

## **MARK SCHEME for the October/November 2013 series**

### **0490 RELIGIOUS STUDIES**

**0490/11**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### Assessment Objectives/Levels of Response

#### *A Knowledge (35%)*

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

#### *B Understanding and interpretation (35%)*

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

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*C Evaluation (30%)*

<b>Level</b>	<b>Marks</b>	<b>Description</b>
4	6	Very good/excellent attempt demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant

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Choose **two** of Sections A, B and C and answer **all** the questions in each of your chosen sections.

### **Section A – Christianity**

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

**1 (a) (i) State three uses for the altar in a Christian Church.**

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

Place for the Cross/crucifix.

Candles.

Altar used as a communion table.

The Priest reads the Gospel.

Prayers and blessings.

Candidates might give other uses for the altar from different Christian traditions and these should be rewarded appropriately.

1 mark for each response.

[3]

**(ii) What does the minister say when he gives the bread and the wine to the congregation during Holy Communion (Eucharist/Mass)?**

Responses might include any quotation or paraphrase of the following:–

Bread:

The body of our Lord Jesus Christ which was given for you

(preserve your body and soul unto everlasting life)

Take and eat this in remembrance that Christ died for you

(and feed on him in your heart with thanksgiving.)

Wine:

The blood of our Lord Jesus Christ which was shed for you

(preserve your body and soul unto everlasting life.)

Drink this in remembrance that Christ's blood was shed for you (and be thankful.)

Candidates might give other answers according to different Christian traditions and these should be rewarded appropriately

2 marks for bread, 2 marks for wine.

[4]

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**(b) Explain why attending a weekly service of worship is important for many Christians.**

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

Responses might explain some of the following:

Weekly services might include Holy Communion (Eucharist/Mass) which is an act of worship where what is said and done commemorates the sacrifice of Jesus on the cross and celebrates the resurrection. This is an important Christian belief and many attend weekly services to remind themselves of the beliefs they share with others.

Regular public worship such as family services of Communion/Mass are services of thanksgiving and confession of sins. They are central to Christian worship and in most denominations they are seen to strengthen the faith of Christians and their bond with one another.

People enjoy the hymns and the atmosphere of joint celebration/worship. A variety of activities take place as well as prayer and worship e.g. Bible readings, sermon, marriage banns, notices. There is also usually a social side with sometimes food and drink offered after the services. [7]

**(c) ‘Christians should always get married in a church.’**

**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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

In the evaluation, candidates might consider whether Christians consider it a duty and a part of their faith that the marriage vows should take place in a church. Arguments in support of the statement might be that it is the correct setting for the solemnization of the vows before God and to receive his blessing.

Other views might be that it is the intention to make and keep solemn vows before God that is more important than the place/building where marriage takes place. There may be good reasons for a marriage ceremony to take place elsewhere e.g. some churches are reluctant to perform a ceremony if there has been a divorce. It also may be a matter of choice e.g. an open air setting with the minister present. Or, for cultural reasons, or, at a time of sickness or, in places where church buildings are not common. [6]

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**2 (a) (i) What sort of prayers might be said at a Christian funeral service?**

Responses might include:

Requiem mass.  
 Prayers about resurrection.  
 Prayers for the soul of the dead.  
 Prayers to console the bereaved.  
 Other relevant examples may be credited.

1 mark for a basic statement and 2 further marks available for amplification or other points. [3]

**(ii) Outline Christian beliefs about life after death.**

Responses might include some of the following points:

Christians believe that life does not finish when we die.  
 Death is not the end.  
 The resurrection of Jesus after the crucifixion gives Christians the hope of eternal life.  
 Eternal life is everlasting and Christians believe that they will be with God in heaven.  
 Some Christians believe in the resurrection of the body, as recited in the Apostles' Creed.  
 The Bible creates a dramatic picture of the last day when everyone will rise and be judged.

1 mark for a basic statement and 3 further marks available for amplification or other points. [4]

**(b) Explain why Christians think it is important that they should read the Bible.**

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

Responses might explain some of the following:

The Bible is considered by some Christians to be the word of God. It contains the history of Christianity (Old Testament) and the story of the life of Jesus and the development of the Christian church (New Testament). Many read the Bible to learn from the wisdom of its teachings e.g. from the prophets and the gospel writers.

Understanding the Bible is important in understanding what it means to be a Christian and putting the teachings into practice is an important part of Christian faith. It is seen as a spiritual and practical guide to Christian life. [7]

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(c) **'Religion should affect every part of life.'**

**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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Candidates might consider whether there are parts of life which should remain uninfluenced by religious/Christian belief.

Arguments in favour of the statement might be that a Christian might find it impossible to act in any aspect of life without reference to religious principles e.g. caring for others, maintaining peace, not killing, being truthful and honest in business.

