

**RELIGIOUS STUDIES 2048  
GCE O Level  
2007**

**IMPORTANT NOTICE**

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This regulation applies only to entry by private candidates in the UK and USA. Entry by private candidates through Centres in other countries is not affected.

Further details are available from Customer Services at University of Cambridge International Examinations.

**Exclusions**

This syllabus must not be offered in the same session with any of the following syllabuses:

0490 Religious Studies  
2038 Bible Knowledge (Singapore)

**You can find syllabuses and information about CIE teacher training events on the CIE Website ([www.cie.org.uk](http://www.cie.org.uk)).**



# RELIGIOUS STUDIES

## GCE Ordinary Level

### Syllabus 2048

First examination in May/June 2005

Replaces syllabus 2040 and 2041 (last examination in November 2004)

Available in the May/June and October/November examination sessions

This syllabus focuses on Christian origins. It encourages a thoughtful approach to the study of the life and teaching of Jesus, as contained in the Gospel of Luke, and the birth and development of the early church, as recorded in the Acts of the Apostles, Chapters 1 to 21, verse 15. It is open to candidates of any religious persuasion or none.

A comparison between the old 2040/2041 syllabus and the replacement 2048 syllabus can be found in the 2048 syllabus for 2005 and 2006. Specimen question papers and mark schemes can also be found at the back of the 2005 and 2006 syllabuses.

**NB:** No changes have been made to the 2005/2006 syllabus. Any additional information here (indicated by down-ruling in the margin) is either simpler presentation of the assessment objectives or clarification of the marking approach for Paper 2.

Copies of syllabuses, past papers and Examiners' Reports are available on CD ROM and can be ordered using the Publications Catalogue, which is available at [www.cie.org.uk](http://www.cie.org.uk) under 'Qualifications & Diplomas' – 'Order Publications'.

## AIMS

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The aims of the syllabus are to enable candidates:

1. to acquire a knowledge of the life and teaching of Jesus, and the development of the early Christian church
2. to 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. to help candidates identify and explore the religious, ethical and historical questions raised in the texts they have studied
4. to attempt an informed response to issues arising out of their study.

## ASSESSMENT OBJECTIVES

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The assessment objectives are similar to those of the old syllabuses, 2040 and 2041. Candidates should be able to demonstrate that they have made a close study of the prescribed texts.

Candidates are tested on their ability to satisfy two general Assessment Objectives (AOs):

**AO1:** To recall, select, organise and present material from the text and background information, and to use this knowledge to explain the text with understanding. Thus, AO1 is primarily concerned with knowledge, and equates to assessment objectives 1 and 2 in the 2005/2006 syllabus:

1. recall, select and present relevant points from the text and background information
2. use knowledge of stories and traditions contained in the texts to explain them with understanding

**AO2:** To employ this knowledge to interpret and evaluate the text by demonstrating the significance of its major themes for religious and moral understanding, as well as the author's particular interests, purpose(s) and use of the material in Luke and Acts. Thus, AO2 is concerned with understanding and evaluation of the material, and equates to assessment objectives 3-6 in the 2005/2006 syllabus:

3. 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
4. identify and explain the particular interests and purpose(s) of the author of Luke and the Acts of the Apostles
5. identify and explain the use of symbolism, parable, allegory, etc, in the texts studied
6. evaluate the significance of major themes in the Lukan writings for religious and moral understanding.

## SCHEME OF ASSESSMENT

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Assessment will be by written examination. Candidates will be required to take **two** papers. To be awarded a final grade in the examination, candidates **must** take both papers.

### PAPER 1: Luke and Acts 1–21:15 short-answer questions (1¼ hours)

This paper will contain **two** sections with the questions in both sections equally divided between the Gospel of Luke and Acts 1–21:15.

Candidates will be required to answer **all** the questions in **both** sections of the paper. Candidates write their answers on the question paper in the spaces provided.

Section A will contain **ten** short-answer questions (2 marks for each), and Section B will contain **four** structured questions on quotations from the set texts (5 marks for each).

The total mark for this paper will be **40**.

### PAPER 2: Luke and Acts 1–21:15 essay questions (1¾ hours)

**Ten** essay questions will be set, from which candidates will be required to answer **five**. Twelve marks will be assigned to each question, making the total mark for the paper **60**. Candidates answer on separate answer paper.

Section A will contain **five** questions on the life and teaching of Jesus as portrayed in Luke's Gospel.

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

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

Questions consist of two parts:

- Part a, which usually tests AO1, earns a maximum of 7 marks.
- Part b, which usually tests AO2, earns up to 5 marks.

Marks are awarded based on levels of response for each AO. There are four levels of response for each AO. 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. Totally illegible.

**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 can explain 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	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	1-2	<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.

To provide guidance for teachers, the specimen mark scheme supplied in the syllabus for 2005 and 2006 gives an indication of the range of content points that could be included in answers to the specimen question paper.

In addition, a Standards Booklet for 2048/02 (available from CIE Publications Catalogue) demonstrates the levels of response marking approach and provides some specimen answers at each of the levels of attainment for some of the specimen questions from Paper 2.

## **VERSIONS OF THE BIBLE**

Both the New International Version (NIV) and the Revised Standard Version (RSV) will be used for quotations included in question papers. There is, however, no wish or intention to dictate to schools what version should be used in the teaching and preparation of candidates for this examination. Schools are at liberty to use whichever version they prefer. It should, however, be remembered 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).

