



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**RELIGIOUS STUDIES**

**0490/02**

Paper 2

**For Examination from 2011**

SPECIMEN MARK SCHEME

**1 hour 45 minutes**

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**MAXIMUM MARK: 80**

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This document consists of **16** printed pages.



In an examination of this kind, it is impossible to devise a mark scheme that will cover all acceptable answers. This mark scheme provides guidance on what to look out for in the answers given by the candidates. This means that you must be prepared to use discretion in deciding what constitutes an acceptable answer. In order to ensure that all examiners mark at a uniform level, you are expected regularly to discuss your marking with your Team Leader, especially any examples or forms of answer that differ greatly from the agreed mark scheme. Team Leaders are expected to discuss answers with the Principal Examiner.

The mark scheme is discussed at the co-ordination meeting. When marking, all examiners are expected to adhere to what has been agreed.

Before starting to mark scripts, please ensure that you are familiar with the syllabus.

## **PRINCIPLES UNDERLYING THE MARK SCHEME**

Candidates are tested on their ability to satisfy three general Assessment Objectives:

### **Assessment Objective A. KNOWLEDGE.**

Candidates should be able to:

- 1 use knowledge in order to describe the religious practices, experiences and beliefs of others
- 2 select and deploy relevant knowledge of the religion studied.

### **Assessment Objective B. UNDERSTANDING AND INTERPRETATION.**

Candidates should be able to:

- 3 show understanding of religious beliefs and practices by explaining their significance for believers
- 2 demonstrate awareness and understanding of religious responses to contemporary issues both personal and social.

### **Assessment Objective C. EVALUATION.**

Candidates should be able to:

- 5 evaluate different views on issues arising from religious belief and practice by using evidence and argument.

Paper 2 is marked out of 80.

Candidates choose **TWO** religions from:

Section A – Christianity

Section B – Islam

Section C – Judaism

and answer **TWO** of the questions in each of the chosen sections.

This means candidates will answer **FOUR** questions with a total of 20 marks each.

All answers are marked according to the level descriptors for the different assessment objectives as shown on the 0490 Levels of Response table.

## LEVELS OF RESPONSE

The statements which follow should be used to determine the appropriate level of response for each objective. They should be applied as appropriate to the question and as the assessment of the work of an average 16 year old.

The guiding principle for Examiners in applying the Mark Scheme to answers is to remember the concept of Positive Awarding. Therefore, **marks should be awarded for appropriate responses to reasonable interpretations of the question.**

In the Mark Scheme, there are no instances where answers are specifically excluded or required. What is included is information for Examiners, provided as guidance for what one might reasonably expect to find on a script. All appropriate answers therefore have the potential to be credited. It is perfectly possible for a candidate to achieve the highest level of response using a different argument or different information from that which appears in the Mark Scheme.

It must be assumed that Examiners are capable of answering the questions on the paper and so they can award the appropriate level of response to the candidate. The detailed marking schemes are there as suggestions of what might be found in the answer. Examiners should not check whether the content of the marking schemes is in the answers but rather be guided by the Levels of Response and the concept of **Positive Awarding**. Checking on what is not in the answer almost always leads to lower marks than are indicated by the Levels of Response.

Examiners should use the **full range of marks available** within the Levels of Response and not hesitate to award the maximum where it is deserved.

Examiners must not exceed the total marks allowable for the Level achieved or the total allowable for the part of the question.

### Assessment objectives/Levels of Response

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

Level	Marks	Marks	Description
4	6–7	4–5	Very good/excellent attempt, demonstrates detailed knowledge. Shows a high level of skills in selection of appropriate information. Very good organisation and presentation with skilled use of technical terms.
3	4–5	3	Good attempt, wide knowledge, selects mostly relevant information, shows knowledge of technical terms with good organisation and presentation skills.
2	2–3	2	Valid/satisfactory attempt, fair knowledge. Competent selection of some relevant information. Moderate organisation and presentation with some use of technical terms.
1	1	1	Basic attempt, some knowledge and limited ability to select relevant information.
0	0	0	Answer absent/completely irrelevant.

*B Understanding and interpretation (35%)*

Level	Marks	Description
4	6–7	Very good/excellent attempt, demonstrates a thorough understanding of religious beliefs, language and concepts. The ability to analyse and show clearly the relationship between belief and practice. Very good organisational and presentation skills.
3	4–5	Good attempt, demonstrates good understanding of religious beliefs, language and concepts. The ability to show the relationship between belief and practice. Good organisational and presentation skills.
2	2–3	Valid/satisfactory attempt, the ability to show some understanding of religious language and concepts. Some ability to show the relationship between belief and practice. Moderate organisation and presentation with some use of technical terms.
1	1	Basic attempt, limited ability to show understanding of religious language, concepts or practice. Little explanation offered.
0	0	Answer absent/completely irrelevant.

