanking him and asking for forgiveness and blessing.</p> <p>Sawm – fasting is practiced during the month of Ramadan each year. Muslims fast from sunrise until sunset for the whole month. No food or drink is allowed. Fasting must be undertaken with spiritual intent (<i>niyyah</i>) and this must be renewed each day before dawn.</p> <p>Zakah – giving is a duty on a regular basis. It is a contribution of 2.5% on savings once a year. It is usually paid in secret and can be used to help the poor, release people from debt, help travellers, free captives, help converts and to pay the collectors.</p> <p>Hajj – pilgrimage to Makkah must be performed by all Muslims who can afford it at least once in their lifetime. Hajj is suspension of all worldly activities for a few days to visit the Ka'ba and to stand before God at Mount Arafat. Muslims enter the state of ihram and then encircle the Ka'ba seven times. They then go between Safa and Marwa seven times and then perform the Stand at Arafat. They then stone the devil, the pillars (the Jamarat) and pilgrimage ends with Eid ul-Adha.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
3(b)	<p>Explain the importance of Shahadah to Muslims.</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>The shahadah is the declaration that a person makes stating their total belief in God and that Muhammad (pbuh) is his prophet. It is the recognition that your life belongs to God and that you sacrifice your life for God.</p> <p>Muslims repeat the shahadah first when they wake and last thing before going to sleep. They are the first words whispered to a new-born baby and if possible, they are the last words said to a person dying. They are also repeated in the call to prayer. They are a constant reminder that your life belongs to God.</p>	7

Question	Answer	Marks
3(c)	<p>‘The rituals associated with the Five Pillars strengthen faith.’</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 can either agree or disagree with this statement. Some may say that there are so many rituals to be remembered and practiced that the meaning of the Five Pillars is lost. For example, Salah can only be performed after wudu and a certain number of rak’ah must be performed for each of the five daily prayers, the actual words of the prayer are overshadowed.</p> <p>Other candidates may say that the rituals are important and are what help Muslims understand how to perform the Five Pillars and what their value is. For example, the rituals which are performed whilst on Hajj remind Muslims of the sacrifice that Ibrahim made and what he and his family went through in the name of God.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
4(a)(i)	<p>Give <u>three</u> actions which are done to the body of a Muslim after death.</p> <p>The body is washed</p> <p>The body is anointed with scents or spices</p> <p>Prayer is recited over the body</p> <p>The body is wrapped in a white shroud</p> <p>The body is carried to the burial ground</p> <p>The body is buried facing Makkah</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
4(a)(ii)	<p>Briefly describe what Muslims believe happens to their soul after they die.</p> <p>When a person dies, Muslims believe that that person exists in an intermediate phase waiting for the Day of Judgement. On the Day of Judgement God will raise the bodies and will judge all people. All the good and bad actions are weighed and those that can cross the bridge over hell with their book of life will go to paradise and gain eternal happiness. Those who cannot cross the bridge will fall into hell forever.</p>	4
4(b)	<p>Explain why belief in angels is important for Muslims.</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>Belief in angels is an article of faith and is written in the Qur'an (Surah 82:10–12). Angels are the messengers of God and are how people become aware of him. Angels never stop doing the will of God.</p> <p>Angels are always present, especially when a person prays or thinks about God. They help people to worship.</p> <p>Angels that maybe named are:</p> <p>Jibril – the messenger of God who gives revelation</p> <p>Azra'il – the angel of death who receives souls</p> <p>Israfil – the angel who calls all souls on the Day of Judgement</p> <p>Mika'il – the protector of the faithful and places of worship</p> <p>Munkar and Nadir – who will question souls.</p>	7

Question	Answer	Marks
4(c)	<p>‘It is harder to pass the test of life if you are wealthy and therefore do not face much hardship.’</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 may take one side or the other or they may say that the test of life is difficult for everyone. All Muslims are equal and have to pass the same tests. Both rich and poor people can be selfish, lack sympathy, frightened, depressed, proud, dishonest and unforgiving, for example. A person does not have to go through hardship to be tested.</p> <p>Alternatively, Muslims who face hardships are constantly tested and so it is easier to pass the test of life as they have more chances to do the right thing. If you do not go through hardship then you are not being tested.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
5(a)(i)	<p>Name <u>three</u> of the books in the Torah.</p> <p>Genesis</p> <p>Exodus</p> <p>Leviticus</p> <p>Numbers</p> <p>Deuteronomy</p> <p>1 mark for each response.</p>	3

Question	Answer	Marks
5(a)(ii)	<p>Describe briefly what is written in <u>two</u> of the books in the Torah.</p> <p>Responses might include:</p> <p>Genesis – the creation of the world and the life stories of the patriarchs</p> <p>Exodus – the early history of the people in Egypt, their release from slavery, their presence at Sinai and their wanderings in the wilderness</p> <p>Leviticus – legislation, from the details about sacrifices to universal ethical precepts</p> <p>Numbers – the leadership of Moses and the origin of the priesthood</p> <p>Deuteronomy – the covenant made at Sinai and the obligations on which this covenant depends (this is also part of Exodus)</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4
5(b)	<p>Explain why the Torah is important to Jews.</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>The Torah is the first part of the Tenakh and are important to Jews because they contain the mitzvot (commandments) by which Jews are to live as God's chosen people. The task of the Jews is to keep God's Torah and as such they are a holy nation, set apart. The Torah is read in the synagogue, followed by a reading from the Neviim and, on special occasions, the Ketuvim. It is God's word and the Torah is treated with respect and reverence.</p>	7

Question	Answer	Marks
5(c)	<p>'No part of the Tenakh is more important than any other part.'</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 might agree with this statement, all three parts (Torah, Neviim and Ketuvim) are included in the Tenakh and are read from in the synagogue. They all have distinctive content which enables Jews to learn about the covenant with God and how to follow the commandments, God's activity in history and worship. They are all read in the synagogue.</p> <p>Alternatively, candidates may choose one part and say that it is more important than the other two parts. For example, the Torah because it includes the covenant and the mitzvot, or the Neviim because it includes prophets speaking God's word to the people, or the Ketuvim because the content features prominently in Jewish worship.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6

Question	Answer	Marks
6(a)(i)	<p>Give <u>three</u> things that are eaten in the home to welcome Rosh Hashanah.</p> <p>Challah dipped in honey</p> <p>Apples dipped in honey</p> <p>The head of a fish</p> <p>Pomegranates</p> <p>1 mark for each response.</p>	3
6(a)(ii)	<p>Describe briefly what <u>two</u> of the foods represent.</p> <p>The challah and the apples dipped in honey represent the hope that the new year will be a sweet year.</p> <p>The fish and pomegranates represent the hope that there will be many good deeds done in the new year. The fish head also symbolises prayer.</p> <p>2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p>	4

Question	Answer	Marks
6(b)	<p>Explain why Rosh Hashanah is important to Jews.</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>The rabbis believed that Rosh Hashanah (New Year) is the day that the world was created and so God as creator is important. It is also celebrated as the day the human race was created and so relationships, of people with God and with others, are important. Rosh Hashanah is a time of repentance, sins are cast away and people think about how they think, speak and act.</p>	7
6(c)	<p>‘Yom Kippur is not the most important High Holy Day.’</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>Some candidates may agree with this statement, saying that both Rosh Hashanah and Yom Kippur are High Holy Days and can be seen as two stages of the same process therefore they are as important as each other. Rosh Hashanah is the judgement and Yom Kippur is the atonement. There would be no atonement without judgement. Rosh Hashanah is when God’s judgements about the previous year and the year to come are written down and Yom Kippur is the day that these decisions are finalised.</p> <p>Others may say that Yom Kippur is the holiest day in the year and so is more important. It is a day of fasting and prayer in the synagogue. People concentrate on spiritual needs, especially forgiveness. It is a time to confess sins and ask for God’s forgiveness.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p>	6



RELIGIOUS STUDIES

0490/21

Paper 2

October/November 2019

MARK SCHEME

Maximum Mark: 80

Published

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Question	Answer		Marks
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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.

Question	Answer	Marks
1(a)	<p>Describe what many Christians might do during the period of Lent.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following.</p> <p>Lent is the spiritual preparation for Easter. It begins on Ash Wednesday and ends during Holy Week, on Holy Saturday.</p> <p>Many Christians take the opportunity to confess their sins before the period of Lent begins. On the first day of Lent, Ash Wednesday, the custom is practised by some Christians of rubbing ashes on their head, as a sign of penitence and sorrow for the sins committed during the past year. The ashes have been blessed by a priest or bishop. Crosses in churches are also covered with a purple veil to symbolise penitence.</p> <p>Some Christians observe fasting days and abstinence during Lent. In the Roman Catholic church, Ash Wednesday and Good Friday are obligatory fasting days. Lent is a serious, solemn time and many Christians keep Lent by denying themselves something they enjoy or by trying to live more simply, without luxuries. Money saved on sweets and luxuries can be used for helping others.</p> <p>Some try to be more devout, attend church services and pray more. Many attend weekly Lent courses or Bible Study courses run by churches.</p>	7
1(b)	<p>Explain the significance of Lent 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>One of the main reasons for observing Lent is to remember the 40 days Jesus spent in the wilderness, preparing for his ministry. He faced temptations but resolved to do God's will even though it would lead to his death.</p> <p>Christians remember this and take stock of their own lives and resolve, with God's help, to make a fresh start. They remember Jesus' self-restraint and self-control and try to follow his example by denying themselves luxuries or by fasting. They hope to become less greedy and selfish and appreciate the good things they have. Lent is an opportunity to grow more devout in faith and practice and repent for past sins.</p> <p>During Holy Week, the last week in Lent, the events of the last week in the life of Jesus, his crucifixion and death, are remembered. The whole of Lent is a spiritual preparation for the joy of Easter and the celebration of the resurrection.</p>	7

Question	Answer	Marks
1(c)	<p>‘Preparing for Easter is the most important thing a Christian can do.’</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>In the Christian church, Easter is the most important festival because it celebrates the resurrection and the fulfilment of God's plan for Jesus as saviour and redeemer of sins. The arguments might present evidence that Easter is the most important Christian festival.</p> <p>Other views might be that other feasts are just as important, or, more important, e.g. Christmas; without the incarnation, the other events of the life of Jesus could not follow. Pentecost is the birthday of the Church.</p> <p>Alternatively, other Christian duties may be seen as more important. Responses might argue, for example, that caring for the poor and vulnerable is a more important activity.</p> <p>Some candidates might argue that Christian activities and duties cannot be separated into more and less important – to follow Christ, all are necessary.</p>	6

