



Cambridge Assessment
International Education

Cambridge International AS & A Level Biblical Studies 9484 (for examination from 2023)

Teacher support webinar



This webinar will cover:

- ▶ The new structure, topics, learning objectives, and assessment aims of the new syllabus.
- ▶ The similarities and differences between the withdrawn Divinity 8041 and 9011 syllabuses and the new 9484 Biblical Studies.
- ▶ Examples of good teaching practice/techniques to engage students.
- ▶ Where teachers can find useful resources to help with teaching the new syllabus.

Today's session

Today's webinar is split into four sections:

1. Content
 2. Delivery
 3. Assessment
 4. A period set aside for any other questions.
- ▶ At the end of each section, there will be an opportunity to ask questions.
 - ▶ I would ask that if possible questions can be kept until these times, as it is likely your question may be addressed as we go through each section.



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Section 1 – Content



The new syllabus



- ▶ You can find the full syllabus on the Cambridge International website and on the School Support Hub.
- ▶ Always check and download the latest version of the syllabus as it can be updated.
- ▶ There has already been one small administrative update to the syllabus.

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-biblical-studies-9484/>

Aims of the new syllabus

- ▶ The aims of the syllabus are to enable students to:
 - ▶ Develop knowledge and understanding appropriate to a specialist study of the Bible and its historical and philosophical context.
 - ▶ Develop an understanding and appreciation of Christian thought and practice, especially as recorded in the Bible.
 - ▶ Develop an interest in a rigorous study of Christian teachings and texts.
 - ▶ Engage with scholarly debate about the Bible and issues in the Christian faith and develop an ability to express and justify their own opinions.
 - ▶ Adopt an enquiring and reflective approach to the study of Christian teachings which will form a solid foundation for further study.

Key differences

8041 / 9011 Divinity (withdrawn)	9484 Biblical Studies (new)
8041 had one compulsory topic. 9011 had a choice of three topic areas, from which two had to be completed, each assessed over 3 hours.	9484 has two compulsory topics at AS Level, and four compulsory topics at A Level, each assessed over 1 hour 30 mins.
The syllabus itself was quite short in its written style, and the points within each topic were not as developed, as is now best practice.	The syllabus provides expansion and exemplification, and contains more detail for each topic.
Whole books of the Bible were set for study in their entirety in Paper 2 and Paper 3.	Specified texts are listed in each section of the subject; texts not listed are not set for study.
Paper 3 (The Apostolic Age) had an annual rotation of Acts and selected epistles set for study.	There is no rotation of content set for study.

There are three routes for Cambridge International AS & A Level Biblical Studies:

Route	Paper 1	Paper 2	Paper 3	Paper 4
1 AS Level only (Candidates take all AS components in the same exam series)	✓	✓		
2 A Level (staged over two years) Year 1 AS Level*	✓	✓		
Year 2 Complete the A Level			✓	✓
3 A Level (Candidates take all components in the same exam series)	✓	✓	✓	✓

* Candidates carry forward their AS Level result subject to the rules and time limits described in the *Cambridge Handbook*.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A*–E.

- ▶ Extract from new 9484 syllabus explaining the available routes.
- ▶ Two exam papers are for the AS Level, with two more to complete the full A Level.

The new topics: overview

- ▶ **Paper 1 – The Four Gospels**
- ▶ **Paper 2 – The Development of Christianity**
- ▶ **Paper 3 – Prophets of the Old Testament**
- ▶ **Paper 4 – Christian Understandings of God, Life and the Universe**
 - ▶ 9484 Papers 1, 2 and 3 share similarities in content with 8041/9011 Papers 2, 3 and 1 respectively, but with significantly revised content.
 - ▶ Paper 4 is completely new content.

Paper 1 – The Four Gospels

1.1 The person of Jesus

- 1.1.1 Introduction to Jesus' life in the gospels
- 1.1.2 Key events in Jesus' life and ministry
- 1.1.3 Miracles
- 1.1.4 The seven 'I am' sayings in John's Gospel

1.2 The teaching of Jesus

- 1.2.1 The kingdom of God and the nature of God
- 1.2.2 Ministry to the marginalised
- 1.2.3 The demands of discipleship

1.3 The passion and resurrection narratives

- 1.3.1 Jesus' final evening with the twelve disciples
- 1.3.2 The trials of Jesus
- 1.3.3 The crucifixion and burial
- 1.3.4 Resurrection narratives

Paper 2 – The Development of Christianity

2.1 The origins and expansion of the early Church

- 2.1.1 The Christian community in Jerusalem
- 2.1.2 The early expansion of Christianity
- 2.1.3 Further expansion of Christianity in the Acts of the Apostles

2.2 The Christian community in Corinth

- 2.2.1 Division and unity
- 2.2.2 Issues relating to Christian life
- 2.2.3 Worship

2.3 The Christian Church in the Roman world

- 2.3.1 Tensions between Christians and non-Christians
- 2.3.2 The social status of many early Christians

Paper 3 – The Prophets of the Old Testament

3.1 The nature of Israelite Prophecy

- 3.1.1 Prophecy in the ancient world
- 3.1.2 Prophetic identity and actions
- 3.1.3 Attempts to distinguish between true and false prophets

3.2 Early prophets: Samuel, Nathan, Gad and Elijah

- 3.2.1 The place of Samuel in the prophetic tradition: prophetic involvement with kings and court
- 3.2.2 The continued involvement of prophets with kings: Nathan and Gad as court prophets
- 3.2.3 Elijah as the preserver of Yahweh worship in confrontation with the monarchy

