

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 2012 series**

### **0490 RELIGIOUS STUDIES**

**0490/22**

Paper 2, maximum raw mark 75

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

### Assessment objectives/Levels of Response

#### *A Knowledge (35%)*

<b>Level</b>	<b>Marks</b>	<b>Marks</b>	<b>Description</b>
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%)*

<b>Level</b>	<b>Marks</b>	<b>Description</b>
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>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

*C Evaluation (30%)*

<b>Level</b>	<b>Marks</b>	<b>Description</b>
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

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

Choose **two** of Sections A, B and C and answer **two** of the questions in each of your chosen sections.

### **Section A – Christianity**

If you have chosen this section, answer all the parts in two of the questions.

**1 (a) (i) Describe what happens at believers' baptism.**

Responses might include some of the following:

- The baptism takes place in running or waist deep water.
- Sometimes the believers wear white garments.
- The believer enters the water and is fully immersed in it.
- The minister (baptizer) blesses the believer.
- The believer emerges from the water baptised as a Christian.
- The believer has received the Holy Spirit.

Marks will be awarded for any combination of points, development or exemplification. [3]

**(ii) Describe what happens at Confirmation.**

Responses might include some of the following:

Candidates attend a special Confirmation service presided over by a bishop. In some churches the candidates are anointed with oil. They make promises. The bishop lays his hand on each candidate's head and blesses them. The bishop says, 'receive the Holy spirit.'

Marks will be awarded for any combination of points, development or exemplification. [4]

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

**(b) Explain why these ceremonies are important for Christians.**

Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Both ceremonies are connected with the gift of the Holy Spirit. In public, the individual bears witness to accept the Christian faith and makes a commitment to living as a Christian in the power of the Holy Spirit.

**Believers' baptism.**

The believer is usually an adult (able to take the decisions for oneself). It is an action to witness that a person has decided to commit their life to Christ. When the believer is fully immersed in the water it symbolises washing away the old life/dying to sin. When the believer emerges from the water it is believed to symbolise rising to a new life in the power of the Holy Spirit.

**Confirmation.**

Confirmation is seen as a sacrament (like baptism) which channels God's grace and blessing. At confirmation, the believer confirms the promises made at baptism (usually by parents and godparents). The gift of the Holy Spirit is believed to be given during the confirmation service. As the Holy Spirit was given to the first Christians at Pentecost. [7]

**(c) 'It is very important for believers to make a public declaration of their faith.' 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 level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Candidates might assess the importance of a believer taking on the responsibility for following their faith and whether making a public declaration/promise of their intention to live as a Christian is important in strengthening their commitment.

Some responses might consider whether this type of ceremony is necessary and whether or not taking part in such ceremonies depends upon the individual. Some Christian churches no longer participate in confirmation services and believers' baptism is only carried out in some denominations. [6]

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

**2 (a) What rules for Christians are set out in the Ten Commandments?**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include the following:

A description of the first five laws concerning duty towards God, commandments 1-5. Worship only one God, no idols, not to take God's name in vain, remember the Sabbath day and honour your father and mother. Commandments 6–10 on duty to others e.g. not to kill, commit adultery, steal, bear false witness or covet your neighbour's possessions. [7]

**(b) Explain why the Ten Commandments are important for Christians.**

Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Christians believe that the Ten Commandments are basic rules for Christian life. The Bible states that the commandments were given to Moses by God (after the exodus of the Israelites from Egypt). The commandments express Christian belief in monotheism and warn them of the dangers of worshipping other gods (or materialism).

Some candidates may explain that the whole content of the Ten Commandments was summarised by Jesus in the Two Greatest Commandments and that the commandments encapsulate Christian belief about duty towards God and duty towards one another. [7]

**(c) 'Christians need strict rules to help them live the way God wants.' 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 level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Is there a need for Christians to obey set rules in order to live a good and religious life? Some candidates might evaluate that lessons from the Bible e.g. Moses and the Israelites show that God needed to impose strict rules upon humans. Some candidates might consider whether humans are naturally good or evil and why there might be a need for rules.

