



UNIVERSITY *of* CAMBRIDGE  
International Examinations

Cambridge  
**O Level**

# SYLLABUS

**Cambridge O Level**  
**Religious Studies (Bible Knowledge)**  
**2048**

For examination in June and November 2014

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# 1. Introduction

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## 1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

### Developed for an international audience

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

### Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at [www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

### Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

## 1.2 Why choose Cambridge O Level?

Cambridge helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Schools worldwide have helped develop Cambridge O Levels, which provide an excellent preparation for Cambridge International AS and A Levels.

Cambridge O Level incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why choose Cambridge O Level Religious Studies (Bible Knowledge)?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level Religious Studies (Bible Knowledge) is accepted by universities and employers as proof of knowledge and understanding.

The syllabus focuses on Christian origins. It encourages candidates to take a thoughtful approach to the study of the life and teaching of Jesus, as contained in the Gospel of Luke; it also considers the birth and development of the early church, as recorded in the Acts of the Apostles.

Candidates develop an enquiring and critical approach to the study of biblical texts and explore the religious, ethical and historical questions raised. The syllabus is open to candidates of any religion (or none), and both the New International Version and the Revised Standard Version of the Bible are used for quotations.

## 1.4 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 **international@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 **international@cie.org.uk** to find out how your organisation can become a Cambridge school.

## 2. Assessment at a glance

The syllabus is assessed by two written examinations. Candidates take both papers.

### Paper 1: Short Answer questions

1 hour 15 minutes

This paper has **two** sections. The questions in both sections are equally divided between the Gospel of Luke and Acts 1-21:15.

**Section A:** Ten short-answer questions (2 marks for each).

**Section B:** Four structured questions on quotations from the set texts (5 marks for each).

Candidates answer **all** questions in **both** sections of the paper and write their answers on the question paper in the space provided.

**Total marks: 40**

**Weighting: 40%**

### Paper 2: Essay questions

1 hour 45 minutes

There are ten essay questions. Candidates answer **five** (12 marks for each question).

This paper has **two** sections.

**Section A:** Five questions on the life and teaching of Jesus as portrayed in St Luke's Gospel.

**Section B:** Five questions on the life and development of the early church as described in the Acts of the Apostles, chapters 1-21:15.

Candidates answer **two** questions from Section A **and two** questions from Section B. The **fifth** question may be chosen from either section.

Each question has two parts, testing AO1 (up to seven marks) and AO2 (up to five marks).

**Total marks: 60**

**Weighting: 60%**

### Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is available to private candidates.

Cambridge O levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

## 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
- 0490 Cambridge IGCSE Religious Studies
- 2049 Cambridge O Level Religious Studies (Bible Knowledge) (Singapore)

Please note that Cambridge O Level, Cambridge International Level 1/Level 2 Certificates and Cambridge IGCSE syllabuses are at the same level.

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## 3. Syllabus aims and objectives

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### 3.1 Aims

The syllabus aims are to enable candidates to:

1. Acquire a knowledge of the life and teaching of Jesus, and the development of the early Christian church.
2. Develop an enquiring and critical approach to the study of biblical texts, the ideas they contain, and the ways in which they may be interpreted.
3. Identify and explore the religious, ethical and historical questions raised in the texts studied.
4. Attempt an informed response to issues arising out of their study.

### 3.2 Assessment objectives

Candidates should demonstrate they have studied the prescribed texts closely.

**AO1:** AO1 is primarily concerned with knowledge, and assesses candidates' ability to:

- Recall, select and present relevant points from the text and background information.
- Use knowledge of stories and traditions contained in the texts to explain them with understanding.

**AO2:** AO2 is concerned with understanding and evaluating the material, and assesses candidates' ability to:

- Use knowledge of the religious background of the Old and/or New Testaments, as appropriate, to show the significance for the author of the major themes in his writings.
- Identify and explain the particular interests and purpose(s) of the author of Luke and the Acts of the Apostles.
- Identify and explain the use of symbolism, parable, allegory, etc, in the texts studied.
- Evaluate the significance of major themes in the Lukan writings for religious and moral understanding.

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## 4. Curriculum content

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### 4.1 Versions of the Bible

- Schools may use whichever version of the Bible they prefer. Please note that the majority of modern translations are based on a much more accurate version of the text than the King James Bible, also known as the Authorised Version (1611).
- Both the New International Version (NIV) and the Revised Standard Version (RSV) are used for quotations included in question papers.
- Questions set in the examinations can be answered from any version of the Bible.

### 4.2 Syllabus content

Some knowledge of the religious, political and geographical background will be expected for both texts.

The topics listed are not exhaustive and only serve as examples; questions may be set on other topics.

