



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES

0490/11

Paper 1

October/November 2016

MARK SCHEME

Maximum Mark: 80

Published

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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%)

Level	Marks	Description
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 to 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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1 (a) (i) What is the significance of the cross for Christians?

Replies might include the following:

The significance of the cross is that it is a symbol of the crucifixion and suffering of Jesus offering redemption/salvation for Christians.

A statement 1 mark, further marks for a combination of points or development. **[3]**

(ii) Name four items (other than a cross) that might be found on an altar in a Christian church.

Responses might include the following:

Bible, Candles, Chalice, Plate (communion bread) / paten, Bread and wine, Collection plate / box, Altar cloth.

1 mark for each response. **[4]**

(b) Explain why attending a communal act of worship might strengthen the faith of a Christian.

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

Responses might explain some of the following:

Candidates might explain the various aspects of communal worship that unify Christians when they participate in communal acts of worship. Regular public worship usually consists of services of thanksgiving, confession of sins, commemoration and remembrance and is central to Christian worship in most denominations.

Through these communal acts of worship Christians bond with one another, enjoy hymns and rituals in an atmosphere of joint celebration/worship. This enhances a feeling of both physical and spiritual well-being. Partaking of the Eucharist strengthens faith and builds up the sense of community.

Understanding and learning can be increased for adults and children taught about their religion. Sermons provide moral and spiritual guidance. There is also usually a social side (with food and drink) that is beneficial and gives opportunities for Christians to support one another or seek advice. **[7]**

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- (c) **‘There are many methods of building a successful 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:

Candidates are likely to evaluate whether the physical building of a church by raising money or being sponsored by a denomination building programme is the only factor necessary for a successful church. Churches can be situated in houses or adapted buildings or even in the open air or tents. Some features such as shelter, seats or a table (altar), decorations might be desirable and aid worship.

However, a successful church depends upon its congregation and the faith and unity of those who wish to worship together. Candidates might assess other qualities, apart from the building, that make a successful church. A successful church might be said to be totally independent from any kind of building and could be evaluated in terms of a strong sense of community, good social relationships and an outward looking mission. Some candidates might write from their own experience. Other responses might analyse the phrase ‘building a church’ and what it means e.g. the phrase is often used to mean ‘to evangelise’. **[6]**

[Total: 20]

- 2 (a) (i) Describe the event in the life of Jesus shown here.**

Responses might include:

The entry of Jesus into Jerusalem, riding on a donkey,
people waved palm leaves/branches and laid them on the road
and cried ‘Hosanna, blessed is he who comes in the name of the Lord.’
It is symbolic of the entry of a King or Messiah (bringer of peace).

1 mark for each response.

[3]

- (ii) Name the Christian festival which remembers this event and describe how it is celebrated.**

Responses should include the name of the day and some of the following:

Palm Sunday

Special church services are held

Crosses made from palm leaves are handed out Appropriate hymns are sung

Special prayers are said Sermon

An outside procession with palms and a donkey.

1 mark for each response.

[4]

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(b) Explain why Christians study both the Old and New Testaments of the Bible.

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

Responses might explain some of the following:

Christians study both the Old and New Testament because both these sections of the Bible form the complete Christian Scriptures.

The Old Testament is the story of the founding of monotheistic religion and is the story of the foundation of Christianity. It contains important principles and teaching on God's relationship with humankind (the Covenants) and laws (the Commandments) as well as prophecies about the coming of a Messiah. Christians believe that Jesus was the Messiah prophesied.

The New Testament contains the stories and teachings of the life of Jesus (in the Gospels), the history of the early and developing church (in Acts), theology and practical advice (in the Epistles). It is belief in the teachings of the New Testament that makes Christianity unique from other monotheistic religions. Christians believe that God made a new Covenant with humankind through the life and death of Jesus. Christians attempt to live by the teachings in both the Old and the New Testament. [7]

(c) 'The example of the life of Jesus is more important to adults than to children.' Discuss this statement. Give your own opinion and show that you have thought about different 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 are likely to analyse Christian attitudes towards using the life of Jesus as an example for Christian life today. Many Christians use the acronym 'WWJD' (What would Jesus do?) to teach young and old that the life and teaching of Jesus are applicable to moral and spiritual dilemmas in Christian life today.

Some candidates might assess the extent to which humans (of all ages) might be expected to follow the example of Jesus who was the perfect human being (God incarnate). Another view might be to agree with the statement that adults have a better understanding (compared to children) of how Jesus' example might be followed because Jesus was an adult during his ministry. However, children too can learn from the stories in the Gospels and appreciate the qualities they should develop to follow Jesus' example. Candidates might give examples of these qualities or of appropriate teachings. [6]

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3 (a) (i) Describe what should be recited to a Muslim who is dying.

Responses might include the following:

The Shahadah (declaration of faith)
There is no God but Allah
Muhammad is the messenger of God

1 mark for each response.

[3]

(ii) State four funeral rites carried out when a Muslim has died.

