

CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the October/November 2013 series

0490 RELIGIOUS STUDIES

0490/23

Paper 2, maximum raw mark 80

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 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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

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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

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Section A – Christianity

1 (a) Why is Good Friday an important day for Christians? [7]

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

Responses might include:

Christians remember the death of Jesus on the cross. It is a serious and sombre day. Some Christians fast and others don't eat meat. Church services are serious and mourn the death and suffering of Jesus. No sacraments are celebrated. Usually the altar has been stripped of all decoration the night before. Special Psalms, hymns and prayers are performed to show grief.

Christians also give thanks for the death of Jesus and the redemption of sins. Some Christians follow the Stations of the Cross on pilgrimage in Jerusalem to remember the route Jesus took and his suffering on the cross: others perform them during the Church service. In some Christian countries all shops and businesses are closed because Good Friday is a holy day. Local customs may vary and should be credited.

(b) Explain why a church service on Easter Sunday is a joyful occasion. [7]

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

Responses might explain some of the following:

Easter is considered to be the most important festival in the church year because it celebrates the resurrection of Jesus after the crucifixion. Christians believe the occasion is a joyful one (in contrast to Good Friday) because although they remember the suffering of Jesus and his sacrifice on the cross, they believe that because of the death of Jesus sins can be forgiven and there is a promise of salvation and eternal life.

The resurrection proves in the minds of Christians that Jesus was the Messiah. The Easter story confirms Christian belief that good will triumph over evil. Church services on Easter Sunday contain hymns and prayers of thanksgiving. Churches are decorated in white and ministers wear white vestments. All is bright and clean in celebration. The Paschal candle is lit. Bells are rung to herald the Resurrection. Some perform Passion plays. Some celebrate the Resurrection with the rising of the sun, in a dawn Mass.

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- (c) **‘Christian festivals are not celebrated enough today.’**
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. [6]

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Many societies today are becoming increasingly non-religious and so although religious festivals are recognised as holidays e.g. Christmas and Easter many people do not participate in any religious activities at all at these times.

Attending church or observing fasts and festivals has declined in many countries and many children and adults have only a sketchy knowledge of why there is a holiday on a religious festival, usually shops etc. are open.

Other views might be the important festivals like Christmas and Easter are usually celebrated, to some extent, in a religious way even in a secular society, in schools and families etc. The reason for the festival is usually known by non-Christians as well as Christians. On the other hand, over-commercialisation means that the main festivals are celebrated but for the wrong reasons.

- 2 (a) Give an account of the Christian story of the birth of Jesus.** [7]

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

The account is likely to be a paraphrase of the stories in the gospels. Selection of material and a coherent sequence of events is likely to discriminate between candidates.

Responses might include a selection from:

Some candidates may begin with The Annunciation. Others may begin with the journey of Joseph and Mary to Bethlehem. Followed by the birth of Jesus in Bethlehem, the visit of the shepherds and/or the wise men.

Candidates might retell the narrative from a combination of the gospel accounts, or, from either Matthew or Luke’s birth narrative alone. Although the visit of the magi in Matthew probably happened later, it might be credited as being part of the story.

An account of the birth with shepherds (Luke) or with Magi (Matthew) will be equally creditable.

The accuracy of the details provided should be rewarded. Candidates are not expected to identify the source of their account.

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(b) Explain the importance of Christian beliefs about the birth of Jesus. [7]

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

Responses might explain some of the following.

The story of the birth is important because Christians believe that Jesus was God incarnate. The stories of his birth fulfil prophecy from the Old Testament. They are seen as evidence of Jesus as the Messiah.

For some, the evidence of the virgin birth is important because the role of Mary is emphasised and exalted and the birth is supernatural. The account of the visit of the shepherds, who were seen as outcasts emphasises a focus in Christianity on the salvation of outcasts and sinners and the universal nature of Jesus as Saviour. The symbolism of the gift of the Magi might be explained. The story is the basis of Christmas celebrations e.g. carol services; nativity plays, giving presents, to remember the birth of Jesus as special.

Some Christians do question the relative importance of the birth stories and if candidates explain this it should be rewarded.

**(c) ‘All Christians should believe the Bible stories about the birth of Jesus.’
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. [6]**

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Argument and evidence in response to this question might include some evaluation of the Bible stories as true stories and/or an assessment of the central importance to Christianity of the birth stories as proof of the identity of Jesus.

Some candidates might argue that without belief in the birth stories there would be no Christmas celebration and assess what affect this would have.

Other views might assess the evidence that there are only two accounts of the birth in the New Testament and they differ and consider what Christians might believe about this. Some might assess the claim that the birth stories are less important than other beliefs e.g. the resurrection (and the importance of the Easter stories).

