



Cambridge IGCSE

RELIGIOUS STUDIES

0490/02

Paper 2 Festivals, Fasts, Family Life and Social Action

For examination from 2025

MARK SCHEME

Maximum Mark: 80

Specimen

This document has **30** pages. Any blank pages are indicated.

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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

If the candidate's work **convincingly** meets the level statement, award the highest mark.

If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).

If the candidate's work **just** meets the level statement, award the lowest mark.

Assessment objectives**AO1 Knowledge and understanding**

Demonstrate knowledge and understanding of religious beliefs, practices, teachings and traditions, and how these are linked.

AO2 Evaluation

Evaluate the significance of religious beliefs, practices, teachings and traditions, using evidence and reasoned discussion of different points of view.

Table A:**AO1 Knowledge and understanding**

Use this table to give marks for each candidate response for all part (b) items in Questions 1–9.

Level	Description	Marks
3	<p>Accurate and relevant knowledge and understanding</p> <ul style="list-style-type: none"> • Thoroughly addresses the question using a range of detailed, accurate and relevant knowledge. • Demonstrates clear understanding through a well-developed and considered response. • Shows clear understanding of the relationship between beliefs/practices/teachings/traditions from the religion specified through clear and well-developed explanation. 	5–6
2	<p>Some accurate and relevant knowledge and understanding</p> <ul style="list-style-type: none"> • Partially addresses the question using some accurate and relevant knowledge. • Demonstrates some understanding through a partially developed response covering some relevant points, or addresses a single point in greater depth. • Shows some understanding of the relationship between different aspects of the religion specified through partial explanation. 	3–4
1	<p>Limited accurate and relevant knowledge and understanding</p> <ul style="list-style-type: none"> • An attempt to address the question using a limited range of knowledge. • Demonstrates limited understanding, limited development and/or limited coverage of relevant material, or a response in general terms. • Shows limited understanding of the relationship between different aspects of the religion specified. 	1–2
0	No creditable response.	0

Table B:**AO2 Evaluation**

Use this table to give marks for each candidate response for all part (c) items in Questions 1–9.

Level	Description	Marks
4	<p>Clear and well-reasoned evaluation in response to the question</p> <ul style="list-style-type: none"> • Considers in detail a range of points of view on the question, some of which should be religious-specific views, and the reasons for holding these views. • Discusses the question with critical and developed use of relevant evidence and argument to support and/or critique different views. • Makes a clear, considered and well-reasoned judgement on the question. 	7–8
3	<p>Clear evaluation in response to the question</p> <ul style="list-style-type: none"> • Considers in detail different points of view on the question, some of which might be religious-specific views. • Discusses the question with developed use of relevant evidence and/or argument to support and/or critique different views. • Makes a clear and reasoned judgement on the question. 	5–6
2	<p>Some evaluation in response to the question</p> <ul style="list-style-type: none"> • Gives more than one point of view relevant to the question; these are likely to be generic. • Discusses the question by identifying different views which might show partial development and/or argument or by considering a single view with some development and/or argument. • Makes a supported judgement on the question. 	3–4
1	<p>Limited evaluation in response to the question</p> <ul style="list-style-type: none"> • Gives a descriptive response using material linked to the question, topic or religion and/or shows awareness of a single point of view relevant to the religion or question. • Offers an answer to the question with limited support of a single view which might be personal. • Limited or no judgement present. 	1–2
0	No creditable response.	0