*C Evaluation (30%)*

Level	Marks	Description
4	6	Very good/excellent attempt demonstrates the ability to see the significance of specific issues and to express clearly a personal opinion supported by appropriate evidence and argument and also consider the argument for other views.
3	4–5	Good attempt, demonstrates the ability to see the significance of specific issues and express a personal opinion supported by some evidence and argument and to explain the argument for one or more other views.
2	2–3	Valid/satisfactory attempt, demonstrates some ability to see the significance of an issue and express a personal opinion with limited argument. Or, a simple expression of points of view.
1	1	Basic attempt, limited ability to see the significance of an issue or merely expresses a personal opinion.
0	0	Answer absent/completely irrelevant.

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

### Section A – Christianity

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

**1 (a) Describe the types of literature found in the Bible. [7]**

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

Responses might include some of the following:

The Bible contains the Old Testament and the New Testament, the Jewish Scriptures were not called the Old Testament until after the life of Jesus and the new covenant. The Old Testament contains different types of literature including law, prophecy, poetry, liturgy and history.

The New Testament contains the writings of the early Christians. Types of literature include the four gospels; the Acts of the Apostles, the Epistles (or Letters) – are the largest group of books and they were written by the members of the early church. The last book of the New Testament is The Revelation of John and is about the apocalypse.

For both the Old and New Testaments, there are books referred to as the Apocrypha. There is disagreement as to whether these are a genuine part of scripture/or not accepted by the church.

**(b) Explain why the Bible is important for Christians. [7]**

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

Responses might explain some of the following:

Christians believe that it is the 'Word of God' and the way in which God communicates with humans. Christians try to understand God's message and to live by the teachings in the Bible. In order to understand the teachings, there are readings from the Bible in every Christian service and often the minister's sermon is based on the message/teachings in the Bible.

Christians believe that the Bible is the key to understanding God and following Jesus' teachings. All Christians from all different traditions base their faith on the teachings in the Bible. Some Christians believe that the Bible was revealed and is the actual word of God, others believe that the writings are inspired by God but are human interpretations of his will.

**(c) 'The best way to learn about Christianity is to study the Bible.'**

**Discuss this statement. Give your own opinion and show that you have thought about other points of view.** [6]

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

Responses might consider some of the following:

Many Christians would agree with the statement. The Bible is a primary source. The Old Testament relates the history of God's special relationship with humanity since the creation of the world. The New Testament contains the story of the life of Jesus, his teachings and the writings of the early church.

Some candidates might explore whether studying the Bible is the only way to learn about Christianity. Another view might be that the Church is the main source, for most people, for learning about Christianity.

Some responses might comment on the inaccessibility of some of the text and some of the ideas in relation to more modern ways of interpreting Christianity.

**2 (a) Describe the words and actions used at an infant baptism.** [7]

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

Responses might include:

This description might be from any Christian tradition. Questions and responses might differ but the common elements are usually water, a lighted candle and the naming of the child.

The child is usually baptised at a font. Present are parents and godparents. Sometimes there is a congregation. The godparents and the congregation are asked to make responses and vows on behalf of the child. A candle symbolises Jesus as light of the world. The minister uses water to make the sign of a cross on the child's forehead and blesses him/her. The child is named.

- (b) Explain why, in Christianity, both infant and believers' baptism are important rites of passage.** [7]

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

Responses might explain some of the following:

From the beginning, baptism seems to have been the ceremony for admitting people into the Church. Jesus was baptised and there are records of baptism throughout the New Testament.

Christian parents are expected to bring up their children to love God and live according to the teachings of the Christian faith. Infant baptism is seen as a sacrament which channels God's grace.

Some Christians see believer's baptism as an outward witness that a person has made a decision to commit their life to Christ. The full immersion in water symbolises the washing away of sins and rising to new life in the power of the Holy Spirit.

- (c) 'Children should not be baptised until they are old enough to decide for themselves.'**

**Discuss this statement. Give your own opinion and show that you have thought about other points of view.** [6]

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

Responses might consider some of the following:

Many Christians would agree with this statement and explain that that is the reason for believers' baptism. Believer's baptism shows a mature commitment to the faith.

