
RELIGIOUS STUDIES**0490/13**

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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This document consists of **15** printed pages.

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.

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. |

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. |

| Question | Answer | Marks |
|----------|--|----------|
| 1(a)(i) | <p>What were the <u>three</u> signs that showed the presence of the Holy Spirit at Pentecost?</p> <p>Wind/sound like a rush of wind</p> <p>Fire/flames</p> <p>Speaking in other languages / tongues</p> <p>1 mark for each response.</p> | 3 |
| 1(a)(ii) | <p>Briefly describe what happened immediately after the coming of the Holy Spirit at Pentecost.</p> <p>Responses might include:</p> <p>At the sound a crowd gathered. They were confused because they each heard their own language. They asked are these not Galileans? How do we hear our own language, speaking of God's deeds of power? What does this mean? Others sneered and said the Apostles were drunk.</p> <p>Peter (standing with the eleven) spoke to the crowd. These men are not drunk but, as Joel prophesied, have received the Holy Spirit. He then went on to talk about Jesus dying and God raising him and used the words of David, who prophesied about the resurrection of the Messiah. Jesus ascended to the right hand of God and poured out the Holy Spirit as promised. The whole house of Israel need to know that God has made Jesus Lord and Messiah.</p> <p>2 · 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p> | 4 |
| 1(b) | <p>Explain Christian beliefs about the Holy Spirit.</p> <p>Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The Holy Spirit is the third person of the Trinity. Jesus was conceived by the Holy Spirit and the Holy Spirit descended on Jesus at his baptism. Jesus promised to send the Holy Spirit to his disciples after he had gone (Pentecost). The disciples were also instructed to baptise people in the name of the Father, Son and Holy Spirit.</p> <p>The Holy Spirit inspires believers and gives them the gifts of love, joy, peace, longsuffering, kindness, goodness, faithfulness, meekness and self-control (credit alternative synonyms). The Holy Spirit lives in individual believers and enables them to live a righteous life and to spread the gospel.</p> <p>Other teachings about the Holy Spirit may be explained: credit if relevant.</p> | 7 |

| Question | Answer | Marks |
|----------|--|----------|
| 1(c) | <p>‘Church leaders no longer pay attention to the Holy Spirit.’</p> <p>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.</p> <p>Mark according to the level descriptors for Assessment Objective C – Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates might agree with this statement as it is the leaders that make all the decisions. Some of the decisions do not agree with what is in the Bible. Some of the leaders believe that they have the power to lead their church where they want to and do not listen to the Holy Spirit.</p> <p>Some candidates might disagree with the statement saying that successful churches are led by the Holy Spirit and run as God wants them to be. They are based on what is said in the New Testament. They are full of people who have and use the fruits of the Spirit. The leaders listen to the Holy Spirit and guide the church according to him.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p> | 6 |

| Question | Answer | Marks |
|----------|--|----------|
| 2(a)(i) | <p>Name <u>three</u> items used in Christian worship that are related to the death of Jesus.</p> <p>Cross</p> <p>Crucifix</p> <p>Bread</p> <p>Wine</p> <p>Stations of the Cross</p> <p>Sorrowful Mysteries of the Rosary</p> <p>Pictures/icons</p> <p>1 mark for each response.</p> | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 2(a)(ii) | <p>Briefly describe the Christian customs carried out on Thursday (Holy Thursday) during Holy Week.</p> <p>Stripping the altar</p> <p>Covering the artefacts / cross with a purple veil</p> <p>Distribution of alms to the poor</p> <p>Washing of feet (as Jesus did with his disciples)</p> <p>Removal of the Blessed Sacrament</p> <p>Other relevant material should be credited.</p> | 4 |
| 2(b) | <p>Explain why Easter is important for Christians.</p> <p>Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Easter celebrates God raising his son, Jesus, from the dead. It was through Jesus dying on the cross that he destroyed the power of sin and death forever. It symbolises, for those who believe, eternal life and that everyone can have it.</p> <p>Jesus died for humanity and sacrificed his life so that people could be redeemed and gain eternal life. God accepted his sacrifice and the resurrection is a sign of this acceptance.</p> <p>Answers should concentrate on the resurrection. Easter is not about the death of Jesus, although some information about the death may be creditable if used in relation to the resurrection.</p> | 7 |

| Question | Answer | Marks |
|----------|--|----------|
| 2(c) | <p>‘Easter celebrations are no longer about religion.’</p> <p>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.</p> <p>Mark according to the level descriptors for Assessment Objective C – Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates may agree with the statement, Easter is more about having a few days off work and celebrating the new life which comes with spring. Many people exchange Easter eggs. Some people celebrate the end of Lent by enjoying something that they gave up for Lent.</p> <p>Other candidates might disagree and say that Easter is all about the death and resurrection of Jesus. It is at Easter when we remember the sacrifice that Jesus made, giving his life for the saving of everyone. The death of Jesus was the real purpose of Jesus being born. The Resurrection both confirms redemption and emphasises the promise of eternal life.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p> | 6 |