Question	Answer	Marks
2(a)	<p>Describe how Christians celebrate the birth of Jesus.</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 Christian services of worship including carols, the reading of nine lessons, a sermon and, possible, suitable refreshments. A variety of church services might be mentioned including Christmas Eve midnight mass and Christmas morning. Decorations and representations of the nativity in the church such as a crib and decorations in the home. Nativity plays and carol singing; concerts with Christmas music.</p> <p>Christmas meals and present exchange, charitable giving and good deeds may also be mentioned.</p>	7
2(b)	<p>Explain the importance to Christians of <u>two other</u> festivals about the life of Jesus.</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 are likely to identify two of the festivals specified in the syllabus and explain how they celebrate/mark important stages in his birth, life and death.</p> <p>Advent, Epiphany, Palm Sunday, Good Friday (from Holy Week), Easter and Ascension are the most likely choices.</p> <p>Responses should attempt to explain their importance in terms of how the festivals are a way of remembering and reinforcing Christian beliefs about Jesus and how the rituals and celebrations involved reflect these.</p>	7

Question	Answer	Marks
2(c)	<p>'Celebrating Christmas is not just 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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might consider whether Christmas should only be a religious celebration for Christians and should not be a highly commercialised, secular celebration. Some discussion of the true meaning of Christmas, as the event of the birth of Jesus, the Son of God, might lead to the opinion that only those who hold this belief should celebrate it.</p> <p>Other views might be considered. There is a message of universal peace and goodwill at Christmas (which other faiths share). Celebrating Christmas has become part of the culture in many countries. Candidates might consider whether this is a good thing as the customs of decorations, carol singing and the exchange of presents still remind people about the birth of Jesus and the Christian message.</p>	6

Question	Answer	Marks
3(a)	<p>Describe how Christians observe Sunday as a special day of the week.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Many Christians attend Sunday services each week. Some follow a formal service from a prayer book in church and others have more informal meetings in houses, rooms or in the open air. Music and singing play an important part and in some cases dancing also. Sermons, teachings and Bible readings/study also usually take place.</p> <p>Many children attend Sunday schools in the morning or afternoon, or both. Also, in some churches, there is more than one service on a Sunday and some Christians attend them all at different times of the day.</p> <p>Sunday is recognised by most Christians as a day of rest and recreation and devotion. Some branches of Christianity have rules about no work or frivolous activities. Some people do work either because of the demands of the type of job they have, or, from choice. Some put time aside to read and study the Bible.</p> <p>Sunday/Sabbath observance and attitudes vary throughout Christianity and candidates are likely to describe the type of observance they are most familiar with. All valid responses should be credited appropriately.</p>	7

Question	Answer	Marks
3(b)	<p>Explain the advantages of having a holy day each week.</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>In Genesis it says that God created the World in six days and on the seventh day he rested. Sabbath means 'resting day'. So observing Sunday as a day of rest is obeying God's command.</p> <p>Most Christians see it as an opportunity to attend their place of worship. They may not have devoted any time to prayer or reflection on their religion because of other pressures during the week. They feel that the discipline of going to a place of worship is useful and the support they give one another strengthens the individual and the community. Many feel that the benefits from making Sunday a day devoted to their religion helps them in all aspects of the week to come.</p> <p>Sunday services strengthen the community and enable Christians to share their faith. An entitlement to a time of reflection and recreation and a break from work (which is sometimes the law), ensures people are treated fairly.</p> <p>A holy day each week, when normal activities and work are suspended for a while, gives families time to come together and enjoy each other's company. It can also be a time for Bible study or for following other pursuits.</p>	7

Question	Answer	Marks
3(c)	<p>‘Attitudes to Sunday as a holy day have changed 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 might discuss whether the observance of customs such as no work, no entertainment and regular attendance at church services are out of step with the way people want to spend Sunday today. Also many working practices involve working on Sunday.</p> <p>Even for Christians, it is possible to worship on Sunday and acknowledge it as a day for religion without shops and places of entertainment being closed. Some candidates might comment on the time and cost involved in attending places of worship every Sunday.</p> <p>However, there are still many Christians who strictly observe Sunday as a Sabbath and there are sects and denominations in which observance of a Sabbath is a central belief.</p> <p>Candidates' answers are also likely to be based on experiences in their own communities. All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
4(a)	<p>Describe how Muslims make celebrating Lailat ul-Qadr (Night of Power) a part of Ramadan.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might explain some of the following:</p> <p>During the last 10 days of Ramadan it is one of the main customs of Ramadan that some Muslim men withdraw/retreat from society to spend time in extra prayer and meditation in the mosque.</p> <p>Remembrance of Lailat ul-Qadr is included throughout these last ten days.</p> <p>It is not known exactly when the Night of Power occurred but it is usually celebrated on the 27th Ramadan. The occasion of the first revelation is remembered.</p> <p>Many Muslims also spend all night in prayer and reciting the Qur'an, in their homes.</p>	7
4(b)	<p>Explain how the different rituals observed during Ramadan might strengthen 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>Fasting is one of the Five Pillars of Islam and is obligatory. All Muslims observe Ramadan at the same time. They are obeying Allah's commands. Fasting is not the only discipline/ritual Muslims impose upon themselves. Ramadan is seen as a spiritual month and a time to renew faith and practice.</p> <p>During Ramadan, many Muslims observe extra rituals. They are more devout in their faith. Prayers are observed more rigidly and many make a special effort to read the Qur'an. Men from the community attend the mosque for additional tarawih prayers each evening and In the last 10 days of Ramadan it is important to remember the Night of Power (Lailat ul Qadr). These rituals give a sense of fulfilment and spiritual reward.</p> <p>During Ramadan, Muslims in a community or family often share the meal at the end of each day's fast and make sure that the poor are fed. This encourages brotherhood and strengthens the local and the global community. Zakah may often be collected at the end of Ramadan.</p>	7

Question	Answer	Marks
4(c)	<p>‘It is important that religious duties are performed by believers at all times.’</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>Religious duties such as the Five Pillars are not a matter of choice for Muslims, they are commanded by God in the Qur’an and so they are compulsory.</p> <p>There are times when Muslims might wish to be excused from certain duties, for personal reasons; or exemptions from fasting or performing wuzu when travelling. However, these exceptions are allowed for, either in the Qur’an or through the hadith of the Prophet.</p>	6

Question	Answer	Marks
5(a)	<p>Give a description of <u>three</u> stages of Hajj (<u>not</u> including Arafat).</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might include some of the following:</p> <p>The stages of Hajj: Purification (wuzu/ghusl) and the wearing of ihram clothing. A person in ihram should say the talbiyah prayer when changing locations.</p> <p>The tawaf, circumambulation of the Ka'ba seven times. They cry out 'At your command, O Lord'. It is a response to the command to dedicate their lives to God. If possible they kiss/touch the black stone. (Pray at the station of Ibrahim.)</p> <p>Sa'y, run between the hills of Safa and Marwa, this is where Hagar searched for water for the infant Ishmael. (Travel to Mina and spend the night in prayer.)</p> <p>After Arafat, travel to Muzdalifah to spend the night there and collect 49 pebbles for next day. Next day pilgrims return to Mina and throw pebbles at three stone pillars representing Shaytan.</p> <p>Sacrifice of a sheep or goat. Often pilgrims join together to buy an animal. After the sacrifice ritual the pilgrims come out of ihram and cut hair or shave head.</p> <p>(During the last days many return to Makkah for the final tawaf, another seven circuits of the Ka'ba.)</p> <p>Note: a visit to Madinah is not part of Hajj.</p>	7
5(b)	<p>Explain why Arafat is an important place for Muslims to visit when on Hajj.</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>After visiting Makkah, Muslims gather on the plain of Arafat (On the 9th Dhul al-Hijjah) to complete 'the Stand' (wuquf) to ask God to forgive sins. (Muslims believe that this was the place Adam and Eve were reunited and forgiven by God.) This is the most important day of the Hajj. From noon to sunset pilgrims make the wuquf (the stand before God), praying and meditating, concentrating on God alone. If the 'Stand' is missed the Hajj is not valid.</p> <p>The gathering at Arafat reminds Muslims of the Day of Judgement and the need for repentance. They are joyful when they have completed the wuquf because they believe that their repentance has been accepted and they have God's forgiveness. They may return home from Hajj as sinless as the day they were born.</p>	7

Question	Answer	Marks
5(c)	<p>‘Hajj will always change the life of a Muslim.’</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 might support the statement with evidence of the spiritual benefits of Hajj that will encourage a Muslim to return home and endeavour to be more devoted to the religion and to be more aware of the fact that they will be accountable for their actions. Examples of this might be given.</p> <p>Some might comment on the fact that Muslims will be more aware of the strength and unity of believers and have a greater sense of the brotherhood because of the numbers on Hajj and how they have met Muslims from all over the world.</p> <p>An alternative view might be that Hajj is only beneficial and changes lives if Muslims have the right intention in performing Hajj in the first place. Hajj is pilgrimage not tourism. Examples might be given.</p>	6

Question	Answer	Marks
6(a)	<p>Describe what happens at Id al-Fitr.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might explain some of the following:</p> <p>Id al-Fitr is a festival to celebrate the end of Ramadan and the completion of the fast.</p> <p>In the morning of Id al-Fitr, Muslims prepare for special prayers in the mosque by having a bath or shower (ghusl) and putting on best or new clothes. The whole family may go to a special Id service at the largest mosque in the area, which is usually held in the open air. Muslims greet one another saying 'Id Mubarak'. Sending greeting cards has also become a custom. The sermon after the prayers is usually about the importance of giving. Id al-Fitr is the time when the annual Zakah giving takes place.</p> <p>Later, there are family gatherings and special foods have been prepared. Children receive presents or new clothes. Everyone is included, no one must go hungry at Id al-Fitr.</p> <p>Some visit cemeteries and remember loved ones who have died.</p>	7
6(b)	<p>Explain the importance of the ummah in Islam.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>The spiritual community, the ummah, of both local communities and worldwide communities is a very distinctive concept in Islam.</p> <p>Muslims know as they perform Salah, observe Ramadan, give Zakat, meet other Muslims on Hajj, enjoy festivals, that other Muslims all over the world are doing the same. This gives them a strong feeling of equality, loyalty and brotherhood with other Muslims and strengthens unity.</p> <p>Many of the teachings in the Qur'an and Sunnah are about brotherhood and loyalty and caring for each other. Some candidates might give examples, e.g. 'He who eats while his brother is hungry...'</p> <p>The ummah makes Islam a strong religion as it unites all believers, regardless of where they live.</p> <p>The ummah is also important within Islam because it makes islam a universal religion.</p>	7