However, Roman Catholics have a belief about purgatory for an un-baptised child. Many Christians believe they have a duty to bring up a child in the Christian faith before they are old enough to make their own commitment later, through Confirmation.

Some responses might also argue that many people have a child baptised because it is fashionable, not because they are practising Christians, so it is better to leave it to the child to decide at a later stage. Some might assess whether outward ceremonies are important at all.

**3 (a) Describe what happened at the first Pentecost. [7]**

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

Responses might include:

The apostles were gathered in the upper room, a sound like a rush of violent wind was heard and tongues of fire appeared on each of them. They were filled with the Holy Spirit. The disciples began to speak in other languages, the crowd was bewildered by the speaking in tongues, some said they must be drunk.

Peter addressed the crowd, quoting scripture. About 3000 repented and were baptised.

**(b) Explain why Pentecost is an important festival for Christians. [7]**

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

Responses might explain some of the following:

The festival is important because after the death and resurrection of Jesus, the Apostles did not begin to preach the Good News until they had received the Holy Spirit at Pentecost.

The Holy Spirit gave Christians the power to preach the word and other charismatic gifts (teaching, healing, preaching, glossolalia). It was the first occasion after the death of Jesus that the Apostles preached openly. It was the beginning of the Jerusalem Church/sometimes known as the birthday of the church.

Candidates might explain the festival as Whitsuntide or White Sunday – from white – the colour of chism clothes worn by baptism candidates. The festival is historically a major focus for baptism.

**(c) ‘Public worship strengthens the Christian community.’**

**Discuss this statement. Give your own opinion and show that you have thought about other points of view. [6]**

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

Responses might consider some of the following:

Public worship in church services and at festivals brings all members of the community together and they share the same beliefs and attitudes. Christians can socialise and share problems after services, there is no sense of isolation because of their belief.

Some responses might argue, with examples, that social activities strengthen the community and if these are successful, people are more likely to attend services and become full members of churches.

Some candidates might consider that the type of public worship is important. More charismatic worship brings a greater sense of community than old fashion church services, for example.



**Section B – Islam**

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

**4 (a) Describe the differences between Sunni and Shi'ah Muslims. [7]**

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

Responses might include:

Sunni represent 90% of world Muslims, Shi'ah Muslims believe that Ali should have been the successor to Muhammad, they call Ali the first Imam and refuse to recognise the other three Caliphs who led Islam before him. Shi'ah believe that Ali's authority passed to his sons Hasan and Husayn, both these were murdered.

Sunni Muslims support the succession of the four rightly guided Caliphs. Sunni Muslims think Shi'ah Muslims show too much reverence to the family of Ali.

Shi'ah believe there is a secret knowledge in the Qur'an told to Ali by Muhammad. This has been passed down through their leaders, the Imams. Because of this they find it difficult to accept Muhammad as the seal of the prophets.

Candidates might offer fewer or more details than above e.g. differences in practices. All valid answers should be credited.

**(b) Explain the importance of Makkah to all Muslims. [7]**

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

Responses might explain some of the following:

Makkah is important because it is the situation of the Ka'ba, the holiest shrine in Islam. Muslims face the Ka'ba when they pray and are buried with their head facing towards the Ka'ba. The Ka'ba is thought to have been built by Abraham and Ismail, with help from an angel. Muslims believe it stands on the point where God began creating the earth.

The Hajj begins in Makkah with the tawaf of the Ka'ba; the hills of Safa and Marwah are within Makkah and the well of zam zam, which are important steps in the Hajj. Makkah was the birthplace of Muhammad and where he first began preaching Islam.

**(c) 'The beliefs Muslims share are more important than their differences.'**

**Discuss this statement. Give your own opinion and show that you have thought about other points of view.** [6]

Mark according to 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 died. To most outsiders, the two groups appear to be the same, they are both Muslims and so, should live in peace.

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.

**5 (a) Describe the celebration of Id al-Fitr (the end of Ramadan).** [7]

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

Responses might include:

The house is decorated, cards are bought and sent. Special foods prepared. Zakah-ul-Fitr is collected for the poor. The festival begins when the new moon appears.

The Id day is a holiday – in Muslim countries it lasts three days. No work is done. After rising, Muslims perform ghusl (have a bath) and usually the custom is to have new clothes to wear. In the morning there is a large congregation and special prayers are said at the mosque for the whole family, if they wish to attend (not just the men). There is usually a sermon. In some mosques there is a collecting box for Id zakah.

The houses of friends and relatives are visited, there is often a communal meal at midday, the first one after a month of fasting. People visit the cemeteries to remember loved ones.