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3 (a) Outline the teachings in the Two Greatest Commandments. [7]

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

Responses might include:

The Two Greatest Commandments are 'Love the Lord your God with all your heart and all your soul. Love your neighbour as yourself. There is no commandment greater than these.' Any version of this is acceptable.

Candidates might describe how Jesus was asked a question about which of all the Commandments was the most important and this was his reply. They are called the Two Greatest Commandments because they cover all the Ten Commandments from the Old Testament. The first five are duty to God. The second five are crimes not to commit against your neighbour (other people).

(b) Explain why Christians consider it is essential that they should live according to the Commandments. [7]

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

Responses might explain some of the following:

Christians believe that the Commandments are basic rules for Christian life. The Bible states that the Commandments were given to Moses by God. (The Ten Commandments were summarised by Jesus in the Two Greatest Commandments.) The Commandments encapsulate Christian belief about duty towards God and duty towards one another.

The Commandments express Christian belief in monotheism and warn them of the dangers of worshipping other gods (or materialism). They also warn that actions should not harm others. Christians believe in the Day of Judgement and life after death and they are aware that they will be held accountable before God for all their actions so they attempt to live in the best way possible.

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- (c) **‘Forgiving others is the most important Christian duty.’**
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. [6]

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Forgiving others is an important Christian duty and some answers might see this as an important part of the command to ‘love your neighbour as yourself’ (or be aware of other teachings). The teaching to forgive others is explicitly expressed in the Lord’s Prayer.

Different arguments might be that there are other Christian duties as important as forgiving others e.g. loving God, charity or prayer. Some responses might consider arguments about the difficulty of forgiveness and the seriousness of the offence/sin e.g. only God can forgive certain sins.

Some might conclude that there are challenges to be met in forgiving others but it is a requirement if Christians wish themselves to be forgiven by God.

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Section B – Islam

4 (a) Describe how Muslims keep the fast during Ramadan. [7]

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

Responses might include:

Muslims should fast, not eat or drink, during daylight hours, for thirty days. Also they must not indulge in sexual activity, smoke or talk maliciously or immodestly.

Before the fast begins at dawn, Muslims have a meal (sehri). Before fasting they make the intention (niyyah). They break the fast at sunset with a small meal, usually water and dates (iftar). After sunset families/friends often get together to share their meal. During Ramadan there are special prayers (tarawih) offered with the evening prayers.

(b) Explain why observing Ramadan is important for Muslims. [7]

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

Responses might explain some of the following:

Fasting is one of the Five Pillars of Islam and is obligatory. All Muslims observe Ramadan at the same time. They are obeying Allah's commands. They share a sense of fulfilment and spiritual reward. Many take the opportunity to read the Qur'an and be more devout.

Observing Ramadan teaches Muslims what it is to go without food and this encourages them to be generous to the poor. Fasting encourages individual self-discipline and teaches a person not to be greedy or selfish and this has a good impact on family and on global relationships. Also on the giving of zakat at the end of Ramadan. Ramadan strengthens the ummah.

During Ramadan, Muslims in a community or family often share the meal at the end of the fast and make sure that the poor are fed. Men from the community attend the mosque for additional Tarawih prayers and in the last 10 days of Ramadan it is important to remember the Night of Power (Lailat ul Qadr).

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- (c) **‘Religious duties that are difficult to carry out should not be compulsory.’**
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. [6]

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Religious duties such as the Five Pillars are not a matter of choice for Muslims they are commanded by Allah in the Qur’an and so they are compulsory. Muslims do not question this because the Qur’an is the unchanging word of Allah.

Some responses might consider that there are exceptions when Muslims might wish to be excused from certain duties, such as the exemptions for fasting or performing wuzu when travelling. However, these exceptions are allowed for, either in the Qur’an or through the Ahadith of the Prophet and are not simply a matter of choice.

Some candidates might express an opinion about the right to have personal freedom to choose but the argument should be made with reference to what they know about Islam.

- 5 (a) Give an account of the origins of Sunni and Shi’ah Muslims.** [7]

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

Responses might include:

During the first thirty years after the death of Muhammad (pbuh), the Muslims were governed, in turn, by four Kalifahs (Caliphs) who had all been close companions of the Prophet. They were Abu Bakr, Umar, Uthman and Ali. They were known as the four rightly guided Kalifahs. Kalifah means ‘successor’, ruler of the ummah and guardian of the Sunnah. Those who supported this succession became known as Sunni Muslims.

Other Muslims believed that Ali should have been the immediate successor to Muhammad (pbuh). Ali was the son in law of Muhammad (pbuh) and it was said he was busy arranging the funeral of the Prophet when the election of Abu Bakr took place. These Muslims became the Shi’ah of Ali, which means ‘Party of Ali’. When Ali did eventually become Kalifah civil war broke out.