Question	Answer	Marks
6(c)	<p>'New clothes and presents are not an important part of religious 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 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 are likely to agree with the statement and express the view that the religious/spiritual part of the festival is more important. The sense of achievement (if it is Id al-Fitr) or the remembrance of past sacrifices (if it is Id al-Adha). The gathering together and special prayers.</p> <p>The only requirement in the preparations for Id is to be ritually clean (ghusl/wuzu) and wear clean clothes. Some responses might warn against the dangers of pride and greed. It should also be remembered that the poor may not have the means to buy clothes and presents.</p> <p>However, the festival is a joyful one and it is normal human behaviour to express joy and love through the exchange/giving of presents, especially to children. This tradition appears to now have become a custom that includes new clothes. It may be the only time some people are able to buy new clothes and they are often supported to do this.</p>	6

Question	Answer	Marks
7(a)	<p>Describe the Western Wall.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The ancient Temple was built on Mount Moriah in Jerusalem. All that remains of the original site of the ancient Temple is known as the Western Wall. It is a small part of a much larger retaining wall of the Second Temple built by Herod the Great. It is on the Western side of the Temple Mount. It dates from the Second Century BC and is 50 metres high and 200 metres long.</p> <p>A large part of it is underground. Jews are requested not to walk on the Temple Mount in case they walk on the site of the Holy of Holies, this is where the ancient sacrifices were carried out. (Today, the Muslim Dome of the Rock stands on the Temple Mount.)</p>	7
7(b)	<p>Explain why some Jews might wish to visit this historic site.</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>In ancient times, pilgrimage to the Temple in Jerusalem was a religious obligation for Jews in order to make harvest offerings.</p> <p>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.</p> <p>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.</p> <p>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 a folded piece of paper, into the cracks of the wall. The Rabbis said that the divine presence never departs from the Western Wall.</p> <p>Many boys are brought to the wall to celebrate their Bar Mitzvah to make it more memorable and spiritually fulfilling and to emphasise the importance of their religious obligations and the long tradition of their religion.</p>	7

Question	Answer	Marks
7(c)	<p>‘Religious buildings cannot make people more aware of God.’</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 discuss whether religious buildings such as the Temple and later the synagogue, enhance awareness of God. The discussion might examine the contribution of the design, history and religious artefacts associated with a building in assisting believers to reflect upon the nature of God.</p> <p>Also, if the intention of visiting, e.g. a synagogue or a holy site such as the Western Wall is to pray, then the focus of the visit is to concentrate on God. Or, the existence of the building in a holy place or in the community is a physical reminder.</p> <p>However, other views might be that people/Jews visit religious buildings because they are already aware of God’s existence and this is why they are making the visit. If Jews do experience spiritual benefits, it is not the bricks and mortar or artefacts that are responsible for this.</p> <p>Some views might be expressed that too much reverence for buildings might be seen as idolatry. Or, the intention of some, in visiting, e.g. a synagogue, is to meet friends.</p>	6

Question	Answer	Marks
8(a)	<p>Describe how Shabbat is celebrated in the synagogue.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Shabbat prayers begin with the evening service. Shabbat is greeted as a bride coming to meet her husband. At the end of the service the rabbi takes a cup of wine and recites kiddush (sanctification), a blessing, thanking God for having given Shabbat to the Jewish people.</p> <p>At the Shabbat morning service, the rabbi will read from the Sefer Torah. A certain portion called a sidrah is read each Shabbat. (So the entire scroll is completed by the end of the year.) During the reading, seven men will be called up to the bimah to recite blessings. At the end, before the scroll is returned to the Ark, an eighth man will be called up to read a portion (haftarah) from one of the books of the prophets.</p> <p>The rabbi usually gives a sermon and sometimes there is a visiting speaker. This is followed by the usual service. As people leave the synagogue they wish each other 'Good Shabbos' or 'Shabbat Shalom'.</p> <p>Afternoon prayers are short, the Torah is read again, the beginning of the sidra for the following week. There is sometimes Torah study.</p> <p>At the evening service there is a prayer asking for God's blessing for the coming week. At the end of the service the rabbi performs havdalah.</p>	7

Question	Answer	Marks
8(b)	<p>Explain why the Shabbat meal in the home is special for Jews.</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 Shabbat meal is different from other meals in the week. If possible, special foods are served, and families often sings songs/hymns between courses and tell stories. It is a relaxed and unhurried meal and the family look forward to this time to be together and enjoy Shabbat, free from their usual, worldly cares.</p> <p>On Shabbat evening, just before sunset, it is the privilege of the wife, mother or eldest daughter of the home to welcome Shabbat by lighting candles and beckoning with her arms to usher the holy day into the home. She also takes the opportunity to say a short prayer for the family. This is a very holy moment, because the Sabbath has arrived. From this moment no work will be done.</p> <p>On his return from the synagogue, before the meal begins, the father blesses his children and praises his wife. It is believed two angels accompany each Jew home from the synagogue and a song is sung to them.</p> <p>After kiddush, people wash their hands, this is not a physical cleansing but an act of purification. A blessing is then recited over two, special, plaited loaves of bread (challot). These represent the double portion of manna Jews received on the Sabbath when they were wandering in the wilderness. Pieces are dipped in salt and shared.</p>	7

Question	Answer	Marks
8(c)	<p>‘Celebrating religious occasions is the most important way of keeping Jewish families and communities together.’</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 consider some of the factors within religious occasions such as festivals, rites of passage, marriage, death ceremonies that unite communities within a faith and that this is especially important in Judaism where the emphasis is on preserving both a religious and community way of life that might be different from the mainstream.</p> <p>However, consideration of a balance of views might assess the influence and impact upon Judaism of other lifestyles and aspirations outside Judaism which might affect religious life and traditions and lead to people moving away from more orthodox communities so religious occasions become less important.</p> <p>Some responses might consider whether it is only religion that keeps families and communities together or whether there are other factors that transcend religion; marriage within Judaism, family love, times of difficulty bring people together.</p>	6

Question	Answer	Marks
9(a)	<p>Describe Jewish teachings about helping the poor.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Jewish teaching about poverty and concern for others is contained in the Torah. Jews believe they have a responsibility to help others. There is an instruction that Jews should help the destitute and open their hands to the poor and needy. Farmers are instructed to leave the gleanings of the harvest and the fallen fruit for the poor. The Ten Commandments warn people about not harming others.</p> <p>Jews are expected to give a tenth of their wealth as Tzedaka (righteous giving). This money is considered to be owed to the poor. Whatever their means Jews should try to give to help others. There are appropriate ways to give. The worst way to help people is to give them money; the best way is to lend it to them, indefinitely, without interest. In this way the receiver is not embarrassed. They believe the best way to help someone is to help them to become self-supporting.</p>	7
9(b)	<p>Explain the ways in which Jews might practise these teachings today.</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 are not allowed to lend money for interest, usury is forbidden in Judaism. Jews believe they should not profit from other people's misfortunes.</p> <p>In the home, charitable giving is encouraged, many children have moneyboxes called pushkes and they are encouraged to use these to give part of their money to charity.</p> <p>Any excess wealth should also be used to help the poor.</p> <p>Another type of charitable work which shows love and concern for others is Gemilut hasadim, which means 'kind actions' and covers all sorts of voluntary work to help the less fortunate, the hungry and homeless.</p> <p>There are also Jewish global organisations, e.g. Tzedek and Jewish Care, which work to help people around the world. Examples of this work might be given.</p>	7

Question	Answer	Marks
9(c)	<p>'Being Jewish means having more responsibilities than other members of society.'</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>In support of the statement, responses might argue that the whole point of Judaism, for some Jews, is that they have been specially chosen by God to observe his commands in a certain way. Some responses might argue that the covenant responsibilities of Jews are carried out on behalf of the whole of humankind and although these responsibilities cause them live a certain lifestyle, their actions are, ultimately, for everyone's benefit.</p> <p>However, other points of view might be that not all Jews live in this way and their responsibilities are self-determined. Other religions too have responsibilities to God and to others and examples might be given. Some candidates might comment on the responsibility of everyone in society to care for each other.</p>	6



RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2019

MARK SCHEME

Maximum Mark: 80

Published

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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>Give an account of the event that is celebrated at Pentecost.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>At Pentecost the event celebrated is the gift of the Holy Spirit to the apostles gathered in the upper room, after the death, resurrection and ascension of Jesus.</p> <p>The apostles were in Jerusalem on the day of Pentecost. They were gathered in a locked room and a sound like a strong wind blew through the room. A flame of fire appeared to flicker above the head of each of the disciples. They were given the gift of tongues and went out into the street to preach in different languages to all the people gathered there.</p> <p>Peter gave a sermon to the crowd that had gathered outside and 3000 people were baptised/converted on that day.</p>	7
1(b)	<p>Explain Christian beliefs about the importance of the Holy Spirit.</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>Before his ascension, Jesus promised his followers that they would receive the power of the Holy Spirit. Christians believe that at Pentecost, this came true and the Holy Spirit had such an amazing impact on the disciples that their lives were changed forever.</p> <p>Christians believe that the Holy Spirit has always been at work in the world and continues to work in the world today. Christians believe that the Holy Spirit is important because it gives them guidance, faith and hope and the spiritual strength to live up to the teachings of Jesus. Some candidates might explain that Jesus was conceived by the Holy Spirit.</p> <p>As with the disciples, the power of the Holy Spirit inspires people and gives special charismatic gifts such as the ability to teach, preach and heal. Some candidates might give examples of how people experience the Holy Spirit.</p>	7

Question	Answer	Marks
1(c)	<p>‘Easter is the only festival that Christians should celebrate.’</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 argue that in the context of the Christian year, Easter is the most important festival because it celebrates the resurrection. So Easter is the fulfilment of God’s promise to redeem sins through the sacrifice of Jesus.</p> <p>Another view might be to argue that without the incarnation, celebrated at Christmas, the events of Easter could not have happened and none of the other festivals would be celebrated. So, some responses may argue for the importance of Christmas.</p> <p>A balanced view might be that all the festivals are important in terms of what they commemorate in the life of Jesus, or, as with Pentecost, the birthday of the church. So, Christians would wish to celebrate all the festivals. However, Easter might be seen as the feast that celebrates the central belief of Christianity, that Jesus rose from the dead.</p> <p>Festivals in general are also important for creating family time and community time.</p>	6