#### 4.2.1 The life and teaching of Jesus as portrayed in Luke's Gospel

Candidates study the gospel as a whole, as well as studying sections of the gospel in detail. Study of the gospel should include:

- Authorship, reason for writing and destination
- Events in Jesus' life – for example, birth, baptism, temptations, ministry, Last Supper, Gethsemane and arrest, trials, crucifixion, resurrection, ascension
- People connected with Jesus
- Miracles
- Parables
- Prominence given to women
- Jesus' attitude towards sinners, the under-privileged and down-trodden
- Growth of criticism and opposition to Jesus
- The theme of universalism in the gospel
- Jesus' teaching on: prayer, riches, discipleship, Kingdom of God, greatness and humility, the Law and the sabbath, repentance and forgiveness, divorce and marriage
- Jesus' use of the Old Testament.

## 4.2.2 The birth of the early church as portrayed in the Acts of the Apostles, chapters 1–21, verse 15

Candidates study the prescribed chapters of Acts in detail – i.e. chapters 1 to 21, verse 15. They are also encouraged to read the rest of the Acts to help them understand the structure and purpose of the book. Questions are only set on material in the prescribed chapters. Study of Acts should include:

- Authorship – connection between Luke’s Gospel and the Acts of the Apostles
- Baptism of Jews and Gentiles (including the Ethiopian, Cornelius, Samaritans, those at Syrian Antioch, converts on Paul’s journeys)
- Holy Spirit – Pentecost, Cornelius, Paul’s journeys
- Persecution of the Church – in Jerusalem, the dispersion, Paul’s journeys
- Gentile admission – Council of Jerusalem – a church independent from Judaism – resulting problems
- Preaching and speeches of Peter, Stephen, Paul and James
- Missionary journeys of Paul and Barnabas – attitude of the Roman authorities, Jews and pagans to the church
- Ministry in the church – apostles, deacons, elders
- Prophets.

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## 5. Notes on teaching

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1. Teachers can use any modern scholarly translation of the Bible, which is widely used in the mainstream Christian churches. Quotations and wording of questions are based on the New International Version (NIV) and the Revised Standard Version (RSV).
2. The educational process is not intended solely for an examination. The examination is a natural outcome of a successful teaching process. Teachers should use a variety of educational practices and techniques to enable candidates to enjoy learning, to think and draw conclusions for themselves.
3. Candidates should be given the opportunity to discuss what they learn and to appreciate the views of others, even when these views differ from their own. In Religious Studies, tolerance of others and their views is fundamental. Candidates should look at the teaching of Jesus and how his teaching applied to his own time, to the time of the early church (particularly as it spread to the gentile world), and to modern times.
4. Candidates should study topics and relate material from different parts of the text. One suggestion is that, initially, candidates should read through the complete text of the Gospel of Luke and Acts for an overview. Then a detailed and critical reading and study of the text should be made. Often, in studying a section of the text, reference to another passage is helpful.
5. Work should be planned so that candidates can review themes which are spread throughout the book – for example, Jesus' teaching on prayer, riches, forgiveness, etc. In the Acts of the Apostles, the whole of the set text needs to be reviewed to see how the church evolved, from grappling with the entry of the gentiles into a Jewish based community, to becoming independent from Judaism, to adapting its patterns of ministry and worship to meet the needs of gentile converts.
6. A list of textbooks and resources is provided. No particular book is singled out. The books listed are those which should be available and have proved helpful in the past. Teachers will also find reputable concordances to be of value – for example, Cruden's Concordance.
7. Candidates should be allowed to practise answering questions under timed, examination conditions and to discuss their work afterwards. A good technique is helpful in examinations but needs to be worked out and practised.

## 6. Level descriptors

Levels of response are used when marking Paper 2. There are four levels of response for each assessment objective. A descriptor and the marks available for each level are detailed below.

### AO1 (Knowledge)

Level	Mark	Level Descriptor
4	7	<b>Excellent.</b> A thorough, well-developed and substantial response. Demonstrates extensive and highly accurate knowledge of the subject, moving far beyond merely the main points. Likely to quote the text both at length and accurately, often verbatim. Exceptional and thoughtful.
3	5–6	<b>Good.</b> Addresses the question confidently, competently and coherently. Demonstrates sound, quite detailed and generally accurate knowledge of the subject matter. Covers the main points. May quote from the text fairly extensively, and on the whole, quite accurately.
2	3–4	<b>Satisfactory.</b> A fair, mainly relevant but generally undeveloped response. The candidate demonstrates some factual knowledge, which is fairly accurate and slightly wider than at basic level. Some of the main points are covered but lack substance.
1	1–2	<b>Basic.</b> An attempt to answer the question, but lacks potential and/or is unfinished. Very limited knowledge of the subject. Response includes only a small amount of relevant material. Facts are reported in basic outline only, often inaccurately, though some credible points are made.
0	0	<b>Irrelevant.</b> No attempt whatsoever to answer the set question, or the candidate provides a wholly irrelevant response.

## AO2 (Understanding/Discussion)

Level	Mark	Level Descriptor
4	5	<b>Excellent.</b> Demonstrates a wide and thorough understanding of the subject/ set text. Recognises fully and explains the significance of material. Can reason, evaluate and discuss in a thoughtful, mature manner.
3	4	<b>Good.</b> Understands the significance of the question. Seeks to move clearly beyond a purely descriptive approach, demonstrating touches of maturity and a willingness to engage with and discuss the material.
2	2–3	<b>Satisfactory.</b> Response is descriptive but offers a little more than at Level One. The candidate attempts, though with limited success, to move beyond a purely descriptive approach, with some limited discussion of the material.
1	1	<b>Basic.</b> Limited understanding of the subject. The candidate's response is descriptive and immature, with no attempt to discuss or evaluate the material at all.
0	0	<b>Irrelevant.</b> No response submitted, or clearly lacks any understanding whatsoever of the subject matter.

