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RELIGIOUS STUDIES

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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 **22** 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.

| Question | Answer | | Marks |
|---|--------|---|--|
| 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. | |

| Question | Answer | Marks |
|--------------------|--------|---|
| 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) | <p>Give an account of the event that is celebrated at Pentecost.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>At Pentecost the event celebrated is the gift of the Holy Spirit to the apostles gathered in the upper room, after the death, resurrection and ascension of Jesus.</p> <p>The apostles were in Jerusalem on the day of Pentecost. They were gathered in a locked room and a sound like a strong wind blew through the room. A flame of fire appeared to flicker above the head of each of the disciples. They were given the gift of tongues and went out into the street to preach in different languages to all the people gathered there.</p> <p>Peter gave a sermon to the crowd that had gathered outside and 3000 people were baptised/converted on that day.</p> | 7 |
| 1(b) | <p>Explain Christian beliefs about the importance of the Holy Spirit.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Before his ascension, Jesus promised his followers that they would receive the power of the Holy Spirit. Christians believe that at Pentecost, this came true and the Holy Spirit had such an amazing impact on the disciples that their lives were changed forever.</p> <p>Christians believe that the Holy Spirit has always been at work in the world and continues to work in the world today. Christians believe that the Holy Spirit is important because it gives them guidance, faith and hope and the spiritual strength to live up to the teachings of Jesus. Some candidates might explain that Jesus was conceived by the Holy Spirit.</p> <p>As with the disciples, the power of the Holy Spirit inspires people and gives special charismatic gifts such as the ability to teach, preach and heal. Some candidates might give examples of how people experience the Holy Spirit.</p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 1(c) | <p>‘Easter is the only festival that Christians should celebrate.’</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates might argue that in the context of the Christian year, Easter is the most important festival because it celebrates the resurrection. So Easter is the fulfilment of God’s promise to redeem sins through the sacrifice of Jesus.</p> <p>Another view might be to argue that without the incarnation, celebrated at Christmas, the events of Easter could not have happened and none of the other festivals would be celebrated. So, some responses may argue for the importance of Christmas.</p> <p>A balanced view might be that all the festivals are important in terms of what they commemorate in the life of Jesus, or, as with Pentecost, the birthday of the church. So, Christians would wish to celebrate all the festivals. However, Easter might be seen as the feast that celebrates the central belief of Christianity, that Jesus rose from the dead.</p> <p>Festivals in general are also important for creating family time and community time.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(a) | <p>Describe <u>one</u> place of Christian pilgrimage where a person experienced a vision or a miracle.</p> <p>Mark according to the level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Candidates are likely to select Lourdes (which is given as an example on the Syllabus) or a place of local pilgrimage.</p> <p>Lourdes is a town in South-Western France. An enormous underground church is built on the site of a grotto where a fourteen year old girl called Bernadette had a number of visions in 1858. She was said to have been visited and spoken to by the Virgin Mary. In one of the visions the Virgin said that a chapel should be built in the grotto.</p> <p>The underground Spring in the grotto is said to have healing powers and Lourdes is now a major pilgrimage centre. The underground church will hold 20 000 people. In 1925 Bernadette was recognised as a Saint.</p> <p>If candidates describe a local place of pilgrimage and this is acceptable and should be credited appropriately.</p> | 7 |
| 2(b) | <p>Explain the benefits that might be gained through Christian pilgrimage.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Candidates might answer in terms of the communal benefits to be gained from visiting all places of pilgrimage e.g. prayer and worship, spiritual enlightenment and reinforcement of belief, to share the experience with other Christians from all over the world. To learn and experience the sacredness of a particular site and what it means in the history of Christianity. Some visit sites in the hope of experiencing miracles and cures.</p> <p>Candidates might explain the benefits to e.g. local communities, businesses and the fame/esteem/spiritual benefits that might be gained.</p> <p>Examples might be: more than five million pilgrims visit Lourdes every year in the hope of a physical or spiritual cure. Visits to Rome reinforce the belief that Rome is the centre of Christianity and that the authority of the church comes from the Pope, God’s representative on earth. Visits to pilgrim sites can provide benefits for the population and the economy in poorer areas such as those where there are local shrines to martyrs etc.</p> <p>Answers in general terms or those that focus on a particular location are equally valid and should be credited appropriately.</p> | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(c) | <p>‘Visiting holy places gives people false hope.’