

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2012 series

0490 RELIGIOUS STUDIES

0490/13

Paper 1, maximum raw mark 102

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 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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Assessment objectives/Levels of Response

A Knowledge (35%)

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

B Understanding and interpretation (35%)

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

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C Evaluation (30%)

Level	Marks	Description
4	6	Very good/excellent attempt demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also 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 two days connected with Lent which are of special importance for Christians.

Responses might include **two** from the following:

Shrove Tuesday
Ash Wednesday
Mothering Sunday
Palm Sunday
Spy Wednesday
Maundy Thursday
Good Friday

1 mark for each response.

[2]

(ii) Describe the ways Lent might be different from other times of year for Christians.

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

Responses might include:

All relevant description of the behaviour of a particular denomination, church or group will be credited.

During Lent, Christians remember Jesus' 40 days in the wilderness. They make a sacrifice of giving up special foods or drink, saving money, contributing to charities. Christians might fast for periods during Lent such as Ash Wednesday and Good (Holy) Friday. There are often special meditations or Bible Study Groups are held regularly during Lent and there are special services in some churches. Christians try to be more spiritual and observant. Some churches are not decorated with flowers and choirs or hymns are not used; crosses are covered with veils.

[5]

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(b) Explain why the period leading up to Easter is an important time for Christians.

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

Responses might explain some of the following:

One of the reasons for observing Lent is to remember the 40 days that Jesus spent in the wilderness facing temptation and resolving to do God's will which would lead to his death. Christians try to remember the sacrifice Jesus made. Holy Week at the end of Lent is the final preparation for the Easter festival.

During Holy Week, Palm Sunday, Maundy (Holy) Thursday and Good (Holy) Friday mark important events in the Passion story. Easter is the most important Christian festival. It celebrates the resurrection of Jesus on the third day after the crucifixion. The resurrection is an important part of Christian belief, it is at the heart of the Christian message and Christians wish to prepare themselves spiritually to give thanks to God. They try to take stock of their own lives and improve their religious life. [7]

(c) 'It helps us to become better people if we spend time thinking about suffering.'
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:

In support of the view in the statement it might be argued that thinking about the suffering of Jesus and meditating and making sacrifices in one's own life might lead Christians to think more seriously about the plight of others, especially people who suffer for their faith or who regularly do not have sufficient food.

Some candidates might balance such views against arguments that thinking about the suffering others are experiencing is important but that the direct consequence of this should be action to relieve suffering.

Some candidates might give examples of how attitude and personal experience might encourage action to treat others as we might wish to be treated. [6]

2 (a) (i) Give the name of two aid organisations run by Christians.

Responses might include **two** from the following:

Christian Aid.

CAFOD.

Any local or regional Christian aid organisation.

Other aid organisation, national or international, run by Christians e.g. Tearfund.

1 mark for each response.

[2]

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(ii) Describe the work of one of these organisations.

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 aid organisation. Candidates might describe aspects of the work carried out and the type of hardship or circumstances involved e.g. food and shelter for those in poverty, medical aid, famine relief, assistance for refugees. Also, Christian features such as spiritual help might be mentioned.

Other types of work might involve health issues, the environment, education and assistance towards self-sufficiency. [5]

(b) Explain why Christians believe it is important to help people who are in need.

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

Responses might explain some of the following:

Candidates might refer to the Two Great Commandments as the teaching which motivates Christians to help others who are in need. Also, Jesus' own acts of compassion included those who were poor and vulnerable, he performed miracles to relieve the suffering of the sick and outcasts, in all the gospels there are teachings about helping those in most need.

Agape, unselfish love, is a Christian ideal. Its main concern is the welfare of the other person. Christians believe that it is the love of God flowing from one person to another. Christians try not to be materialistic or greedy. Sharing and fellowship was one of the strongest principles of the earliest Christian community. [7]

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- (c) **‘Everyone should give as much money as they can afford to the poor.’**
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:

Discussion might be about the amount of money/income that should be given to charity and the advantages/disadvantages of regular amounts or tithing.

Some candidates might make reference to some church teachings that Christians should make secure their own families before helping others.

The majority of aid programmes are not about giving money to the poor but about providing aid so that communities can become self-sufficient. So, some might argue that providing the means to self-help is better than giving money.

