

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**MARK SCHEME for the October/November 2010**  
**for the guidance of teachers**

## **0490 RELIGIOUS STUDIES**

**0490/04**

Paper 4, 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 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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*As the nature of this paper is the assessment of candidates' individual responses, a detailed mark scheme of expected answers is not appropriate. Responses should be marked according to the Marking Criteria and not allow their judgement of a 'correct' response. Areas which candidates might expect to see are given below.*

Marks should be awarded according to the following criteria for each level. These levels will need to be interpreted as appropriate to the requirements of the particular answers.

- Question 1 Assessment Objective A** **[10 marks]**
- Question 2 Assessment Objective A** **[15 marks]**
- Question 3 Assessment Objective A** **[10 marks]**

<b>Total marks</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>10</b>	1–3	4–6	7–8	9–10
<b>15</b>	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.

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**The Teachings and practice of the religions in relation to the roles of men and women**

Study the sources carefully and then answer all the following questions

- 1 From Source A, state in your own words the teachings given about the creation of men and women.**

Candidates might give the teachings on creation in their own words. L4 – recognising that there is a teaching in each religion that both men and women were created by God from a single entity and are equal in God's eyes. All humans are part of this creation.

A good summary using some of the words of the text might achieve L3. L2 will be a basic attempt to deal with the task.

- 2 Read Sources B, C and D and, for each religion, describe in your own words what is taught about the roles of men and women. [15]**

To gain L4, candidates must consider, however briefly, all **three** passages.

The question does not specifically require three separate or equal sections to the answer. The full range of marks is available for answers which treat each religion separately or which offer a synthesis of all three.

Candidates might show awareness that each source shows two teachings about different roles.

Source B Christianity – women as inferior in religious matters (1 Timothy) and the movement to ordain women as priests.

Source C Islam – women as obedient to men who are superior in strength etc. and the instruction to men to deal justly with their wives.

Source D Judaism – women as separate and not allowed to participate in public worship (Talmud) and praise/blessing of women as wives (each Shabbat).

- 3 Read Sources E and F. What important points are being made about the roles of men and women in family life? [10]**

In this answer candidates should consider both sources. Candidates do not need to separate their answer into two parts and a generalised response covering both sources is acceptable. As this is an Assessment Objective A question, L4 is available to those who make a good attempt at paraphrasing the passages.

Candidates might show awareness that the passages are about the roles of mother and father, roles worthy of honour and respect according to the Bible/the Hadith of Muhammad and the tradition/commands in Orthodox Judaism.

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**Question 4 Assessment Objective B: Understanding and Interpretation**

- Level 1, mark range 1–10: limited understanding of religious language and concepts, often presented as understanding. The relationship between religious beliefs and practice is often offered. Limited ability to recognise the relationship between religious beliefs and the study of religion.
- Level 2, mark range 11–20: some understanding of religious language and concepts, lacking in depth. Some ability to recognise the relationship between religious belief and practice. The ability to recognise similarities and differences between religious beliefs and practice.
- 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.

Answers should be marked in accordance with the levels of response.

**4 Read Sources G, H and I and look at the pictures for Sources J and K. Explain how the roles of men and women have developed in religious life today. [40]**

Candidates are not required to address each source in turn, although they may wish to do so.

Sources G, H and I, all show different views about the role of men and women and explain some of the changes that have taken place which might affect the relationship between belief and practice and the carrying out of traditional roles in the religions studied. All these sources show the reactions and views of followers of each faith to these changes or, in the case of Source I, show that there have never been any obstacles in Islamic teaching to women's equality to man.

The picture sources show women achieving their goals in the church or in the world at large through education. Answers might develop their explanations of these picture sources in a variety of individual ways.

L4 answers should demonstrate a comprehensive, but not necessarily equal, explanation of most of the issues in the sources relating to the development/application of the roles of men and women in life today.

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**Question 5 Assessment Objective C: Evaluation and Investigation**

- Level 1, mark range 1–6: a statement of the obvious, a one-sided argument.
- Level 2, mark range 7–12: a clearly expressed opinion based on the evidence offered in support.
- Level 3, mark range 13–18: the ability to recognise some of the significant issues; a clear expression of an opinion directly related to the issues presented and supported by evidence and 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.

Answers should be marked in accordance with the levels of response.

**5 Look at all the Sources. Do you think that men and women should be of equal importance in religion? Give reasons for your answer to show you have thought about more than one point of view. [25]**

Answers might examine and evaluate the issue of equality for men and women both within the three religions and between them.

Views/opinions might be expressed and supported with evidence/reason that most religious teaching is about equality between men and women but also about traditional differences in their roles in practice. A balanced view might conclude that there is less choice for men in how they carry out their role than for women. Or, that changes have happened more drastically in some traditions/religions than in others.

Any view must be credited in accordance with the levels of response. The investigation aspect of Assessment Objective C might be met by use of the provided resources; extra knowledge may be rewarded in the overall assessment but is not in itself required for the highest levels.