Section A Christianity

Question	Answer	Marks
1(a)(i)	<p>State <u>two</u> Easter Sunday customs for Christians.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • sunrise services • processions • feasting / breaking a fast • candles are lit in church • flowers decorate churches • traditional games with eggs • Mass or communion services. <p>Accept any other valid points.</p>	2
1(a)(ii)	<p>Outline what Christians remember on Maundy/Holy Thursday.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The Last Supper was Jesus' final meal (1) that he shared with his disciples (1) on the day before he died (1) and some Christians remember this by having a special meal (1) and/or by the celebration of the Eucharist (1). • During this meal Jesus broke bread (1) and shared wine (1). He told the disciples to do that in memory of him (1). • Christians remember that Jesus washed the feet of his disciples (1). Foot washing was an act of service (1) and/or humility (1) done to honour someone (1). • Jesus predicted that one of the disciples would betray him (1). This did happen when he was betrayed by Judas Iscariot (1) in the garden of Gethsemane (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
1(b)	<p data-bbox="304 237 927 271">Explain why Christians celebrate Christmas.</p> <p data-bbox="304 309 1326 371">Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p data-bbox="304 409 1294 472">Answers may include some of the following ideas. All valid material must be credited.</p> <p data-bbox="304 510 1302 613">There are many different traditions in Christianity and the reasons for celebrating them will vary from place to place or person to person. However, many Christians celebrate Christmas because:</p> <ul data-bbox="304 651 1302 1124" style="list-style-type: none"><li data-bbox="304 651 1302 714">• Christmas marks the incarnation, the birth of Jesus, when God became flesh.<li data-bbox="304 719 1302 822">• God became incarnate in Jesus, who lived as a human among humans but was also divine. This ensured that the path was set for God’s salvation of humanity from sin, reflecting God’s love for humanity.<li data-bbox="304 826 1302 960">• Christians remember the stories surrounding Jesus’ birth which teach something about Jesus’ nature and status. For example, the special circumstances of his birth and the visit of the Magi along with the symbolism of their accompanying gifts.<li data-bbox="304 965 1302 1028">• Christmas is an opportunity to celebrate with friends and family, as well as being a time for spiritual reflection.<li data-bbox="304 1032 1302 1124">• Christmas is celebrated each year so Christians can remember the birth of Jesus annually and reflect on God’s love for the world in sending Jesus to live on Earth.	6

Question	Answer	Marks
1(c)	<p>Evaluate whether Pentecost is the most important festival for Christians. You must refer to Christianity in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Responses might consider:</p> <ul style="list-style-type: none"> • The different level of importance given to particular festivals depending on the religious tradition being considered. <p>Pentecost is the most important Christian festival:</p> <ul style="list-style-type: none"> • Pentecost remembers an important event involving the Apostles where it is believed that tongues of fire and a rush of wind heralded the arrival of the Holy Spirit. • It fulfils a promise of Jesus that God would send the Holy Spirit. • The importance of the Holy Spirit in Christianity is very high. The Holy Spirit is considered by most Christians to be the third member of the Trinity and is seen as a guide and protector. • For some Christian communities speaking in tongues is an important element of their worship. • Pentecost marks the beginning of the Church. <p>Other festivals are just as important or more important than Pentecost:</p> <ul style="list-style-type: none"> • Christmas is important as it celebrates the incarnation. Without this event there would be no Christian story. It is of prime importance that God became flesh. • Easter could be said to be the most important Christian festival. It is not the birth of Jesus alone which is of importance. It is Jesus' death and resurrection that are important as they show the conquering of sin and the reconciliation of God and humanity. • Epiphany's importance lies in the revelation of Christ to the world. This starts the spread of the Christian message. • Ascension could be considered important as it shows Jesus' status, in the line of many great prophets who did not die, but who were taken to heaven. 	8

Question	Answer	Marks
2(a)(i)	<p>State <u>two</u> vows that might be made at a Christian marriage ceremony.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • I ... take you ... to be my husband/wife • to have and to hold from this day forward • for better for worse • for richer for poorer • in sickness and in health • to love and to cherish • until death us do part • to help, comfort and encourage • to bear children might appear in some vows. <p>Accept any other valid points.</p>	2
2(a)(ii)	<p>Outline <u>other</u> features that might be part of a Christian marriage ceremony.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <p>Responses might include:</p> <ul style="list-style-type: none"> • The marriage ceremony may be in a religious building (1) to show the presence of God (1). • A minister often officiates (1) who can register the marriage (1) and provide a spiritual element (1). • Hymns are often sung (1) and there are Bible readings (1) showing the importance of love and marriage (1). • There might be a eucharistic celebration (1) which furthers its seriousness as a Christian occasion (1). • Vows are exchanged at the marriage ceremony (1) which emphasise the binding nature in the eyes of God (1). • The minister blesses the marriage (1) and rings/crowns are exchanged (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
2(b)	<p data-bbox="304 235 1007 271">Explain the importance of marriage for Christians.</p> <p data-bbox="304 306 1326 371">Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p data-bbox="304 409 1294 474">Answers may include some of the following ideas. All valid material must be credited.</p> <ul data-bbox="304 512 1302 1059" style="list-style-type: none"> <li data-bbox="304 512 1150 548">• Marriage is important as it is a rite of passage for Christians. <li data-bbox="304 548 1246 651">• In the book of Genesis it says that a woman and man should be joined together and that the two should become one flesh. God has commanded it as a way of life. <li data-bbox="304 651 1230 754">• Its importance is highlighted by the belief that what God has joined together, no human should divide. The eternal nature of marriage illustrates its benefit to humans. <li data-bbox="304 754 1270 857">• Marriage is an analogy which is often used to refer to the relationship between Jesus and the Church, God and God's people. Human relationships mirror the divine relationship with humanity. <li data-bbox="304 857 1302 922">• Within traditional Christian teachings, marriage is the correct framework within which sexual intercourse can take place. <li data-bbox="304 922 1278 987">• A marital relationship is the framework within which children should be raised, nurturing them by way of Christian principles. <li data-bbox="304 987 1198 1059">• Marriage is a secure environment of love and companionship, a relationship which should be life-long. 	6

