Cambridge Assessment International Education

Cambridge IGCSE™

RELIGIOUS STUDIES **0490/12**

Paper 1 **October/November 2020**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© UCLES 2020

[Turn over

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.

© UCLES 2020

Assessment objectives/Levels of Response

A Knowledge (35%)

Level	Marks	Description
4	6–7	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	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, some knowledge and limited ability to select relevant information.
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.

.

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.

© UCLES 2020

Question	Answer	Marks
1(a)(i)	**Name <u>three</u> historical places connected with the story of the life of Jesus.** Bethlehem Nazareth Jerusalem Other places may be mentioned and if they are in the gospels they can be credited. 1 mark for each response.	**3**
1(a)(ii)	**Briefly describe what happened to Jesus at <u>one</u> of these places.** Responses might include: Bethlehem – Jesus was born here. Nazareth – Jesus grew up here. Jerusalem – Jesus died here. 2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.	**4**
1(b)	**Explain why believers might visit Christian historical places.** Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation. Responses might explain some of the following: Christians go to historical places because they feel closer to where Biblical events took place. It helps to strengthen their faith and bring them closer to God. If they actually walk where Jesus once walked they might understand the events in Jesus' life better and understand how he lived. Other historical sites might be mentioned, such as Lourdes and Rome. Christians visit these places for different reasons, for example many Christians go to Lourdes to get healed from any infirmities they might have. Rome is where the Catholic Church is based and so many Christians go to see the Vatican and the Pope, others might go to Rome to see the sites of events that took place in the period of the early church. Other reasons may be explained, credit if relevant.	**7**

© UCLES 2020

Question	Answer	Marks
1(c)	**'Not all Christian historical places are of equal importance to believers.' 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 argue people have known where different events took place since the time of Jesus and were visiting these sites as early as the first century. Christians in the early church were known to visit places such as where Jesus was born. Others want to walk the way of the crucifixion to understand and experience the end of Christ's life in a different and closer way. Some candidates might argue that we cannot know where events took place because there was a period of time between the events and when people started to visit the sites and so the exact places were forgotten. Others may suggest that the events never happened. Credit should be given as long as other points of view and a personal opinion are included.	**6**

Question	Answer	Marks
2(a)(i)	**Give <u>three</u> types of private devotion.** private prayer private bible reading meditation use of the rosary Other relevant types of private devotion may be mentioned and should be credited. 1 mark for each response.	**3**
2(a)(ii)	**Briefly describe <u>two</u> ways in which the Bible is used in public worship.** Gospels in the Bible are used in most types of collective worship to teach lessons about God and Jesus. Passages are read during sacraments to emphasise teachings, for example, 1 Cor 13 on 'love' and its importance during a marriage ceremony. The Bible is also used during Reconciliation Services.	**4**
2(b)	**Explain the importance of the Bible to Christians.** Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation. Responses might explain some of the following: The Bible is important to Christians because it is the history of their faith and is full of teachings about the relationship between God and his people. The Old Testament shows how God helped his people to become his chosen people and predicts the coming of the Messiah, his son Jesus Christ. In the New Testament Christians read about the founding of the early Christian Church and the types of worship which took place after Jesus died. It also describes the early missionary work of the apostles and the work St Paul did to spread the Christian faith throughout the Roman Empire. It is also the place Christians look to for advice on how to live a good life and enter heaven when they die.	**7**

© UCLES 2020

Question	Answer	Marks
2(c)	**'Christians should pray only to Jesus.'** **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. In the Gospel of John, Jesus states that no-one comes to the Father except through him. Only Jesus can intercede with God and so praying to anyone else is a waste of time. Jesus is part of the Trinity and so has a connection with God whereas people are just people who live and die. Other candidates might disagree and say that in the Bible it says that holy ones (Job 5 v1) can be turned to and that 'the prayers of the saints went up before God' (Revelation 8 v4). Some churches believe that the intercession of saints is supported in the Bible and so is not a waste of time. Credit should be given as long as other points of view and a personal opinion are included.	**6**

Question	Answer	Marks
3(a)(i)	**Give <u>three</u> things known about the early life of Muhammad (pbuh).** Muhammad (pbuh) was born in Makkah in 570. In his early life he was a shepherd/merchant. From the age of around six he was raised by his grandfather, his mother having died on their way back from Madinah.	**3**
3(a)(ii)	**Briefly describe Muhammad's (pbuh) character in his early life.** Muhammad (pbuh) first worked as a shepherd and when he was found to be trustworthy and hardworking his uncle began to take him on business journeys. Muhammad (pbuh) impressed the merchants with his hard work and fair dealings. One of the merchants was Khadijah, she employed Muhammad (pbuh). As he was so trustworthy and hardworking she decided to propose to Muhammad (pbuh). 2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.	**4**
3(b)	**Explain why Muhammad (pbuh) was persecuted in Makkah.** Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation. Responses might explain some of the following: The relationship between Muslims and the people of Makkah deteriorated after Muhammad (pbuh) denounced their gods. The people of Makkah ridiculed Muslim worship and this sometimes led to bloodshed. An attempt was made on the life of Muhammad (pbuh) when Uqba Ibn Abu Mu'ayt tried to strangle him with a garment. On another occasion an attempt was made to smash his head with a rock.	**7**