**(b) Explain why observing the Five Pillars is important for Muslims.****[7]**

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

Responses might explain some of the following:

Observing the Five Pillars is an obligation on all Muslims. They are observing Allah's commands in the Qur'an. The Qur'an instructs them to obey all five and the Ahadith of Muhammad gives them the details of how to do so.

Obeying the Five Pillars shows submission to Allah. The Five Pillars are visible signs of the Muslim way of life and the unity of the ummah, the worldwide Muslim community. The Five Pillars are believed to support the faith of Islam as pillars support a house. They are important individually but also as a whole, if one pillar is removed the house will fall.

Some candidates might explain the importance of each of the pillars, all valid responses should be credited.

**(c) 'Fasting is more important than festivals.'**

**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:

Candidates might agree with the statement as sawm (fasting) is one of the Five Pillars and obligatory, as it is commanded by Allah. Muslims fast for 30 days in Ramadan before the festival of Id al-Fitr occurs.

However, the word 'id' means celebration. Id al-Fitr celebrates the successful conclusion of the fast. Children under 11/12 years will not have been fasting but they can join in with the celebration and excitement and they learn the importance of Ramadan. Similarly, Id al-Adha celebrates the end of the Hajj both for the pilgrims in Saudi Arabia and for all Muslims everywhere. Both fasts and festivals strengthen the unity of the ummah.

**6 (a) Describe how Muslims show respect for the Qur'an.** [7]

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

Responses might include:

The Qur'an is written in Arabic and it is read in Arabic, the language in which it was revealed. It has been preserved in its original form and is respected as the word of Allah. It has never been altered or added to. Before touching or reading the Qur'an, a bath (ghusl) is taken or wudu is performed. Women do not touch the Qur'an during menstruation. Usually the Qur'an is placed on a low stool (rahal) when being read and no talking, eating or drinking is allowed.

The Qur'an is wrapped in a cloth to keep it free from dust and it is placed on a high shelf so that there is nothing above it. Worn out Qur'ans are never just thrown away. They are usually buried or put into a river, weighted down. The Qur'an is recited in prayer everyday. Hafiz memorise the whole Qur'an. Muslims show their respect not just by reading and studying the Qur'an with humility, but by living by Allah's commands written in the Qur'an.

**(b) Explain the importance of the Qur'an in Muslim life.** [7]

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

Responses might explain some of the following:

The Qur'an is used in public and private worship. It is a complete guide for life for all Muslims. The teachings in the Qur'an affect every aspect of a person's thinking and influence their behaviour. Muslims believe it is the revealed word of God. It is applicable at any time in history, in any part of the world.

The Qur'an teaches Muslims the basic beliefs of Islam, the oneness of God, the lives of the Prophets, life after death and so on. It contains the commands of Allah and the Five Pillars, which they must obey. It is the primary source for Shari'ah, the code of law for Islamic living and as the word of God, it cannot be contradicted by any other source nor can it be altered.

**(c) 'The teachings in the Qur'an are only for Muslims.'** [6]

**Discuss this statement. Give your own opinion and show that you have thought about other points of view.**

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

Responses might consider some of the following:

Muslims believe Islam was not a new religion preached by Muhammad but it is the original religion from the beginning of time. The Qur'an was revealed to Muhammad as the final revelation after Jews and Christians had corrupted previous revelations sent by Allah.

Therefore, it is believed that the teachings in the Qur'an are timeless and universal and for all humanity, not just Muslims. Some responses might comment that there are similarities between the Qur'an and the Bible.

Some responses might consider what the point of view of believers from other faiths or non-believers might be. Also, that the way the commands are interpreted, particularly the Five Pillars, excludes people who are not Muslims.

**Section C – Judaism**

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

**7 (a) Describe the main religious features of a synagogue. [7]**

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

Responses might include:

The main religious features include Ark (Aron ha-kodesh), the cupboard, that holds the Sefer Torah (Torah scrolls), which are decorated with covers and breastplates and bells. The Bimah (reading desk), from which the Torah is read. It is usually in the centre of the synagogue.

The Ner Tamid (eternal light), which denotes the presence of God. The tablets, containing the Ten Commandments which are usually on either side of the Ark. The Menorah (seven branched candlestick) and the Magen David (Star of David), symbols of Judaism.