Question	Answer	Marks
2(c)	<p>Evaluate whether divorce is sometimes the best decision for a Christian couple. You must refer to Christianity in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Divorce may not be the best decision for a Christian couple:</p> <ul style="list-style-type: none"> • In Christianity, couples make their vows before God. One common promise is to stay together until death parts them. • For some, marriage is a sacrament, a life-long union which should not be ended under any circumstance. • The Catholic Church does not recognise divorce. A Catholic marriage can only end if one of the couple dies or if there are grounds for annulment. In this case although a civil divorce may be granted, the Catholic Church would not recognise this. • Some would advocate couples attending counselling or meetings with clergy to try to work through their differences. • Other alternatives to divorce such as separation may be better options for some couples. <p>Divorce could be the best decision:</p> <ul style="list-style-type: none"> • Some might consider the impact that an unhappy marriage might have on children or wider family. A line of argument might be to consider what the best decision could be for people other than the couple. • Reference could be made to Christian teachings on love. If a couple would be very unhappy or unfulfilled if they stayed together, it could be argued that the loving thing to do might be to divorce. • The Bible does imply that there may be grounds for divorce in certain circumstances (e.g. sexual immorality); Jesus recognised that Moses had allowed divorce, though it was because of people's sinful nature. • Some denominations accept divorce and allow remarriage for those who have previously divorced. • Christian communities would usually consider divorce to be the last resort but might accept that marriages can break down completely. 	8

Question	Answer	Marks
3(a)(i)	<p>State the Two Greatest Commandments.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • To love God with all your heart, all your soul and all your mind. • To love your neighbour as you love yourself. <p>Accept any other valid points.</p>	2

Question	Answer	Marks
3(a)(ii)	<p>Describe how Christians might follow the Two Greatest Commandments.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Christians devote time to worship God (1). They follow all other commandments (1) showing devotion to the decrees of God (1). • Christians can uphold religious traditions (1) such as festivals or rites of passage (1) in order to demonstrate love for God (1). • Christians behave morally and responsibly (1) in order to show they are following the command to love others (1) and treat all with humanity and compassion (1). • Christians perform charitable acts (1) as these are acts that flow from the love for others (1). <p>Accept any other valid points.</p>	4
3(b)	<p>Explain how the work done by Caritas is motivated by Christian teachings.</p> <p>Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <ul style="list-style-type: none"> • Caritas International is inspired by the Catholic faith. It works in many countries to reach out to those in need of any kind. • The stated guiding principles of Caritas are to be driven by ‘deep moral and spiritual principles of dignity, justice, solidarity and stewardship’. There are many Christian teachings on these principles. • Responses may refer to the Two Greatest Commandments in order to show the drive to help fellow human beings. • Caritas states that it is inspired by the gospels. Examples relating to the life and teachings of Jesus regarding the disadvantaged in society may be cited. • Reference may be made to the teaching that everyone is equal and that all humans are created ‘in the image of God’. • Stewardship illustrates the idea that God created the world and that humans should manage it responsibly for the benefit of all. 	6