Question	Answer	Marks
2(a)	<p>Describe <u>one</u> place of Christian pilgrimage where a person experienced a vision or a miracle.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Candidates are likely to select Lourdes (which is given as an example on the Syllabus) or a place of local pilgrimage.</p> <p>Lourdes is a town in South-Western France. An enormous underground church is built on the site of a grotto where a fourteen year old girl called Bernadette had a number of visions in 1858. She was said to have been visited and spoken to by the Virgin Mary. In one of the visions the Virgin said that a chapel should be built in the grotto.</p> <p>The underground Spring in the grotto is said to have healing powers and Lourdes is now a major pilgrimage centre. The underground church will hold 20 000 people. In 1925 Bernadette was recognised as a Saint.</p> <p>If candidates describe a local place of pilgrimage and this is acceptable and should be credited appropriately.</p>	7
2(b)	<p>Explain the benefits that might be gained through Christian 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>Candidates might answer in terms of the communal benefits to be gained from visiting all places of pilgrimage e.g. prayer and worship, spiritual enlightenment and reinforcement of belief, to share the experience with other Christians from all over the world. To learn and experience the sacredness of a particular site and what it means in the history of Christianity. Some visit sites in the hope of experiencing miracles and cures.</p> <p>Candidates might explain the benefits to e.g. local communities, businesses and the fame/esteem/spiritual benefits that might be gained.</p> <p>Examples might be: more than five million pilgrims visit Lourdes every year in the hope of a physical or spiritual cure. Visits to Rome reinforce the belief that Rome is the centre of Christianity and that the authority of the church comes from the Pope, God's representative on earth. Visits to pilgrim sites can provide benefits for the population and the economy in poorer areas such as those where there are local shrines to martyrs etc.</p> <p>Answers in general terms or those that focus on a particular location are equally valid and should be credited appropriately.</p>	7

Question	Answer	Marks
2(c)	<p>‘Visiting holy places gives people false hope.’</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>Arguments in favour of the statement might point out that people visit holy places for many reasons but that the main reason for pilgrimage, for many, is to pray for a cure for illness for themselves or for others. However, the evidence that people are cured or that the visit to a holy place will solve their difficulties/change lives can be challenged in many ways. Examples of this might be given.</p> <p>In making arguments against the statement, candidates are likely to quote the evidence of many cures at pilgrimage sites like Lourdes, where there is a hall of crutches and a history of success in curing people. Some responses might explore other benefits that pilgrims claim to have experienced e.g. spiritually and physically and give examples to support their argument.</p>	6

Question	Answer	Marks
3(a)	<p>Describe some of the different ways in which Christians try to help others in the community.</p> <p>Mark according to the level descriptors of Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Many Christians give practical, financial help such as donating money to charities (they see this as part of their stewardship of money/wealth). Tithing is the pledging of one tenth of income for charitable Christian work to help others. This practice is carried out in some Christian communities and is seen as a Christian duty.</p> <p>Some Christians do full time or voluntary, unpaid work for Christian charities such as Christian Aid and for secular organisations such as Oxfam, the Samaritans or Amnesty International who provide help for a wider community.</p> <p>Other ways might involve giving of time, talents, prayer, sympathy to those in need/suffering.</p> <p>Many Christians see collective as well as personal action necessary and work alongside members of other faiths to relieve suffering and poverty for people of all races and faiths.</p> <p>Candidates may describe the work in a local community or of an individual Christian with whom they are familiar.</p> <p>Some may reference church groups such as brownies/scouts/playgroups etc.</p>	7

Question	Answer	Marks
3(b)	<p>Explain the Christian teachings about love and concern for others.</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>Christians believe that everything they have has been given to them by God, in trust. They are not the owners but they are stewards. Helping others is a Christian duty.</p> <p>Jesus told his followers to love God and love your neighbour. Candidates are likely to quote other teachings, sayings, or actions of Jesus as examples to Christians of the ways in which they should show love and concern for others e.g. 'Love one another as I have loved you'.</p> <p>The word agape means unselfish love. In the New Testament this love is described by Paul as the greatest of spiritual gifts and some candidates may refer to his teaching. Or, the example of the early followers sharing love and fellowship.</p> <p>Reference may be made to all created equal in His image.</p>	7
3(c)	<p>'Christians should concentrate on helping those who deserve to be helped.'</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>Responses are likely to try to define how deserving poor and vulnerable people are in terms of how serious their plight or circumstances are. Examples might be given of those groups or individuals who might be deemed to be most deserving of support.</p> <p>Others might argue, from the example of Jesus, that all should be helped, without discrimination. Examples might be given of where support should be given, even though the harm or deprivation might be self-inflicted. The maxim of helping people to help themselves might be quoted.</p> <p>Some responses might make it an evaluation of responses to different communities of race and/or religion.</p>	6

Question	Answer	Marks
4(a)	<p>Describe the rituals performed by pilgrims at the Ka’ba, during Hajj.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The first thing pilgrims do on arrival in Makkah is to circle the Ka’ba seven times. This is called the tawaf. They do this at a fast pace, running if possible, to symbolise love for God. As they carry out this circumambulation they cry out ‘Labbaika Allahumma, Labbaika’: ‘At your command, O Lord.’ It is a response to the command to come and dedicate their lives to God. They also constantly repeat a prayer called the talbiyah which begins ‘Here I am O God, here I am.’</p> <p>The Black Stone is set in the south east corner of the Ka’ba and if pilgrims can get near to it they will kiss it or touch it but if that is impossible because of the vast numbers on Hajj, they shout and raise their arms in salute each time they pass it. Prayers are said at the place where Abraham is thought to have stood when rebuilding the Ka’ba.</p> <p>At the end of Hajj some people return to the Ka’ba for a final tawaf.</p>	7
4(b)	<p>Explain the importance of Madinah for 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>A visit to Madinah is not a part of the Hajj but Madinah is important for Muslims and after the Hajj most pilgrims go to visit Madinah.</p> <p>Madinah has an important place in the history of Islam because it was the first Islamic State and it was in Madinah that the Prophet (pbuh) was able to freely practice and preach Islam and continued to receive revelations from God. The Hijrah, from Makkah to Madinah, saved the life of the Prophet (pbuh) and rescued the early Muslims from persecution. The mosque built when Muhammad (pbuh) arrived in Madinah, the Majid at-Taqla, is notable for having two mihrabs, one of which faces Jerusalem. It was in Madinah that he received the revelation about facing Makkah for prayer.</p> <p>The Prophet’s (pbuh) tomb is in Madinah and Muslims visit Madinah to pay respects at his tomb. There is a mosque that was the Prophet’s (pbuh) home and behind it the chamber of his youngest wife Aisha. There are also the graves of his close companions, Abu Bakr and Umar.</p>	7

Question	Answer	Marks
4(c)	<p>‘Completing Hajj makes a believer a true Muslim.’</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 are likely to give evidence of spiritual change and renewal experienced by pilgrims. Or, the satisfaction of having submitted and carried out God’s command. One of the Five Pillars. Many who return from Hajj live more religious and spiritually fulfilled lives.</p> <p>However, not all Muslims complete Hajj. The command is for those who can afford it and are physically able, to visit the Ka’ba and stand before God at Arafat. Many are not able to go but they are still true Muslims in every sense and share in the achievement of those who have been on Hajj, by celebrating Id al-Adha.</p>	6

Question	Answer	Marks
5(a)	<p>Describe the event that is remembered on Lailat ul-Qadr (Night of Power).</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 events of the first revelation in a cave on Mount Hira. Muhammad (pbuh) had retired to the cave to meditate and heard a voice calling his name and the command 'iqra' (which means proclaim or recite). He saw writing in fiery letters but he could not read what it said (some say that he was illiterate).</p> <p>The angel who appeared to Muhammad (pbuh) was Gabriel (Jibril). Three times the angel commanded Muhammad (pbuh) to read and he replied that he could not do so. Then he experienced something gripping his body and tightening his throat so tightly that he thought he would die. Suddenly, he knew in his heart what the words said and he began to speak them. 'Proclaim in the name of your Lord ...'</p> <p>Later, when he came out of the cave he saw the angel filling the horizon, and the angel said 'O Muhammad, you are the prophet of God and I am Gabriel.'</p> <p>It was on this night that Muhammad (pbuh) was chosen as the final Prophet.</p>	7
5(b)	<p>Explain why celebrating festivals is important in Islam.</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 Muslim word for festival is 'Id' taken from an Arabic word meaning 'returning at regular intervals'. The regular cycle of festivals gives an opportunity to praise and thank God for his blessings. Remembering loved ones (including those who have died), forgiving enemies and making contact with others in the community and those they have not seen for some time.</p> <p>Festivals are also important for creating family time.</p> <p>It is important that the poor must be remembered and taken care of. The rich must share what they have so that everyone is able to celebrate the festival. Examples might be given of sharing family and community meals with the needy and the giving of Zakat. It is the right of the poor to be included in all celebrations.</p> <p>Festivals are also important times for reducing tension and making peace between people, forgiving enemies. Brotherhood is celebrated and the local and worldwide ummah is strengthened.</p>	7

Question	Answer	Marks
5(c)	<p>Prayer in the family home is equal to prayer in the mosque.'</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>Many Muslims often pray in the home, especially women and children. The command for Salah is to pray five times a day and as God is everywhere, prayer in the home, following the required rituals, is equal to prayer in the mosque.</p> <p>Another view might be that although prayer in the home is equally valid to that in the mosque, there are occasions when all the family visit the mosque for special prayer such as at Id festivals. Also, it is considered desirable for men, if possible, to attend the mosque for Jummah prayers on Friday mid-day. However, the intention of this is to strengthen the community.</p>	6

Question	Answer	Marks
6(a)	<p>Give an account of how <u>one</u> Islamic international aid organisation provides relief from poverty.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>An account of the work of Muslim Aid/Red Crescent. A description of the relief work carried out internationally. In describing the type of work carried out candidates might address the work of volunteers, types of projects, methods of raising aid and distributing it.</p> <p>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. Also whether the aid is only for Muslims.</p>	7
6(b)	<p>Explain the teachings in Islam about love and concern for others.</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 believe that no human being should go in need while others have food and possessions they can share. The hungry should be fed and the needs of any suffering person should be attended to.</p> <p>Candidates are likely to quote teachings from the Qur'an and Sunnah as reasons why Muslims are expected to be charitable at all times.</p> <p>Giving should be done with humility and it is the right of the poor, as members of the Muslim community, to receive assistance.</p> <p>Concern for others is not a matter of choice but a religious duty. Muslims readily give both Zakah and Sadaqah and do not see it as a burden. God is compassionate to all, and Muslims must be compassionate to others.</p> <p>Muslims are part of the ummah and expect to help or be helped by other Muslims worldwide.</p> <p>Some may also make reference to khums.</p>	7

