Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

RELIGIOUS STUDIES **0490/12**

Paper 1 **October/November 2019**

MARK SCHEME

Maximum Mark: 80

Published

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.

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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 descriptors 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 descriptors for the question the specific skills defined in the mark scheme or in the generic level descriptors 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 descriptors.
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 descriptors in mind.

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Assessment objectives/Levels of Response

A Knowledge (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.

B Understanding and interpretation (35%)

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 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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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 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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Question	Answer	Marks
1(a)(i)	**What is the Trinity?** There is one God, who is Father, Son and Holy Spirit. 1 mark for one God, 2 marks for amplification.	**3**
1(a)(ii)	**Give the beliefs about the Trinity in the Apostles' Creed.** God – The Father almighty Creator of heaven and earth The Son is seated at his right hand. Jesus – God's only son Our Lord Conceived by the Holy Spirit Born of Virgin Mary Suffered under Pontius Pilate Crucified, died and buried He descended into hell Third day rose again Ascended to heaven Seated at God's right hand Will come to judge the living and the dead. Holy Spirit – Mary conceived Jesus by the work of the Holy Spirit. 1 mark for a simple statement and 3 further marks for development.	**4**
1(b)	**Explain why Christians might think that the teachings about the Trinity are important.** Mark according to the level descriptors for Assessment Objective B. Understanding and Interpretation. Response might explain some of the following: The doctrine is important to Christians because it states what they believe God is like: being different from people. It states how God interacts with people: God the Father revealed by the Old Testament as creator, lord, father and judge; God the Son lived on earth amongst people; and God the Holy Spirit who fills people with new life and power. It is central to the Christian identity and shows that God is a mystery and is awe inspiring. It is how Christians make sense of one God within the context of the events and teachings of the Bible and helps Christians to worship God.	**7**

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Question	Answer	Marks
1(c)	**'The idea of the Trinity is too confusing to be useful.'** **Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Christianity in your answer.** Mark according to the level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Some candidates might agree with this statement saying that the doctrine has no relevance to the faith of most Christians as it is too abstract and people do not really understand it. Even the churches cannot agree what the content of the doctrine should be. People might see the Trinity as being God as three individuals, or three gods or three properties of God. Some candidates might disagree with the statement saying that the doctrine is central to Christianity and to Christian worship. For example, blessings are given and baptism is carried out 'in the name of the Father and of the Son and of the Holy Spirit'. It is this doctrine which allows Christians to consider the mystery of God and it is distinctive to Christianity.	**6**

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Question	Answer	Marks
2(a)(i)	**Give <u>three</u> types of leaders in the Christian church (<u>not</u> including bishop).** • Priest • Vicar • Minister. Other responses should be credited if relevant	**3**
2(a)(ii)	**Describe the work of <u>one</u> of the leaders you have mentioned.** A priest is appointed by the bishop to represent him in the local parish. They celebrate daily Mass, hear confessions, give spiritual direction, teach catechism, baptise, witness marriages, perform funerals and burials and attend various meetings. A vicar has the responsibility for the life and work of the church in a parish. They help to lead the worship of the congregation in church. They teach Christian faith and prepare people for confirmation. They conduct baptism, marriage and funerals and burials.They represent the church within communities. A minister is someone authorised by a church to perform functions such as teaching the Christian faith, leading weddings, baptisms and funerals and providing spiritual guidance to the community. They plan and conduct services of public worship and preside over sacraments. 1 mark for a simple statement plus up to 3 marks for amplification.	**4**
2(b)	**Explain the significance of bishops to Christians.** Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: In some churches, bishops continue the apostolic succession. This is important because bishops continue the work of spreading the teachings of Jesus which was begun by the Apostles. As the Church expanded and new churches were built, bishops became the leaders of certain areas to ensure the consistent teaching and administration of the whole Church.	**7**

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Question	Answer	Marks
2(c)	**'There are too many leaders in the Christian 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 the level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Some candidates may agree with the statement, saying that the hierarchy of the Church is too complicated and that consistency of teaching and administration is impossible. Different leaders might not agree with each other, priests might disagree with bishops and bishops might disagree with the Pope/Archbishop. Communication between leaders might not work. Other candidates might disagree and say that all the leaders are necessary. The Pope/Archbishop cannot be expected to communicate with or administer all priests and so bishops provide this vital role. The Church is spread over different countries and so one person cannot be expected to oversee everything. Credit should be given as long as there is support for the argument.	**6**

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Question	Answer	Marks
3(a)(i)	**Give <u>three</u> reasons why Muhammad (pbuh) left Makkah.** • Muhammad (pbuh) had enemies in Makkah • His uncle died so he had less protection in Makkah • Persecution had increased in Makkah • Persecution became more severe including torture • God directed Muhammad (pbuh) to leave Makkah • Muhammad (pbuh) had been warned of a plot to assassinate him • He had been invited to Madinah. 1 mark for each.	**3**
3(a)(ii)	**Describe what happened when Muhammad (pbuh) left Makkah.** When he started to prepare to leave he told Abu Bakr what he was doing. Men from Banu Quraysh surrounded the Prophet's house as he had some of their property. Muhammad (pbuh) handed the property to Ali so that he could return the property and told him to lie on his bed. Muhammad (pbuh) left without being seen and joined Abu Bakr. They left the city and sheltered in a cave. The Quraysh searched for him but did not find him. The people of Madinah were waiting for him to arrive. Other events relevant to the question should also be credited. 1 mark for a simple statement and 3 further marks for development.	**4**
3(b)	**Explain the significance of the Hijrah for Muslims.** Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: Migrating to Madinah was significant for several reasons: • The first Muslim community (ummah) was formed and Muhammad (pbuh) was free to preach openly. He also established the first mosque for worship. • Regular prayer times and the call to prayer were introduced, further revelations were received and the Five Pillars were established. • The Hijrah was established later as the first year of the Islamic calendar.	**7**