Question	Answer	Marks
3(c)	<p>Evaluate whether it is possible for Christians to love people that they have never met. You must refer to Christianity in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Responses might consider:</p> <ul style="list-style-type: none"> • What does ‘love’ mean? Love in terms of agape and its meaning. • ‘Love’ might be interpreted as referring to people someone has met, are vaguely acquainted with, but do not really ‘know’. • ‘Love’ could be interpreted as referring to people someone has literally never met, perhaps those in other countries who they are never likely to meet. <p>It is possible for Christians to love those they have never met:</p> <ul style="list-style-type: none"> • Some may suggest that it is a Christian duty to show love and concern for others. This could be illustrated by referring to The Two Greatest Commandments. • Many Christians will say that it is completely possible that, if one acts out of love for others, then loving actions will flow from this. • For many, loving others is second nature to them. • Many people donate to charities which give help to people they have never met. <p>It may not be possible for Christians to love those they have never met:</p> <ul style="list-style-type: none"> • Showing love and concern for others could be said to be impossible as in practice, human beings naturally put themselves first. • Human nature works on the principle that only when one gets to know others does one become interested in their welfare. • Human beings have enough to do to focus on their own well-being, rather than committing to love for others. <p>Showing love for everyone might be a practical way of living:</p> <ul style="list-style-type: none"> • It has benefits; this may be in terms of the feeling of fulfilment gained from loving others as well as doing what someone’s religion encourages. • A person cannot say they love God yet show no concern for fellow human beings. 	8

Section B Islam

Question	Answer	Marks
4(a)(i)	<p>State <u>two</u> things that are haram in Islam.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • eating pork • consuming alcohol • gambling • taking interest when lending money • eating any meat not slaughtered in a halal fashion • using more water than is necessary for rituals. <p>Accept any other valid points.</p>	2
4(a)(ii)	<p>Describe how fiqh is used in Shari‘ah law.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Fiqh is Islamic jurisprudence or the study of its legal system (1) and is a means of interpreting or realising a deeper understanding of Islamic law (1). • It is a means to understanding how practical laws can be derived from the main sources of authority (1), namely the Qur’an and sunnah (1), as humanity faces different challenges throughout history and needs to interpret and apply God’s law to each situation (1). • Fiqh developed some time after the death of Muhammad (pbuh) (1) because the Companions decided how to apply the teachings (1) and this was the model for how fiqh is used today (1). • Books of fiqh exist to help with its use in Shari‘ah law (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
4(b)	<p>Explain the value of traditional family life in Islam.</p> <p>Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <ul style="list-style-type: none"> • Within the family, history, tradition and values are maintained and transmitted to the young. • Family life is an environment in which morals are taught and learned. The life that a Muslim ought to live is displayed within the family. • It is the hub for the nurture of the young and for the care of the elderly. Family life reflects the entire Muslim way of life. • Many festivals and rituals revolve around the family, so family life is the setting within which these festivals and rituals have their context. • The poor and needy are remembered in these family celebrations and so family life can extend fellowship to the ummah. • Family life protects its members from outside influences which may challenge traditional teachings. This has value particularly in times of change. • Family life is an environment in which Muslim teachings about love and concern for others can be illustrated. • Prayer is important, both at home and inside the mosque. Traditional family life provides the setting for prayer and brings together family members. • The family is involved in the choosing of a marriage partner. • It is important that a child is raised as a Muslim and the family has an important role in ensuring that this happens. 	6

Question	Answer	Marks
4(c)	<p>Discuss whether social change is a challenge for Muslim communities. You must refer to Islam in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Responses might consider:</p> <ul style="list-style-type: none"> • Social change is a part of life of any community. • Traditional roles and values might be reflected upon by the community. • These challenges faced by the community could be emotional, intellectual and/or spiritual. • The presence of a challenge does not mean that the challenge cannot be overcome by the community. <p>Social change might be a challenge for Muslim communities:</p> <ul style="list-style-type: none"> • The Qur'an is free from mistakes and is a complete and eternal guide to the will of God. • Society may change and adapt views and perspectives, but this does not alter God's will. • Social change may present the community with an attitude that is at variance with its beliefs. <p>Social change might not be a challenge for Muslim communities:</p> <ul style="list-style-type: none"> • Many Muslim communities recognise social change but maintain traditional family roles and teachings. • Some communities might embrace change and see this as having no conflict with their faith. • Adaptation to social change does not mean the same thing as complete integration. • There are many issues today which are not mentioned in the Qur'an as society has changed. Shari'ah law derives rules to answer new questions as society changes. 	8

Question	Answer	Marks
5(a)(i)	<p>Give two benefits of sawm.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • doing God's will • a chance to spiritually reflect • encourages self-discipline • a time to consider the lives of the needy • a means by which the ummah is united. <p>Accept any other valid points.</p>	2