Question	Answer	Marks
6(c)	<p>‘Rules about Zakah should only apply to the rich.’</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>Responses might argue that, in Islam, there are specific rules about the giving of Zakah and the amount each person has to give is a set percentage of residual income. So, in this way the rich do give more than others and share their wealth but also the less wealthy are still able to obey God’s command. People on the lowest incomes are not required to give Zakah.</p> <p>(Some might consider the fact that, even outside of Islam, people of all races and religions believe that they should help others less fortunate than themselves.)</p> <p>Other points of view might be that the rich can more easily afford to be charitable and some rich people can become greedy and selfish and so there should be Zakah rules for the rich, to ensure that wealth is shared in society. Whereas charitable giving by the less well-off should not be subject to any rules or be more lenient. However, Zakah is a pillar of Islam that should be obeyed by Muslims.</p>	6

Question	Answer	Marks
7(a)	<p>Describe the different foods on the Seder plate at Pesach (Passover) and what they represent.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Each item of food on the Seder plate is a symbol calling to mind the events of the escape from Egypt.</p> <p>Matzah: the bread does not contain yeast - when the people were leaving Israel they did not have time for the bread to rise. It is the bread of freedom.</p> <p>Salt water: represents the tears of the slaves, or, the sea water that drowned the Egyptians so the Israelites were free.</p> <p>Charoset: a mixture of crushed almonds and apple which represents the mud the Israelites used to make the bricks for the Egyptians/ it can also symbolize the Promised Land which is associated with these fruits.</p> <p>Bitter Herbs: represent the bitterness of slavery.</p> <p>Carpas: is a vegetable, it is dipped in salted water to represent the bunch of hyssop with which the Israelites smeared the blood of the lamb (sacrifice) on their doorposts to save them from the angel of death.</p> <p>Bone and Egg: there is also burnt bone and a burnt egg on the plate to remember the sacrifices that used to be made in the ancient Temple.</p> <p>Note: Sometimes there is more than one interpretation for each food - candidates are only required to give details of one symbolic meaning for each food.</p>	7

Question	Answer	Marks
7(b)	<p>Explain why Pesach is celebrated by the whole family.</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 instruction to celebrate Passover (Pesach) is found in the Torah and parents are instructed to teach their children about the escape from Egypt. All members of a Jewish family are asked to celebrate Pesach every year to thank God for their freedom, as though they themselves had just escaped from Egypt.</p> <p>The Pesach celebrations in the home are as important as the celebrations in the synagogue because the whole family is together in the home as they would not be in the synagogue. Festivals are important for teaching children the history of their religion. During the Pesach meal, the questions from the Haggadah are read out by the oldest member of the family and answered by the youngest members. Family members make every effort to celebrate together.</p> <p>This event is central to the history of the Jews. It reminds them of the power of God and it proves the love of God for all his people.</p>	7
7(c)	<p>‘Judaism concentrates too much on past events.’</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 responses might consider the view that the future survival of a religion is more important than what happened in the past. Too much emphasis on the past, as in remembering persecution and suffering (e.g. at Pesach and with regard to the Holocaust) can stop Jews being progressive and updating the religion.</p> <p>However, it might also be considered that there are lessons to be learned from what has happened in a religion’s past and this can make the faith stronger. Throughout history, Judaism has survived a lot of adversity. So it is important to remember and respect the memories/struggles of the ancestors.</p> <p>Another possible 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.</p>	6

Question	Answer	Marks
8(a)	<p>Describe the coming of age ceremony for Jewish boys.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>These ceremonies vary according to the community but there are some elements common to all. Bar Mitzvah means son of the commandments.</p> <p>The boy is usually 13 years of age. He will have undertaken preparation classes to learn to read in Hebrew and learn a portion of Torah as well as how to lay tefillin.</p> <p>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 religious responsibilities. The ceremony is usually followed by a party.</p>	7
8(b)	<p>Explain why some Jews might celebrate the coming of age of girls.</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 are likely to explain that there are Bat Mitzvah and Bat Chayil ceremonies for girls. Customs vary. In Progressive communities, Bat Mitzvah (daughter of the commandments) is a similar 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 takes place in Orthodox communities.</p> <p>Traditionally, orthodox families did not celebrate their daughter's coming of age. Today, 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. She will begin to take responsibility for her own religious life. This indicates the importance of her status in Judaism. Responses might give examples of some of these responsibilities and the importance of women in Judaism.</p>	7

Question	Answer	Marks
8(c)	<p>‘It is difficult to bring up a child in Judaism 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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following.</p> <p>Candidates might consider whether there are restrictions in Jewish life that make it difficult to raise children in modern society, in the way Jewish parents might wish. Examples of this might be given such as dress or diet. Influences on young people for example. Television and peers might also be considered.</p> <p>However, candidates might also be aware of the tight-knit nature of Jewish communities and the strong provision of Jewish education that exists in most communities as well as the strength and continuity of home life.</p> <p>Some candidates might consider the attitudes of the young people themselves and whether this has an adverse effect or not and whether they will wish to continue to bring up their own children in the tradition.</p>	6

Question	Answer	Marks
9(a)	<p>Describe the Holocaust Memorial in Jerusalem.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Yad Vashem is a holocaust memorial. It is just outside Jerusalem. It commemorates the 6 million Jews killed by the Nazis during the Second World War.</p> <p>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.</p>	7
9(b)	<p>Explain why Rosh Hashanah (New Year) is an important festival for Jews.</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>In Jewish tradition Rosh Hashanah is the birthday of the human race. It is the anniversary of the day when God created human beings.</p> <p>Rosh Hashanah is a holy time and is prepared for in much the same way as Shabbat. The prayers during the two days of Rosh Hashanah, the main theme of the prayers is asking God to accept kingship of the world. People greet one another with the saying 'May you be written down for a good year.' Jews believe that God judges people for the deeds of the previous year. They think of Rosh Hashanah as the day when these decisions are written down and Yom Kippur as the day they are sealed.</p> <p>The time before Rosh Hashanah has been a time for repentance. When the shofar is blown on Rosh Hashanah, it represents the soul crying out to be reunited with God. During the afternoon of the first day tashlich is performed, which symbolises the casting away of sins.</p>	7

Question	Answer	Marks
9(c)	<p>‘Kind actions are not just 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 are likely to point out that kind actions to other human beings and animals are not the prerogative of any one religion, or even any religion. Human beings are kind to each other on a daily basis without any thought of religion or Judaism.</p> <p>However, in Judaism, kind actions (Gemilut hasadim) have a special meaning. They cover all kinds of charitable work. It is the belief in Gemilut hasadim that causes the organisation of charities such as Jewish care and Tzedek which work to improve the conditions of people all over the world. So, for Jews, kind actions are a religious duty.</p>	6



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Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

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Paper 2

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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.

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This document consists of **24** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

the specific content of the mark scheme or the generic level descriptors for the question
the specific skills defined in the mark scheme or in the generic level descriptors for the question
the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
marks are awarded when candidates clearly demonstrate what they know and can do
marks are not deducted for errors
marks are not deducted for omissions
answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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.

Question	Answer	Marks
1(a)	<p>Describe what many Christians might do during the period of Lent.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following.</p> <p>Lent is the spiritual preparation for Easter. It begins on Ash Wednesday and ends during Holy Week, on Holy Saturday.</p> <p>Many Christians take the opportunity to confess their sins before the period of Lent begins. On the first day of Lent, Ash Wednesday, the custom is practised by some Christians of rubbing ashes on their head, as a sign of penitence and sorrow for the sins committed during the past year. The ashes have been blessed by a priest or bishop. Crosses in churches are also covered with a purple veil to symbolise penitence.</p> <p>Some Christians observe fasting days and abstinence during Lent. In the Roman Catholic church, Ash Wednesday and Good Friday are obligatory fasting days. Lent is a serious, solemn time and many Christians keep Lent by denying themselves something they enjoy or by trying to live more simply, without luxuries. Money saved on sweets and luxuries can be used for helping others.</p> <p>Some try to be more devout, attend church services and pray more. Many attend weekly Lent courses or Bible Study courses run by churches.</p>	7
1(b)	<p>Explain the significance of Lent 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>One of the main reasons for observing Lent is to remember the 40 days Jesus spent in the wilderness, preparing for his ministry. He faced temptations but resolved to do God's will even though it would lead to his death.</p> <p>Christians remember this and take stock of their own lives and resolve, with God's help, to make a fresh start. They remember Jesus' self-restraint and self-control and try to follow his example by denying themselves luxuries or by fasting. They hope to become less greedy and selfish and appreciate the good things they have. Lent is an opportunity to grow more devout in faith and practice and repent for past sins.</p> <p>During Holy Week, the last week in Lent, the events of the last week in the life of Jesus, his crucifixion and death, are remembered. The whole of Lent is a spiritual preparation for the joy of Easter and the celebration of the resurrection.</p>	7

Question	Answer	Marks
1(c)	<p>‘Preparing for Easter is the most important thing a Christian can do.’</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>In the Christian church, Easter is the most important festival because it celebrates the resurrection and the fulfilment of God's plan for Jesus as saviour and redeemer of sins. The arguments might present evidence that Easter is the most important Christian festival.</p> <p>Other views might be that other feasts are just as important, or, more important, e.g. Christmas; without the incarnation, the other events of the life of Jesus could not follow. Pentecost is the birthday of the Church.</p> <p>Alternatively, other Christian duties may be seen as more important. Responses might argue, for example, that caring for the poor and vulnerable is a more important activity.</p> <p>Some candidates might argue that Christian activities and duties cannot be separated into more and less important – to follow Christ, all are necessary.</p>	6

Question	Answer	Marks
2(a)	<p>Describe how Christians celebrate the birth of Jesus.</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 Christian services of worship including carols, the reading of nine lessons, a sermon and, possible, suitable refreshments. A variety of church services might be mentioned including Christmas Eve midnight mass and Christmas morning. Decorations and representations of the nativity in the church such as a crib and decorations in the home. Nativity plays and carol singing; concerts with Christmas music.</p> <p>Christmas meals and present exchange, charitable giving and good deeds may also be mentioned.</p>	7
2(b)	<p>Explain the importance to Christians of <u>two other</u> festivals about the life of Jesus.</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 are likely to identify two of the festivals specified in the syllabus and explain how they celebrate/mark important stages in his birth, life and death.</p> <p>Advent, Epiphany, Palm Sunday, Good Friday (from Holy Week), Easter and Ascension are the most likely choices.</p> <p>Responses should attempt to explain their importance in terms of how the festivals are a way of remembering and reinforcing Christian beliefs about Jesus and how the rituals and celebrations involved reflect these.</p>	7