3.3 The involvement of prophecy in times of national destruction and reconstruction

- 3.3.1 Amos and the destruction of Samaria
- 3.3.2 Jeremiah and the Babylonian destruction of Judah; exile and return
- 3.3.3 Deutero-Isaiah, prophet of a return from exile through God's agent, Cyrus, King of Persia

Paper 4 – Christian Understandings of God, Life and the Universe

4.1 Origins and responsibilities

- 4.1.1 The origins of the universe
- 4.1.2 Animals and the environment

4.2 Death and salvation

- 4.2.1 The possibility of life after death
- 4.2.2 How the belief in life after death influences Christians

4.3 Responses to evil and suffering

- 4.3.1 The nature of God and the problem of evil
- 4.3.2 Job and the problem of suffering

‘This paper examines some of the ways Christians have understood, and continue to understand, questions of meaning and the nature of life, through reference to the Bible. A number of the texts set for study in this paper will have been encountered by candidates in the other three papers. In this paper, the main focus of the study is on how the texts have influenced Christian thought in key areas. Candidates are encouraged to make links from across the breadth of the course, where possible. The biblical texts listed are set for study of how they can be applied to the big questions raised.’ – p.27, 9484 Syllabus

Sub-topics

Each Paper is further divided into clear sub-topics, with direct links to key-texts relevant to bullet points where appropriate. For example:

4.1.2 Animals and the environment

Content

- Biblical teachings on stewardship: Genesis 2:15; Leviticus 25:1–7, 18–24; Psalm 24
- Biblical teachings on dominion: Genesis 1:26–30; 9:1–7; Psalm 8
- The conflict between stewardship and dominion amongst Christians, whether their first priority should be to exercise dominion over the Earth, or exercise stewardship of the Earth
- Biblical teachings on the treatment of animals:
 - The role of animals in sacrifices under the Abrahamic and Mosaic covenants: Genesis 15:6–11; Leviticus 9; Micah 6:6–8
 - Teachings which suggest that animals can be eaten as humans wish: Genesis 9:1–3; Mark 7:14–19; Acts 10:9–23
 - Biblical arguments for vegetarianism: Genesis 1:29–30; Isaiah 11:6–9; Daniel 1:11–16
 - The argument put forward in Romans 14 that debate on what can be eaten, among other things, should not become a stumbling block to Christians

The three key texts here link directly to Stewardship, and are the only texts on the stewardship candidates need to know.

The third bullet point has no key texts listed.



The transition guide

Cambridge International AS & A Level Divinity 8041 / 9011 and Biblical Studies 9484

Transition guide for teachers

The aim of this guide is to help teachers to transition smoothly from teaching the Cambridge International AS & A Level Divinity 8041/9011 syllabus, to teaching the new Cambridge International AS & A Level Biblical Studies 9484 syllabus, for first examination from 2023.

Cambridge International AS & A Level Biblical Studies is a redevelopment of Cambridge International AS & A Level Divinity.

For examination from 2023:

Candidates taking the AS Level examination are required to complete Paper 1 and Paper 2.

Candidates taking the full A Level are required to complete Paper 1, Paper 2, Paper 3 and Paper 4.

The syllabuses for both assessments are available on our public website at www.cambridgeinternational.org

Learning and teaching resources are available from the School Support Hub at www.cambridgeinternational.org/support

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9011 Paper 3 The Apostolic Age	5
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- ▶ For those familiar with Divinity 8041/9011, I would highly recommend you read the transition guide if you have not already done so.
- ▶ Like other courses at this level, the AS has 180 GLH, and the full A Level has 360 GLH.
- ▶ This means each topic should take about 90 hours to cover.