Question	Answer	Marks
5(a)(ii)	<p>Describe how fasting is practised in Islam.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • During the month of Ramadan (1), Muslims who are able to, fast (1) between sunrise and sunset during that month (1). • Muslims will avoid certain behaviours when fasting (1). • Suhur is eaten before the start of the fast day (1). • Iftar is when the fast is broken each day at sunset (1). • There are exemptions to fasting (1) and compensations for not doing so (1). • While fasting, spiritual reflection is important (1) as is correct intention (1). <p>Accept any other valid points.</p>	4
5(b)	<p>Explain why Muslims celebrate ‘Id al-Adha.</p> <p>Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <ul style="list-style-type: none"> • It commemorates an important event as ‘Id al-Adha shows the willingness of Ibrahim (AS) to sacrifice his treasured son Isma‘il (AS). • It encourages sacrifice and obedience which are important concepts in Islam. • A test of faith is an important lesson in complete obedience to the will of God. • It shows that God is merciful as God provided a lamb as an alternative to Isma‘il (AS). • Muslims strive to copy Ibrahim’s obedience to the will of God. • ‘Id al-Adha is an essential part of the Hajj. • Participation strengthens the ummah as everyone is included in the celebrations including those who do not have enough to make their own sacrifices. 	6

Question	Answer	Marks
5(c)	<p>Discuss whether ‘Id al-Fitr is more important as a social event than as a religious celebration. You must refer to Islam in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Importance of the social aspects of ‘Id al-Fitr:</p> <ul style="list-style-type: none"> • ‘Id al-Fitr is a social occasion, and is a time to bring the community together. • It is a time for great celebration within the Muslim community, as huge feasts are prepared, and all Muslims are included. • Muslims dress in their best, most special clothes. • There are communal celebrations both inside and outside the mosque. • Unity and brotherhood result from the social aspect, with the awareness that Muslims worldwide are doing the same thing. <p>Some might emphasise the religious aspects of ‘Id al-Fitr:</p> <ul style="list-style-type: none"> • ‘Id al-Fitr marks the end of Ramadan, which is a religious obligation. • It is a time during which Muslims thank God for giving them the strength needed during Ramadan. • It is a time for spiritual reflection. • Special morning prayers are said. • A sense of Muslim brotherhood is created with blessings and greetings being made. <p>Both the social and religious aspects are linked:</p> <ul style="list-style-type: none"> • The religious and social aspects are inseparable. • Support for the poor and needy is a religious obligation, so the social aspect of ‘Id al-Fitr is present for religious reasons. • Responses could refer to the concepts of zakah and sadaqah in Islam to make the point that social action does have religious motivation. • Celebrations involve the family and the mosque which illustrates that both the religious and community aspects of ‘Id al-Fitr are present. 	8

Question	Answer	Marks
6(a)(i)	<p>State <u>two</u> things Muslims do to welcome a baby into the Muslim community.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • The adhan is said into the baby's ear. • The iqamah is said into the baby's ear. • Something sweet such as a date is rubbed on the baby's gums. • The baby's hair is shaved. • The equivalent weight of the baby's shaved hair is given to charity in gold. • Some baby boys are circumcised. • Tasmiyah/baby naming takes place. <p>Accept any other valid points.</p>	2
6(a)(ii)	<p>Outline reasons why a Muslim family might encourage their children to be khalifahs of the environment.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Humanity is regarded as being khalifah/steward (1) of the Earth for God (1) and therefore it is someone's duty from an early age (1). • God created everything (1) and humanity must care for what God created (1). • Creation needs maintaining (1) and this can be done through the daily actions of a Muslim of any age (1). • Muslims act as stewards as this shows that they are living according to Islamic principles instilled at a young age (1). • Muslims must show they are acting responsibly as God's representatives on Earth (1). In this way they play an active role in a partnership (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
6(b)	<p>Explain the importance of marriage ceremonies in Islam.</p> <p>Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <ul style="list-style-type: none"> • All rites of passage, including marriage ceremonies are of importance in Islam. • The marriage ceremony fulfils the expectation that all Muslims should marry. • Marriage is decreed in the Qur'an and is a sunnah of the Prophet Muhammad (pbuh). • The ceremony is a public submission to the will of God. • The ceremonies are an affirmation of the binding nature of marriage. • The marriage ceremony seals a contract made between two families. • Elements of the ceremonies have symbolic importance. • The ummah is strengthened by marriage ceremonies. 	6
6(c)	<p>Discuss whether it is important for a Muslim to be able to choose how they mourn the dead. You must refer to Islam in your answer. Your response should consider different points of view when you evaluate on the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>It is important to choose how to mourn:</p> <ul style="list-style-type: none"> • Responses may refer to free will and its importance to religion. • There are different periods of mourning depending on someone's relationship to the deceased showing some flexibility of choice. • Choice accommodates individual feelings of grief. • A prescribed form of mourning could be unhelpful for some people. <p>Following set rituals may be more important than choosing how to mourn:</p> <ul style="list-style-type: none"> • It is clear to mourners what their role is after the death of a Muslim, easing the pressure on them. • The rituals have worked for many generations so tradition is maintained. • Prescribed rituals provide security and stability. • Relatives may pay off any outstanding debt which helps mourners feel supported. 	8