A Standards Booklet for 2048/02 (available from Cambridge Publications Catalogue) demonstrates the levels of response marking approach and provides specimen answers at each of the levels for some of the specimen questions from Paper 2.

## 7. Resource list

### 7.1 Textbooks

Teachers may find the following books helpful.

The life and teaching of Jesus as portrayed in Luke's Gospel:

Author	Title	Date	Publisher	ISBN
William Barclay	The New Daily Study Bible Series: St Luke	2001	St Andrew's Press, Edinburgh	0715207830
	The Gospel of St Luke	1986	S & U Publishers, 413 Tagor Avenue, Singapore 2678	9971965275
Leon Morris	Tyndale New Testament Commentaries: The Gospel According to St Luke	1988	Inter Varsity Press	0851118720
Tom Wright	Luke for Everyone	2001	Society for Promoting Christian Knowledge (SPCK)	0281053006
Norman Price	St Luke's Gospel – A Commentary	1991	Religious and Moral Education Press	0080292526 (hardback); 0080292524 (paperback)
Robin Cooper	Luke's Gospel – An Interpretation for Today	1989	Hodder and Stoughton	0340492279
E J Tinsley	The Cambridge Bible Commentary Series: The Gospel According to Luke	1965	Cambridge University Press	0521042003 (hardback); 0521092523 (paperback)

Out of print textbooks that are still suitable:

Author	Title	Date	Publisher	ISBN
G B Caird	Pelican Gospel Commentary: St Luke	1977	Penguin	0140204903
E E Ellis	New Century Bible Series; Luke	1966	Oliphants/Marshall Morgan & Scott	055100840
A R Leaney	The Gospel According to St Luke	1967	A & C Black, London	0713600241
H A Guy	The Gospel of Luke	1972	Nelson Thornes Ltd	0333113144

## The birth of the early church as portrayed in the Acts of the Apostles 1–21:15

Author	Title	Date	Publisher	ISBN
William Barclay	The Daily Study Bible Series: Acts	1999	St Andrews Press, Edinburgh	0715207369
C K Barrett	Paul: An Introduction to His Thought	1994	Geoffrey Chapman	022566688X
F F Bruce	Men and Movements in the Primitive Church	1979	Paternoster Press	085364280X
F F Bruce	New International Commentaries on the New Testament: Acts of the Apostles	1994	Eerdmans Press	0802825052
I Howard Marshall	Tyndale New Testament Commentaries: Acts	1988	Inter Varsity Press	085118747
William Neil	New Century Bible Series: Acts	1981	Oliphants/Marshall Morgan & Scott	0551009063
J W Packer	The Cambridge Bible Commentary Series: Acts of the Apostles	1966	Cambridge University Press	052109383X
F S Hewitt	A Study of the Acts and the Epistles	1964	Edward Arnold	713112131

## Teachers' reference books

Editor	Title	Date	Publisher	ISBN
Edited by Matthew Black and H H Rowley	Peake's Commentary on the Bible	2001	Routledge, Taylor and Francis Books	0415263557
Edited by John Barton and John Muddiman	The Oxford Bible Commentary	2001	Oxford University Press	0198755007; also available on CD ROM

## 7.2 Computer resources for teacher use

The Inter-Varsity Press *The Essential Reference Collection* on CD ROM is an outstanding resource for teachers at every level. As well as containing versions of the Bible, it also contains the following books:

- Dictionary of Biblical Imagery
- Dictionary of Jesus and the Gospels
- Dictionary of New Testament Background
- Dictionary of Paul and his Letters
- Dictionary of the Later New Testament
- New Bible Atlas
- New Bible Dictionary
- New Bible Commentary
- New Dictionary of Biblical Theology
- New Dictionary of Theology
- Hard Sayings of the Bible

Resources are also listed on Cambridge's public website at [www.cie.org.uk](http://www.cie.org.uk). Please visit this site on a regular basis as the Resource lists are updated through the year.

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## 8. Additional information

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### 8.1 Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### 8.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Religious Studies (Bible Knowledge) previously.

### 8.3 Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge O Level Religious Studies (Bible Knowledge) are well prepared to follow courses leading to Cambridge International AS and A Level Divinity, or the equivalent.

### 8.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

### 8.5 Grading and reporting

Cambridge O Level results are shown by one of the grades A\*, A, B, C, D or E indicating the standard achieved, Grade A\* being the highest and Grade 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.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.

- ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
- ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
- ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
- ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## 8.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website [www.cie.org.uk](http://www.cie.org.uk)

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 8.7 Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to [www.cie.org.uk/olevel](http://www.cie.org.uk/olevel). Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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