



Syllabus

Cambridge International A Level Divinity 9011

For examination in November 2020, 2021 and 2022.



Changes to the syllabus for 2020, 2021 and 2022

The syllabus has been updated. The latest syllabus is version 2, published November 2017.

There are no significant changes which affect teaching.

- The front cover of this syllabus has been updated, there are no other changes to this syllabus. The new image provides a consistent visual identity to all our A Level Religious Studies subjects.

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

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Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

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.

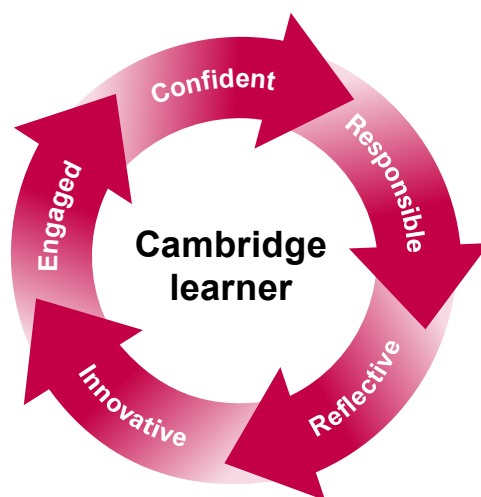
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **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.



Learn more about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at www.cambridgeinternational.org/curriculumguide

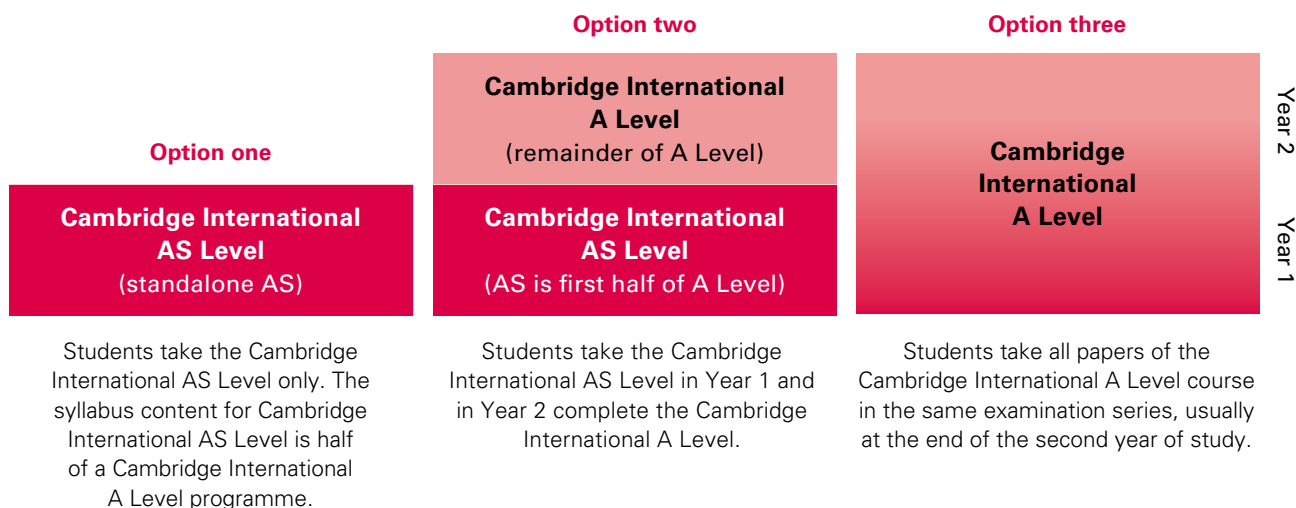
Why Cambridge International AS & A Levels?

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

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

Learn more

For more details go to www.cambridgeinternational.org/recognition

Why Cambridge International A Level Divinity?

About the syllabus

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

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

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.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

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@cambridgeinternational.org

If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at www.cambridgeinternational.org/startcambridge

Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & 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 from different curriculum groups.

Learn more

For more details go to www.cambridgeinternational.org/aice

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge
International
AS & A Level
support for
teachers

Professional development

Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

Learn more

Find out more about support for this syllabus at www.cambridgeinternational.org/alevel

Visit our online resource bank and discussion forum at www.cambridgeinternational.org/support

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at www.cambridgeinternational.org/social-media

1 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.cambridgeinternational.org/timetables

Centres in the UK that receive government funding are advised to consult the Cambridge International website www.cambridgeinternational.org 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 International syllabus, except:

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

2 Description of components

2.1 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, |
| 1 Kings 19:1–18, 21:1–29, 22:1–38 | 27–29, 31–32 |

2.2 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.

2.3 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) 2020: 1 Corinthians and 1 Thessalonians
- (b) 2021: Acts 1–21:15 and Galatians
- (c) 2022: Colossians and Hebrews

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.

3 Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have 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.cambridgeinternational.org/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 result) 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 result) 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 the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as 'administrative zones'. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

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