Question	Answer	Marks
2(c)	<p>'Celebrating Christmas is not just 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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might consider whether Christmas should only be a religious celebration for Christians and should not be a highly commercialised, secular celebration. Some discussion of the true meaning of Christmas, as the event of the birth of Jesus, the Son of God, might lead to the opinion that only those who hold this belief should celebrate it.</p> <p>Other views might be considered. There is a message of universal peace and goodwill at Christmas (which other faiths share). Celebrating Christmas has become part of the culture in many countries. Candidates might consider whether this is a good thing as the customs of decorations, carol singing and the exchange of presents still remind people about the birth of Jesus and the Christian message.</p>	6

Question	Answer	Marks
3(a)	<p>Describe how Christians observe Sunday as a special day of the week.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Many Christians attend Sunday services each week. Some follow a formal service from a prayer book in church and others have more informal meetings in houses, rooms or in the open air. Music and singing play an important part and in some cases dancing also. Sermons, teachings and Bible readings/study also usually take place.</p> <p>Many children attend Sunday schools in the morning or afternoon, or both. Also, in some churches, there is more than one service on a Sunday and some Christians attend them all at different times of the day.</p> <p>Sunday is recognised by most Christians as a day of rest and recreation and devotion. Some branches of Christianity have rules about no work or frivolous activities. Some people do work either because of the demands of the type of job they have, or, from choice. Some put time aside to read and study the Bible.</p> <p>Sunday/Sabbath observance and attitudes vary throughout Christianity and candidates are likely to describe the type of observance they are most familiar with. All valid responses should be credited appropriately.</p>	7

Question	Answer	Marks
3(b)	<p>Explain the advantages of having a holy day each week.</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>In Genesis it says that God created the World in six days and on the seventh day he rested. Sabbath means 'resting day'. So observing Sunday as a day of rest is obeying God's command.</p> <p>Most Christians see it as an opportunity to attend their place of worship. They may not have devoted any time to prayer or reflection on their religion because of other pressures during the week. They feel that the discipline of going to a place of worship is useful and the support they give one another strengthens the individual and the community. Many feel that the benefits from making Sunday a day devoted to their religion helps them in all aspects of the week to come.</p> <p>Sunday services strengthen the community and enable Christians to share their faith. An entitlement to a time of reflection and recreation and a break from work (which is sometimes the law), ensures people are treated fairly.</p> <p>A holy day each week, when normal activities and work are suspended for a while, gives families time to come together and enjoy each other's company. It can also be a time for Bible study or for following other pursuits.</p>	7

Question	Answer	Marks
3(c)	<p>‘Attitudes to Sunday as a holy day have changed 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 might discuss whether the observance of customs such as no work, no entertainment and regular attendance at church services are out of step with the way people want to spend Sunday today. Also many working practices involve working on Sunday.</p> <p>Even for Christians, it is possible to worship on Sunday and acknowledge it as a day for religion without shops and places of entertainment being closed. Some candidates might comment on the time and cost involved in attending places of worship every Sunday.</p> <p>However, there are still many Christians who strictly observe Sunday as a Sabbath and there are sects and denominations in which observance of a Sabbath is a central belief.</p> <p>Candidates' answers are also likely to be based on experiences in their own communities. All valid responses should be credited appropriately.</p>	6

Question	Answer	Marks
4(a)	<p>Describe how Muslims make celebrating Lailat ul-Qadr (Night of Power) a part of Ramadan.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might explain some of the following:</p> <p>During the last 10 days of Ramadan it is one of the main customs of Ramadan that some Muslim men withdraw/retreat from society to spend time in extra prayer and meditation in the mosque.</p> <p>Remembrance of Lailat ul-Qadr is included throughout these last ten days.</p> <p>It is not known exactly when the Night of Power occurred but it is usually celebrated on the 27th Ramadan. The occasion of the first revelation is remembered.</p> <p>Many Muslims also spend all night in prayer and reciting the Qur'an, in their homes.</p>	7
4(b)	<p>Explain how the different rituals observed during Ramadan might strengthen 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>Fasting is one of the Five Pillars of Islam and is obligatory. All Muslims observe Ramadan at the same time. They are obeying Allah's commands. Fasting is not the only discipline/ritual Muslims impose upon themselves. Ramadan is seen as a spiritual month and a time to renew faith and practice.</p> <p>During Ramadan, many Muslims observe extra rituals. They are more devout in their faith. Prayers are observed more rigidly and many make a special effort to read the Qur'an. Men from the community attend the mosque for additional tarawih prayers each evening and In the last 10 days of Ramadan it is important to remember the Night of Power (Lailat ul Qadr). These rituals give a sense of fulfilment and spiritual reward.</p> <p>During Ramadan, Muslims in a community or family often share the meal at the end of each day's fast and make sure that the poor are fed. This encourages brotherhood and strengthens the local and the global community. Zakah may often be collected at the end of Ramadan.</p>	7

Question	Answer	Marks
4(c)	<p>‘It is important that religious duties are performed by believers at all times.’</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>Religious duties such as the Five Pillars are not a matter of choice for Muslims, they are commanded by God in the Qur’an and so they are compulsory.</p> <p>There are times when Muslims might wish to be excused from certain duties, for personal reasons; or exemptions from fasting or performing wuzu when travelling. However, these exceptions are allowed for, either in the Qur’an or through the hadith of the Prophet.</p>	6

Question	Answer	Marks
5(a)	<p>Give a description of <u>three</u> stages of Hajj (<u>not</u> including Arafat).</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might include some of the following:</p> <p>The stages of Hajj: Purification (wuzu/ghusl) and the wearing of ihram clothing. A person in ihram should say the talbiyah prayer when changing locations.</p> <p>The tawaf, circumambulation of the Ka'ba seven times. They cry out 'At your command, O Lord'. It is a response to the command to dedicate their lives to God. If possible they kiss/touch the black stone. (Pray at the station of Ibrahim.)</p> <p>Sa'y, run between the hills of Safa and Marwa, this is where Hagar searched for water for the infant Ishmael. (Travel to Mina and spend the night in prayer.)</p> <p>After Arafat, travel to Muzdalifah to spend the night there and collect 49 pebbles for next day. Next day pilgrims return to Mina and throw pebbles at three stone pillars representing Shaytan.</p> <p>Sacrifice of a sheep or goat. Often pilgrims join together to buy an animal. After the sacrifice ritual the pilgrims come out of ihram and cut hair or shave head.</p> <p>(During the last days many return to Makkah for the final tawaf, another seven circuits of the Ka'ba.)</p> <p>Note: a visit to Madinah is not part of Hajj.</p>	7
5(b)	<p>Explain why Arafat is an important place for Muslims to visit when on Hajj.</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>After visiting Makkah, Muslims gather on the plain of Arafat (On the 9th Dhul al-Hijjah) to complete 'the Stand' (wuquf) to ask God to forgive sins. (Muslims believe that this was the place Adam and Eve were reunited and forgiven by God.) This is the most important day of the Hajj. From noon to sunset pilgrims make the wuquf (the stand before God), praying and meditating, concentrating on God alone. If the 'Stand' is missed the Hajj is not valid.</p> <p>The gathering at Arafat reminds Muslims of the Day of Judgement and the need for repentance. They are joyful when they have completed the wuquf because they believe that their repentance has been accepted and they have God's forgiveness. They may return home from Hajj as sinless as the day they were born.</p>	7

Question	Answer	Marks
5(c)	<p>‘Hajj will always change the life of a Muslim.’</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 might support the statement with evidence of the spiritual benefits of Hajj that will encourage a Muslim to return home and endeavour to be more devoted to the religion and to be more aware of the fact that they will be accountable for their actions. Examples of this might be given.</p> <p>Some might comment on the fact that Muslims will be more aware of the strength and unity of believers and have a greater sense of the brotherhood because of the numbers on Hajj and how they have met Muslims from all over the world.</p> <p>An alternative view might be that Hajj is only beneficial and changes lives if Muslims have the right intention in performing Hajj in the first place. Hajj is pilgrimage not tourism. Examples might be given.</p>	6

Question	Answer	Marks
6(a)	<p>Describe what happens at Id al-Fitr.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge</p> <p>Responses might explain some of the following:</p> <p>Id al-Fitr is a festival to celebrate the end of Ramadan and the completion of the fast.</p> <p>In the morning of Id al-Fitr, Muslims prepare for special prayers in the mosque by having a bath or shower (ghusl) and putting on best or new clothes. The whole family may go to a special Id service at the largest mosque in the area, which is usually held in the open air. Muslims greet one another saying 'Id Mubarak'. Sending greeting cards has also become a custom. The sermon after the prayers is usually about the importance of giving. Id al-Fitr is the time when the annual Zakah giving takes place.</p> <p>Later, there are family gatherings and special foods have been prepared. Children receive presents or new clothes. Everyone is included, no one must go hungry at Id al-Fitr.</p> <p>Some visit cemeteries and remember loved ones who have died.</p>	7
6(b)	<p>Explain the importance of the ummah in Islam.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>The spiritual community, the ummah, of both local communities and worldwide communities is a very distinctive concept in Islam.</p> <p>Muslims know as they perform Salah, observe Ramadan, give Zakat, meet other Muslims on Hajj, enjoy festivals, that other Muslims all over the world are doing the same. This gives them a strong feeling of equality, loyalty and brotherhood with other Muslims and strengthens unity.</p> <p>Many of the teachings in the Qur'an and Sunnah are about brotherhood and loyalty and caring for each other. Some candidates might give examples, e.g. 'He who eats while his brother is hungry...'</p> <p>The ummah makes Islam a strong religion as it unites all believers, regardless of where they live.</p> <p>The ummah is also important within Islam because it makes islam a universal religion.</p>	7

Question	Answer	Marks
6(c)	<p>'New clothes and presents are not an important part of religious 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 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 are likely to agree with the statement and express the view that the religious/spiritual part of the festival is more important. The sense of achievement (if it is Id al-Fitr) or the remembrance of past sacrifices (if it is Id al-Adha). The gathering together and special prayers.</p> <p>The only requirement in the preparations for Id is to be ritually clean (ghusl/wuzu) and wear clean clothes. Some responses might warn against the dangers of pride and greed. It should also be remembered that the poor may not have the means to buy clothes and presents.</p> <p>However, the festival is a joyful one and it is normal human behaviour to express joy and love through the exchange/giving of presents, especially to children. This tradition appears to now have become a custom that includes new clothes. It may be the only time some people are able to buy new clothes and they are often supported to do this.</p>	6