Some might consider that giving money is important but other contributions to helping the disadvantaged by giving time or using their skills in a good cause is as important or is to be preferred. [6]

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Section B – Islam

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

3 (a) (i) What is Zakah?

Responses might include some of the following:

One of the Five Pillars. A command from Allah therefore obligatory.
 A welfare tax. An act of duty and worship. A symbol of purification. A two and a half percent tax on wealth which everyone pays whose wealth is above a minimum amount known as nisab. It is usually paid annually at the end of Id-ul-Fitr.

Marks will be awarded for any combination of points, development or exemplification. [3]

(ii) State four types of people who are entitled to receive Zakah.

Responses should include **four** from the following:

- The poor and needy.
- Zakah collectors.
- Those who have recently embraced Islam (converts).
- Prisoners (of wars), slaves.
- Those in debt.
- Those who work to serve Islam. (fighters / soldiers)
- Travellers.

1 mark for each response. [4]

(b) Explain why the Shahadah is an important part of a Muslim’s faith.

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

Responses might explain some of the following:

The Shahadah is a proclamation of a Muslim’s belief in Allah. It is the first of the Five Pillars of Islam, on which the faith rests. It expresses the belief in one God ‘there is no God but Allah’ which is the foundation of the whole faith and that ‘Muhammad is his servant and his messenger’. Belief in the oneness and unity of God is an article of faith, it is also known as tawhid. The same theme is used in the Adhan, five times each day at the call to prayer. The Shahadah is spoken to a Muslim at birth and at death. The declarations of faith are the first and last words a Muslim hears. [7]

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- (c) **‘The Five Pillars should apply equally to men and to women.’**
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:

The Qur’an states that obedience to Allah applies equally to men and women and they should be equal in submission to him.

Answers might contain discussion about the different roles of men and women as perceived in traditional teaching where they are seen as equal but different and so a duty such as Salah might be carried out differently. One conclusion which might be reached is that the duties apply equally in terms of obedience to Allah but allowance is made for exceptions (for both men and women) e.g. Hajj or Saum.

Candidates should give examples and reasons to support their argument and different views. [6]

4 (a) Give an account of Muslim beliefs about life after death.

Mark according to level descriptors for assessment Objective A.
Knowledge.

Responses might include some of the following:

Muslim belief about Akirah, life after death is one of the Four Articles of Belief. Muslims believe that this life is a preparation for the next life, Akirah, life after death. Muslims believe in resurrection of the body at the Last Day and the dead will rise to join the living.

There will be judgement by Allah on the Last Day, all actions, however small, will have to be accounted for. When the Judgement occurs it will be too late to repent. The good/believers will be rewarded with Paradise (Jannah) and the bad/unbelievers will be punished with Hell (Jahannam). The afterlife is beyond human imagination and it will last for eternity. There are descriptions of both Paradise and Hell in the Qur’an. [7]

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(b) Explain how Muslim beliefs about life after death influence the way Muslims lead their lives.

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

Responses might explain some of the following:

Muslims believe that this life is a test, a preparation for Akirah. So they must follow the straight path, every thought and action, however small, will be judged by Allah. On the Last Day there will be no chance to repent. So 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 Judgement so complete obedience to Allah'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 Allah and gain his favour. [7]

(c) 'You should just live your life without worrying about what might happen after you die.'

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:

Candidates might consider the view that religious believers would disagree with the statement. Muslim belief in Akirah shapes the way they live. The Islamic lifestyle is based upon Allah's word in the Qur'an and the teachings of the Prophet and is intrinsically linked to the idea of final judgement and reward and punishment. It is impossible for believers not to consider the consequences of what they do in their life.

Some might consider that it is possible to act morally without being worried about concepts such as Heaven and Hell e.g. the immediate consequences of doing good, such as relieving suffering, are more important than the idea of future Heaven. If, however, 'to live your life without worrying' means to act immorally, selfishly or to disregard the consequences to others of your actions this is not a good thing. Some might consider that eternal reward or punishment is a deterrent to bad/evil behaviour. [6]

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Section C – Judaism

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

5 (a) (i) Give three reasons why Abraham is an important person in Jewish tradition.

