

**MARK SCHEME for the October/November 2011 question paper  
for the guidance of teachers**

**0490 RELIGIOUS STUDIES**

**0490/12**

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

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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## Marking Instructions

In an examination of this kind, it is impossible to devise a mark scheme that will cover all acceptable answers. This mark scheme provides guidance on what to look out for in the answers given by the candidates. This means that you must be prepared to use discretion in deciding what constitutes an acceptable answer. In order to ensure that all examiners mark at a uniform level, you are expected regularly to discuss your marking with your Team Leader, especially any examples or forms of answer that differ greatly from the agreed mark scheme. Team Leaders are expected to discuss answers with the Principal Examiner.

The mark scheme is discussed at the co-ordination meeting. When marking, all examiners are expected to adhere to what has been agreed.

Before starting to mark scripts, please ensure that you are familiar with the syllabus.

## PRINCIPLES UNDERLYING THE MARK SCHEME.

Candidates are tested on their ability to satisfy three general Assessment Objectives:

### Assessment Objective A. KNOWLEDGE.

Candidates should be able to:

- 1 use knowledge in order to describe the religious practices, experiences and beliefs of others
- 2 select and deploy relevant knowledge of the religion studied.

### Assessment Objective B. UNDERSTANDING AND INTERPRETATION.

Candidates should be able to:

- 3 show understanding of religious beliefs and practices by explaining their significance for believers
- 4 demonstrate awareness and understanding of religious responses to contemporary issues both personal and social.

### Assessment Objective C. EVALUATION.

Candidates should be able to:

- 5 evaluate different views on issues arising from religious belief and practice by using evidence and argument.

Paper 1 is marked out of 80.

Candidates choose **TWO** religions from:

Section A – Christianity

Section B – Islam

Section C – Judaism

and answer **ALL** the questions in each of the chosen sections.

This means candidates will answer **FOUR** questions with a total of 20 marks each.

In part **(a)** of questions, Assessment Objective A, Knowledge is sometimes marked by point marking. This will be indicated on the mark scheme.

All other answers are marked according to the level descriptors for the different assessment objectives shown on the **0490 Levels of Response** table.

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## LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, **marks should be awarded for appropriate responses to reasonable interpretations of the question.**

In the Mark Scheme, there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the **Levels of Response** and the concept of **Positive Awarding**. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

Examiners should use the **full range of marks available** within the Levels of Response and not hesitate to award the maximum where it is deserved.

Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.

### 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  |

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*B Understanding and interpretation (35%)*

| <i>Level</i> | <i>Marks</i> | <i>Description</i>  |
|--------------|--------------|---|
| 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%)*

| <i>Level</i> | <i>Marks</i> | <i>Description</i>  |
|--------------|--------------|---|
| 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** questions in each of your chosen sections.

### Section A – Christianity

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

**1 (a) (i) State four Christian beliefs expressed in the Apostles Creed.**

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

- Belief in One God
- God created heaven and earth
- Belief in the Trinity
- Father, Son and Holy Spirit
- Jesus born of the Virgin Mary
- Crucified, dead and buried
- Third day he rose again
- Ascended into heaven
- Will come again to judge the living and dead
- Catholic church, communion of saints
- Forgiveness of sins
- Eternal life

1 mark for each response.

[4]

**(ii) Give three ways in which the Bible might be used for worship.**

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

- Personal reading/prayer
- Reading in groups or as a family
- In churches, it usually has a place of importance e.g. lectern
- Readings in services
- Gospels read by the minister during Holy Communion
- Sermons often based on Bible passages
- Acting on biblical teaching can be seen as worship

1 mark for each response.

[3]

**(b) Explain how Christians might use the Bible for guidance in their life.**

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.

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.

Mostly, Christians try to live by the teachings of Jesus and the Ten Commandments.

[7]

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(c) 'The New Testament is the most important part of the Bible 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:

The New Testament contains the story of the life and resurrection of Jesus and the beginning of Christianity, as well as Christian teaching and so is of great importance to Christians.

The Old Testament contains the story of creation, the history of the Hebrews following one God, the Ten Commandments and the stories of the prophets. The New Testament is the continuation of the story of God's relationship with humans, for Christians the message of Jesus and the resurrection is the most important part of this.

Some Christians might pay more attention to the teachings in the New Testament but the Old Testament is a necessary element of Christian scripture. Some might say both are important. [6]

2 (a) (i) What is a 'Family Service'?