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Section 2 – Delivery

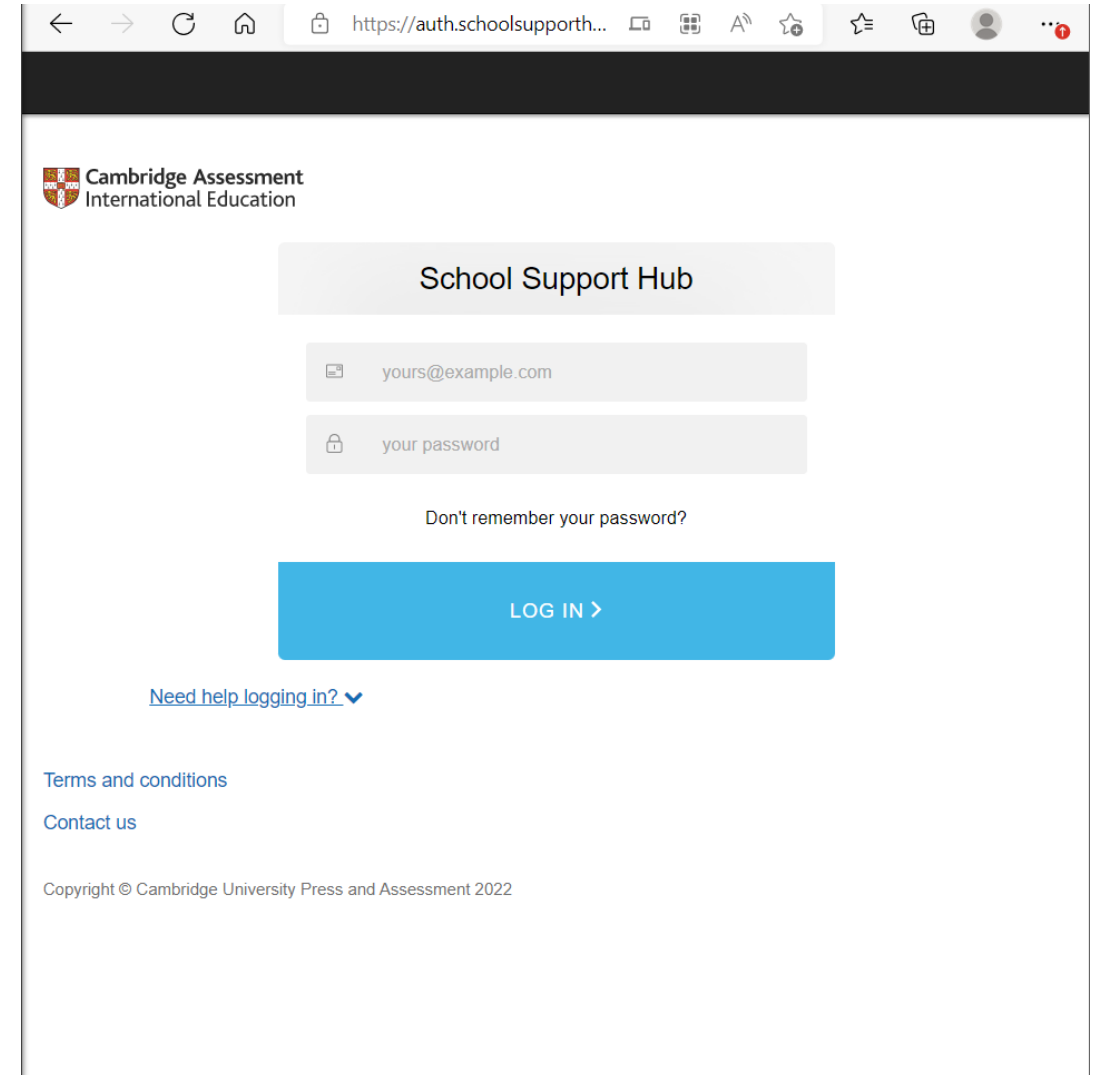


Delivery

- ▶ When planning delivery, it is important to consider sequencing.
- ▶ You may wish to teach Papers 1 and 2 in parallel or sequentially.
- ▶ It is recommended that you arrange your teaching so that you have taught the entirety of Papers 1, 2 and 3 before teaching Paper 4.

School Support Hub (SSH)

- ▶ Log into the School Support Hub (SSH) if you haven't already.
- ▶ <https://schoolsupporthub.cambridgeinternational.org/>
- ▶ Here you can access schemes of work, sample papers, mark schemes and other supporting materials.



The screenshot shows the login interface for the School Support Hub. At the top, the browser address bar displays the URL <https://auth.schoolsupporthub.cambridgeinternational.org/>. The page header features the Cambridge Assessment International Education logo. The main heading is "School Support Hub". Below this, there are two input fields: one for the email address (containing "yours@example.com") and one for the password (containing "your password"). A link "Don't remember your password?" is positioned below the password field. A large blue button labeled "LOG IN >" is centered below the input fields. At the bottom left, there is a link "Need help logging in? ▾". Further down, there are links for "Terms and conditions" and "Contact us". The footer contains the copyright notice: "Copyright © Cambridge University Press and Assessment 2022".

Schemes of Work

- ▶ On the SSH you will find schemes of work for each of the four papers.
- ▶ They include example activities and teaching methods to help with delivering the course.
- ▶ Do not feel that the schemes of work (SoW) are mandatory – they are merely examples of best practice.



Scheme of Work – Paper 4

**Cambridge International AS & A Level
Biblical Studies 9484**

For examination from 2023



Version 1

Cambridge
Pathway 

Example page from a scheme of work – (Paper 4 SoW, p.21)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>After reading the extract, learners reflect on the nature of evil, and how the two characters discuss the matter. It should be made clear to students that they are reading an extract of fiction expressing philosophical ideas, not events that actually occurred.</p> <p>Learners summarise why evil may be a problem for religious believers.</p>
<p>The Augustinian theodicy and criticisms</p> <p>KC1</p>		<p>Introduce the concept of privation, through asking them to define the following; cold, black and silence. Learners are likely to realise that it is easiest to describe them through what is missing; heat, light and noise. Learners try to come up with a few more examples of privation to check understanding of the concept. Link this to the Augustine's idea that evil is a privation of good (that God created the world good, and that evil does not exist in it's own right, but is caused by a privation (lack) of good)). Learners may find it easier to break the argument into a series of bullet point prepositions, to aid comprehension and memory.</p> <p>Learners need to be aware of one scholarly criticism of the theodicy. It is suggested that learners study John Hick's criticism of the Augustinian theodicy, but are free to choose to study another scholar's ideas.</p> <p>To introduce Hick's criticism, set learners the discussion question 'Can something which is perfect, become less perfect.' Give learners a few minutes to formulate their responses, Learners share them with the class to gauge opinion on the idea. Then present Hick's ideas to them, and have them make notes in summary. A summary of Hick's ideas can be easily located online, such as in section 3 here: https://iep.utm.edu/hick/#SH3a</p> <p>Having been presented with the key concepts of the argument and John Hick's (or anothers) criticism, learners identify three strengths and three weaknesses of the argument. Learners evaluate whether they believe the theodicy to be successful or not.</p> <p>Some learners may research the status the doctrine of original sin has amongst different Christian denominations, and the impact this might have on understanding of the Augustinian theodicy. (I)</p> <p>Note: Learners are not required to be familiar with the original works on the matter, a summary of the key concepts will be sufficient, such as is widely available freely on line, such as at: https://www.britannica.com/topic/theodicy-theology</p>

Key techniques to consider

- ▶ Highlighting, questioning and expanding
- ▶ Venn diagrams
- ▶ Mind maps
- ▶ Collaborative essays
- ▶ Forced perspective debates

Highlighting, questioning and expanding – Daniel 4:34-35, key text for 4.3.1 in relation to the Omnipotence of God

³⁴ When that period was over, I, Nebuchadnezzar, lifted my eyes to heaven, and my reason returned to me.