</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Arguments in favour of the statement might point out that people visit holy places for many reasons but that the main reason for pilgrimage, for many, is to pray for a cure for illness for themselves or for others. However, the evidence that people are cured or that the visit to a holy place will solve their difficulties/change lives can be challenged in many ways. Examples of this might be given.</p> <p>In making arguments against the statement, candidates are likely to quote the evidence of many cures at pilgrimage sites like Lourdes, where there is a hall of crutches and a history of success in curing people. Some responses might explore other benefits that pilgrims claim to have experienced e.g. spiritually and physically and give examples to support their argument.</p> | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 3(a) | <p>Describe some of the different ways in which Christians try to help others in the community.</p> <p>Mark according to the level descriptors of Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Many Christians give practical, financial help such as donating money to charities (they see this as part of their stewardship of money/wealth). Tithing is the pledging of one tenth of income for charitable Christian work to help others. This practice is carried out in some Christian communities and is seen as a Christian duty.</p> <p>Some Christians do full time or voluntary, unpaid work for Christian charities such as Christian Aid and for secular organisations such as Oxfam, the Samaritans or Amnesty International who provide help for a wider community.</p> <p>Other ways might involve giving of time, talents, prayer, sympathy to those in need/suffering.</p> <p>Many Christians see collective as well as personal action necessary and work alongside members of other faiths to relieve suffering and poverty for people of all races and faiths.</p> <p>Candidates may describe the work in a local community or of an individual Christian with whom they are familiar.</p> <p>Some may reference church groups such as brownies/scouts/playgroups etc.</p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 3(b) | <p>Explain the Christian teachings about love and concern for others.</p> <p>Mark according to the level descriptors of Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Christians believe that everything they have has been given to them by God, in trust. They are not the owners but they are stewards. Helping others is a Christian duty.</p> <p>Jesus told his followers to love God and love your neighbour. Candidates are likely to quote other teachings, sayings, or actions of Jesus as examples to Christians of the ways in which they should show love and concern for others e.g. ‘Love one another as I have loved you’.</p> <p>The word agape means unselfish love. In the New Testament this love is described by Paul as the greatest of spiritual gifts and some candidates may refer to his teaching. Or, the example of the early followers sharing love and fellowship.</p> <p>Reference may be made to all created equal in His image.</p> | 7 |
| 3(c) | <p>‘Christians should concentrate on helping those who deserve to be helped.’</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Responses are likely to try to define how deserving poor and vulnerable people are in terms of how serious their plight or circumstances are. Examples might be given of those groups or individuals who might be deemed to be most deserving of support.</p> <p>Others might argue, from the example of Jesus, that all should be helped, without discrimination. Examples might be given of where support should be given, even though the harm or deprivation might be self-inflicted. The maxim of helping people to help themselves might be quoted.</p> <p>Some responses might make it an evaluation of responses to different communities of race and/or religion.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 4(a) | <p>Describe the rituals performed by pilgrims at the Ka’ba, during Hajj.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>The first thing pilgrims do on arrival in Makkah is to circle the Ka’ba seven times. This is called the tawaf. They do this at a fast pace, running if possible, to symbolise love for God. As they carry out this circumambulation they cry out ‘Labbaika Allahumma, Labbaika’: ‘At your command, O Lord.’ It is a response to the command to come and dedicate their lives to God. They also constantly repeat a prayer called the talbiyah which begins ‘Here I am O God, here I am.’</p> <p>The Black Stone is set in the south east corner of the Ka’ba and if pilgrims can get near to it they will kiss it or touch it but if that is impossible because of the vast numbers on Hajj, they shout and raise their arms in salute each time they pass it. Prayers are said at the place where Abraham is thought to have stood when rebuilding the Ka’ba.</p> <p>At the end of Hajj some people return to the Ka’ba for a final tawaf.</p> | 7 |
| 4(b) | <p>Explain the importance of Madinah for Muslims.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>A visit to Madinah is not a part of the Hajj but Madinah is important for Muslims and after the Hajj most pilgrims go to visit Madinah.</p> <p>Madinah has an important place in the history of Islam because it was the first Islamic State and it was in Madinah that the Prophet (pbuh) was able to freely practice and preach Islam and continued to receive revelations from God. The Hijrah, from Makkah to Madinah, saved the life of the Prophet (pbuh) and rescued the early Muslims from persecution. The mosque built when Muhammad (pbuh) arrived in Madinah, the Masjid at-Taqwa, is notable for having two mihrabs, one of which faces Jerusalem. It was in Madinah that he received the revelation about facing Makkah for prayer.</p> <p>The Prophet’s (pbuh) tomb is in Madinah and Muslims visit Madinah to pay respects at his tomb. There is a mosque that was the Prophet’s (pbuh) home and behind it the chamber of his youngest wife Aisha. There are also the graves of his close companions, Abu Bakr and Umar.</p> | 7 |