Other views might consider the degree of strictness needed or that the Ten Commandments are too simplistic to stand alone, without further guidance. Or, whether more general rules are better e.g. the Two Great Commandments or whether rules are needed at all if God loves and forgives, Christians might be allowed to make their own decisions/rules. [6]

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

**3 (a) Describe how a minister or priest leads public worship.**

Mark according to level descriptors for Assessment Objective A.  
Knowledge.

Responses might include some of the following:

Candidates might describe a Eucharist or other services of public worship e.g. baptism, healing, celebration, worship which might be in a building or in the open air.

Elements in the services with regard to the role of priest, minister or leader might be that the congregation are led in the order of the worship and the singing of hymns. The minister conducts the prayers and prompts the congregation in responses; gives a sermon, reads from the Bible (gospels), officiates at the altar, gives thanks for offerings, makes supplications (asks for forgiveness) on behalf of the congregation, gives the bread and wine, blesses the congregation. [7]

**(b) Explain why private acts of worship are important for many Christians.**

Mark according to level descriptors for Assessment Objective B.  
Understanding and Interpretation.

Responses might explain some of the following:

Candidates might explain why personal and private prayer might be a significant part of a believer's life. The purpose of private worship is often supplication asking for forgiveness, God's protection against evil, care for the sick and suffering or strength to endure circumstances.

Christians might feel more comfortable in private prayer at home, to meditate or speak aloud their wishes and fears which cannot be expressed in public. Some find it easier to concentrate on the purpose of worship when in private rather than in public where there are more distractions. [7]

<b>Page 8</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

- (c) **‘You do not need to go to church services to be a good Christian.’**  
**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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Views in favour of the statement might consider that, as shown in part (b), private prayer is a significant part of Christianity and that some people will worship at home, especially those who cannot attend church services because of ill health or disability. Some Christians might not have access to a church or fear attending because of persecution. Some may consider whether a person might hold Christian beliefs but not practise worship.

However, other views might be that practising belief means attending church services of worship, to bear witness to the Christian faith and to benefit from the support of other Christians in the community. Some candidates might make this argument with reference to attendance at church services on special occasions such as festivals e.g. Easter. [6]

<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

### Section B – Islam

If you have chosen this section, answer **all** the parts in **two** of the questions.

**4 (a) Describe the way Muslims pray together at the mosque.**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

The preparation for prayer, wudu. Removing of shoes. All worshippers face the qibla wall and therefore the Ka'ba in Makkah. Worshippers stand in row, shoulder to shoulder behind the Imam, or other person, who leads the prayers and who also faces the direction of the Ka'ba. The worshippers perform (seven) rakahs (prayer positions), in unison, these might be briefly described. If women attend the mosque there is usually a separate prayer room.

At the end of the formal Salah, Du'a or personal prayer is usually said. Or, extra rakahs performed, sometimes using prayer beads. At Friday (Jummah) prayers a sermon is given.[7]

**(b) Explain the importance of the Imam's work for the religious community.**

Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

All Muslims are equal in importance in the sight of Allah. 'Imam' means "in front" and he is respected because he is the person who stands in front leading the prayers in the mosque. The Imam will not be paid for leading the prayers but may have other important jobs in the mosque as secretary or caretaker or mullah (teacher).

Large mosques may have a full time Imam and sometimes more than one Imam. The Imam may also be a woman, to lead women's prayers as women usually pray separately. The mosque is an important focal point for the community and the Imam supervises the building and the activities. He might teach Arabic to the children in the madrassah and is well versed in the meaning of the Qur'an and Hadith, so he can offer guidance to all on following God's word. As well as giving religious advice, he may preside over religious occasions and festivals e.g. weddings and Eid prayers. He preaches the khutbah at Salah-ul-Jumah, which usually deals with religious questions and matters of importance to the local community or with political issues. He also advises in discussions or disputes on Shariah law. Some candidates might refer to the Shi'a use of the title Imam. [7]

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

- (c) **'A Muslim has a direct relationship with Allah and does not need anyone else to get involved.'**

**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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

The basis for Islamic belief is complete submission to the will of God and through practising all five pillars, especially the five daily prayers, a Muslim is constantly reminded of his/her special relationship with God. Salah means that every day a Muslim has to have the self-discipline to constantly remember Allah and his duties as a Muslim.