Where/why had it gone?

I blessed the Most High,

and praised and honoured the one who lives for ever.

For his sovereignty is an everlasting sovereignty,

and his kingdom endures from generation to generation.

³⁵ All the inhabitants of the earth are accounted as nothing, and he does what he wills with the host of heaven and the inhabitants of the earth.

There is no one who can stay his hand or say to him, 'What are you doing?'

Highlighting, summarising and expanding – Daniel 4:34-35, key text for 4.3.1 in relation to the Omnipotence of God

How long?

Who is Nebuchadnezzar?

³⁴ When that period was over, I, Nebuchadnezzar, lifted my eyes to heaven, and my reason returned to me.

Where/why had it gone?

Most high? I blessed the Most High,

and praised and honoured the one who lives for ever.

For his sovereignty is an everlasting sovereignty,

How does God's sovereignty compare to Nebuchadnezzar's?

and his kingdom endures from generation to generation.

How big is God's kingdom here?

³⁵ All the inhabitants of the earth are accounted as nothing,

Why is that significant?

and he does what he wills with the host of heaven

and the inhabitants of the earth.

Are there any limits?

There is no one who can stay his hand or say to him, 'What are you doing?'

Why is God beyond rebuke here?

Highlighting, summarising and expanding – Daniel 4:34-35, key text for 4.3.1 in relation to the Omnipotence of God

³⁴ When that period was over, I, Nebuchadnezzar, lifted my eyes to heaven, and my reason returned to me.

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³⁵ All the inhabitants of the earth are accounted as nothing,
and he does what he wills with the host of heaven
and the inhabitants of the earth.

There is no one who can stay his hand
or say to him, 'What are you doing?'

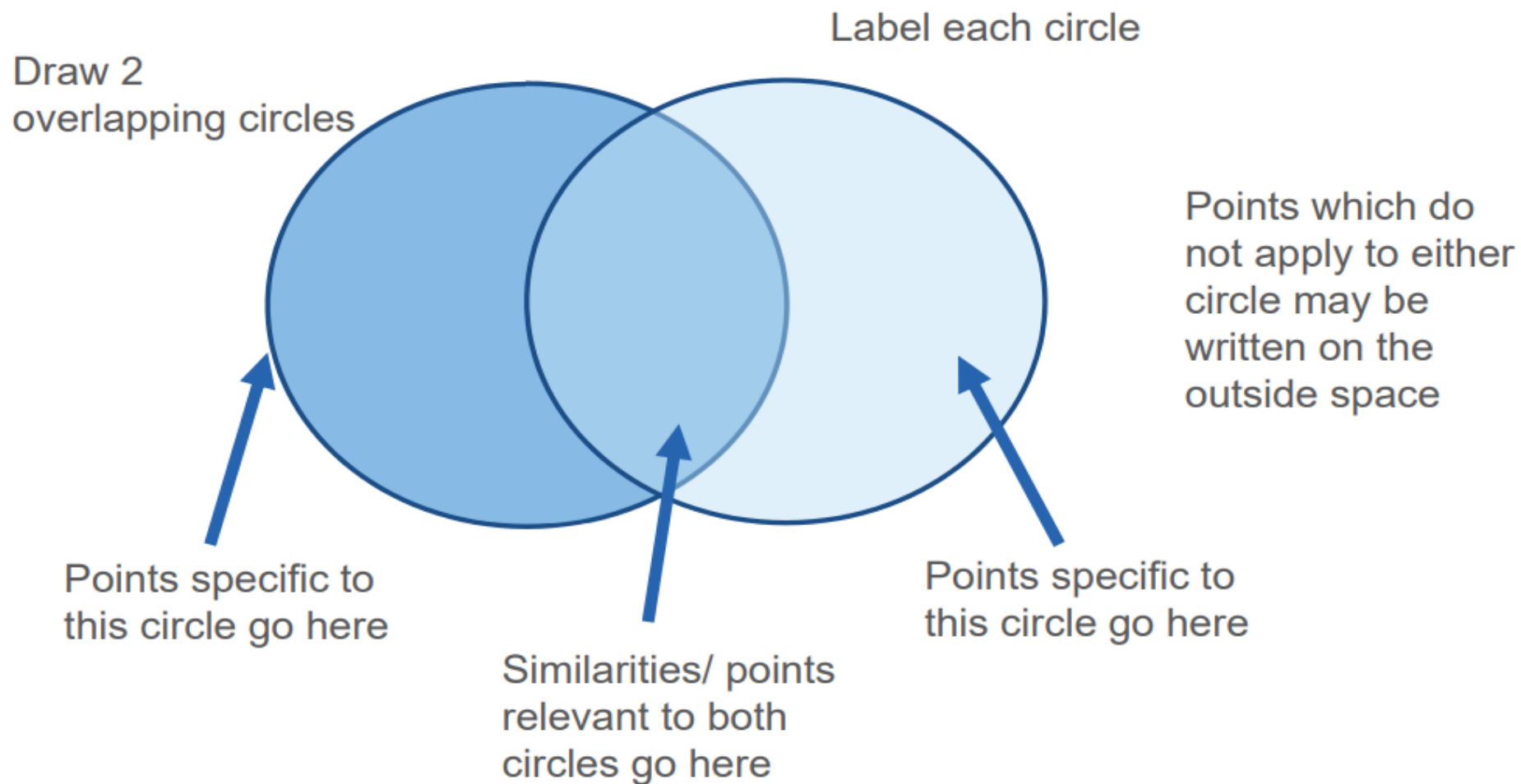
How does God's sovereignty compare to Nebuchadnezzar's?