Other views might consider areas such as education or business/trading, politics or wars to be aspects of life where the influence of religious belief should be minimal. Reasons for this might be that people have the right to be free from religious indoctrination and to make decisions without considering whether they offend Christian beliefs e.g. teaching about evolution. [6]

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### Section B – Islam

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

**3 (a) At a mosque, what is the purpose of**

**(i) the Muezzin**

Responses might include **two** from:

Call believers to prayer  
 5 times a day  
 from the minaret/again inside the mosque  
 The call to prayer is in Arabic  
 'Allah is the Greatest...'

1 mark for each response.

[2]

**(ii) running water**

Responses might include **two** from:

The running water is usually a tap or a fountain  
 It is used as a source of clean water  
 for the purpose of wudu, ritual washing before prayer

1 mark for each response.

[2]

**(iii) an Imam?**

Responses might include **three** from:

Stands at the front of a congregation, facing the quiblah, to lead the prayers  
 A teacher of Arabic and the Qur'an  
 He gives religious advice and delivers the sermon at the Jumm'ah (Friday) prayers  
 Offers prayers at birth, marriage and funeral ceremonies

1 mark for each response.

[3]



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**(b) Explain why architecture and calligraphy are significant features of a mosque.**

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

Responses might explain some of the following:

Architecture and calligraphy are significant features of a mosque because there are no statues, pictures or images in Islam because from the very beginning Islam has been against idolatry. Architecture and calligraphy are used so that there is no risk of an image becoming an object of worship in place of Allah. Muhammad (pbuh) destroyed the idols in the Ka'bah. To make an image would be shirk and a great sin. Allah is too great to be portrayed by humans in this way.

The architecture of mosques reflects, in domes and minarets and tile decorations, the harmony of Allah's universe. In mosques, instead of statues and pictures, decorative patterns are used. Often the decorative designs are made up of beautiful writing in different styles (calligraphy), which are Arabic phrases praising Allah. [7]

**(c) 'Prayers at the mosque should be attended by all Muslims.'**  
**Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.**

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

Responses might consider some of the following:

In most Muslim societies prayers are offered in the mosque five times each day and Friday mid-day is considered to be compulsory for men. Candidates might consider the practical and spiritual advantages of communal prayer. At Jummah prayers, the sermon on a religious theme or on matters concerning local life/politics is an added benefit. Also meeting other Muslims at the mosque means that brotherhood is enhanced and this creates genuine concern for one another, thus strengthening the ummah.

However, there might be restrictions of work or travel which prevent attendance at the mosque. Prayer might be offered anywhere. Answers might assess whether this in any way affects the sincerity of a believer. Women also are not required to attend a mosque and usually pray in the home or elsewhere. This is just as valid as prayer in the mosque. [6]

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**4 (a) (i) Why is the Ka’bah an important feature of Hajj?**

Responses might include some of the following:

The Ka’bah has been a place of pilgrimage since ancient times.  
 It is known as The House of Allah.  
 In the Qur’an Allah commands that Muslims visit the Ka’bah.  
 Muslims perform the Tawaf (circumambulation) around the Ka’bah.  
 Ibrahim and his son Ishmael restored the Ka’bah.  
 Prophet Muhammad reinstated it as the House of Allah.

1 mark for a basic statement and 2 further marks available for amplification or other points. [3]

**(ii) Describe how Muslims prepare for Hajj.**

Before leaving for Hajj Muslims must ensure that all debts are paid and family provided for.  
 Any wrong doing must be put right.  
 The niyyat (intention) of going on Hajj must be made.  
 Usually ghusl (a ritual bath/shower) is performed.  
 Muslims then put on ihram (a white seamless garment) and do two rakahs of prayer.  
 Prohibitions of Ihram are observed.

1 mark for a basic statement and 3 further marks available for amplification or other points. [4]

**(b) Explain why Arafat is a significant place for Muslims to visit when on Hajj.**

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

Responses might explain some of the following:

Muslims gather on the plain of Arafat (On the 9<sup>th</sup> Dhul Hijjah) to complete ‘the Stand’ (wuquf) to ask Allah to forgive sins. (Muslims believe that this was the place Adam and Eve were reunited and forgiven by God.) This is the most important day of the Hajj. From noon to sunset pilgrims make the wuquf (the stand before God), praying and meditating, concentrating on Allah alone. If the ‘stand’ is missed the Hajj is not valid.

The gathering at Arafat reminds Muslims of the Day of Judgement and the need for repentance. They are joyful when they have completed the wuquf because they believe that their repentance has been accepted and they have God’s forgiveness. They may return home from Hajj as sinless as the day they were born. [7]

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(c) **‘Pilgrimage is not a holiday.’**

**Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.**

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

Responses might consider some of the following:

The purpose for going on Hajj is to perform an act of worship and obedience. It is one of the Five Pillars and an act of submission to Allah. The stand at Arafat, particularly, is to ask for forgiveness and mercy from Allah. The physical hardships and conditions of the pilgrimage help Muslims to develop courage, perseverance and self-control. A person cannot get into debt or neglect his/her family to go on Hajj. If a person can afford to go on Hajj (or is not prevented by infirmity) there is no stated requirement to go on Hajj more than once in a life-time.