| Question | Answer | Marks |
|----------|--|----------|
| 4(c) | <p>‘Completing Hajj makes a believer a true Muslim.’</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Candidates are likely to give evidence of spiritual change and renewal experienced by pilgrims. Or, the satisfaction of having submitted and carried out God’s command. One of the Five Pillars. Many who return from Hajj live more religious and spiritually fulfilled lives.</p> <p>However, not all Muslims complete Hajj. The command is for those who can afford it and are physically able, to visit the Ka’ba and stand before God at Arafat. Many are not able to go but they are still true Muslims in every sense and share in the achievement of those who have been on Hajj, by celebrating Id al-Adha.</p> | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 5(a) | <p>Describe the event that is remembered on Lailat ul-Qadr (Night of Power).</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Candidates are likely to describe the events of the first revelation in a cave on Mount Hira. Muhammad (pbuh) had retired to the cave to meditate and heard a voice calling his name and the command 'iqra' (which means proclaim or recite). He saw writing in fiery letters but he could not read what it said (some say that he was illiterate).</p> <p>The angel who appeared to Muhammad (pbuh) was Gabriel (Jibril). Three times the angel commanded Muhammad (pbuh) to read and he replied that he could not do so. Then he experienced something gripping his body and tightening his throat so tightly that he thought he would die. Suddenly, he knew in his heart what the words said and he began to speak them. 'Proclaim in the name of your Lord ...'</p> <p>Later, when he came out of the cave he saw the angel filling the horizon, and the angel said 'O Muhammad, you are the prophet of God and I am Gabriel.'</p> <p>It was on this night that Muhammad (pbuh) was chosen as the final Prophet.</p> | 7 |
| 5(b) | <p>Explain why celebrating festivals is important in Islam.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>The Muslim word for festival is 'Id' taken from an Arabic word meaning 'returning at regular intervals'. The regular cycle of festivals gives an opportunity to praise and thank God for his blessings. Remembering loved ones (including those who have died), forgiving enemies and making contact with others in the community and those they have not seen for some time.</p> <p>Festivals are also important for creating family time.</p> <p>It is important that the poor must be remembered and taken care of. The rich must share what they have so that everyone is able to celebrate the festival. Examples might be given of sharing family and community meals with the needy and the giving of Zakat. It is the right of the poor to be included in all celebrations.</p> <p>Festivals are also important times for reducing tension and making peace between people, forgiving enemies. Brotherhood is celebrated and the local and worldwide ummah is strengthened.</p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 5(c) | <p>Prayer in the family home is equal to prayer in the mosque.'</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Many Muslims often pray in the home, especially women and children. The command for Salah is to pray five times a day and as God is everywhere, prayer in the home, following the required rituals, is equal to prayer in the mosque.</p> <p>Another view might be that although prayer in the home is equally valid to that in the mosque, there are occasions when all the family visit the mosque for special prayer such as at Id festivals. Also, it is considered desirable for men, if possible, to attend the mosque for Jummah prayers on Friday mid-day. However, the intention of this is to strengthen the community.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 6(a) | <p>Give an account of how <u>one</u> Islamic international aid organisation provides relief from poverty.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>An account of the work of Muslim Aid/Red Crescent. A description of the relief work carried out internationally. In describing the type of work carried out candidates might address the work of volunteers, types of projects, methods of raising aid and distributing it.</p> <p>Answers might contain details of the type of hardship or circumstances involved and the type of suffering, loss of life, health issues or environmental concerns that are addressed and the type of aid that is considered most beneficial. Also whether the aid is only for Muslims.</p> | 7 |
| 6(b) | <p>Explain the teachings in Islam about love and concern for others.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Muslims believe that no human being should go in need while others have food and possessions they can share. The hungry should be fed and the needs of any suffering person should be attended to.</p> <p>Candidates are likely to quote teachings from the Qur'an and Sunnah as reasons why Muslims are expected to be charitable at all times.</p> <p>Giving should be done with humility and it is the right of the poor, as members of the Muslim community, to receive assistance.</p> <p>Concern for others is not a matter of choice but a religious duty. Muslims readily give both Zakah and Sadaqah and do not see it as a burden. God is compassionate to all, and Muslims must be compassionate to others.</p> <p>Muslims are part of the ummah and expect to help or be helped by other Muslims worldwide.</p> <p>Some may also make reference to khums.</p> | 7 |