**(b) Explain the importance of the synagogue for a Jewish community. [7]**

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

Responses might explain some of the following:

The synagogue has many community functions as well as being a place for worship. It brings the community together and strengthens it. The synagogue reinforces Jewish religious life. Daily services and festivals take place, the Torah is read, rites of passage occur. Learning takes place, children are taught Hebrew, Bar Mitzvah classes are held. There are community rooms and provision for travellers.

The Rabbi and the Beth Din offer advice and rulings on disputes and kashrut. Most synagogues have a mikveh. The existence of a synagogue ensures that all Jews are part of a tight knit community and make it easier for Jews to obey the commands in the Torah.

**(c) Is prayer more sincere if it is done in private?**

**Discuss this question. 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:

Most male Jews pray daily at home, wearing tephilin and tallit. Prayer carried out in private might be free from distraction. Peace and quiet might be obtained. For Jews prayer in private follows the same rituals as prayer in public so neither action is just for show.

Some responses might assess that prayer in private is usually sincere because there is no need to carry it out if insincere, unlike prayer in public.

Arguments for and against the statement might consider that prayer in private is not necessarily more sincere than any other kind of worship but it is the sincerity of the intention of the person that is important.

**8 (a) Describe the types of literature found in the Tenakh. [7]**

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

Responses might include:

The Jewish Bible is called, in Hebrew the Tenakh. The letters T N K are the initial letters of the three sections, Torah (Law), Nevi'im (Prophets) and Ketuvim (Writings).

The Torah is the first five books of the Bible, Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Nevi'im are the books of the prophets e.g. Joshua, Jeremiah, Jonah and Ketuvim include e.g. Psalms, Proverbs, Song of Songs and the Book of Ruth.

Or, some candidates might briefly describe the type of literature as, e.g. History: of God's relationship with humanity and of the Jewish nation from its earliest stages. Theology: details of God's plan for the world beginning with Creation. Book of law.

**(b) Explain the importance of the Torah in Jewish life. [7]**

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

Responses might explain some of the following:

The written and oral Torah are sacred texts, the revealed word of God. Jews believe that God reveals his wishes to his people. The Torah is God's law revealed to Moses on Mount Sinai. Jews believe they must live in accordance with this law. The Torah is at the centre of life and is also central to Jewish worship.

The Torah contains the history of God's relationship with his people from the creation and also, some details of God's commands. Anything that adds detail to the Torah is not new teaching; it is a commentary on what already exists. The word Torah is sometimes used to cover all the teachings and commentaries that give details of the laws Jews must follow.

- (c) **'It is more important to live according to God's law than to celebrate festivals.'**

**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:

Candidates might consider the importance of obeying the laws in Judaism and the consequences e.g. the Messianic Age as being good reasons for obedience to the law being at the centre of Jewish belief.

Some responses might consider that the festivals are part of God's law, their celebration is instructed in the Torah and there are specific laws unique to each festival.

A conclusion might be that celebrating festivals is in obedience to God's law.

- 9 (a) Describe what happens at a Jewish funeral.** [7]

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

Responses might include:

Kaddish (prayer) is said to dying person. Burial is on the same day, if possible. The Chevra Kadisha (burial society) prepares the body. A man is buried wearing kittel and tallit. A plain wooden coffin is used. A mourner stays with the deceased. The body is never left alone before burial. Mourners make a small tear in their clothes.

Mourners escort the body to the grave. Prayers are said at the graveside. Some circle the grave seven times. There is ritual washing of hands.

NB Shiva is not part of the funeral.

- (b) Explain why Shiva is an important mourning ritual for Jews.** [7]

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

Responses might explain some of the following:

Shiva is a period of mourning for seven days. Mourners sit on low stools, mirrors are covered, there is no music. Mourners do not leave the house except on Shabbat or shave or cut hair or wear leather shoes. It is important because mourners are allowed to express their grief in this way for an intense period in the first week and then expected to gradually resume normal life.

Neighbours, people in the community help the bereaved by bringing food and providing companionship during Shiva. Kaddish is said three times a day and members of the community come to say it with the mourners. There are no clear beliefs in Judaism about life after death and the community concentrates on supporting and helping the living.

(c) **'Religious rituals and ceremonies are the best way to cope with death.'**

**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:

Candidates might consider the comfort for mourners in well-practised rituals. In Judaism, the Chevra Kadisha takes care of the family and during Shiva the mourners are helped and supported. In Judaism the rituals are mainly concerned with helping the living but in the short time between death and burial the deceased is shown great respect.

Some might consider that only religious believers require religious ceremonies or rituals. However, all people need to find consolation in some way by marking a death and remembering loved ones. This can be done in other ways, e.g. secular funerals, music, speeches, memorials.