Shi’ah Muslims call Ali the first Imam and refuse to recognise the other three Kalifahs, who led Islam before him. Shi’ah believe that Ali’s authority passed to his sons Hasan and Husayn, both these were murdered. They also believe there is a secret knowledge in the Qur’an told to Ali. This has been passed down through their leaders, the Imams. Because of this, they find it difficult to accept Muhammad (pbuh) as the seal of the prophets.

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(b) Explain what jihad means for Muslims. [7]

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

Responses might explain some of the following:

Jihad is the personal struggle of every Muslim to follow the teachings of Islam. The word means 'striving' or trying to do the best one can. Greater jihad is the struggle to accomplish a lifestyle following Allah's word and the example of Muhammad (pbuh) and to fight against Satan and evil. Jihad is the struggle to submit one's life totally to Allah.

Sometimes this struggle involves conflict with the enemies of Islam and this is known as lesser jihad. Muslims accept that they must be ready to defend Islam and accept martyrdom to show submission to Allah.

The word Islam is related to the word 'peace' and Muslims believe that all ways of solving differences should be tried before resorting to physical violence. There are also rules to be followed if jihad involves conflict.

**(c) 'The beliefs all Muslims share are more important than any differences.'
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. [6]**

Mark according to the level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Sunni and Shi'ah Muslims share the same beliefs about the nature of Allah, the Qur'an and the Five Pillars. These are the key beliefs in Islam and are more important than any beliefs or differences about leadership, after Muhammad (pbuh) died. To most outsiders the two groups appear to be the same, they are both Muslims. Some candidates might refer to other Muslim groups e.g. Sufis.

However, the differences are important to the people in the various divisions of Islam and are based on the history of the religion. Muslims are born into either Sunni or Shi'ah communities/countries. They do not change from one to another; but they do all regard themselves as true Muslims.

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6 (a) Describe the first revelation of the Qur'an to Muhammad (pbuh). [7]

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

Responses might include:

The answer should be a description of the appearance of Gabriel (Jibril) to the Prophet when he was meditating in the cave Hira. The angel ordered him to read. Muhammad (pbuh) tried to explain that he could not read, three times, the angel made his command and three times Muhammad (pbuh) gave his reply. Then Muhammad (pbuh) found himself reciting the words of Sura 96:2-5. He left the cave terrified, and saw an amazing figure astride the horizon. The angel said 'O Muhammad you are the messenger of Allah and I am Gabriel (Jibril).'

When the Prophet arrived home, trembling with fear, he was consoled by his wife Khadijah. She consulted her cousin Waqarah bin Nafwal, a Christian scholar, who said Muhammad (pbuh) was the prophet for his people.

(b) Explain the relationship between the Qur'an and the Sunnah (Ahadith) of the Prophet. [7]

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

Responses might explain some of the following:

The Qur'an and the Sunnah are both primary sources of Islamic teaching. The Qur'an has the greater status and authority because it is the word of Allah. However, the Sunnah of the Prophet (the sayings and example of the Prophet) is essential to a proper understanding of how to follow God's commands. Muslims see the Prophet as the role model for perfect human life.

Where the Qur'an gives only a brief teaching, the Sunnah of the Prophet is referred to for clarification or further detail e.g. prayer is commanded in the Qur'an, the Hadith gives details of how to pray, following the example of Muhammad (pbuh). (Some candidates may give other examples like this.)

Used together the Qur'an and Ahadith identify all the main principles of morality and action. They are used together as the basis Shari'ah law. However, the Qur'an is the final word, as the word of Allah. Ahadith never contradict the Qur'an.

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- (c) How easy is it for Muslims today to follow the example of Prophet Muhammad (pbuh)? Give your opinion and show that you have thought about other points of view. You must refer to Islam in your answer. [6]**

Mark according to the level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

It is a duty for Muslims to follow the example and teaching of Muhammad (pbuh). In his last sermon, Muhammad (pbuh) told Muslims, 'I leave for you the Qur'an and my Sunnah'. Also the Qur'an instructs Muslims to obey the Prophet.

His wife said Muhammad (pbuh) was 'a living Qur'an' and to follow his example is one of the greatest challenges for Muslims. All Muslims aim to be as perfect. In all circumstances, Muslims must try to follow the piety, wisdom, and compassion of the Prophet as part of their religious duties.

Some candidates might consider evidence of how the world has changed since the time of Muhammad (pbuh) and relate this to the ease or difficulty of following his example. However, it may be concluded that the pressures and the threat of evil remain the same.

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Section C – Judaism

- 7 (a) Give an account of a Pesach (Passover) celebration in the home. [7]

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

Responses might include:

The festival lasts for seven days. No work is allowed on the first and last days of the festival.