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

The body is placed on a stretcher with the head towards Makkah
The corpse is washed three times by members of the same sex
Wrapped in a shroud (may be ihram)
All bodies should be buried in contact with the earth
Salat is performed in the house of the dead person and the Qur'an read
The funeral takes place as soon as possible, preferably within 24 hours
The body is carried as a sign of respect
Salat ul-Janaz, (funeral prayers) at the graveside (or in the Mosque)
This is Salat with no prostrations The head is turned to face Makkah
The body is committed to the earth, words from the Qur'an are read (Sura 20:55).

1 mark for each response.

[4]

(b) Explain the connection between the following customs of Hajj and Muslim beliefs about life after death.

(i) Ihram

(ii) the Stand (Waquf) at Arafat.

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

Responses might explain some of the following:

(i) The state (wearing) of Ihram.

The white seamless garment that Muslims wear represents that all are equal on Hajj. Not even watches or money are carried).

Connection: God creates everyone equal and treats everyone equally. This is as it will be in death when possessions and worldly riches will be irrelevant. Putting on ihram means to enter a state of ritual purity. This state resembles the state that Muslims hope to be in when they die and are to be divinely judged.

(ii) The Stand (Waquf) at Arafat.

The gathering on Arafat on the 9th Dhul Hijrah is the most important day of Hajj. The Hajj is not valid without the Waquf being performed.

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Connection: it makes Muslims think of the Day of Judgement and life after death. They stand from noon to sunset praying. Each individual stands directly before God, as they will on the Last Day. They ask for forgiveness and they believe that if their repentance is accepted they will be cleansed of sin by God's forgiveness

(c) 'Muslims should not fear death.'

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:

Muslim teachings about eternal life in heaven with God, comfort Muslims and make them aware that death is not the end. Beliefs in Jannah (Paradise) and the rewards to be accrued from living a life according to God's teachings and commands enable them, because of their faith, to face death peacefully and with courage.

Equally, beliefs about the Last Day and God's judgement on all deeds good or bad, however large or small, means that there is eternal punishment in Hell for unbelievers and wrongdoing. Muslims believe that life on earth is a test for the afterlife and so must make sure that they have lived a good life in order not to fear death.

Some candidates might consider the very human response to death, whether a person is a believer or an unbeliever and that all fatal illness or sudden death involves some suffering and pain and human beings, even those with a strong religious faith, might be afraid. Some might worry about those they are leaving behind, others might be afraid of losing a loved one.

[6]

[Total: 20]

4 (a) (i) In a Muslim marriage ceremony, what is Mahr?

Responses might include some of the following:

Mahr is the dowry

It is an amount of money and/or jewellery

Given to the bride by the bridegroom (and his family) Ensures that the bride will always be provided for Belongs solely to the bride to do with as she sees fit.

1 mark for each response.

[3]

(ii) Nikah ?

Responses might include the following:

Nikah is a marriage contract

To show all parties have consented to the marriage

Signed by witnesses

2 witnesses for the bride

Signed by bridegroom

Or by both bride and bridegroom

1 mark for each response.

[4]

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(b) Explain the significance for Muslims of the traditional teachings in Islam about the role of women.

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

Responses might explain some of the following:

Traditional teachings about the role of women as wives and mothers are based on Qur'an and Hadith. Muhammad in his teaching, example and in the Last Sermon urged men to look after and honour their wives and mothers. The status of women in Islam was established as a high one and the traditional role of women as supporters and helpers to their husbands and responsibility for the care and nurture of children has always been seen as an important. Combined with this, women are expected to protect their own modesty and reputation by the ways in which they dress and act.

They are excused some religious duties (expected of men) because of their role in the home but they are expected to nurture and teach the young about Islam. Some candidates may offer quotations or paraphrases to support this.

It is significant that although Sharia law allows for Muslim men to take four wives, existing wives must give consent before the Muslim may take another wife. Also, a woman's consent is needed before a marriage can take place. This was a great improvement upon the status of women in Pre-Islamic Arabia. Muhammad also taught that the mother should be honoured three times more than the father.

Some responses might explain that significantly today, in response to social and economic necessity, many Muslim women carry out the traditional role but also contribute and share the role of provider for the family by pursuing jobs and careers outside the home. So, the traditional role of women is changing for some.

[7]

(c) 'Providing for the family is an equal responsibility in a marriage.'

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 Assessment Objective C. Evaluation. Responses might consider some of the following:

Whether or not candidates have mentioned this aspect of change in the traditional role of wives in Islam, they are likely to argue that in the modern day there is an increasing need for husbands and wives to share equally all aspects of raising a family in a Muslim home.

The majority of responses will probably concentrate arguments on the economic necessity of both husband and wife earning money to provide for the physical needs of a family.

Arguments and views against the statement might assess how traditional roles can be maintained and the advantages to family/children of keeping the continuity of tradition. Some might argue that the distinct separation of the roles of men and women might strengthen marriage and faith.

