

Syllabus

Cambridge International A Level Divinity

Syllabus code 9011

For examination in November 2013



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

A Cambridge International A or AS Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects. Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students 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. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada. Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

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

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 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

1.3 Cambridge Advanced International Certificate of Education (AICE)

Cambridge AICE is the group award of Cambridge International Advanced Supplementary Level and Advanced Level (AS Level and A Level).

Cambridge AICE involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

An A Level counts as a double-credit qualification and an AS Level as a single-credit qualification within the Cambridge AICE award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The examinations are administered in May/June and October/November sessions each year.

Divinity (9011) falls into Group C, Arts and Humanities.

Learn more about AICE at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

Cambridge International A Level Divinity Syllabus code 9011

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 October/November examination session.

This syllabus is available to private candidates.

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

2. Assessment at a glance

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

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

3. Descriptions of components

3.1 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.

3. Descriptions of components

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

Deuteronomy 18:9-22

1 Samuel 3, 9:1-10:13, 28:3-25

2 Samuel 7

1 Kings 19:1-18, 21:1-29, 22:1-38

(B) Amos 2-4, 7-9

Hosea 1-4, 6:1-6, 11, 14

Isaiah 1, 2, 5-9, 11, 31

Jeremiah 1-2:13, 7, 11-13, 15:10-16:15, 17-20, 23-24, 27-29, 31-32

3.2 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.

3. Descriptions of components

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.

3.3 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) 2010: 1 Corinthians and 1 Thessalonians
- (b) 2011: Acts 1-21:15 and Galatians
- (c) 2012: Colossians and Hebrews
- (d) 2013: Romans and James

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

3. Descriptions of components

- 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.

4. Additional information

4.1 Guided learning hours

Advanced Level ('A Level') syllabuses are designed on the assumption that candidates have about 360 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.

4.2 Recommended prior learning

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

4.3 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.

4.4 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.

4.5 Grading and reporting

A 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 has failed to reach the standard required for a pass at either A Level or AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

4. Additional information

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

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

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

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 uniform percentage 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 session to another and from one subject to another) and it has been turned into a percentage.

4. Additional information

4.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

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