Pesach – in the home. The family search for and remove chametz (grain products with leaven) the evening before the festival. Mother lights the candles. The Seder meal includes symbolic foods and wine and matzot (unleavened bread). The meal follows a set order and the Haggadah is read telling the story of the deliverance from slavery in Egypt. The youngest child asks four questions about the difference between this night and all other nights. Songs are sung about the departure from Egypt.

- (b) Explain why the events of the first Passover are important for Jews. [7]

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

Responses might explain some of the following:

Passover commemorates the deliverance from slavery in Egypt and the journey to the Promised Land. This event is central to the history of the Jews. It reminds them of the power of God in freeing them and helping them through the Exodus. It proves the love of God for his people and reminds them today of God's promise to redeem them.

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 Jews are asked to celebrate Pesach every year to thank God for their freedom, as though they themselves had just escaped from Egypt.

- (c) 'If people suffer it is usually their own fault.'
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. [6]

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

For Jews festivals such as Pesach are about God delivering the Hebrews from suffering, as in the exodus from Egypt. Many of their festivals and memorials are about the suffering of the Jewish people and about God's goodness to them. It is likely to be argued that people suffer and it is not their own fault e.g. as in famine, natural disasters or in the holocaust.

However, there might be arguments about the fact that human beings are sometimes evil or don't care enough about others or the environment and most suffering is caused by humans. Some Jews would say people suffer because they do not obey God (God hides his face from them) and that their history and festivals show this.

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8 (a) Describe what Jews believe about the nature of God. [7]

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

Responses might include:

The unity of God, monotheism, is central to Jewish belief and is referred to in the Ten Commandments and the Shema. God is seen as being omnipotent, omnipresent and omniscient. He is seen as the creator and sustainer of the Universe.

God is also seen as personal and intervening in history. Jews can pray to God for help and guidance. Jews must be aware that they will be accountable before God on Judgement Day but God is seen as a merciful judge.

Images may not be made of God and his name and word must be treated with utmost respect.

(b) Explain why the Shema is important for Jews. [7]

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

Responses might explain some of the following:

The Shema is a statement of faith. It has its origin in the Torah. It emphasises the idea of monotheism. It is one of the most important prayers and it summarises the covenant relationship between God and the Jews. It helps to differentiate Jewish people from other groups in society.

The regularity with which it is said shows how important it is and how central to the faith. Ideally it should also be said just before death. The Shema gives the instruction about mezuzah and tefillin and the importance of passing on the commandments to children.

Some candidates may provide quotations from the Shema and comment upon them.

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- (c) **'It is pointless to keep repeating the same prayers.'**
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. [6]

Mark according to level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

In support of the statement it might be argued that prayers should be adapted according to the situation in which people find themselves. People should be free to pray how and when they want and not have formal traditions imposed upon them.

Other views might be that it is important to respect tradition and to maintain the practices of one's ancestors. The Shema is set down in the Torah and is therefore part of the covenant made on Sinai. Repeating prayers may be comforting and allow room for other thoughts/insights as well.

Some responses might argue that due to beliefs about the nature of God all prayer may be a waste of time and effort.

- 9 (a) **Describe what happens at a Brit Milah.** [7]

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

Responses might include:

The ceremony might take place in the home, hospital or synagogue. It normally takes place on the eighth day after birth. Important people present are the father, the Sandek and the Mohel.

The father has a duty to see the operation takes place. The Mohel performs the circumcision and the Sandek holds the boy on his lap. Circumcision involves the removal of the foreskin. The Mohel speaks the blessings and names the child according to the parent's wishes. (There may be a Rabbi present.) The nature of the celebration is very joyful.

- (b) **Explain why Brit Milah is important for the Jewish community.** [7]

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

Responses might explain some of the following:

Jews believe they have a special relationship with God. Circumcision is the oldest tradition and a reminder of the covenant with Abraham. It is therefore an important tradition and links the Jews with their ancestors. The blessings on the child look forward to a joyful and fulfilled future for all.

It is an important tradition for the community because it ensures the continuation of the religion and strengthens the community. It is a promise that the male child will be brought up in the religion and when old enough will take responsibility for his religion and play his part in the Covenant.

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- (c) **'Children should not be made to follow their parents' 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. [6]

Mark according to the level descriptors for Assessment Objective C. Evaluation.

Responses might consider some of the following:

Some might argue that children should be given choice. They may well follow the religion of their parents when they are very young but religion is not always popular among teenagers and young adults. In Judaism the lifestyle followed sometimes mean that young people are restricted and isolated to one particular group, which is often separate from the mainstream of society.

In most religions parents are encouraged to teach their children to follow their religion. Jewish parents believe it is their duty to see that their children are cared for and obey God's commands in practising their religion. Many young people feel secure doing this and the future continuation of the religion is also assured. Also many young Jews today are able to follow their religion and live and work outside the Jewish community.

Some candidates might comment on the possible dilemma of parents following different religions.