Another view might be that providing for both physical and spiritual needs of children is an equal responsibility that can be achieved by either carrying out the same or different roles. [6]

[Total: 20]

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5 (a) (i) Give three details of God's covenant promise to Abraham.

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

God said to Abraham – I will be your God and the God of your descendants
 He told him he would be given a land (the Promised Land) And be the father of a multitude (a great nation)
 He would be called Abraham (not Abram)
 Every male would be required to be circumcised as a sign of the covenant
 God promised he would look after Abraham and his descendants forever
 Candidates may mention the biblical account also includes promises about Sarai (Sarah)

1 mark for each response.

[3]

(ii) Describe the covenant with Moses.

Responses might include some of the following:

This covenant was made after the Hebrews had been led out of captivity in Egypt. God rescued them from slavery and made them his people (chosen people) to have a special relationship with him and to be a witness to other nations. (You shall be to me a Kingdom of Priests and a holy nation.) The basis for the covenant is complete obedience to God's commandments.

1 mark for a basic statement and 3 further marks available for development, or a combination of points.

[4]

(b) Explain why it might be important to Jews to know about the history of their religion.

Mark according to Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Tradition and continuity are dependent upon knowledge of the origins and history of a religion. Judaism is believed to be one of the oldest religions in the modern world. It originated in the Middle East and is a monotheistic religion.

Judaism is a way of life as well as a religion. Behaviour in all aspects of life is expected to reflect beliefs and so it is important that believers understand the origins of the beliefs and laws that affect the way they live their lives. Especially as Jewish life (especially for Orthodox Jews) is often very different from that of the larger community.

Responses are likely to develop explanations to include the importance of knowing the history of why Jews consider themselves 'Chosen by God' and the history of the development of a 'special relationship with God'.

Selection of examples of historical events, customs, laws, beliefs, festivals might be made to illustrate how the history of the Hebrews/Jews is important to understanding Jewish identity, beliefs and customs.

[7]

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- (c) **'It is difficult for a Jew in the twenty-first century to follow the teachings of the Torah.'**
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:

Candidates may both agree and disagree with the statement but should include arguments in support of the views expressed and consider reasons for agreeing/disagreeing.

A balance of opinion may be reached by discussing certain parts of the quotation in particular. For example it may be difficult to follow the teachings in the Torah in the modern world but not impossible and that the time/century is not significant in following a religion that has existed such a long time.

Evidence of other times in history when following the religion and performing the rituals/obeying the laws overcame all difficulties might be used to support arguments. **[6]**

[Total: 20]

- 6 (a) (i) Identify the Jewish symbols shown here. Responses might be:**

Menorah
 Star of David (Magen David)

1 mark for each response. **[2]**

- (ii) Name one other feature of Judaism found in most synagogues.**

Responses should include **one** from the following: Ark

Sefer Torah Bimah Ner Tamid
 Ten Commandments
 The absence of any pictures or statues
 Partition screen (mejizah) or gallery (mostly orthodox)

1 mark for response. **[1]**

- (iii) What are the roles of the Rabbi and the Chazan (Cantor) in a synagogue service?**

Responses might include the following:

The Rabbi will give the sermon at the Sabbath morning service (the Rabbi is not a priest he is the leader/teacher of the community). The singing in the service is led by the Chazan or Cantor (who is an official of the synagogue). The Chazan knows the order of all the different festival services and leads these services.

2 marks for a basic statement on **each** and further 2 marks available for development. **[4]**

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(b) Explain how the use of symbols might strengthen the faith of a Jew.

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

Responses might explain some of the following:

Symbols are reminders of all aspects of religion. The presence of God, beliefs, rituals, history and the identity of a believer. Responses are likely to explain that by the use of symbols in worship and in daily life Jewish faith is strengthened because religion is a constant presence in their lives. Symbols remind them of their covenant relationship with God and their role as those specifically chosen to carry out God's commands and set an example to others.

Candidates might be expected to use examples of Jewish symbols in either/both synagogue and home, to illustrate the points made. **[7]**

(c) To what extent is there a need for a special building for worship in Judaism? Discuss this question. Give your own opinion and show that you have thought about different 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:

Candidates are likely to argue that a purpose built synagogue provides a Jewish community with a central focus for worship and the celebration of festivals. It is the place where the Sefer Torah is kept in the Ark and this emphasises the importance and sacredness of the Scriptures as the word of God. A synagogue is also beneficial for teaching and learning and strengthens community ties and faith. It is also a centre for advice and legislation on religious matters.

However, throughout history and especially in times of persecution and hardship, the Jews have worshipped God without a synagogue. Candidates are likely to give an example e.g. during the Holocaust. Daily worship (morning prayer) takes place everyday in the home. Communal worship can be held anywhere that ten men (worshippers) can gather together to form a minyan.

For Jews, all aspects of life are worship e.g. obedience to kashrut in the home is worship. A likely conclusion will be that God is present everywhere and will be worshipped by Jews with and without a synagogue building. **[6]**

[Total: 20]