However, the language of the Qur'an is Arabic and not all Muslims are Arabs, the Shariah law is taken from the law but it often needs further explanation and interpretation before it can be applied. Guidance on personal, family and community matters is often needed so that a Muslim might fully carry out Allah's commands. [6]

**5 (a) Describe the work of one aid organisation run by the Muslim community.**

Mark according to level descriptors for Assessment Objective A.  
Knowledge.

Responses might include some of the following:

A description of the work of Muslim Aid, Red Crescent, or, a local Muslim aid agency for the relief of poverty and suffering. In describing the type of work carried out candidates might address the relief work either world-wide, within a country or locally e.g., the work of volunteers, types of projects, methods of raising aid and distributing it and also any spiritual help which might be given.

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 e.g. supporting schemes to promote self-sufficiency. Also, whether the aid is only for Muslims. [7]

Page 11	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2012	0490	22

**(b) Explain why Muslims feel it is important to support such organisations.**

Mark according to level descriptors for Assessment Objective B.  
Understanding and Interpretation.

Responses might explain some of the following:

There are teachings in the Qur'an and Hadith that can be interpreted as teachings about members of the ummah, worldwide caring for one another e.g. 'do good to....those in need neighbours who are near neighbours and who are strangers', 'each person's every joint must do a charity every day'. The Qur'an also says that the quality of a hypocrite is one who does not feed the poor.

So as well as fulfilling the obligation of zakah, Muslims also support the charity work of aid organisations. They believe they are carrying out the commands of Allah and following the example of the Prophet Muhammad. The ummah, the worldwide community of Muslims is an important aspect of Islam and Muhammad said 'he is not a Muslim who eats when his brother is hungry'. [7]

**(c) 'A Muslim should be able to choose how much he or she gives to charity.'  
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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Candidates' responses might consider a number of arguments. That zakah is a pillar of Islam and so it is compulsory for a Muslim to pay the charity tax and the rules governing the amount that has to be paid are to ensure that all contribute equally according to their means. So, the question of a Muslim deciding how much to give to charity does not arise, as far as zakah is concerned.

However, other charitable giving, Sadaqah, is voluntary and the decision as to how much to contribute lies with the individual. A lot of teaching in Islam is about the rights of the poor and needy and the rewards from Allah for those who care for Allah's creatures. What a believer cannot do is decide not to care, or not to give to the poor because the Qur'an teaches that that is the sign of a hypocrite, not a true Muslim. [6]

<b>Page 12</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

**6 (a) Describe what happened at the Hijrah.**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include some of the following:

The Hijrah is the name of the migration of the Prophet Muhammad and the Muslims from Makkah to Yathrib (Madinah). Persecution of Muslims had become so severe in Makkah that Muhammad advised his followers to migrate to Yathrib where the people would treat them better. The people of Yathrib had invited Muhammad to become their political leader. Seventy Muslims initially emigrated, they left all their possessions behind. Muhammad did not leave Makkah until he received the command from Allah. The Quraish were plotting to kill the Prophet and Allah warned him. Muhammad and Abu Bakr left together, leaving behind Ali. There is a story of Allah protecting the Prophet and Abu Bakr from their enemies in the cave of Thawr.

In Yathrib the Muslims had religious freedom, the city became known as al Madinah an-Nabi, City of the Prophet, they built the first mosque, over time the Prophet received further revelations. The Islamic calendar is dated from the date of the Hijrah. [7]

**(b) Explain why Muhammad is known as the Seal of the Prophets.**

Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

In the Qur'an, Muhammad is referred to by Allah as the 'Seal of the Prophets' meaning the last and final prophet.

Belief in prophets is an important article of faith for Muslims. Muslims believe that throughout history, Allah sent prophets to warn and communicate with humans. There are twenty-five prophets mentioned in the Qur'an, the first prophet was Adam and the last prophet was Muhammad. The other prophets brought messages for a particular people but the message revealed to Muhammad, the Qur'an, is a universal message for all humankind.