As a king Nebuchadnezzar is sovereign over his kingdom from the death of his father until his own death, or until he is overthrown.

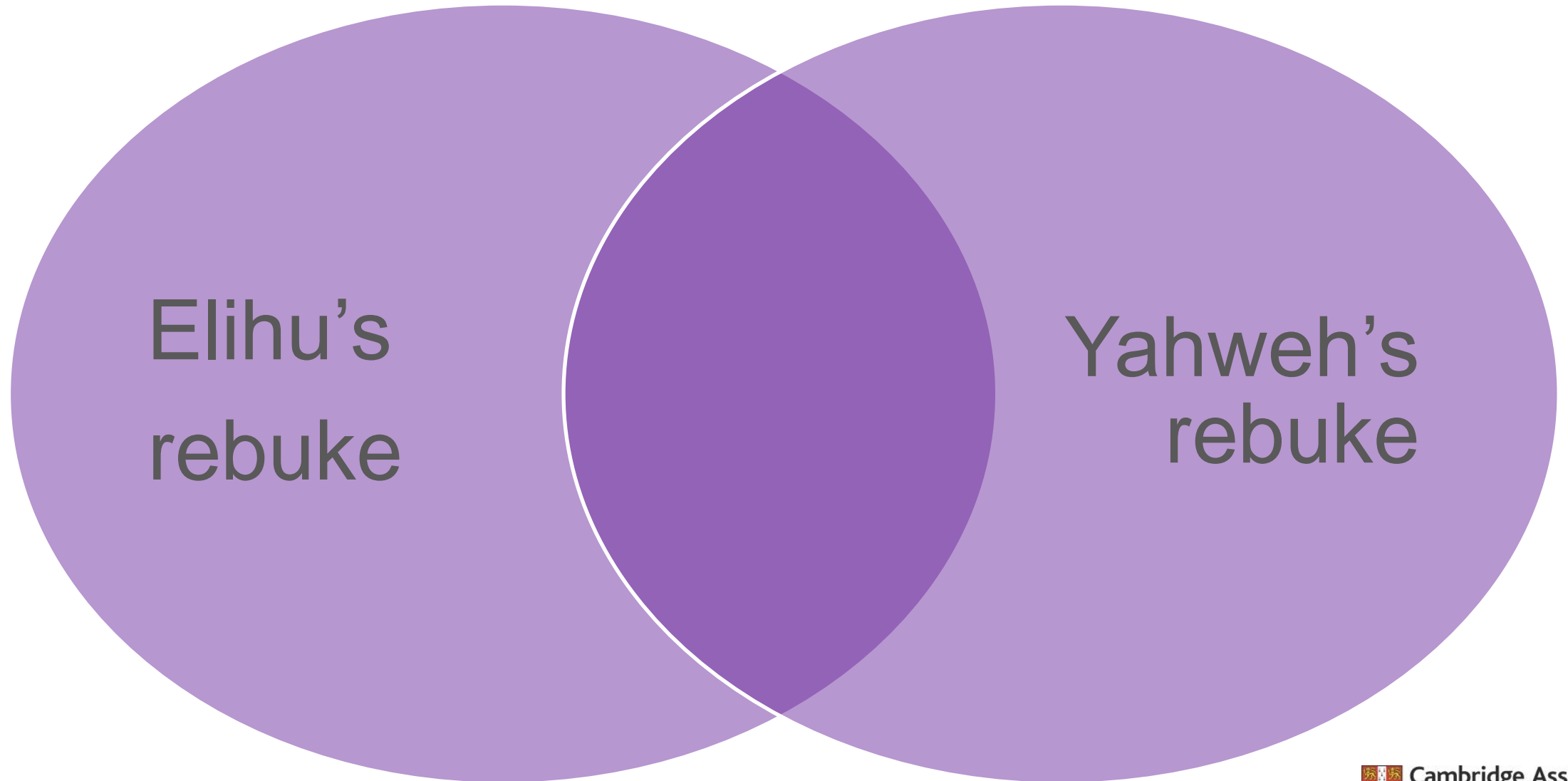
Nebuchadnezzar is suggesting here that God will always be sovereign, and that it is impossible for God not to be sovereign; so God is always omnipotent.

