

MARK SCHEME for the October/November 2008 question paper

0490 RELIGIOUS STUDIES

0490/04

Paper 4 (Alternative to Coursework), maximum raw mark 100

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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

| | | |
|---------------|--------------------------------------|-----------------|
| Page 2 | Mark Scheme | Syllabus |
| | IGCSE – October/November 2008 | 0490 |

Marking Criteria

As the nature of this paper is the assessment of candidates' individual responses to sources/sources presented without specific guidance as to the expected approaches, a detailed mark scheme is not appropriate and markers must assess the responses on their own merits according to the Marking Criteria and not allow their judgement to be affected by any pre-conceived idea of 'correct' responses. Areas which candidates might explore include the suggestions below.

Marks should be awarded according to the following criteria for each Assessment Objective. The envisaged levels are very general and will need to be interpreted as appropriate to the requirements of the question when applied to particular answers.

Question 1 Assessment Objective A **[10 marks]**

Question 2 Assessment Objective A **[15 marks]**

Question 3 Assessment Objective A **[10 marks]**

| Total marks | Level 1 | Level 2 | Level 3 | Level 4 |
|--------------------|----------------|----------------|----------------|----------------|
| 10 | 1-3 | 4-6 | 7-8 | 9-10 |
| 15 | 1-4 | 5-8 | 9-12 | 13-15 |

Assessment Objective A: Knowledge

Level 1: some attempt to deal with the task. The inclusion of a small amount of relevant information. Limited ability to organise work or present an argument.

Level 2: a basic attempt to deal with the task. Some of the relevant information will have been selected with evidence of organisation.

Level 3: a reasonable attempt to deal with the task. Salient information selected, organised and presented with some skill.

Level 4: an excellent attempt to respond to the task in an individual way. The work will be presented in a clear, coherent manner.

| | | |
|--------|-------------------------------|----------|
| Page 3 | Mark Scheme | Syllabus |
| | IGCSE – October/November 2008 | 0490 |

Questions 1, 2 and 3 Assessment Objective A: Knowledge

1 Explain the rights which are described in Source F.

Candidates who re-state the source in their own words 'having selected salient information with some skill' merit Level 3.

Level 2 if there is not much selection.

Level 4 for 'an excellent attempt to respond to the task in an individual way', which here should include recognition that it is considered a basic human right that people should be free to believe whatever they choose. [10]

2 State in your own words the religious teachings which are given in each of Sources A, B and C.

To gain Level 4 answers must consider, however briefly, all three passages.

The question does not specifically require three separate sections to the answer and a good synthesis would merit a high level.

Candidates who work through each faith and give a simple explanation of the teachings contained in the passages can gain Level 3 if the answers are 'organised and presented with some skill'.

A Level 4 answer might show understanding that all three sources claim an exclusive monopoly on the truth (or true God). [15]

3 Read Sources D and E. Explain the different points of view given here about respecting other religions.

Here, candidates should show understanding of the different opinions expressed, and be able to phrase them in their own words.

They might be able to expand on the different opinions or give examples. For higher marks, candidates should recognise that contrasting points of view are being presented here, where some people believe that religion should not cause conflict while others believe that the different truth-claims of different religions are incompatible and cannot both be right.

The candidate's own opinion is not required here for high marks. [10]

| | | |
|--------|-------------------------------|----------|
| Page 4 | Mark Scheme | Syllabus |
| | IGCSE – October/November 2008 | 0490 |

Question 4 Assessment Objective B: Understanding and Interpretation

Level 1, mark range 1-10: limited understanding of religious language and concepts, with facts presented as understanding. There will be few explanations offered. Limited ability to recognise the relationship between an issue and the study of religion.

Level 2, mark range 11-20: some understanding of religious language and concepts although lacking in depth. Some ability to recognise the relationship between religious belief and practice. The ability to make simple comparisons and recognise similarities and differences.

Level 3, mark range 21-30: a wider, more mature level of understanding of religious language and concepts. The ability to recognise the relationship between religious beliefs and practice. The ability to recognise and handle religious issues.

Level 4, mark range 31-40: the demonstration of a thorough understanding of religious language and concepts. Clear explanations of the relationship between religious beliefs and practice. Confidence in the recognition and handling of religious issues.

4 Read Sources G and H, and look at Sources I and J. For each of these sources, explain the ideas about the relationships with other religions which they show.

Candidates may write either about each of the sources in turn, or write a coherent extended answer which draws on all of the sources.

‘Clear explanations of the relationship between religious beliefs and practice’ should be given for higher marks.

Here, the theme is whether religious groups can work peacefully together or whether there are irreconcilable differences, and candidates should be able to use the sources to give examples of such differences and examples of attempts to work together.

Level 4 answers will have mentioned explicitly all the sources. [40]

| | | |
|--------|-------------------------------|----------|
| Page 5 | Mark Scheme | Syllabus |
| | IGCSE – October/November 2008 | 0490 |

Question 5 Assessment Objective C: Evaluation and Investigation

Level 1, mark range 1-6: a statement of the obvious, a one-sided judgement with little or no argument.

Level 2, mark range 7-12: a clearly expressed opinion based on the evidence, with an argument offered in support.

Level 3, mark range 13-18: the ability to recognise some of the significance of the issue raised. The clear expression of an opinion directly related to the information presented and supported by evidence and argument. An awareness of the existence of different opinions.

Level 4, mark range 19-25: the ability to recognise the complexity of issues raised and to express valid opinions about different points of view, well supported by evidence and argument.

5 Look at all the Sources. Do you think it is possible for members of different religions to live peacefully together? Give reasons for your answer.

For higher marks, candidates should show an ability to recognise more than one point of view. They may refer to their own religious beliefs, if any, but this is not essential.

More sophisticated answers might include examples to illustrate the points made, such as reference to religious wars or acts of terrorism, and reference to inter-faith groups and activities. [25]