Section C Judaism

Question	Answer	Marks
7(a)(i)	<p>State <u>two</u> things that Jews can do to care for the elderly.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • honour and respect them • help them to perform religious rituals/obligations • call upon their experience and wisdom • attend to their physical needs • attend to their emotional needs • attend to their spiritual needs. <p>Accept any other valid points.</p>	2
7(a)(ii)	<p>Outline Jewish teachings on nurture of the young.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The mother will teach the children about how to keep a kosher home (1) and about the features of worship in the home (1). This is a vital part of the religious education of the young (1). • Parents will show their children Judaism in action (1) by being role models (1) who reflect the moral example that Judaism teaches (1). • Some children will learn outside of school in the synagogue (1) which allows them to learn more specifically ‘religious’ aspects of Judaism (1). • Children will be taught to follow the mitzvot (1) and the history of Judaism (1) through the celebration of festivals (1), and will continue following tradition (1) by participating in certain rites of passage (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
7(b)	<p>Explain how the teaching of tzedakah shows love and concern for other people.</p> <p>Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <ul style="list-style-type: none"> • All humans are created equal so all should be treated with dignity. • Jews will help to ease people out of poverty, lack of education or human rights, showing love and concern for others. • Jews will act out of love for others in order to prevent social injustices which is why tzedakah can be given. • Tzedakah’s literal meaning is ‘righteousness’. Acts of righteousness are not just kind actions but they are ethically right actions which are mitzvot. Such charitable acts of righteousness are commanded in the Torah, for example, Deuteronomy 15:11. • Tzedakah can take the form of money (some Jews pay a tithe), time, effort or energy all of which should be motivated by teachings about love and concern for others. • Charity, justice and kindness are all important morals found in the mitzvot. The teachings influence Jewish actions as they are ways in which a Jew can show faithfulness to G-d’s mitzvot. • A Jew ought to give not because they have to, but because they want to. Righteous giving is a central tenet of Judaism which fills the thoughts, words and actions of Jews. • One can observe the influence of these teachings on Jewish life throughout the year in many ways. 	6

Question	Answer	Marks
7(c)	<p>Evaluate whether concern for other people is the most important feature of Judaism. You must refer to Judaism in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Concern for others is the most important feature of Judaism:</p> <ul style="list-style-type: none"> • The Ten Commandments deal with how people should behave towards G-d and also towards fellow humans. It is of prime importance that someone loves their neighbour. • Honour is shown to G-d if someone loves fellow human beings. People cannot love G-d and deny love to G-d's creation. • Mitzvot are in the Torah to ensure the protection of human beings and should be followed as a way of showing love for others. • Tzedakah, gemilut hasadim and pushkes illustrate the importance of love for others in Judaism. <p>Other features of Judaism are also important – either equally important, or arguably more important:</p> <ul style="list-style-type: none"> • Central to Judaism is the covenantal relationship between G-d and G-d's people. • Belief in the one G-d that should be loved with all of a person's heart is of supreme importance in Judaism. • Obedience to mitzvot is very important. • Observance of festivals is important. • Participation in rites of passage is important. 	8
Question	Answer	Marks
8(a)(i)	<p>Name <u>two</u> items on the Seder table.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <ul style="list-style-type: none"> • matzah • salt water • bitter herbs • charoseth • lamb bone • roasted egg • four cups of wine • copy of the Haggadah. <p>Accept any other valid points.</p>	2