Venn diagrams

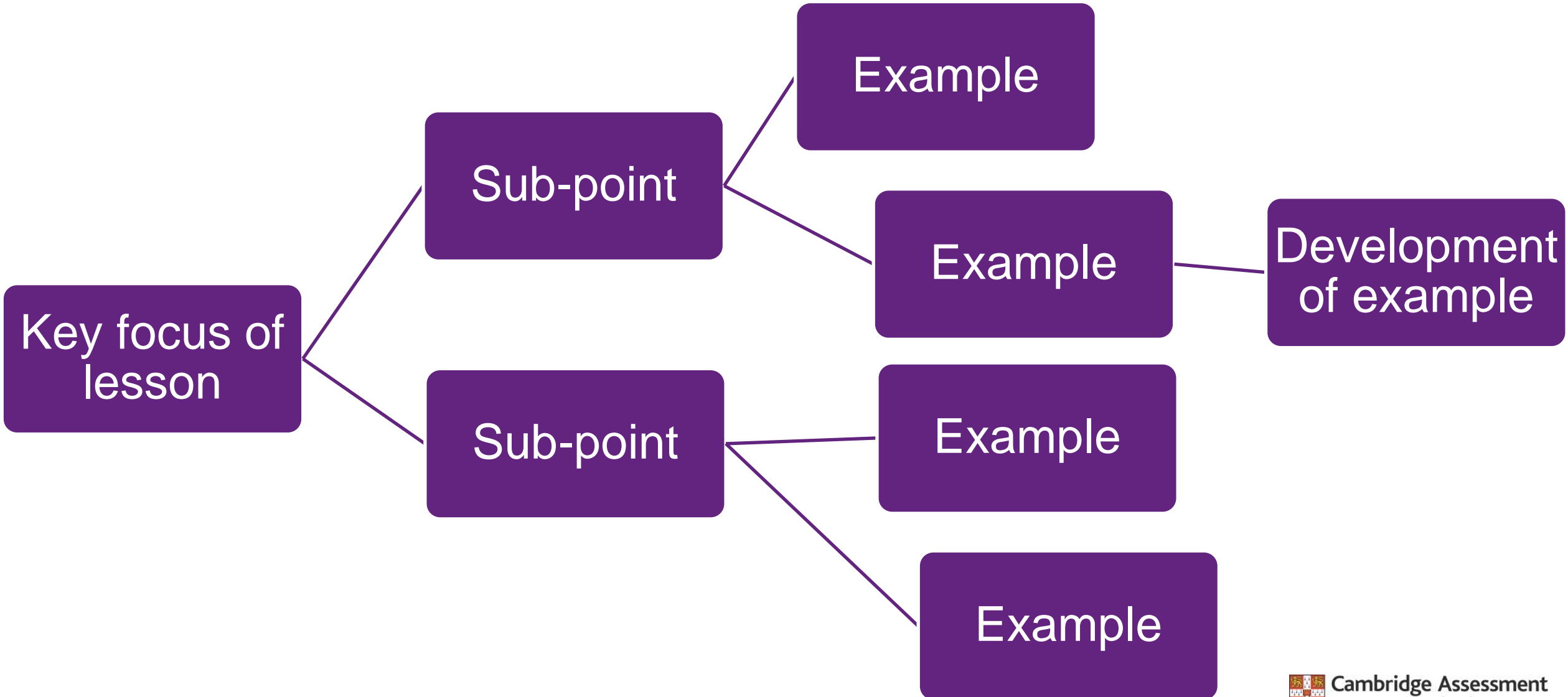
Good for comparisons



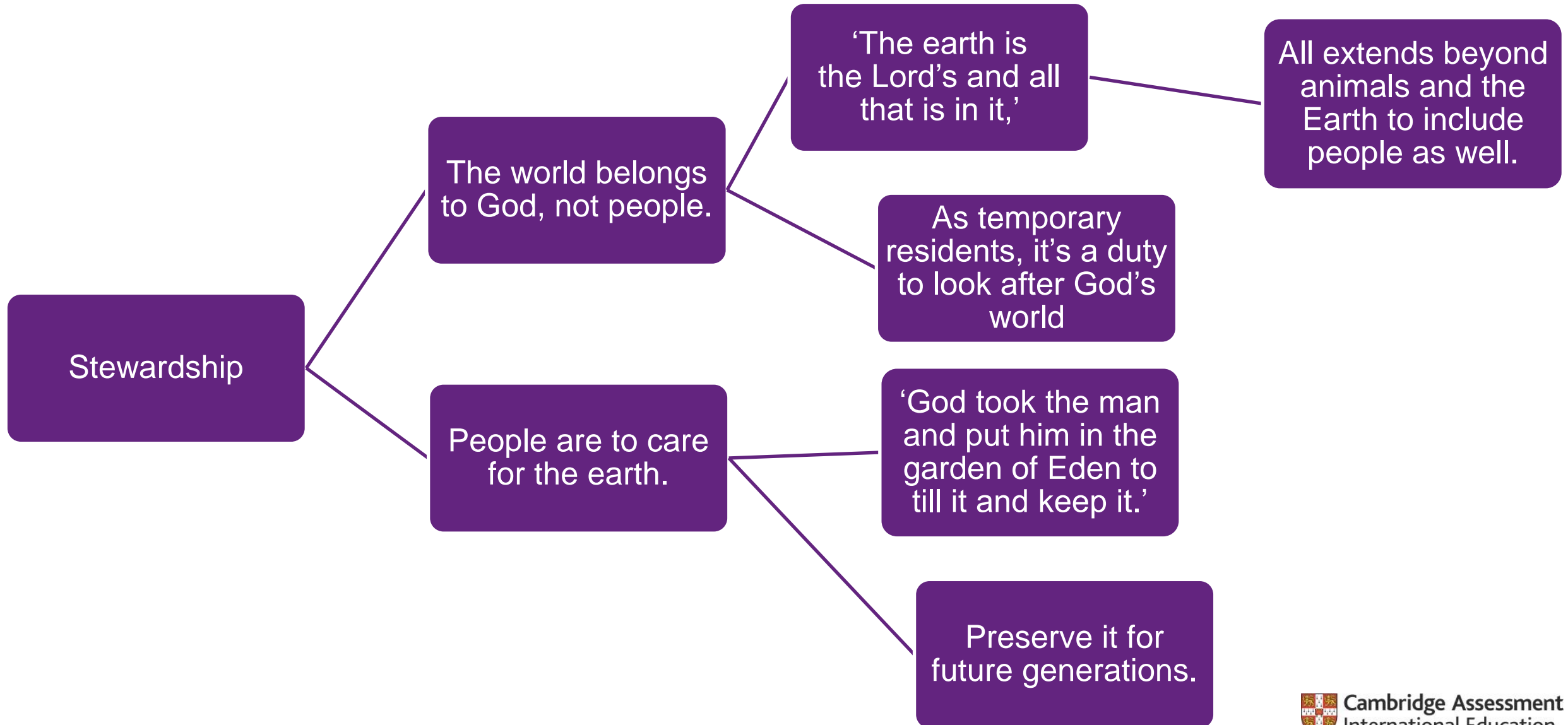
Venn diagrams



Mind maps



Example start to a mind map on Stewardship



Scaffolding writing

- ▶ It is useful to get students to plan essays, especially when attempting them as part of a lesson.
- ▶ Break down the question - what is it asking?
 - ▶ Help students to move beyond get trapped by spotting a key word.
 - ▶ Can be useful to get students to analyse the question as a learning activity.

More, so establishing
which of at least two
things is of greater
import

Prophetical features-
foretelling

Samuel was more of a political leader than a prophet.'

Evaluate this statement.

Political features -
governance

(q.5, Paper 3 Specimen material)

Collaborative writing – 25 mark questions

- ▶ The first student writes an introduction and makes a clear argument.
- ▶ The 1st paragraph should support the argument.
- ▶ The 2nd paragraph should address criticisms to the argument.
- ▶ The pattern should be repeated for the 3rd and 4th.
- ▶ The final student then has to write a conclusion based on what has already been written.

Argument position