Question	Answer	Marks
7(a)	<p>Describe the Western Wall.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The ancient Temple was built on Mount Moriah in Jerusalem. All that remains of the original site of the ancient Temple is known as the Western Wall. It is a small part of a much larger retaining wall of the Second Temple built by Herod the Great. It is on the Western side of the Temple Mount. It dates from the Second Century BC and is 50 metres high and 200 metres long.</p> <p>A large part of it is underground. Jews are requested not to walk on the Temple Mount in case they walk on the site of the Holy of Holies, this is where the ancient sacrifices were carried out. (Today, the Muslim Dome of the Rock stands on the Temple Mount.)</p>	7
7(b)	<p>Explain why some Jews might wish to visit this historic site.</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>In ancient times, pilgrimage to the Temple in Jerusalem was a religious obligation for Jews in order to make harvest offerings.</p> <p>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.</p> <p>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.</p> <p>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 a folded piece of paper, into the cracks of the wall. The Rabbis said that the divine presence never departs from the Western Wall.</p> <p>Many boys are brought to the wall to celebrate their Bar Mitzvah to make it more memorable and spiritually fulfilling and to emphasise the importance of their religious obligations and the long tradition of their religion.</p>	7

Question	Answer	Marks
7(c)	<p>‘Religious buildings cannot make people more aware of God.’</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 discuss whether religious buildings such as the Temple and later the synagogue, enhance awareness of God. The discussion might examine the contribution of the design, history and religious artefacts associated with a building in assisting believers to reflect upon the nature of God.</p> <p>Also, if the intention of visiting, e.g. a synagogue or a holy site such as the Western Wall is to pray, then the focus of the visit is to concentrate on God. Or, the existence of the building in a holy place or in the community is a physical reminder.</p> <p>However, other views might be that people/Jews visit religious buildings because they are already aware of God’s existence and this is why they are making the visit. If Jews do experience spiritual benefits, it is not the bricks and mortar or artefacts that are responsible for this.</p> <p>Some views might be expressed that too much reverence for buildings might be seen as idolatry. Or, the intention of some, in visiting, e.g. a synagogue, is to meet friends.</p>	6

Question	Answer	Marks
8(a)	<p>Describe how Shabbat is celebrated in the synagogue.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Shabbat prayers begin with the evening service. Shabbat is greeted as a bride coming to meet her husband. At the end of the service the rabbi takes a cup of wine and recites kiddush (sanctification), a blessing, thanking God for having given Shabbat to the Jewish people.</p> <p>At the Shabbat morning service, the rabbi will read from the Sefer Torah. A certain portion called a sidrah is read each Shabbat. (So the entire scroll is completed by the end of the year.) During the reading, seven men will be called up to the bimah to recite blessings. At the end, before the scroll is returned to the Ark, an eighth man will be called up to read a portion (haftarah) from one of the books of the prophets.</p> <p>The rabbi usually gives a sermon and sometimes there is a visiting speaker. This is followed by the usual service. As people leave the synagogue they wish each other 'Good Shabbos' or 'Shabbat Shalom'.</p> <p>Afternoon prayers are short, the Torah is read again, the beginning of the sidra for the following week. There is sometimes Torah study.</p> <p>At the evening service there is a prayer asking for God's blessing for the coming week. At the end of the service the rabbi performs havdalah.</p>	7

Question	Answer	Marks
8(b)	<p>Explain why the Shabbat meal in the home is special for Jews.</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 Shabbat meal is different from other meals in the week. If possible, special foods are served, and families often sings songs/hymns between courses and tell stories. It is a relaxed and unhurried meal and the family look forward to this time to be together and enjoy Shabbat, free from their usual, worldly cares.</p> <p>On Shabbat evening, just before sunset, it is the privilege of the wife, mother or eldest daughter of the home to welcome Shabbat by lighting candles and beckoning with her arms to usher the holy day into the home. She also takes the opportunity to say a short prayer for the family. This is a very holy moment, because the Sabbath has arrived. From this moment no work will be done.</p> <p>On his return from the synagogue, before the meal begins, the father blesses his children and praises his wife. It is believed two angels accompany each Jew home from the synagogue and a song is sung to them.</p> <p>After kiddush, people wash their hands, this is not a physical cleansing but an act of purification. A blessing is then recited over two, special, plaited loaves of bread (challot). These represent the double portion of manna Jews received on the Sabbath when they were wandering in the wilderness. Pieces are dipped in salt and shared.</p>	7

Question	Answer	Marks
8(c)	<p>‘Celebrating religious occasions is the most important way of keeping Jewish families and communities together.’</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 consider some of the factors within religious occasions such as festivals, rites of passage, marriage, death ceremonies that unite communities within a faith and that this is especially important in Judaism where the emphasis is on preserving both a religious and community way of life that might be different from the mainstream.</p> <p>However, consideration of a balance of views might assess the influence and impact upon Judaism of other lifestyles and aspirations outside Judaism which might affect religious life and traditions and lead to people moving away from more orthodox communities so religious occasions become less important.</p> <p>Some responses might consider whether it is only religion that keeps families and communities together or whether there are other factors that transcend religion; marriage within Judaism, family love, times of difficulty bring people together.</p>	6

Question	Answer	Marks
9(a)	<p>Describe Jewish teachings about helping the poor.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Jewish teaching about poverty and concern for others is contained in the Torah. Jews believe they have a responsibility to help others. There is an instruction that Jews should help the destitute and open their hands to the poor and needy. Farmers are instructed to leave the gleanings of the harvest and the fallen fruit for the poor. The Ten Commandments warn people about not harming others.</p> <p>Jews are expected to give a tenth of their wealth as Tzedaka (righteous giving). This money is considered to be owed to the poor. Whatever their means Jews should try to give to help others. There are appropriate ways to give. The worst way to help people is to give them money; the best way is to lend it to them, indefinitely, without interest. In this way the receiver is not embarrassed. They believe the best way to help someone is to help them to become self-supporting.</p>	7
9(b)	<p>Explain the ways in which Jews might practise these teachings today.</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 are not allowed to lend money for interest, usury is forbidden in Judaism. Jews believe they should not profit from other people's misfortunes.</p> <p>In the home, charitable giving is encouraged, many children have moneyboxes called pushkes and they are encouraged to use these to give part of their money to charity.</p> <p>Any excess wealth should also be used to help the poor.</p> <p>Another type of charitable work which shows love and concern for others is Gemilut hasadim, which means 'kind actions' and covers all sorts of voluntary work to help the less fortunate, the hungry and homeless.</p> <p>There are also Jewish global organisations, e.g. Tzedek and Jewish Care, which work to help people around the world. Examples of this work might be given.</p>	7

Question	Answer	Marks
9(c)	<p>'Being Jewish means having more responsibilities than other members of society.'</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>In support of the statement, responses might argue that the whole point of Judaism, for some Jews, is that they have been specially chosen by God to observe his commands in a certain way. Some responses might argue that the covenant responsibilities of Jews are carried out on behalf of the whole of humankind and although these responsibilities cause them live a certain lifestyle, their actions are, ultimately, for everyone's benefit.</p> <p>However, other points of view might be that not all Jews live in this way and their responsibilities are self-determined. Other religions too have responsibilities to God and to others and examples might be given. Some candidates might comment on the responsibility of everyone in society to care for each other.</p>	6



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2019

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.



Cambridge Assessment
International Education

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) What were the **three** signs that showed the presence of the Holy Spirit at Pentecost? [3]
- (ii) Briefly describe what happened immediately after the coming of the Holy Spirit at Pentecost. [4]
- (b) Explain Christian beliefs about the Holy Spirit. [7]
- (c) 'Church leaders no longer pay attention to the Holy Spirit.'
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]

[Total: 20]

2

'Then seizing him, they led him away...'

Luke 22:54 [NIV]

- (a) (i) Name **three** items used in Christian worship that are related to the death of Jesus. [3]
- (ii) Briefly describe the Christian customs carried out on Thursday (Holy Thursday) during Holy Week. [4]
- (b) Explain why Easter is important for Christians. [7]
- (c) 'Easter celebrations are no longer about 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]

[Total: 20]

Section B – Islam

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

- 3 (a) (i) State **three** occasions when the Shahadah is said. [3]
- (ii) Briefly describe **two** of the Five Pillars, **not** including Shahadah. [4]
- (b) Explain the importance of Shahadah to Muslims. [7]
- (c) 'The rituals associated with the Five Pillars strengthen faith.'
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]

[Total: 20]

4

'And the matter of the Hour (of Judgement) is as the twinkling of an eye, or even quicker...'

Surah 16:77

- (a) (i) Give **three** actions which are done to the body of a Muslim after death. [3]
- (ii) Briefly describe what Muslims believe happens to their soul after they die. [4]
- (b) Explain why belief in angels is important for Muslims. [7]
- (c) 'It is harder to pass the test of life if you are wealthy and therefore do not face much hardship.'
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]

[Total: 20]

Section C – Judaism

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

- 5 (a) (i) Name **three** of the books in the Torah. [3]
- (ii) Briefly describe what is written in **two** of the books in the Torah. [4]
- (b) Explain why the Torah is important to Jews. [7]
- (c) 'No part of the Tenakh is more important than any other part.'
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]

[Total: 20]

6

'You will cast all our sins into the depths of the sea.'

Micah 7:19

- (a) (i) Give **three** things that are eaten in the home to welcome Rosh Hashanah. [3]
- (ii) Briefly describe what **two** of the foods represent. [4]
- (b) Explain why Rosh Hashanah is important to Jews. [7]
- (c) 'Yom Kippur is not the most important High Holy Day.'
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]

[Total: 20]

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RELIGIOUS STUDIES

0490/12

Paper 1

October/November 2019

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

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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 and **4** blank pages.



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International Education

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) What is the Trinity? [3]
- (ii) Give the beliefs about the Trinity in the Apostles' Creed. [4]
- (b) Explain why Christians might think that the teachings about the Trinity are important. [7]
- (c) 'The idea of the Trinity is too confusing to be useful.'
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]

[Total: 20]

2

'If any one aspires to the office of bishop, he desires a noble task.'

1 Timothy 3:1 [RSV]

- (a) (i) Give **three** types of leaders in the Christian church (**not** including bishop). [3]
- (ii) Describe the work of **one** of the leaders you have mentioned. [4]
- (b) Explain the significance of bishops to Christians. [7]
- (c) 'There are too many leaders in the Christian 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. [6]

[Total: 20]

Section B – Islam

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

- 3 (a) (i)** Give **three** reasons why Muhammad (pbuh) left Makkah. [3]
- (ii)** Describe what happened when Muhammad (pbuh) left Makkah. [4]
- (b)** Explain the significance of the Hijrah for Muslims. [7]
- (c)** ‘Experiences of persecution have strengthened Islam as a 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]

[Total: 20]

4

‘Say: “Obey Allah and obey the Messenger ...”

