

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the November 2005 question paper

0490 RELIGIOUS STUDIES

0490/04

Paper 4 maximum raw mark 100

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the November 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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Marking Criteria

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

Question 1 Assessment Objective A [10 marks]

Question 2 Assessment Objective A [15 marks]

Question 3 Assessment Objective A [10 marks]

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

Assessment Objective A: Knowledge

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

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

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

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

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

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1 Explain the rights which are described in Source F. [10]

Some answers may put this article in context as coming from the Universal Declaration of Human Rights: (UDHR proclaimed by the General Assembly of the United Nations in 1948); though this information is not required. Candidates are likely to do little more than paraphrase the source in their own words, which can gain Level 3 ('organisation and presentation of information with some skill'); Level 4 ('... in an individual way') will require something more, a full explanation which clearly shows understanding. Copying the source verbatim with no personal input is Level 1. A little personal input in the copying is Level 2.

2 State in your own words the religious teachings about marriage which are given in each of Sources A, B and C. [15]

Answers should cover all three passages, though candidates might find it easier to think of things to say about A than about B and C. Answers which cover only one passage, maximum Level 2, two passages maximum Level 3. To gain Level 4, answers must consider, however briefly, all three passages, but do not penalise if there is more about A than about B and C.

A basic answer may just reproduce the candidates' learned preparation without much direct reference to the Sources – maximum Level 2 as 'a basic attempt to deal with the task'. The question does not specifically require three separate sections to the answer and indeed a good synthesis would merit a high level. Candidates who work through each faith and give a simple explanation of the teachings contained in the passages can gain Level 3 if the answers are 'organised and presented with some skill'. Level 4 should be given where candidates deal successfully with each of the three sources, whether separately or in a single unified answer.

3 Look at Sources D and E. Using these texts as examples, describe Jewish and Christian attitudes towards divorce. [10]

This question targets Assessment Objective A (Knowledge) and so the skill assessed is still selection and organisation of information. Paraphrase of the sources can gain Level 3, but 'responding in an individual way' for Level 4 needs some relevant knowledge provided by the candidate.

Some candidates may draw attention to the contrast between the underlying attitudes of the two passages, but generally candidates should draw on their knowledge to make relevant points about Jewish and Christian attitudes to divorce, focused on the passages. The question does not seek answers which extend to general teaching about marriage but material which is relevant, even if only implicitly, to the topic of divorce may gain some credit.

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Question 4 Assessment Objective B

[40 marks]

Assessment Objective B: Understanding and Interpretation

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

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

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

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

4 Read Sources G, H and I and look at Sources J, K and L. Explain the ideas about using contraception (birth control) which they show. [40]

This question targets Assessment Objective B, so answers must be assessed for Understanding and Interpretation of the sources – no extra factual information is required or expected. Candidates may write either about each of the sources in turn, or write a coherent extended answer which draws on all of the sources.

Paraphrase of the sources without explanation is Level 1. Level 4 answers will probably make the connection between Roman Catholic teachings about the sinfulness of contraception as shown in Source G, with the topic of the problems caused by overpopulation (Source H – and the economic and health consequences illustrated by Sources J and K) and the topic of the tension between traditional religious teaching about barrier methods of contraception and the AIDS/HIV situation. Reference to the situation in Namibia [for Namibian candidates] is particularly welcome but not required. Source L is intended to be a counterbalance to pro-contraception arguments.