| Question | Answer | Marks |
|----------|---|----------|
| 3(a)(i) | <p>State <u>three</u> occasions when the Shahadah is said.</p> <p>When people enter Islam.</p> <p>First thing on waking each day.</p> <p>Last thing before sleeping each day.</p> <p>It is whispered in the ears of a new-born baby.</p> <p>It is uttered to the dying.</p> <p>In prayer and worship.</p> <p>1 mark for each response.</p> | 3 |

| Question | Answer | Marks |
|----------|--|-------|
| 3(a)(ii) | <p>Briefly describe <u>two</u> of the Five Pillars, <u>not</u> including Shahadah.</p> <p>Salah – prayer can be performed at anytime and anywhere but five times a day Muslims make the conscious effort to pray. Everything is set aside and Muslims concentrate on God, praising and thanking him and asking for forgiveness and blessing.</p> <p>Sawm – fasting is practiced during the month of Ramadan each year. Muslims fast from sunrise until sunset for the whole month. No food or drink is allowed. Fasting must be undertaken with spiritual intent (<i>niyyah</i>) and this must be renewed each day before dawn.</p> <p>Zakah – giving is a duty on a regular basis. It is a contribution of 2.5% on savings once a year. It is usually paid in secret and can be used to help the poor, release people from debt, help travellers, free captives, help converts and to pay the collectors.</p> <p>Hajj – pilgrimage to Makkah must be performed by all Muslims who can afford it at least once in their lifetime. Hajj is suspension of all worldly activities for a few days to visit the Ka’ba and to stand before God at Mount Arafat. Muslims enter the state of ihram and then encircle the Ka’ba seven times. They then go between Safa and Marwa seven times and then perform the Stand at Arafat. They then stone the devil, the pillars (the Jamarat) and pilgrimage ends with Eid ul-Adha.</p> <p>2 · 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p> | 4 |
| 3(b) | <p>Explain the importance of Shahadah to Muslims.</p> <p>Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The shahadah is the declaration that a person makes stating their total belief in God and that Muhammad (pbuh) is his prophet. It is the recognition that your life belongs to God and that you sacrifice your life for God.</p> <p>Muslims repeat the shahadah first when they wake and last thing before going to sleep. They are the first words whispered to a new-born baby and if possible, they are the last words said to a person dying. They are also repeated in the call to prayer. They are a constant reminder that your life belongs to God.</p> | 7 |

| Question | Answer | Marks |
|----------|---|----------|
| 3(c) | <p>‘The rituals associated with the Five Pillars strengthen faith.’</p> <p>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.</p> <p>Mark according to the level descriptors for Assessment Objective C – Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates can either agree or disagree with this statement. Some may say that there are so many rituals to be remembered and practiced that the meaning of the Five Pillars is lost. For example, Salah can only be performed after wudu and a certain number of rak’ah must be performed for each of the five daily prayers, the actual words of the prayer are overshadowed.</p> <p>Other candidates may say that the rituals are important and are what help Muslims understand how to perform the Five Pillars and what their value is. For example, the rituals which are performed whilst on Hajj remind Muslims of the sacrifice that Ibrahim made and what he and his family went through in the name of God.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p> | 6 |

| Question | Answer | Marks |
|----------|--|----------|
| 4(a)(i) | <p>Give <u>three</u> actions which are done to the body of a Muslim after death.</p> <p>The body is washed</p> <p>The body is anointed with scents or spices</p> <p>Prayer is recited over the body</p> <p>The body is wrapped in a white shroud</p> <p>The body is carried to the burial ground</p> <p>The body is buried facing Makkah</p> <p>1 mark for each response.</p> | 3 |

| Question | Answer | Marks |
|----------|---|----------|
| 4(a)(ii) | <p>Briefly describe what Muslims believe happens to their soul after they die.</p> <p>When a person dies, Muslims believe that that person exists in an intermediate phase waiting for the Day of Judgement. On the Day of Judgement God will raise the bodies and will judge all people. All the good and bad actions are weighed and those that can cross the bridge over hell with their book of life will go to paradise and gain eternal happiness. Those who cannot cross the bridge will fall into hell forever.</p> | 4 |
| 4(b) | <p>Explain why belief in angels is important for Muslims.</p> <p>Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Belief in angels is an article of faith and is written in the Qur'an (Surah 82:10–12). Angels are the messengers of God and are how people become aware of him. Angels never stop doing the will of God.</p> <p>Angels are always present, especially when a person prays or thinks about God. They help people to worship.</p> <p>Angels that maybe named are:</p> <p>Jibril – the messenger of God who gives revelation</p> <p>Azra'il – the angel of death who receives souls</p> <p>Israfil – the angel who calls all souls on the Day of Judgement</p> <p>Mika'il – the protector of the faithful and places of worship</p> <p>Munker and Nadir – who will question souls.</p> | 7 |