| Question | Answer | Marks |
|----------|---|-------|
| 6(c) | <p>‘Rules about Zakah should only apply to the rich.’</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Responses might argue that, in Islam, there are specific rules about the giving of Zakah and the amount each person has to give is a set percentage of residual income. So, in this way the rich do give more than others and share their wealth but also the less wealthy are still able to obey God’s command. People on the lowest incomes are not required to give Zakah.</p> <p>(Some might consider the fact that, even outside of Islam, people of all races and religions believe that they should help others less fortunate than themselves.)</p> <p>Other points of view might be that the rich can more easily afford to be charitable and some rich people can become greedy and selfish and so there should be Zakah rules for the rich, to ensure that wealth is shared in society. Whereas charitable giving by the less well-off should not be subject to any rules or be more lenient. However, Zakah is a pillar of Islam that should be obeyed by Muslims.</p> | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 7(a) | <p>Describe the different foods on the Seder plate at Pesach (Passover) and what they represent.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>Each item of food on the Seder plate is a symbol calling to mind the events of the escape from Egypt.</p> <p>Matzah: the bread does not contain yeast - when the people were leaving Israel they did not have time for the bread to rise. It is the bread of freedom.</p> <p>Salt water: represents the tears of the slaves, or, the sea water that drowned the Egyptians so the Israelites were free.</p> <p>Charoset: a mixture of crushed almonds and apple which represents the mud the Israelites used to make the bricks for the Egyptians/ it can also symbolize the Promised Land which is associated with these fruits.</p> <p>Bitter Herbs: represent the bitterness of slavery.</p> <p>Carpas: is a vegetable, it is dipped in salted water to represent the bunch of hyssop with which the Israelites smeared the blood of the lamb (sacrifice) on their doorposts to save them from the angel of death.</p> <p>Bone and Egg: there is also burnt bone and a burnt egg on the plate to remember the sacrifices that used to be made in the ancient Temple.</p> <p>Note: Sometimes there is more than one interpretation for each food - candidates are only required to give details of one symbolic meaning for each food.</p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 7(b) | <p>Explain why Pesach is celebrated by the whole family.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.</p> <p>Responses might explain some of the following:</p> <p>The instruction to celebrate Passover (Pesach) is found in the Torah and parents are instructed to teach their children about the escape from Egypt. All members of a Jewish family are asked to celebrate Pesach every year to thank God for their freedom, as though they themselves had just escaped from Egypt.</p> <p>The Pesach celebrations in the home are as important as the celebrations in the synagogue because the whole family is together in the home as they would not be in the synagogue. Festivals are important for teaching children the history of their religion. During the Pesach meal, the questions from the Haggadah are read out by the oldest member of the family and answered by the youngest members. Family members make every effort to celebrate together.</p> <p>This event is central to the history of the Jews. It reminds them of the power of God and it proves the love of God for all his people.</p> | 7 |
| 7(c) | <p>‘Judaism concentrates too much on past events.’</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following.</p> <p>Some responses might consider the view that the future survival of a religion is more important than what happened in the past. Too much emphasis on the past, as in remembering persecution and suffering (e.g. at Pesach and with regard to the Holocaust) can stop Jews being progressive and updating the religion.</p> <p>However, it might also be considered that there are lessons to be learned from what has happened in a religion’s past and this can make the faith stronger. Throughout history, Judaism has survived a lot of adversity. So it is important to remember and respect the memories/struggles of the ancestors.</p> <p>Another possible view might be that strength can be gained from remembering God’s power and how he has demonstrated his love for his people throughout history. It is remembering God’s love for them that makes Jews stronger.</p> | 6 |