Supporting paragraph

Criticisms

Supporting Paragraph

Criticisms

Conclusion

Forced perspective debates

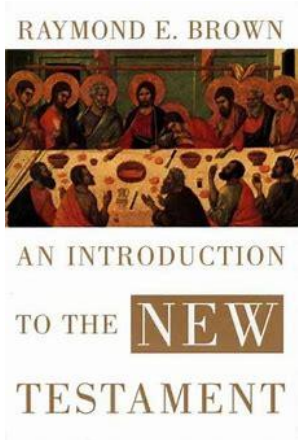
- ▶ Assign students a viewpoint to argue for.
- ▶ Generally works best when they have to argue against their own personal opinion.
- ▶ Give students time to prepare their arguments.
- ▶ Strict time-limits on contributions to stop one or two students dominating.

- ▶ ‘Lack of unity was the biggest threat to the existence of Christianity.’ (Paper 2 Specimen, Question 3b)
- ▶ Disunity
- ▶ Persecution
- ▶ Return to Paganism
- ▶ Divergence

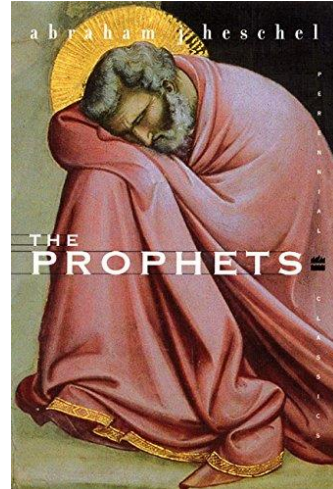
Useful resources for delivery

- ▶ There is no textbook specifically written for this course.
- ▶ There are no books which are required reading for the course.
- ▶ There is no requirement to read the original texts of named philosophers.
- ▶ The resources mentioned in the following slides are produced by external sources and are not officially endorsed by Cambridge International.

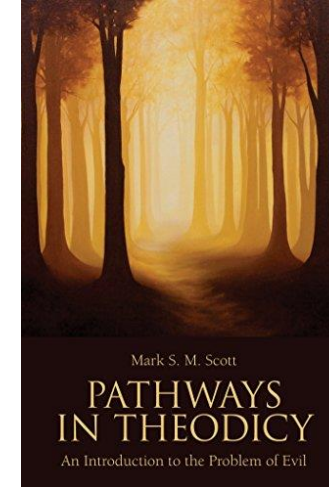
Useful resources for delivery – books



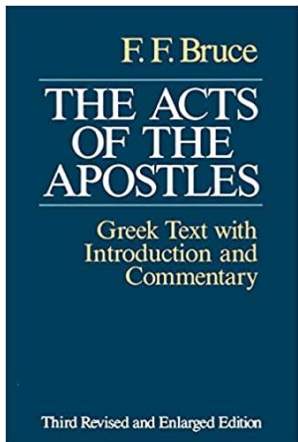
An introduction to the New Testament by Raymond Brown