| Question | Answer | Marks |
|----------|--|----------|
| 4(c) | <p>'It is harder to pass the test of life if you are wealthy and therefore do not face much hardship.'</p> <p>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.</p> <p>Mark according to the level descriptors for Assessment Objective C – Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates may take one side or the other or they may say that the test of life is difficult for everyone. All Muslims are equal and have to pass the same tests. Both rich and poor people can be selfish, lack sympathy, frightened, depressed, proud, dishonest and unforgiving, for example. A person does not have to go through hardship to be tested.</p> <p>Alternatively, Muslims who face hardships are constantly tested and so it is easier to pass the test of life as they have more chances to do the right thing. If you do not go through hardship then you are not being tested.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p> | 6 |

| Question | Answer | Marks |
|----------|---|----------|
| 5(a)(i) | <p>Name <u>three</u> of the books in the Torah.</p> <p>Genesis</p> <p>Exodus</p> <p>Leviticus</p> <p>Numbers</p> <p>Deuteronomy</p> <p>1 mark for each response.</p> | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 5(a)(ii) | <p>Describe briefly what is written in <u>two</u> of the books in the Torah.</p> <p>Responses might include:</p> <p>Genesis – the creation of the world and the life stories of the patriarchs</p> <p>Exodus – the early history of the people in Egypt, their release from slavery, their presence at Sinai and their wanderings in the wilderness</p> <p>Leviticus – legislation, from the details about sacrifices to universal ethical precepts</p> <p>Numbers – the leadership of Moses and the origin of the priesthood</p> <p>Deuteronomy – the covenant made at Sinai and the obligations on which this covenant depends (this is also part of Exodus)</p> <p>2 · 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p> | 4 |
| 5(b) | <p>Explain why the Torah is important to Jews.</p> <p>Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The Torah is the first part of the Tenakh and are important to Jews because they contain the mitzvot (commandments) by which Jews are to live as God's chosen people. The task of the Jews is to keep God's Torah and as such they are a holy nation, set apart. The Torah is read in the synagogue, followed by a reading from the Neviim and, on special occasions, the Ketuvim. It is God's word and the Torah is treated with respect and reverence.</p> | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 5(c) | <p>'No part of the Tenakh is more important than any other part.'</p> <p>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.</p> <p>Mark according to the level descriptors for Assessment Objective C – Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might agree with this statement, all three parts (Torah, Neviim and Ketuvim) are included in the Tenakh and are read from in the synagogue. They all have distinctive content which enables Jews to learn about the covenant with God and how to follow the commandments, God's activity in history and worship. They are all read in the synagogue.</p> <p>Alternatively, candidates may choose one part and say that it is more important than the other two parts. For example, the Torah because it includes the covenant and the mitzvot, or the Neviim because it includes prophets speaking God's word to the people, or the Ketuvim because the content features prominently in Jewish worship.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 6(a)(i) | <p>Give <u>three</u> things that are eaten in the home to welcome Rosh Hashanah.</p> <p>Challah dipped in honey</p> <p>Apples dipped in honey</p> <p>The head of a fish</p> <p>Pomegranates</p> <p>1 mark for each response.</p> | 3 |
| 6(a)(ii) | <p>Describe briefly what <u>two</u> of the foods represent.</p> <p>The challah and the apples dipped in honey represent the hope that the new year will be a sweet year.</p> <p>The fish and pomegranates represent the hope that there will be many good deeds done in the new year. The fish head also symbolises prayer.</p> <p>2 · 2 marks. 1 mark for a simple statement plus 1 mark for amplification.</p> | 4 |

| Question | Answer | Marks |
|----------|--|-------|
| 6(b) | <p>Explain why Rosh Hashanah is important to Jews.</p> <p>Mark according to the level descriptors for Assessment Objective B – Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The rabbis believed that Rosh Hashanah (New Year) is the day that the world was created and so God as creator is important. It is also celebrated as the day the human race was created and so relationships, of people with God and with others, are important. Rosh Hashanah is a time of repentance, sins are cast away and people think about how they think, speak and act.</p> | 7 |
| 6(c) | <p>‘Yom Kippur is not the most important High Holy Day.’</p> <p>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.</p> <p>Mark according to the level descriptors for Assessment Objective C – Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Some candidates may agree with this statement, saying that both Rosh Hashanah and Yom Kippur are High Holy Days and can be seen as two stages of the same process therefore they are as important as each other. Rosh Hashanah is the judgement and Yom Kippur is the atonement. There would be no atonement without judgement. Rosh Hashanah is when God’s judgements about the previous year and the year to come are written down and Yom Kippur is the day that these decisions are finalised.</p> <p>Others may say that Yom Kippur is the holiest day in the year and so is more important. It is a day of fasting and prayer in the synagogue. People concentrate on spiritual needs, especially forgiveness. It is a time to confess sins and ask for God’s forgiveness.</p> <p>Credit should be given as long as other points of view and a personal opinion are included.</p> | 6 |