

SYLLABUS

Cambridge International A Level

Divinity

9011

For examination in November 2017, 2018 and 2019

Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated, but there are no significant changes.

You are strongly advised to read the whole syllabus before planning your teaching programme.

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Contents

| | |
|--|----|
| 1. Introduction | 2 |
| 1.1 Why choose Cambridge? | |
| 1.2 Why choose Cambridge International AS and A Level? | |
| 1.3 Why choose Cambridge International A Level Divinity? | |
| 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma | |
| 1.5 How can I find out more? | |
| 2. Teacher support..... | 5 |
| 2.1 Support materials | |
| 2.2 Endorsed resources | |
| 2.3 Training | |
| 3. Assessment at a glance | 6 |
| 4. Descriptions of components | 7 |
| 4.1 Paper 1: The Prophets of the Old Testament | |
| 4.2 Paper 2: The Four Gospels | |
| 4.3 Paper 3: The Apostolic Age | |
| 5. Other information | 10 |

1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge International AS and A Levels are recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, although some courses do require specific subjects.

Cambridge AS and A Levels are accepted in all UK universities. University course credit and advanced standing is often available for Cambridge International AS and A Levels in countries such as the USA and Canada.

Learn more at www.cie.org.uk/recognition

1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives learners the freedom to select subjects that are right for them.

Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level.

Through our professional development courses and our support materials for Cambridge International AS and A Levels, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge International AS and A Levels have a proven reputation for preparing learners well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

Learners studying Cambridge International AS and A Levels have opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge International A Level Divinity?

Cambridge International A Level Divinity is accepted by universities and employers as proof of essential knowledge and ability. Cambridge International A Level Divinity students gain lifelong skills and knowledge including:

- How to study and interpret historical texts
- The history and historical background to both the Jewish and Christian Bibles
- A scholarly understanding of the life and teaching of Jesus
- The history and development of the early Christian church
- The authorship, composition and purpose of Acts and the epistles detailed in the syllabus

Prior learning

Candidates beginning this course are not expected to have studied Divinity or Religious Studies previously.

Progression

Cambridge International A Level Divinity provides a suitable foundation for the study of Divinity or Religious Studies or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Divinity or Religious Studies, or as part of a course of general education.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in different curriculum groups.

Learn more about the Cambridge AICE Diploma at www.cie.org.uk/aice

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge. Email us at info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/alevel** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Assessment at a glance

Three papers are set. Candidates must choose any **two** papers, answering **four** questions from each.

Paper 1

3 hours

The Prophets of the Old Testament

This paper is divided into three sections and candidates must answer **four** questions – one from each section plus one other.

Paper 2

3 hours

The Four Gospels

Candidates answer **four** out of 14 questions.

Paper 3

3 hours

The Apostolic Age

The paper is divided into two sections. Candidates must answer **four** questions, choosing **at least one** from each section.

Both the *New International Version* and the *Revised Standard Version* will be used for quotations included in question papers. Centres are free to choose which version they use. Examiners will not set questions in which the answer depends on a particular version of the Bible.

Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from www.cie.org.uk/examsOfficers

Centres in the UK that receive government funding are advised to consult the Cambridge website www.cie.org.uk for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 8041 Cambridge International AS Level Divinity

4. Descriptions of components

4.1 Paper 1: The Prophets of the Old Testament

The aim of this paper is to help candidates to an understanding of one of the key factors in the maintenance of the religious faith of Ancient Israel, and to introduce them to the study of a significant part of the Jewish and Christian Bibles.

Candidates need a basic overall view of the history of Israel from the Conquest to circa 400 BCE. They should understand the context of the events and people they are studying, and how they relate to parallel accounts of the same periods in other parts of the biblical literature. Throughout, they should be aware of the views of modern scholars.

The paper is divided into three sections.

Candidates are required to answer **four** questions. One question is the compulsory comment question in Section C, where four passages must be chosen out of a possible eleven. They must also choose one question from Section A, one question from Section B, and one further question from either Section A or Section B.

Section A: Pre-canonical prophets and general questions

Candidates are expected to show knowledge of the earliest manifestations of prophecy in Israel, and to be aware of the views of modern scholars on its origins. They should also be able to show the significance of (pre-canonical) prophets of the 10th and 9th centuries BCE, including their roles, functions and impact.

General questions are also asked on the characteristics of Israelite prophecy and prophetic literature; the roles and activities of prophets and their relationship with the social and religious institutions of their day; methods of communicating their message; the collection and preservation of prophetic writings; the kind of issues addressed in prophecy; the significance of Moses for the prophecy of Israel, and also Samuel and Elijah.

Candidates may be asked to compare the prophecy of one period of Israel's history with another. There are passages in Section C, prescribed with particular reference to Section A, which should be given detailed study.

Section B: Pre-exilic prophets, with special reference to Amos, Hosea, Isaiah of Jerusalem, and Jeremiah

Candidates should be familiar with the **main** contents of Amos; Hosea; Isaiah 1–12, 28–39; Jeremiah 1–45. They should also have detailed knowledge of the relevant passages prescribed in Section C. Questions are set on the life and/or work and message of individual prophets, but comparative questions and general questions on pre-exile canonical prophets may also be included.