Question	Answer	Marks
8(a)(ii)	<p>Outline how Pesach may be celebrated.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point, development or exemplification in any combination, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • All leaven is removed from the house (1) as leaven is not permitted at all during this time (1). • Games for children involving hiding leaven for them to find may be played (1) which incorporates the nurture of the young in the Jewish tradition (1). • The Seder meal is prepared and eaten (1) which emphasises the symbolism behind the food (1). • Some Jews have a second Seder meal (1). • The Haggadah is read (1) which is a step by step account of Pesach celebrations (1). • First-born males may fast on the first day of the festival (1) and some Jews might not work on either the first or the last two days of the festival (1). • In Israel, the seventh day may also be a full Jewish holiday (1). The middle four days are semi-festive, during which some work is allowed (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
8(b)	<p data-bbox="304 232 1145 266">Explain some of the benefits to Jews of observing festivals.</p> <p data-bbox="304 304 1326 367">Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p data-bbox="304 405 1294 468">Answers may include some of the following ideas. All valid material must be credited.</p> <ul data-bbox="304 506 1318 1261" style="list-style-type: none"> • Responses may answer this in a general way or may look at specific festivals and explain the benefits to Judaism of them being observed. There may be a combination of these two approaches. • Jews observe festivals in order to follow G-d's commandments. • Observing festivals is beneficial to the individual and to the community in terms of spiritual recovery and also as a means of keeping history and tradition alive. • Many festivals keep alive the memory of the ancient Temple. • Most festivals are a means of transmitting stories of the past to younger generations. Sukkot celebrates the gathering in of the harvest and also keeps alive the memory of G-d's protection of the ancient Israelites, who lived in temporary booths in the wilderness. • Rosh Hashanah and Yom Kippur emphasise the importance of taking responsibility for one's actions and the importance of being truly sorry for deeds done. Rosh Hashanah reminds Jews of G-d's gift of creation. • Pesach remembers the deliverance of the Israelites from slavery in Egypt. The items on the Seder table provide a link between Jews today and their ancestors. • Shabbat is a weekly part of Judaism, a constant reminder of G-d's creation of the world. • Jews celebrate festivals to maintain a constant focus on G-d's relationship with the Jewish nation from ancient times until today. 	6

Question	Answer	Marks
8(c)	<p>Compare the significance of Jewish festivals you have studied. You must refer to Judaism in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>Responses might consider the following:</p> <ul style="list-style-type: none"> • How the significance of a festival might differ for each individual, local or worldwide Jewish community. • From a historical perspective, does any one festival have more historical significance than another? <p>Breadth can include reference to a variety of festivals or depth can refer to a small number of festivals.</p> <p>Certain festivals might be more significant:</p> <ul style="list-style-type: none"> • The very fact that the ‘High Holy Days’ of Rosh Hashanah and Yom Kippur are given that title gives them special significance. The last of the ten days of repentance is often called the holiest day of the year. Repentance and forgiveness are central to Judaism. • Pesach celebrates G-d’s deliverance of the Israelites from slavery in Egypt. Without these events, the Israelites would have been kept in slavery. The symbolism of Jews being free from oppressors continues to be relevant in today’s world. • Sukkot remembers G-d’s protection of the Israelites during the wilderness wanderings. Without this journey and without the survival of the Israelites Judaism would never have emerged as a worldwide religion. • The fact that Shabbat is celebrated every week makes it a constant reminder of G-d’s creation and mitzvot. <p>All festivals might be of equal significance:</p> <ul style="list-style-type: none"> • Judaism’s festivals follow a set pattern and each one needs the other in order to make up the cycle of the year. • One person may prefer one festival and it might hold a place of special importance for them but they might still accept that in an objective sense, many parts make a whole. • Historically, festivals do not stand alone and one often forms the basis of another festival. 	8

Question	Answer	Marks
9(a)(i)	<p>State <u>two</u> things that happen during shiva.</p> <p>AO1 Knowledge and understanding.</p> <p>Award one mark for each relevant point up to a maximum of two marks.</p> <p>During the first seven days of mourning certain rituals occur:</p> <ul style="list-style-type: none"> • mourners sit on low stools • they will not leave the house • covering of mirrors • mourners' garments are torn • mourners will not have a haircut. <p>Accept any other valid points.</p>	2
9(a)(ii)	<p>Describe <u>two</u> rituals connected with the treatment of the dead in Judaism.</p> <p>AO1 Knowledge and understanding.</p> <p>Award up to four marks: one mark for each relevant point up to a maximum of two marks AND one mark for development or exemplification up to a maximum of two marks.</p> <ul style="list-style-type: none"> • The deceased are generally not left alone (shmira) (1) as a mark of respect (1) and also due to the belief of many Jews that the soul stays near to the body (1). • A candle is lit in the presence of the deceased (1) to signify G-d's presence (1). • The Chevra Kaddisha ritually washes and prepares the body (1) following an important strict pattern (1) accompanied by the recitation of meaningful Psalms, for example (1). • The deceased is attended to by their own gender (1) as this is a form of tradition (1). • The body is shrouded in simple white material (1) which follows the tradition of simplicity in Jewish burials (1), as well as being a symbol of purity (1). • The deceased may have their prayer shawl draped around them (1) with one of the fringes torn (1), which signifies the end to the requirement to fulfil the mitzvot (1). <p>Accept any other valid points.</p>	4