The final revelation was made shortly before the Prophet's death, Allah said, 'Today I have completed your religion for you...and have chosen for you Islam as your religion.' Muhammad himself is reported to have said 'There will be no more prophets'. The Qur'an is the last and perfect book and God has promised to preserve and protect it. [7]

<b>Page 13</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

- (c) **'It is important that people know an accurate history of their 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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Candidates might consider the importance of historical accuracy to religious belief. Some people might be sceptical about the historical accuracy of the stories of Muhammad's life or the origins of the religion. In general, a great deal of academic and archaeological research is done into confirming whether religious books and events are historically accurate or using historical accuracy as 'proof' for belief.

Some people require historical proof to support beliefs but others have a more flexible approach to the stories and this does not affect the strength of their belief. The Qur'an is believed to be the word of God, preserved in its original form so for the majority of Muslims questions about the historical accuracy of the scriptures or the stories of the life of Muhammad are not considered important. [6]

<b>Page 14</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

### Section C – Judaism

If you have chosen this section, answer **all** the parts in **two** of the questions.

**7 (a) Describe two places of historical significance that a Jew might visit.**

Mark according to level descriptors for Assessment Objective A. Knowledge.

Responses might include **some** of the following features:

Jerusalem (the Western wall).

The Temple was built on Mount Moriah in Jerusalem. All that remains of the original site of the Temple is the Western wall. It is part of the foundation wall of the Second Temple built by Herod the Great. A large part of it is underground. Jews are requested not to walk on the Temple Mount in case they walk on the site of the Holy of Holies.

Yad Vashem (Holocaust memorial).

The Holocaust memorial is just outside Jerusalem. It commemorates the 6 million Jews killed by the Nazis during the Second World War. 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 which were destroyed. The Garden of Righteousness honours those who rescued Jews. 2,000 trees are planted there. [7]

**(b) Explain why a Jew might feel it is important to visit these places of historical significance.**

Mark according to level descriptors for Assessment Objective B. Understanding and Interpretation.

Responses might explain some of the following:

Candidates might write about both Jerusalem and Yad Vashem or just one place in detail.

Since the destruction of the Temple, pilgrimage today for Jews is no longer a religious obligation to make harvest offerings at the Temple. They wish to visit particular places associated with important events in Jewish history.

Many Jews go to the Western wall to pray as it is as near as they can get to the original Temple. People place prayers written on folded piece of papers into the cracks of the wall. The Rabbis said that the divine presence never departs from the Western wall. Many boys are brought to the wall to celebrate their Bar Mitzvah.

Visiting Yad Vashem is important so that Jews can mourn for the 6 million Jews murdered by the Nazis and their collaborators. Jewish communities were destroyed in an attempt to wipe out the name and culture of Judaism. Many people visit Yad Vashem on Holocaust Remembrance Day to pay their respects to the memories of the dead and pray that nothing like this will happen again. [7]

Page 15	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2012	0490	22

(c) 'Religious people should look to the future and not dwell on what happened in the past.'

**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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Evaluation of views both supporting and disagreeing with the statement. Some responses might consider the view that the future survival of a religion is more important than what happened in the past and the Jewish religion survived the Holocaust. Some might consider that the Jews now have Israel as a homeland. The religion is also stronger throughout the world than in the recent past.

Some candidates might consider that there are lessons to be learned from what has happened in a religion's past and this can make the faith stronger and rituals and festivals are often based on historical events. Judaism particularly has survived a lot of adversity. So, it is important to remember and respect the memories/struggles of their ancestors and ensure that the religion thrives/grows in the future. [6]

**8 (a) Give an account of how Jews celebrate Shavuot.**

Mark according to level descriptors for Assessment Objective A.  
Knowledge.

Responses might include some of the following :

The time between Pesach and Shavuot is known as the counting of the Omer. Originally the fiftieth day from Pesach was the beginning of the wheat harvest. Shavuot is the only festival ordered in the Torah which has no fixed date but usually it begins on the 6<sup>th</sup> of Sivan.