Section C

A compulsory question with passages for comment.

These passages are drawn from the following passages for detailed study, relating to the other sections of the syllabus:

| | |
|-----------------------------------|--|
| (A) Numbers 11:14–17, 11:24–29 | (B) Amos 2–4, 7–9 |
| Deuteronomy 18:9–22 | Hosea 1–4, 6:1–6, 11, 14 |
| 1 Samuel 3, 9:1–10:13, 28:3–25 | Isaiah 1, 2, 5–9, 11, 31 |
| 2 Samuel 7 | Jeremiah 1–2:13, 7, 11–13, 15:10–16:15, 17–20, 23–24, 27–29, 31–32 |
| 1 Kings 19:1–18, 21:1–29, 22:1–38 | |

4.2 Paper 2: The Four Gospels

The aim of this paper is to encourage and develop a scholarly understanding of the life and teaching of Jesus as contained in the four gospels. A good working knowledge of the gospel text is required.

Candidates are expected to know and comment upon differences between the gospels where these are plainly relevant to this understanding, but they will not otherwise be asked for detailed comparison of parallel narratives.

There are **fourteen** optional questions on this paper, one of which contains passages for comment. Candidates are required to answer any **four** questions. The breakdown of the paper is as follows:

- The comment question contains **eight** short texts (gobbets), two from each gospel. Candidates should state the context of any **four** gobbets (but not rewrite the story) and then comment on points of interest (religious, historical, political or social) or difficulties that arise *from that text*.
- There are at least **two** questions on the paper directly concerned with each gospel.
- There are **five** further questions on main gospel issues and themes.

Answers to all questions should demonstrate a thoughtful mixture of scholarly opinions, textual evidence and personal evaluation.

In preparing for this paper candidates should study the following:

- the relevant gospel texts
- the historical, social and religious background to the gospels
- the main questions and ideas raised by biblical criticism
- authorship, date, provenance and main themes of the gospels
- the main events in the gospels: birth narratives, John the Baptist and his relation to Jesus, baptism, temptations, confession of Peter, transfiguration, miracles and mighty works, entry into Jerusalem, last supper, trials, crucifixion and resurrection
- the teaching of Jesus (especially by means of parables and miracles) with special attention to: salvation, forgiveness, the kingdom of God, future judgement, discipleship and commitment, wealth and possessions, prayer, ethics, discussions with Jewish authorities and his self-understanding
- the main events and teaching peculiar to John's gospel (e.g. the Prologue, Nicodemus, the Samaritan woman, the 'signs', the "I am" sayings)
- the christological titles (son of God, son of man, son of David, etc.)
- the views of contemporary scholars.

4.3 Paper 3: The Apostolic Age

The subject should be studied with reference to the following books: Acts 1–21:15; Romans; 1 Corinthians; Galatians; Colossians; 1 Thessalonians; Hebrews and James. There is a rotation of books prescribed for detailed study:

- (a) 2014: 1 Corinthians and 1 Thessalonians
- (b) 2015: Acts 1–21:15 and Galatians
- (c) 2016: Colossians and Hebrews
- (d) 2017: Romans and James
- (e) 2018: 1 Corinthians and 1 Thessalonians
- (f) 2019: Acts 1–21:15 and Galatians

Candidates are expected to have made a study of the history and development of the early Christian Church during the Apostolic Age which should include the following:

- the main features of the apostolic teaching and preaching to both Jews and Gentiles
- the progress and problems of the Christian mission, including opposition and persecution from both Jews and Gentiles as evidenced in Acts 1–21:15 and the relevant passages in the epistles included in the syllabus
- the economic, social and political factors which aided or hindered the Christian mission
- the instruction and guidance given to converts, especially those from Gentile backgrounds
- the problems which arose concerning the admission of Gentiles into the membership of the Church
- the doctrinal, pastoral and ethical teaching given by Paul, James and the author of Hebrews and the problems dealt with in their letters
- the relation of the Christian Church to Judaism, including the use of the Jewish scriptures, and the Church's growing independence
- the patterns of worship in the early Church, including both its debt to Judaism and distinctively Christian features
- the contribution to the life and mission of the early Church, including the development of its doctrine, by leading figures such as Peter, Stephen, Philip, Barnabas and Paul
- the relations of the Apostolic Church with the Jewish and Roman authorities, and teaching on the role of the state.

In addition, candidates should study the authorship, date, circumstances of composition, purposes of Acts and the epistles included in the syllabus. While very detailed questions concerning critical problems are not set, candidates should nevertheless be familiar with the more important problems relating to particular books including the question of the historical value of Acts in the light of the evidence of Paul's letters, the date and destination of Galatians, the authorship and destination of Hebrews, and the notably Jewish character of James.

The paper consists of two sections. Candidates must attempt **four** questions, choosing **at least one** from each section.

Section A consists of four questions on the books prescribed each year for detailed study. These include an optional question containing passages for comment selected from the prescribed books.

Section B consists of not fewer than five questions covering the rest of the syllabus.

In both sections some questions may be set as alternatives.

5. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk/examsOfficers

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.

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