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Question	Answer	Marks
3(c)	**'Experiences of persecution have strengthened Islam as a religion.'** **Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.** Mark according to the level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates can either agree or disagree with this statement. Early experiences of persecution for example allowed the spread of Islam as a religion. However, some candidates may focus upon other experiences being more important as a way of strengthening religion. For example, festivals, prayer at the mosque etc. Credit should be given as long as there is support for the argument.	**6**

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Question	Answer	Marks
4(a)(i)	**What is the Sunnah in Islam?** It is the record of the teachings, actions and sayings of Muhammad (pbuh).	**3**
4(a)(ii)	**Describe how the Sunnah is used with the Qur'an.** The Qur'an and the Sunnah are the two primary sources for both Islamic theology and law. The Sunnah expands what is said in the Qur'an. 1 mark for a simple statement and 3 further marks for development.	**4**
4(b)	**Explain the importance of the Sunnah for Muslims.** Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: The Sunnah is the record of what God taught Muhammad (pbuh) which was not included in the Qur'an. Without it, Muslim practice would not be as it is now. For example, the Qur'an says to pray but it is the Sunnah that tells of how to pray. Muslims are encouraged to use Muhammad (pbuh) as their example and through the Sunnah they are able to know and live their lives in remembrance of God. Muhammad (pbuh) was the final prophet of God and so his example is important to follow. In the Qu'ran Muslims are told to obey God and Muhammad (pbuh).	**7**
4(c)	**'Reciting the Qur'an strengthens faith'** **Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Islam in your answer.** Mark according to the level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Some candidates may agree with this statement as recitation is a reminder of the direct word of God. It is a way of feeling a sense of communication with God which also strengthens faith. Others may say that reciting the Qur'an does not necessarily strengthen faith. People may recite the words without truly understanding the meaning. Reasons for the answer should be given.	**6**

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Question	Answer	Marks
5(a)(i)	**State <u>three</u> of the main Jewish beliefs about God.** • There is only one God, no others exist, God cannot be divided • Only the one God should be worshipped, God is above and beyond all earthly things, God created the universe • God is omnipresent and omnipotent God does not have a body • God is just and merciful • God is personal and accessible • Other points should be credited if relevant. 1 mark for each.	**3**
5(a)(ii)	**Give <u>four</u> ways in which Jews observe the Covenant in their lives.** • Dietary laws • Worship • Ritual dress • Purity laws • Modesty • Marriage • Circumcision • Righteous giving • Charitable works • Other points should be credited if relevant 1 mark for each.	**4**
5(b)	**Explain the importance of the Covenant relationship to Jews today.** Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: The Covenant relationship is between God and the Jewish people as a whole. Judaism can be seen as the development of God's laws into a complete way of life and so Jews attempt to create a just and good society today, as they have tried throughout Jewish history. Social justice and equality for all people is actively fought for. God chose the Israelites to be his chosen people and the covenant is the foundation of this relationship.	**7**

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Question	Answer	Marks
5(c)	**'Living in separate communities is the only way Jews can follow God's laws.'** **Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.** Mark according to the level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Candidates may agree with this statement saying that the only way to truly follow God's laws is to live in a community where the laws of a particular country are secondary. In the modern world, it is difficult to follow God's laws with so many distractions and examples of wrongdoing. Others may say that to be religious and follow God's law is to be an example to others. This cannot be done in separate communities where 'outsiders' are not welcome.	**6**

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Question	Answer	Marks
6(a)(i)	**List <u>three</u> of the Ten Commandments.** • No other gods • No idols • Not take the name of God in vain • Keep the Shabbat holy • Honour you mother and father • Not murder • Not commit adultery • Not steal • Not bear false witness • Not covet 1 mark for each.	**3**
6(a)(ii)	**Where are the Ten Commandments usually found in a synagogue and why?** The Hebrew words of the Ten Commandments are usually found written somewhere near the ark. This is because the ark is named after the wooden chest that contained the stone tablets given to Moses on Mount Sinai. They are to remind worshippers of the law and of God's commands. 1 mark for a simple statement and 3 further marks for development.	**4**
6(b)	**Explain why the Ten Commandments are important to Jews.** Mark according to the level descriptors for Assessment Objective B. Understanding and interpretation. Responses might explain some of the following: The Ten Commandments are part of the covenant that God made with Moses and they are divine instructions meant to guide the lives of Jews. They are important because in return for the good deeds that God has done for the Jewish people, Jews must keep the laws that God has given them.	**7**

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Question	Answer	Marks
6(c)	**'Sacred objects add nothing to worship.'** **Discuss this statement. Give your own opinion and show that you have thought about other points of view. You must refer to Judaism in your answer.** Mark according to the level descriptors for Assessment Objective C. Evaluation. Responses might consider some of the following: Some candidates may suggest that sacred items are ritualistic and therefore do not help in worship. They may be more of a distraction and different people might have different opinions of what they should be like, in some cases causing arguments. Others may say that the visual representation of items which are very important in Judaism help to remind Jews of that importance and remind them of the origins of those items. For example, the Ten Commandments written on stone tablets remind Jews of Moses on Mount Sinai and the Israelites in the desert.	**6**

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