

**MARK SCHEME for the October/November 2009 question paper
for the guidance of teachers**

0490/04	0490 RELIGIOUS STUDIES Paper 4 (Alternative to Coursework), maximum raw mark 100
----------------	-----------------------------------------------------------------------------------------------

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2009	0490

As the nature of this paper is the assessment of candidates' individual responses to sources presented, a detailed mark scheme of expected answers is not appropriate. Markers must assess responses according to the Marking Criteria and not allow their judgement to be affected by any preconceived idea of 'correct' responses. Areas which candidates might explore include the suggestions below.

Marks should be awarded according to the following criteria for each Assessment Objective. The levels will need to be interpreted as appropriate to the requirements of the question when applied to particular answers.

Question 1 Assessment Objective A [10 marks]

Question 2 Assessment Objective A [15 marks]

Question 3 Assessment Objective A [10 marks]

Total marks	Level 1	Level 2	Level 3	Level 4
10	1–3	4–6	7–8	9–10
15	1–4	5–8	9–12	13–15

Assessment Objective A: Knowledge

Level 1: some attempt to deal with the task. The inclusion of a small amount of relevant information. Limited ability to organise work or present an argument.

Level 2: a basic attempt to deal with task. Some of the relevant information will have been selected with evidence of organisation.

Level 3: a reasonable attempt to deal with the task. Salient information selected, organised and presented with some skill.

Level 4: an excellent attempt to respond to the task in an individual way. The work will be presented in a clear, coherent manner.

1 Explain the different points of view which are given in Source G. [10]

In this answer, for high marks candidates should refer to both points of view and show that they understand the differences between them. They should recognise that one speaker advocates separate churches for black and white people, whereas the other thinks mixed churches are more appropriate for the Christian message. Candidates should try to express in their own words the reasoning given by each speaker. Level 1 answers might not recognise that there is more than one view expressed, or might simply copy words from the source without much evidence of understanding.

2 Explain in your own words the different religious teachings about prejudice that are given in Sources A, B and C. [15]

To gain Level 4 answers must consider, however briefly, all three passages. The question does not specifically require three separate sections to the answer. Candidates who work through each faith and give a simple explanation of the teachings contained in the passages can gain Level 3 if the answers are 'organised and presented with some skill'. For Level 4, the passages should be explained rather than simply copied (which would gain no more than Level 1). Explanation might include the idea that moral behaviour is important rather than nationality or ethnicity, in Source A; in Source B, that Jews should treat immigrants with compassion because they have had experience of being in that position themselves; and in Source C, that people are equal because God created them all from a single partnership.

Page 3	Mark Scheme: Teachers' version	Syllabus
	IGCSE – October/November 2009	0490

3 Read Sources D and E. Explain the ideas about prejudice which are given in Sources D and E.

In this answer, candidates should consider both of the sources, and should aim to explain in their own words the key ideas. For high marks, they could mention the Jewish experience of prejudice, the requirement to obey Biblical teaching, concern for foreigners and the idea of people being created in God's image. They could explain Muslim beliefs about every human being as the creation of God, and ideas about people being judged according to their deeds rather than according to other factors such as race and gender.

Question 4 Assessment Objective B

[40 marks]

Understanding and Interpretation

Level 1, mark range 1–10: limited understanding of religious language and concepts, with facts often presented as understanding. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion.

Level 2, mark range 11–20: some understanding of religious language and concepts although lacking in depth. Some ability to recognise the relationship between religious belief and practice. The ability to make simple comparisons and recognise similarities and differences.

Level 3, mark range 21–30: a wider, more mature level of understanding of religious language and concepts. The ability to recognise the relationship between religious beliefs and practice. The ability to recognise and handle religious issues.

Level 4, mark range 31–40: the demonstration of a thorough understanding of religious language and concepts. Clear explanations of the relationship between religious beliefs and practice. Confidence in the recognition and handling of religious issues.

4 Read Sources F, H, I and J, and look at the pictures. Explain in your own words the ideas which they show. **[40]**

Candidates need not take each source in turn, although they may wish to do so. They could include ideas about individuals being inspired by their own faith to work against prejudice and discrimination. They may wish to include other material from their general knowledge to supplement the information given in the sources, but this is not explicitly required and it should be possible for candidates to gain full marks without including extra knowledge. They should be able to describe the work done by Desmond Tutu and Martin Luther King, and comment on the effects of racist policies. For high marks, they should give some comment on the relation between religious belief and practice.

Page 4	Mark Scheme: Teachers' version	Syllabus	
	IGCSE – October/November 2009	0490	

Question 5 Assessment Objective C

Evaluation and Investigation

- Level 1, mark range 1–6: a statement of the obvious, a one-sided judgement with little or no argument.
- Level 2, mark range 7–12: a clearly expressed opinion based on the evidence, with an argument offered in support.
- Level 3, mark range 13–18: the ability to recognise some of the significance of the issue raised. The clear expression of an opinion directly related to the information presented and supported by evidence and argument. An awareness of the existence of different opinions.
- Level 4, mark range 19–25: the ability to recognise the complexity of issues raised and to express valid opinions about different points of view, well supported by evidence and argument.

5 Look at all of the Sources. Do you think religious people have a duty to challenge prejudice and discrimination? Give reasons for your answer. [25]

For high marks, candidates should try to show that they recognise different points of view. They might argue that religious people do have this duty, because their holy books teach that prejudice is wrong; however, they might argue that not everyone has the opportunity or the courage to make these challenges. Candidates might use examples from the sources to show what the holy books teach, how some people have put their faith into action, and the harm that prejudice can cause.