Question	Answer	Marks
9(b)	<p>Explain why Jewish communities have ceremonies to mark a child becoming an adult.</p> <p>Use Table AAO1 Knowledge and understanding to mark candidate responses to this question.</p> <p>Answers might include some of the following ideas. All valid material must be credited.</p> <ul style="list-style-type: none"> • Ceremonies to show the passage through life are important in Judaism and the responsibility of taking on mitzvot is a momentous occasion. • The passage from childhood to adulthood marks the next phase of a young person's religious education. • It is important within the Jewish community that tradition is kept going by the continuation of coming of age ceremonies throughout the generations. • For those Jews who for various reasons were unable to have a coming of age ceremony at 12 or 13, it has been acceptable to hold them much later in life. • There are ceremonies to show that a boy has become a man and a girl has become a woman in religious terms. • Different communities might have different formats for the ceremonies for female and male and might attach different obligations to both. • Many young adults are obliged to take on the commandments and responsibilities that relate to an adult Jew. The young adult can now form part of the minyan. In some communities this relates to both the young woman and the young man. • The young adult confirms their covenantal relationship with G-d in this highly prestigious event in the community. • The reading of the portion of the Torah or the presentation of an aspect of study of Judaism which forms the part of many ceremonies are important symbolic elements. These are rehearsed carefully and are given a high degree of honour. • The reading of the Torah is a highly respected act in all Jewish communities and it is important to give this duty to young adults in the ceremony. 	6

Question	Answer	Marks
9(c)	<p>Evaluate how difficult it is for Jews to keep kashrut in today’s world. You must refer to Judaism in your answer. Your response should consider different points of view when you evaluate the question.</p> <p>Use Table B AO2 Evaluation to mark candidate responses to this question.</p> <p>Answers may include some of the following ideas. All valid material must be credited.</p> <p>It might be difficult to keep kashrut in today’s world:</p> <ul style="list-style-type: none"> • Keeping kashrut should be difficult or at least a challenge. G-d gave these laws to the Jews as the ‘chosen people’ who need to overcome any difficulty faced when keeping kosher. • Not all Jewish communities have easy access to kosher facilities. Many have to order big amounts from far away which might make matters more difficult in terms of food, clothing and ritual objects. • Keeping kosher in the home might be easy but not all communities are made up only of Jews. Eating out in a restaurant or at the home of a friend brings its own issues. • In a time of rapid social change and peer pressure, some members of the community might find the laws of kashrut challenging. • Not all homes will be easy to run according to the laws of kashrut. The need for two sets of most things and the separation of meat and dairy may practically be difficult to implement. • The need to leave a period of time between consuming meat and dairy could also be difficult to fit into a busy lifestyle. • Problems with kosher certification, particularly with the letter ‘K’. Manufacturers may put ‘K’ on a product suggesting it is kosher. However, a letter of the alphabet cannot be trademarked so technically anyone could put this symbol on a product without it actually being kosher. <p>It might not be difficult to keep kashrut in today’s world:</p> <ul style="list-style-type: none"> • As the ‘chosen people’, Jews work hard to ensure that they keep the laws of kashrut but this is a privilege rather than a difficulty. • It is not difficult to keep the laws of kashrut in a traditional Jewish home. The family is brought up understanding these laws and will uphold the laws as a matter of course. • What is kosher and what is treyfah are clear as these are stated in the Torah. It is therefore easy to buy and prepare food and other items so that Jews can fulfil these laws. • Many Jews live in communities where there is access to kosher items. These items will have been certified by a rabbi so that purchasing kosher items is straightforward. Some shops are completely devoted to the sale of kosher items. • Traditional Jewish kitchens will have been designed to be kosher, with two sinks, two fridges, possibly two dishwashers and plenty of crockery and cutlery. 	8

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