© UCLES 2020

Question	Answer	Marks
3(c)	**'Muslims need the Sunnah (Ahadith) to be able to follow the Qur'an.'** **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. Some may say that the Hadith and Sunnah of the Prophet (pbuh) is how people practice Islam. Without these sayings no-one would be able to do all that the Qur'an commands because the Hadith and Sunnah explain what is in the Qur'an. For example, people only know how to pray because Muhammad (pbuh) said to do as he did. Some may say that Islam can be practiced without the Hadith and Sunnah as everything that is required is contained in the Qur'an. Also, the Hadith and Sunnah rely on the memories of the people who passed them on and some of them are considered to be weak, so who is to say that any of them are as the Prophet (pbuh) said or did, whereas the Qur'an is the word of God.	**6**

Question	Answer	Marks
4(a)(i)	**Name <u>three</u> of the times during a day when Muslims pray.** Fajr – between first light and sunrise Zuhr – after midday Asr – between mid-afternoon and sunset Maghrib – between sunset and the last light of day Isha – between darkness and dawn 1 mark for each response. (Only the names are needed - descriptions are not expected.)	**3**
4(a)(ii)	**Briefly describe how salah is performed.** A Muslim makes the intention to pray and then begins the preparations for pray. The place of prayer should be clean as should the person praying. Pray begins with wudu, ritual washing which starts with the declaration of intent. Once clean, Muslims face the direction of Makkah (qiblah) and begin to pray. Pray contains rak'ahs (sequence of movements) and recitation of passages from the Qur'an.	**4**
4(b)	**Explain the importance of salah for Muslims.** Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation. Responses might explain some of the following: Salah is foremost a form of communication between God and the person praying. It is how Muslims constantly remind themselves to remember and submit to God in everything they do and so to act in the best way that they can. It is considered the foremost duty of a Muslim and it is considered to be the distinguishing feature between a Muslim and a non-Muslim. When a Muslim dies the first question they are asked in the grave is about prayer.	**7**

Question	Answer	Marks
4(c)	**'The rituals of prayer are more important than the words.'** **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. Some may say that the rituals of prayer are more important because they are what makes the person get into the right frame of mind. It is important to be clean and it is important to prostrate oneself before God. Others may say that the words are what are really important but that the rituals put Muslims in the right frame of mind to sincerely mean what they are saying. Others may suggest that prayer does not work without either the words or the rituals and so both are as important as each other. Reasons for the answer should be given.	**6**

Question	Answer	Marks
5(a)(i)	**What are mitzvot?** Mitzvot are commandments from God. Candidates may refer to the Decalogue or the 613 commandments or both. Moral laws derived from divine command.	**3**
5(a)(ii)	**Briefly describe <u>one</u> of the Covenants made between God and the Jews.** Responses might include: Candidates might describe the covenant between Abraham and God. Others may describe the Decalogue. Others may describe the covenant between God and Noah after the flood. 2 × 2 marks. 1 mark for a simple statement plus 1 mark for amplification.	**4**
5(b)	**Explain why the mitzvot 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 mitzvot are important for several reasons. Firstly, they mean leading a disciplined life. There is a right and a wrong way of doing everyday things. Secondly, keeping the mitzvot builds character, respecting human dignity, personal responsibility, and compassion for others. They can also be a test of faith. Thirdly, they are a way of communicating with God. The mitzvot are a way of God reaching out to people and obeying them is a way of people reaching back to God.	**7**

© UCLES 2020

Question	Answer	Marks
5(c)	**'It is more difficult to obey the mitzvot today.'** **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 might agree with this statement, because the mitzvot were given at a certain time and humanity has developed a lot since then. Many of the laws are irrelevant now because of modern technology and modern ways of thinking. Others may say that the mitzvot are very much still relevant. Laws, such as the Ten Commandments are still to be followed, such as 'Thou shalt not kill'. God would not have given the rules if they were not relevant and if they were only relevant for a certain time period then they would have been updated to suit the modern world. They have not been updated therefore they must still be relevant. Candidates should give their opinion and support it with different points of view.	**6**

Question	Answer	Marks
6(a)(i)	**Give <u>three</u> uses of a synagogue by the community.** venue for weddings place to hold a bar mitzvah place to study place to hold youth club meetings Other uses may be mentioned and can be credited. 1 mark for each response.	**3**
6(a)(ii)	**What is the mikvah?** Mikvah is a ritual bath. Water in a mikvah must be Mayim Chayim or living water. It can be used for a number of rituals	**4**
6(b)	**Explain why Jews use symbols and artefacts in worship.** Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation. Responses might explain some of the following: Candidates may choose from a range of symbols and artefacts in response to this question. For example, the kippah symbolises the distance between man and God. The shawl symbolises shelter and the feeling that God is all around. The shabbat candles bring in Shabbat. Some candidates may include more generic explanations. For example, tradition, connection with wider community/ancestors etc.	**7**

© UCLES 2020

Question	Answer	Marks
6(c)	**'Families are the most important way of creating a Jewish community.' 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 might start by saying that families are the foundation on which a Jewish community is built. Jewish laws and traditions are central to a Jewish community and many of these are taught within the family setting. Jews believe that parents should contribute to the religious, educational, emotional and social needs of their children. The concept of community also points to the other side of this issue. Without a place for assembly and collective worship, a Jewish community is more difficult to establish, which is why places such as the synagogue are so important. Without this, parents will not be able to give their children a full Jewish experience. Candidates may argue that family/Jewish practices/synagogues are of equal importance to forming a complete Jewish experience.	**6**

© UCLES 2020