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

- Communal/public worship in a church or other establishment where the order of events caters for all ages
- to encourage parents/children/family members to attend together

1 mark for each response. [2]

(ii) Describe what might happen at the main weekly act of Christian worship.

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

Responses might include the following:

A description of the common/specific elements in any denomination which might or might not include the events of Holy Communion.

Hymns, music, prayers of thanks, blessings, reading from the Bible. Sermon, questions and answers, responses from the congregation. Giving/taking of the Eucharist, speaking in tongues, confession of sins, prayers of petition etc. [5]

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**(b) Explain why attending a public act of worship is important for Christians.**

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

Responses might explain some of the following:

Answers might explain that for some Christians a weekly service of worship is a necessary or important act to bear witness to Christian faith.

The spiritual and practical advantages of weekly public worship with other Christians might be explained. Public worship involves services such as Holy Communion and prayers and hymns for festivals. There is usually a Sermon explaining specific teachings.

Christians enjoy the feeling of unity and strength in worshipping with others who share their beliefs. [7]

**(c) 'Private acts of worship are more important than public acts of 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 the level descriptors for Assessment Objective C. Evaluation.

Responses might include some of the following:

An evaluation of the importance of private worship in Christian life. The importance of private forms of worship e.g. prayer, Bible reading, meditation, spontaneous prayer in the spiritual life of a Christian might be considered.

Answers might discuss whether public worship is a necessary or important act to profess Christian faith and whether there are permitted/understandable reasons why this might not be possible in an increasingly secular society.

Some responses might consider specific issues of sincerity, lack of distraction, isolation etc. [6]

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### Section B – Islam

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

**3 (a) (i) State three things a Muslim does before praying.**

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

- Wear clean clothes
- Remove shoes
- Perform wudu
- Be in the correct frame of mind
- Select a clean place (prayer mat)
- Declare the intention to pray (niyyat)

1 mark for each response

[3]

**(ii) Give four important features of a mosque.**

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

- Dome
- Minaret
- Mihrab
- Quibla wall
- Minbar
- Calligraphy
- Running water for wudu

1 mark for each response.

[4]

**(b) Explain the significance for Muslims of these four important features.**

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

Responses might explain some of the following:

The Dome symbolises the universe which Allah created. The muezzin makes the call to prayer from the minaret. The mihrab is a niche, an alcove which shows that this is the quiblah wall. The quiblah wall shows the direction of the Ka'ba in Makkah which Muslims face for prayer.

The Minbar is a platform with three steps from which the sermon (khutbah) is delivered at Salat-al-Jummah (Friday) prayers. Patterns of calligraphy are used as decoration in the mosque as images are forbidden. Running water is necessary for ritual washing (wudu). [7]



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- (c) **'Muslims do not need buildings like mosques to practise their 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.**

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

Responses might consider some of the following:

Muhammad said 'whatever time prayer overtakes you, pray, that place is a mosque.' Muslims can pray in any clean place. They do not need a special building in which to worship Allah. As long as they pray in a clean place, pray five times a day and pray facing Makkah. Muslim women mostly pray at home.

The Qur'an recommends praying with other believers and praying regularly. Muhammad built the first mosque so that believers might pray together. When Muslim men attend the mosque they complete their obligation to pray but they also strengthen the community and discuss local issues. They listen to the advice in the sermon on Salat-al-Jumma.

Mosques also function as schools teaching children Arabic and provide shelter for travellers. Special prayers are held in mosques at Id. [6]

- 4 (a) **Describe the first revelation of the Qur'an to Muhammad (pbuh).**

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

Responses might include the following:

At the age of forty, Muhammad was meditating in the Cave Hira when the Angel Gabriel appeared to him and commanded him to 'Recite/Read'. Muhammad replied that he was illiterate. He said this twice more. The Angel squeezed him and said 'Recite in the name of your Lord who created...created man' (Sura 96 Al Alaq).

The Prophet was frightened, he fled the cave but wherever he looked he saw the angel. Gabriel said 'O Muhammad, you are the Messenger of God and I am Jibril.' Muhammad ran home shaking with fear and his wife Khadijah comforted him. [7]

- (b) **Explain why Muslims believe Muhammad (pbuh) is the Seal of the Prophets.**

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

Responses might explain some of the following:

Muslims believe that all the prophets in the Qur'an, e.g. Adam, Abraham, Moses and David were sent to all people. They were sent to a specific place at a specific time. (Muslims believe that Jews and Christians lost or distorted Allah's message.) So Muhammad was sent as the final prophet. With the revelation of the Qur'an to Muhammad, Allah sealed the religion. Muslims believe there will be no more prophets and that the Qur'an is unchangeable and final, as God's word.