Examiners have been instructed not to set questions in which the answer depends on a rendering peculiar to a particular version of the Bible.

## SYLLABUS CONTENT

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### **The Life And Teaching Of Jesus As Portrayed In Luke's Gospel**

In addition to studying sections of the gospel in detail, candidates should study the gospel as a continuous whole. Their study of the gospel should include the following:

- 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.

### **The Birth Of The Early Church As Portrayed In The Acts Of The Apostles Chapters 1–21, verse 15**

In addition to studying the prescribed chapters of Acts in detail – i.e. chapters 1 to 21, verse 15 – candidates should be encouraged to read the rest of the Acts, as this will help them to understand the structure and purpose of the book. Questions, however, will only be set on material in the prescribed chapters. Candidates will be expected to have made a study of the following:

- 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.

In the study of both texts some knowledge of the religious, political and geographical background will be expected.

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

## TEACHING TIME

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The syllabus is based upon the assumption that no fewer than three teaching periods or two hours per week, over the course of two years, will be allocated to the subject.

## TEACHING THE SYLLABUS

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1. Any modern scholarly translation of the Bible, which is widely used in the mainstream Christian churches, may be used. Quotations and wording of questions will be based on the New International Version (NIV) and the Revised Standard Version (RSV).
2. The educational process is not intended to teach solely for an examination. The examination is one natural outcome of a successful teaching process. A variety of educational practices and techniques should be employed to enable candidates to enjoy learning, to think and draw conclusions for themselves.
3. Pupils should be afforded 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. The teaching of Jesus, its application to Jesus' own time, to the time of the early, growing church, particularly as it spread to the gentile world, and to modern times is necessary.
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 go over 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, as the church grew, its leaders grappled with the entry of the gentiles into a Jewish based community, and how it eventually became independent from Judaism, and adapted 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. Opportunity should be afforded for candidates 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.

## **TEXTBOOKS AND RESOURCES**

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### **The Life and Teaching of Jesus as Contained in the Gospel of St Luke**

William Barclay; The New Daily Study Bible Series: St Luke; 2001; St Andrew's Press, Edinburgh; ISBN 0715207830

The Gospel of St Luke; 1986; S & U Publishers, 413 Tagor Avenue, Singapore 2678; ISBN 9971965275

Leon Morris; Tyndale New Testament Commentaries: The Gospel According to St Luke; 1988; Inter Varsity Press; ISBN 0851118720

Tom Wright; Luke for Everyone; 2001; Society for Promoting Christian Knowledge (SPCK); ISBN 0281053006

Norman Price; St Luke's Gospel – A Commentary; 1991; Religious and Moral Education Press; ISBN 0080292526 (hardback); 0080292524 (paperback)

Robin Cooper; Luke's Gospel – An Interpretation for Today; Hodder and Stoughton; 1989; ISBN 0340492279

E J Tinsley; The Cambridge Bible Commentary Series: The Gospel According to Luke; 1965; Cambridge University Press; ISBN 0521042003 (hardback); 0521092523 (paperback)

### ***Out of print textbooks that are still suitable:***

G B Caird; Pelican Gospel Commentary: St Luke; 1977; Penguin; ISBN 0140204903

E E Ellis; New Century Bible Series; Luke; 1966; Oliphants/Marshall Morgan & Scott; ISBN 055100840

A R Leaney; The Gospel According to St Luke; 1967; A & C Black, London; ISBN 0713600241

H A Guy; The Gospel of Luke; 1972; Nelson Thornes Ltd; ISBN 0333113144

### **The Acts of the Apostles 1–21.15**

William Barclay; The Daily Study Bible Series: Acts; 1999; St Andrews Press, Edinburgh, ISBN 0715207369

C K Barrett; Paul: An Introduction to His Thought; 1994; Geoffrey Chapman; ISBN 022566688X

F F Bruce; Men and Movements in the Primitive Church; 1979; Paternoster Press; ISBN 085364280X

F F Bruce; New International Commentaries on the New Testament: Acts of the Apostles; 1994; Eerdmans Press; ISBN 0802825052

I Howard Marshall; Tyndale New Testament Commentaries: Acts; 1988; Inter Varsity Press; ISBN 085118747

William Neil; New Century Bible Series: Acts; 1981; Oliphants/Marshall Morgan & Scott; ISBN 0551009063

J W Packer; The Cambridge Bible Commentary Series: Acts of the Apostles; 1966; Cambridge University Press; ISBN 052109383X

F S Hewitt; A Study of the Acts and the Epistles; 1964; Edward Arnold; ISBN 713112131

### **Teachers' reference books**

Peake's Commentary on the Bible; edited by Matthew Black and H H Rowley; 2001; Routledge, Taylor and Francis Books; ISBN 0415263557

The Oxford Bible Commentary; edited by John Barton and John Muddiman; 2001; Oxford University Press; ISBN 0-19-875500-7; also available on CD ROM



### **Material on computer for teacher use**

For those who have access to a computer, the Inter-Varsity Press *The Essential Reference Collection* on CD ROM, which is part of the Logos Library System, is outstanding as a resource for teachers at every level. As well as containing versions of the Bible, which can be accessed by the payment of a small fee, it also contains the following books which may be accessed without further payment:

- New Bible Atlas
- 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
- The New Bible Dictionary
- The New Bible Commentary
- The New Dictionary of Biblical Theology
- Hard Sayings of the Bible.