Some candidates might comment that if non-Muslims have viewed it as a holiday they have seriously misunderstood Islam. Some might argue that Hajj might not be called ‘a holiday’ but it can be seen as a respite from everyday life and a time of spiritual refreshment. There is also a benefit in meeting other Muslims. Some pilgrims do stay in hotels between stages of Hajj for personal reasons (e.g. infirmity) and some Muslims go on Hajj more than once to escort others or on behalf of others. However, what should be avoided is treating any pilgrimage experience as a holiday/commercialised trip. [6]

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### Section C – Judaism

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

**5 (a) (i) What is the purpose of a minyan?**

Responses might include:

A minyan is ten adult male Jews,  
necessary to form a congregation for worship.

1 mark for each response.

[2]

**(ii) What is the Sefer Torah?**

Responses might include:

The Sefer Torah is the scroll(s) of the Torah.  
It is used in synagogues and is a focal point of worship.

1 mark for each response.

[2]

**(iii) How do Jews show respect for the Torah?**

Responses might include some of the following:

The scrolls are covered with decorated cloths, shields and crowns and hung with bells.  
They are kept in the ark (aron ha-kodesh).

When they are read from during services they are not touched by Hand but a yad (pointer) is used. During some services and festivals they are paraded around the synagogue and male worshippers touch them with the fringes of their tallit (prayer shawl).

1 mark for a basic statement and 2 further marks available for amplification or other points.

[3]

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**(b) Explain why some Jewish men wear special clothing when praying.**

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

Responses might explain some of the following:

Wearing special clothing for prayer might help a person to concentrate on the purpose and reason for prayer. The items worn by some adult male Jews are reminders of God and their obligations to him.

The tzitzit (fringe on the prayer shawl) and tephilin are worn in obedience to commands in the Torah.

Tallit (prayer shawl) is worn every day for morning prayer. The fringes (tzitzit) of the shawl represent the 613 commandments in the Torah.

Tefillin (phylacteries) are worn on the forehead and upper arm. They are two black leather boxes containing small parchment scrolls of Scripture. They remind Jews that God is in their head and in their heart.

Yarmulka (skull cap) is worn as a reminder that the wearer is always in the presence of God. For Jews, keeping the head covered shows respect for God.

Some candidates might be aware of other traditional/cultural special clothing that is worn and this should be credited if appropriate. [7]

**(c) ‘The best way to show belief in God is by helping other people.’  
Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.**

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

Responses might consider some of the following:

Arguments in favour of the statement might examine the time, effort and self-discipline required to follow Jewish teaching about poverty and concern for others (which is contained in the Torah). There is an instruction that Jews should help the poor and needy. Whatever their means Jews should try to give to help others.

Other views might be that although Jews believe they have a responsibility to help others, many people think that worshipping and living a correct lifestyle is an important way to show belief. In fact many non-religious people help others and compassion and charitable actions alone do not make a person a religious believer. [6]

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**6 (a) (i) Describe how Jews build a sukkah (shelter) for the festival of Sukkot (Tabernacles).**

Responses might include:

The sukkah is built outside the home or the synagogue. The roof must be made of natural materials and be cut specially for the purpose. The roof should be the last part of the sukkah to be built and should allow the light of the stars to show through. The inside is decorated with fruit and pictures.

1 mark for a basic statement and 3 further marks available for amplification or other points. [4]

**(ii) How is the sukkah used during this festival?**

Responses might include:

The mitzvot or commandment is to live in the sukkah for seven days (an extra day is added in the Diaspora). Most Jews eat in the sukkah and in some countries they sleep in it. Non-Jews are often invited to join in the meals in the sukkah.

1 mark for a basic statement and 2 further marks available for amplification or other points. [3]

**(b) Explain the importance of what is remembered at Sukkot.**

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

Responses might explain some of the following:

Three times in the Torah, Jews are told to rejoice on Sukkot. They are instructed to dwell in booths (huts) so that each generation will know that their ancestors suffered hardship during the exodus from Egypt. Living in the sukkah reinforces the link with their ancestors. The huts provided shelter for the Israelites and by living in the sukkah families and communities unite in remembrance. The festival is important because it reminds Jews of their history and God's special care for their ancestors and the need to trust in God.

The Lulav and etrog which are used are known as the four species and represent the gathering of the harvests. They are also thought to represent the different ways people react to the Torah and their acts of goodness and religious duty. The festival includes prayers for rain for the growth of crops, necessary for survival both now and in the past. [7]

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(c) **'All festivals should be family occasions.'**

**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.**

Celebrating festivals is a fun way to practise religion. In Judaism the festivals celebrate the history of the Jewish people and their relationship with God. Examples like the family living in the Sukkah and the Pesach meal help history and worship come to life and provide lessons for children.

The Torah commands Jews to keep the festivals and the instruction to do no work is a very strict one, so festivals enable everyone to enjoy worship.

Another view might be that those who have no family or those who are travelling or are on business and are away from their family still celebrate festivals. However, they are often invited to join others so they are not celebrating alone, this is very important. Some candidates might comment on the fact that celebrations in the home are always family occasions but some festival celebrations in the synagogue are only attended by men. [6]