Allah said 'Today I have sealed for you your religion.'

The Qur'an, revealed to Muhammad provides a complete book of guidance for all human life and is applicable at any time in history and in any part of the world. [7]

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(c) **'The teachings in the Qur'an apply to everyone, everywhere.'**  
**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:

Muslims believe the teachings in the Qur'an are universal. It is also a Muslim belief that everyone is born a Muslim and humanity has the choice which path to follow. The Qur'an is a complete, universal code of life.

Some responses might argue that other religions have Holy Books and scriptures that they too consider to be the word of God and which are treated with the same respect and importance as Muslims treat the Qur'an.

Some might argue that because there are different races and cultures in the world this means that, inevitably, there are differences in religious teachings. [6]

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### Section C – Judaism

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

**5 (a) (i) What is a mezuzah?**

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

- The mezuzah is a scroll containing scripture encased in a decorative box
- It is placed on the doorposts of a Jewish home
- It is touched when entering or leaving a room/the home
- It reminds Jews of the presence of God

1 mark for each response.

[3]

**(ii) Give four features of a synagogue.**

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

- Ark (aron ha-kodesh)
- Sefer Torah (Torah scrolls)
- Bimah (reading desk)
- Ner Tamid (eternal light)
- Ten Commandments
- Menorah (seven branched candlestick)
- Magen David (star of David)

1 mark for each response.

[4]

**(b) Explain why both the Rabbi and the Chazan are important in a Jewish community.**

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

Responses might explain some of the following:

The Rabbi is the spiritual leader of a Jewish community. In the synagogue he sometimes leads the prayers. He also conducts weddings and funerals. He may organize study sessions or classes for children. Rabbis are consulted on a wide range of issues e.g. marriage guidance, kashrut laws and settling disputes.

The Chazan most often leads the congregation in prayer and knows the order of festivals. The Chazan usually chants certain parts of the prayers at Shabbat and festivals and often assists the Rabbis at weddings and funerals. He might also sing traditional Jewish songs at weddings and other celebrations.

[7]

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(c) 'In Judaism, the home is more important than the synagogue.'  
Discuss this statement. Give your own opinion and show that you have thought of 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 Jewish home is where the dietary laws are followed, the mother teaches the children, Shabbat rituals and festival ceremonies are carried out. The home is organised to ensure that the commitment to follow the mitzvot (laws) is in every part of life for the whole family.

The synagogue has many community functions as well as being a place for worship. It brings the community together and strengthens it. The Torah is read in the synagogue, learning takes place. The home and the synagogue both reinforce Jewish religious life. However, in some communities only men take part in the services. [6]

6 (a) (i) Describe what is done in the house before Pesach begins.

Responses might include **two** points from:

- The search for chametz (yeast)
- by the father/children
- with a candle and a feather
- All products containing yeast are removed
- Everyday crockery and cooking utensils are exchanged for Pesach ones

1 mark for each response. [2]

(ii) Name the symbolic foods on the Seder plate.

Responses might include the following:

- Matzah (unleavened bread)
- charoset
- bitter herbs (lettuce/horseradish)
- carpas (vegetable/parsley)
- lamb bone
- roasted egg

1 mark for each response. [5]

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**(b) Explain the meaning of the symbolic food and wine used at Pesach.**

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

Responses might explain some of the following:

Matzah (unleavened bread) remembers when the Israelites left Egypt they did not have time to wait for bread to rise. Charoset is a paste made from nuts and apples which represents the mortar used by the slaves. The bitter herbs are reminders of the bitterness of slavery. Carpas is dipped in the salt water to represent the hyssop dipped in blood used to smear the doorposts of their houses to protect the Israelites from the angel of death. It is a symbol of freedom and hope. The lamb bone represents the Pesach sacrifice and the egg represents the sacrifices that used to be made in the Temple.

Each person must drink four cups of wine. These represent the four promises God made to the Israelites. [7]

**(c) 'Festivals are the best way for Jews to learn about their 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.**

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

Responses might consider some of the following:

Jewish festivals are usually connected to the history of the Jews relationship with God. Festivals are celebrated in the home and the synagogue and women and children are involved. Children might learn from them because they are a dramatic way of celebrating the history of the people and their religion.

Festivals have a serious side and the actions and prayers bring communities together in practising their religion and remembering their history. People look forward to festivals, there are special foods and no work is done.

There are other ways to learn about religion e.g. Holy books, study etc. but in Judaism these also include learning about the festivals. [6]