On the night of Shavuot, a special book of religious writings from the Torah and Talmud is read. Synagogues and homes are decorated with flowers and greenery to represent Mount Sinai. Two special challot and cheesecake are eaten. The loaves represent the first fruits and the dairy foods represent the Torah as like milk and honey and because until Moses returned the food laws had not been explained.

As part of the synagogue service, the Ten Commandments are read and the Book of Ruth which is about harvest and gleaning of the fields. [7]

<b>Page 16</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

**(b) Explain why this festival is celebrated.**

Mark according to level descriptors for Assessment Objective B.  
Understanding and Interpretation.

Responses might explain some of the following:

Shavout is the second of the pilgrim festivals. Originally, Jews travelled to the Temple in order to fulfil the command that the first fruits of the wheat harvest (now represented by two loaves) must be taken to the Temple in Jerusalem.

Shavuot is also a time when Jews remember God giving them the Torah, especially the Ten Commandments. For Jews this is thought to be the most important event in history.

It is said that on the night of Shavuot the heavens are open to receive prayer and study. They try to keep awake because tradition says the Israelites fell asleep while waiting for Moses to return from Mount Sinai. Jews see this festival as the conclusion of Pesach, physical freedom followed by spiritual freedom. [7]

**(c) ‘Festivals are the most important part of a religion.’  
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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Celebrating festivals is an important part of religious tradition, to remember important events from the past and in Judaism celebrating festivals is commanded in the Torah. Also, to teach children about their religion, to thank God for e.g. giving the Ten Commandments, as in Shavuot. Also they bring families and communities together, in worship and celebration.

However, a balance of views might be considered and other elements of Judaism might be considered as just as important because they too are commanded by God e.g. food laws, prayer, ritual dress, statements of faith. It might be concluded that all elements within the practising of a religion are important to a believer. [6]

<b>Page 17</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

**9 (a) Describe some of the ways Jews observe their religion in the home.**

Mark according to level descriptors for Assessment Objective A.  
Knowledge.

Responses might include some of the following:

The home is an integral part of religious observance in Judaism. The kashrut laws regarding food and its preparation and including the use of different utensils and crockery are fulfilled in the home. A mezuzah is fastened to the doorposts to indicate a Jewish household and to follow God's commands. In celebrating the Sabbath and other festivals rituals are carried out in the home and all the family, mother, father and children have their roles. Some candidates might describe some aspects of this.

Children are taught how to practice their religion. Daily prayers, especially the morning and evening prayer are said in the home. [7]

**(b) Explain the importance of the family in Judaism.**

Mark according to level descriptors for Assessment Objective B.  
Understanding and Interpretation.

Responses might explain some of the following:

Jews stress the importance of family in enabling them to remain a covenant people, especially chosen by God to live by his Law as a witness to the rest of the world. To enable the faith to remain strong and to continue the religion, traditionally Jews chose to marry other Jews. Also, traditionally, a person is considered Jewish if their mother is Jewish and so having children within a Jewish marriage is important.

The Abraham covenant requires boy children to be circumcised and family life is important for maintaining the special relationship with God. In the Shema God commands Jews to teach the religion to their children. [7]

<b>Page 18</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – October/November 2012</b>	<b>0490</b>	<b>22</b>

- (c) **'It is more important for Jews to worship at home as a family than in the synagogue.'**  
**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 level descriptors for Assessment Objective C.  
Evaluation.

Responses might consider some of the following:

Some candidates might consider the view that some Jews can worship as a family in the synagogue as well as at home.

However, in some Jewish communities only men worship regularly in the synagogue and the women and children are separated from the men when they do attend services. This might lead to worship and rituals in the home being considered a more valuable experience than the synagogue for some family members.

Many festivals are celebrated both in the home and in the synagogue and both types of worship are equally important. It is in the synagogue that all members of the family can hear the Torah being read and there are an equal number of artefacts and symbols that aid worship in both home and synagogue. [6]