Responses might include **three** of the following:

Abraham was chosen by God.

God made (3) covenants with Abraham.

Abraham had to leave Ur (his land) and God promised Abraham that he would be the father of a multitude of nations.

God promised Abraham he would have children and Abraham sacrificed some of his livestock.

God promised to Abraham he would look after him and his descendants and in return all males should be circumcised.

The story of the sacrifice of Isaac showed Abraham's willingness to obey God.

1 mark for each response.

[3]

(ii) List four events from the life of Moses which are important for Jews.

Responses might include **four** of the following:

Circumstances of his birth in Egypt.

God chose Moses to deliver the Hebrews from slavery in Egypt. (The burning bush.)

Moses was God's instrument – the plagues, the angel of death.

God gave Moses the instructions for Pesach, for future generations to celebrate the deliverance from Egypt.

Moses led the Exodus from Egypt to the Promised Land.

God made a covenant with Moses. (Sinai Covenant.)

God gave Moses the Ten Commandments, the basis of the covenant.

1 mark for each response.

(b) Explain how belief in a covenant relationship with God affects the daily lives of Jews.

Mark according to level descriptors for Assessment Objective B.

Understanding and Interpretation.

Responses might explain some of the following:

Jews believe that they have a special responsibility in their relationship with God. They believe that through the covenants with Abraham and Moses, God chose the Jewish people to live by God's laws as an example/witness to the rest of humanity.

Answers might explain how this 'special responsibility' is carried out in daily life through strict adherence to the rite of circumcision for male babies, obeying the Ten Commandments and the other commands of the Sinai covenant that are interpreted through the 613 mitzvot. Candidates are likely to give some examples e.g. Shabbat observance or kashrut. Not all branches of Judaism are affected to the same degree but it can mean that some Jewish communities live separately from other communities in order to preserve their way of life. [7]

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- (c) **'It is impossible to learn anything useful from the lives of Abraham and Moses, because they lived so long ago and people are different now.'**
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:

A traditional/Orthodox Jewish view would be that the covenants made with Abraham and Moses are of paramount importance in Judaism because they are the foundation of the faith and progressive Jews would agree with this.

The stories of the lives of Abraham and Moses and their relationship with God are in the Torah. They are also part of the tradition of Christianity and Islam.

Some candidates might discuss the lessons to be learnt from the character traits of Abraham and Moses which are common to all humans and timeless.

Some might consider views about the historicity of the accounts of the lives of Abraham and Moses and whether events actually happened as related by the scriptures. Also whether the circumstances in which they lived and the teachings are relevant today. [6]

6 (a) (i) Describe what happens when a Jewish boy becomes Bar Mitzvah.

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

Responses might include some of the following:

Description of a Bar Mitzvah celebration. These ceremonies vary according to the community but there are some elements common to all. 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 is not a mitzvah but it is a tradition in Jewish communities that when a male reaches 13 years he is considered to be 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. [5]

(ii) What is the name for the similar occasion for girls and at what age does it take place?

Responses might include:

Name: Bat Mitzvah (Daughter of Commandment),
Or, Bat Chayil (Daughter of Valour)

Age: 12 years.

1 mark for each response.

[2]

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(b) Explain the responsibilities of a Jewish adult male in worship and in the home.

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

Responses might explain some of the following:

Jewish males are responsible for keeping the mitzvot in accordance with God's commands in the Torah. Unlike women, the only exemptions are from the mitzvot which can only be kept in connection with the Temple. They are usually expected to take part in three daily periods of prayer. They wear ritual, religious dress for prayer. In Orthodox Judaism, only men read from the Torah and carry out worship in the synagogue.

Morning prayer is often said at home. The father has a special role in festivals e.g. in the home on Shabbat to bless his wife and children and to perform the Havdalah Ceremony. Candidates may also explain other responsibilities in the home regarding teaching the law and nurturing children. In traditional homes the man's responsibility is to be the breadwinner.

Candidates are likely to select information from across their study of Judaism and all appropriate information will be credited. [7]

(c) 'Religious occasions are the best way of keeping 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.

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

Responses might consider some of the following:

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.

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.

Some responses might consider whether it is only religion that keeps families and communities together or whether there are other factors that transcend religion. [6]