Surah 24:54

- (a) (i)** What is the Sunnah in Islam? [3]
- (ii)** Describe how the Sunnah is used with the Qur’an. [4]
- (b)** Explain the importance of the Sunnah for Muslims. [7]
- (c)** ‘Reciting the Qur’an strengthens faith.’
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]

[Total: 20]

Section C – Judaism

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

- 5 (a) (i) State **three** of the main Jewish beliefs about God. [3]
- (ii) Give **four** ways in which Jews observe the Covenant in their lives. [4]
- (b) Explain the importance of the Covenant relationship to Jews today. [7]
- (c) 'Living in separate communities is the only way Jews can follow God's laws.'
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]

[Total: 20]

6



- (a) (i) List **three** of the Ten Commandments. [3]
- (ii) Where are the Ten Commandments usually found in a synagogue and why? [4]
- (b) Explain why the Ten Commandments are important to Jews. [7]
- (c) 'Sacred objects add nothing to worship.'
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]

[Total: 20]

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RELIGIOUS STUDIES

0490/13

Paper 1

October/November 2019

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

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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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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) What were the **three** signs that showed the presence of the Holy Spirit at Pentecost? [3]
- (ii) Briefly describe what happened immediately after the coming of the Holy Spirit at Pentecost. [4]
- (b) Explain Christian beliefs about the Holy Spirit. [7]
- (c) ‘Church leaders no longer pay attention to the Holy Spirit.’
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]

[Total: 20]

2

‘Then seizing him, they led him away...’

Luke 22:54 [NIV]

- (a) (i) Name **three** items used in Christian worship that are related to the death of Jesus. [3]
- (ii) Briefly describe the Christian customs carried out on Thursday (Holy Thursday) during Holy Week. [4]
- (b) Explain why Easter is important for Christians. [7]
- (c) ‘Easter celebrations are no longer about 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]

[Total: 20]

Section B – Islam

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

- 3 (a) (i)** State **three** occasions when the Shahadah is said. [3]
- (ii)** Briefly describe **two** of the Five Pillars, **not** including Shahadah. [4]
- (b)** Explain the importance of Shahadah to Muslims. [7]
- (c)** ‘The rituals associated with the Five Pillars strengthen faith.’
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]

[Total: 20]

4

‘And the matter of the Hour (of Judgement) is as the twinkling of an eye, or even quicker...’

Surah 16:77

- (a) (i)** Give **three** actions which are done to the body of a Muslim after death. [3]
- (ii)** Briefly describe what Muslims believe happens to their soul after they die. [4]
- (b)** Explain why belief in angels is important for Muslims. [7]
- (c)** ‘It is harder to pass the test of life if you are wealthy and therefore do not face much hardship.’
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]

[Total: 20]

Section C – Judaism

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

- 5** (a) (i) Name **three** of the books in the Torah. [3]
- (ii) Briefly describe what is written in **two** of the books in the Torah. [4]
- (b) Explain why the Torah is important to Jews. [7]
- (c) ‘No part of the Tenakh is more important than any other part.’
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]

[Total: 20]

6

‘You will cast all our sins into the depths of the sea.’

Micah 7:19

- (a) (i) Give **three** things that are eaten in the home to welcome Rosh Hashanah. [3]
- (ii) Briefly describe what **two** of the foods represent. [4]
- (b) Explain why Rosh Hashanah is important to Jews. [7]
- (c) ‘Yom Kippur is not the most important High Holy Day.’
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

0490/21

Paper 2

October/November 2019

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 **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.



Cambridge Assessment
International Education

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) Describe what many Christians might do during the period of Lent. [7]
- (b) Explain the significance of Lent for Christians. [7]
- (c) 'Preparing for Easter is the most important thing a Christian can do.'
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]

[Total: 20]

- 2 (a) Describe how Christians celebrate the birth of Jesus. [7]
- (b) Explain the importance to Christians of two other festivals about the life of Jesus. [7]
- (c) 'Celebrating Christmas is not just 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]

[Total: 20]

- 3 (a) Describe how Christians observe Sunday as a special day of the week. [7]
- (b) Explain the advantages of having a holy day each week. [7]
- (c) 'Attitudes to Sunday as a holy day have changed 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]

[Total: 20]

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 celebrating Lailat ul-Qadr (Night of Power) a part of Ramadan. [7]
- (b) Explain how the different rituals observed during Ramadan might strengthen faith. [7]
- (c) 'It is important that religious duties are performed by believers at all times.'
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]

[Total: 20]

- 5 (a) Give a description of **three** stages of Hajj (**not** including Arafat). [7]
- (b) Explain why Arafat is an important place for Muslims to visit when on Hajj. [7]
- (c) 'Hajj will always change the life of a Muslim.'
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]

[Total: 20]

- 6 (a) Describe what happens at Id al-Fitr. [7]
- (b) Explain the importance of the ummah in Islam. [7]
- (c) 'New clothes and presents are not an important part of religious festivals.'
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]

[Total: 20]

Section C – Judaism

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

- 7 (a) Describe the Western Wall. [7]
- (b) Explain why some Jews might wish to visit this historic site. [7]
- (c) 'Religious buildings cannot make people more aware of God.'
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]

[Total: 20]

- 8 (a) Describe how Shabbat is celebrated in the synagogue. [7]
- (b) Explain why the Shabbat meal in the home is special for Jews. [7]
- (c) 'Celebrating religious occasions is the most important way of keeping Jewish families and communities 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. [6]

[Total: 20]

- 9 (a) Describe Jewish teachings about helping the poor. [7]
- (b) Explain the ways in which Jews might practise these teachings today. [7]
- (c) 'Being Jewish means having more responsibilities than other members of society.'
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]

[Total: 20]

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RELIGIOUS STUDIES

0490/22

Paper 2

October/November 2019

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 **two** of the questions in each of your chosen sections.

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This document consists of **4** printed pages.



Cambridge Assessment
International Education

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 event that is celebrated at Pentecost. [7]
- (b) Explain Christian beliefs about the importance of the Holy Spirit. [7]
- (c) 'Easter is the only festival that Christians should celebrate.'
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]

[Total: 20]

- 2** (a) Describe **one** place of Christian pilgrimage where a person experienced a vision or a miracle. [7]
- (b) Explain the benefits that might be gained through Christian pilgrimage. [7]
- (c) 'Visiting holy places gives people false hope.'
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]

[Total: 20]

- 3** (a) Describe some of the different ways in which Christians try to help others in the community. [7]
- (b) Explain the Christian teachings about love and concern for others. [7]
- (c) 'Christians should concentrate on helping those who deserve to be helped.'
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]

[Total: 20]

Section B – Islam

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

- 4** (a) Describe the rituals performed by pilgrims at the Ka'ba during Hajj. [7]
- (b) Explain the importance of Madinah for Muslims. [7]
- (c) 'Completing Hajj makes a believer a true Muslim.'
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]

[Total: 20]

- 5** (a) Describe the event that is remembered on Lailat ul-Qadr (Night of Power). [7]
- (b) Explain why celebrating festivals is important in Islam. [7]
- (c) 'Prayer in the family home is equal to prayer in the mosque.'
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]

[Total: 20]

- 6** (a) Give an account of how **one** Islamic international aid organisation provides relief from poverty. [7]
- (b) Explain the teachings in Islam about love and concern for others. [7]
- (c) 'Rules about Zakah should only apply to the rich.'
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]

[Total: 20]

Section C – Judaism

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

- 7 (a) Describe the different foods on the Seder plate at Pesach (Passover) and what they represent. [7]
- (b) Explain why Pesach is celebrated by the whole family. [7]
- (c) 'Judaism concentrates too much on past events.'
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]

[Total: 20]

- 8 (a) Describe the coming of age ceremony for Jewish boys. [7]
- (b) Explain why some Jews might celebrate the coming of age of girls. [7]
- (c) 'It is difficult to bring up a child in Judaism today.'
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]

[Total: 20]

- 9 (a) Describe the Holocaust Memorial in Jerusalem. [7]
- (b) Explain why Rosh Hashanah (New Year) is an important festival for Jews. [7]
- (c) 'Kind actions are not just a religious duty.'
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]

[Total: 20]

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RELIGIOUS STUDIES

0490/23

Paper 2

October/November 2019

1 hour 45 minutes

Additional Materials: Answer Booklet/Paper

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Cambridge Assessment
International Education

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) Describe what many Christians might do during the period of Lent. [7]
- (b) Explain the significance of Lent for Christians. [7]
- (c) 'Preparing for Easter is the most important thing a Christian can do.'
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]

[Total: 20]

- 2** (a) Describe how Christians celebrate the birth of Jesus. [7]
- (b) Explain the importance to Christians of **two other** festivals about the life of Jesus. [7]
- (c) 'Celebrating Christmas is not just 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]

[Total: 20]

- 3** (a) Describe how Christians observe Sunday as a special day of the week. [7]
- (b) Explain the advantages of having a holy day each week. [7]
- (c) 'Attitudes to Sunday as a holy day have changed 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]

[Total: 20]

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 celebrating Lailat ul-Qadr (Night of Power) a part of Ramadan. [7]
- (b) Explain how the different rituals observed during Ramadan might strengthen faith. [7]
- (c) 'It is important that religious duties are performed by believers at all times.'
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]
- [Total: 20]

- 5** (a) Give a description of **three** stages of Hajj (**not** including Arafat). [7]
- (b) Explain why Arafat is an important place for Muslims to visit when on Hajj. [7]
- (c) 'Hajj will always change the life of a Muslim.'
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]
- [Total: 20]

- 6** (a) Describe what happens at Id al-Fitr. [7]
- (b) Explain the importance of the ummah in Islam. [7]
- (c) 'New clothes and presents are not an important part of religious festivals.'
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]
- [Total: 20]

Section C – Judaism

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

- 7 (a) Describe the Western Wall. [7]
- (b) Explain why some Jews might wish to visit this historic site. [7]
- (c) 'Religious buildings cannot make people more aware of God.'
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]

[Total: 20]

- 8 (a) Describe how Shabbat is celebrated in the synagogue. [7]
- (b) Explain why the Shabbat meal in the home is special for Jews. [7]
- (c) 'Celebrating religious occasions is the most important way of keeping Jewish families and communities 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. [6]

[Total: 20]

- 9 (a) Describe Jewish teachings about helping the poor. [7]
- (b) Explain the ways in which Jews might practise these teachings today. [7]
- (c) 'Being Jewish means having more responsibilities than other members of society.'
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]

[Total: 20]

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