| Question | Answer | Marks |
|----------|--|-------|
| 8(a) | <p>Describe the coming of age ceremony for Jewish boys.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include some of the following:</p> <p>These ceremonies vary according to the community but there are some elements common to all. Bar Mitzvah means son of the commandments.</p> <p>The boy is usually 13 years of age. He will have undertaken preparation classes to learn to read in Hebrew and learn a portion of Torah as well as how to lay tefillin.</p> <p>Family and friends will attend the synagogue and the boy is called up to read from the Torah. After the synagogue service the father thanks God that the boy is now old enough to take on his own religious responsibilities. The ceremony is usually followed by a party.</p> | 7 |
| 8(b) | <p>Explain why some Jews might celebrate the coming of age of girls.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>Candidates are likely to explain that there are Bat Mitzvah and Bat Chayil ceremonies for girls. Customs vary. In Progressive communities, Bat Mitzvah (daughter of the commandments) is a similar ceremony to that of a boy and takes place when a girl is twelve. Bat Chayil (daughter of excellence) is a ceremony for girls that takes place in Orthodox communities.</p> <p>Traditionally, orthodox families did not celebrate their daughter's coming of age. Today, there is an increasing trend in both Orthodox and Progressive communities to mark a girl's passage from girlhood to womanhood and her attaining the age of responsibility for observing the commandments. She will begin to take responsibility for her own religious life. This indicates the importance of her status in Judaism. Responses might give examples of some of these responsibilities and the importance of women in Judaism.</p> | 7 |

| Question | Answer | Marks |
|----------|--|-------|
| 8(c) | <p>'It is difficult to bring up a child in Judaism today.'</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following.</p> <p>Candidates might consider whether there are restrictions in Jewish life that make it difficult to raise children in modern society, in the way Jewish parents might wish. Examples of this might be given such as dress or diet. Influences on young people for example. Television and peers might also be considered.</p> <p>However, candidates might also be aware of the tight-knit nature of Jewish communities and the strong provision of Jewish education that exists in most communities as well as the strength and continuity of home life.</p> <p>Some candidates might consider the attitudes of the young people themselves and whether this has an adverse effect or not and whether they will wish to continue to bring up their own children in the tradition.</p> | 6 |

| Question | Answer | Marks |
|----------|---|-------|
| 9(a) | <p>Describe the Holocaust Memorial in Jerusalem.</p> <p>Mark according to level descriptors for Assessment Objective A. Knowledge.</p> <p>Responses might include the following:</p> <p>Yad Vashem is a holocaust memorial. It is just outside Jerusalem. It commemorates the 6 million Jews killed by the Nazis during the Second World War.</p> <p>There is a Hall of Remembrance, an eternal light marks the place where the ashes of some of the victims are buried. The Children’s Memorial is an underground cavern where the lights of memorial candles are reflected in many mirrors. The Valley of Communities has stone walls containing the names of Jewish communities that were destroyed. The Garden of Righteousness honours those who rescued Jews. 2000 trees are planted there.</p> | 7 |
| 9(b) | <p>Explain why Rosh Hashanah (New Year) is an important festival for Jews.</p> <p>Mark according to level descriptors for Assessment Objective B. Understanding and interpretation.</p> <p>Responses might explain some of the following:</p> <p>In Jewish tradition Rosh Hashanah is the birthday of the human race. It is the anniversary of the day when God created human beings.</p> <p>Rosh Hashanah is a holy time and is prepared for in much the same way as Shabbat. The prayers during the two days of Rosh Hashanah, the main theme of the prayers is asking God to accept kingship of the world. People greet one another with the saying ‘May you be written down for a good year.’ Jews believe that God judges people for the deeds of the previous year. They think of Rosh Hashanah as the day when these decisions are written down and Yom Kippur as the day they are sealed.</p> <p>The time before Rosh Hashanah has been a time for repentance. When the shofar is blown on Rosh Hashanah, it represents the soul crying out to be reunited with God. During the afternoon of the first day tashlich is performed, which symbolises the casting away of sins.</p> | 7 |

| Question | Answer | Marks |
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| 9(c) | <p>'Kind actions are not just a religious duty.'</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 level descriptors for Assessment Objective C. Evaluation.</p> <p>Responses might consider some of the following:</p> <p>Responses are likely to point out that kind actions to other human beings and animals are not the prerogative of any one religion, or even any religion. Human beings are kind to each other on a daily basis without any thought of religion or Judaism.</p> <p>However, in Judaism, kind actions (Gemilut hasadim) have a special meaning. They cover all kinds of charitable work. It is the belief in Gemilut hasadim that causes the organisation of charities such as Jewish care and Tzedek which work to improve the conditions of people all over the world. So, for Jews, kind actions are a religious duty.</p> | 6 |