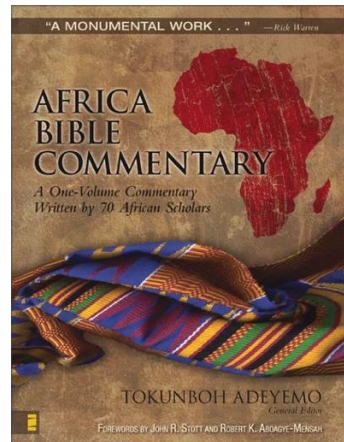
The Prophets by Abraham J Heschel



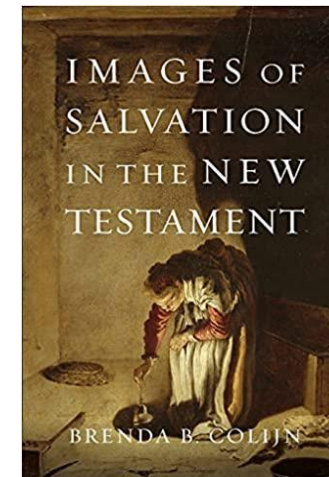
Pathways in Theodicy by Mark S.M. Scott



The Acts of the Apostles by F.F. Bruce



Africa Bible Commentary by Tokunboh Adeyemo



Images of Salvation in the New Testament by Brenda B. Colijn

Useful resources for delivery - websites

Generally useful websites

- ▶ <https://www.biblegateway.com/> - An easily accessible website to look up bible passages
- ▶ <https://biblehub.com/commentaries/genesis/1-1.htm> - Enables you to view what over 20 commentaries have to say on a given verse.
- ▶ <https://www.bibleodyssey.org/default.aspx> - A collection of scholarly summaries of many issues
- ▶ <https://www.livius.org/articles/> - Articles on Ancient History
- ▶ <https://www.youtube.com/channel/UCkIxLiDuK79HWVIEVPVZOhA/videos> - Detailed video summaries of biblical texts

Topic specific websites

- ▶ <https://www.julianspriggs.co.uk/Pages/NTBooks> - Accessible analysis of the Gospels
- ▶ <https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0078%3Abook%3D15%3Achapter%3D44> - Tacitus' Annals 15:44
- ▶ <https://faculty.georgetown.edu/jod/texts/pliny.html#:~:text=Pliny%2C%20Letters%2010.96-97%20Pliny%20to%20the%20Emperor%20Trajan,all%20matters%20concerning%20which%20I%20am%20in%20doubt> - Pliny's Letters 10:96-97
- ▶ <https://oxfordre.com/religion/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-109> - Lundbom's article on prophets
- ▶ <https://www.jstor.org/stable/3141254?seq=1> – Open access to Burnham's article on Elijah
- ▶ <https://www.worldhistory.org/article/225/enuma-elish---the-babylonian-epic-of-creation---fu/> - Summary and analysis of Enuma Elish
- ▶ <https://philosophy.lander.edu/intro/articles/dostoevsky-a.pdf> - Dostoevsky's dialectic on evil
- ▶ <https://iep.utm.edu/> - Summaries of the theodicies

Using resources

- ▶ Websites can be used for homework, to set research tasks for
 - ▶ individuals
 - ▶ group presentations.
- ▶ Print off a page or extract and highlight and analyse.
- ▶ Summarise an extract.
- ▶ Compare and contrast different extracts on the same issue.
- ▶ Information retrieval tasks
 - ▶ to answer a question
 - ▶ to create a quiz for peers.

Section 3 – Assessment



Understanding the syllabus and what questions can be asked

- ▶ Questions are asked on topics in the syllabus.
- ▶ Words, names and key terms in the syllabus may be asked about.
- ▶ Keywords, names and terms not in the syllabus cannot be asked about.
- ▶ Where ‘opinions’, ‘debates’ or ‘discussions’ are mentioned in the syllabus, candidates need to be aware of different views on an issue.

Importance of key words in the syllabus - example

- ▶ Questions will be asked using words in the syllabus
- ▶ The words ‘Speaking in tongues (*glossolalia*)’ so candidates are expected to know this.
- ▶ Other ideas like, ‘moved by the spirit’, are not specified, so candidates cannot be asked about them.

2.2.3 Worship

Content

- Women at worship
 - 1 Corinthians 11:2–16; 14:33b–35
- Abuses at the Lord's Supper
 - 1 Corinthians 11:17–34
- Speaking in tongues (*glossolalia*) and the need for orderly worship
 - 1 Corinthians 14:26–33a, 39–40

The Learning Objectives

AO1 Knowledge and understanding

Demonstrate knowledge and understanding of specified texts and Christian teachings, beliefs and practices as recorded in the Bible.

AO2 Analysis and evaluation

Analyse, evaluate and discuss evidence, points of view and issues in Christianity.

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1 Knowledge and understanding	50	45
AO2 Analysis and evaluation	50	55
Total	100	100

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	50	50	40	40
AO2 Analysis and evaluation	50	50	60	60
Total	100	100	100	100

Assessment aims

- ▶ Develop knowledge and understanding appropriate to a specialist study of the Bible and its influence on Christian thought.
- ▶ Develop an interest in the rigorous study of the Bible and Christian thought.
- ▶ Reflect on and develop their own values, opinions and attitudes in the light of their studies.
- ▶ Engage with scholarly debates on Biblical issues and develop an ability to express and justify their own opinions.
- ▶ Adopt an enquiring and reflective approach to studying.

Specimen Question Papers and Mark Schemes

- ▶ Specimen Papers and Mark Schemes for each paper are available on the Cambridge International website:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-biblical-studies-9484/past-papers/>

Also on the School Support Hub.

- ▶ Past papers will be available on the School Support Hub shortly after results have been released.

There are no examiner reports for this syllabus



Specimen papers



2023 Specimen Paper 1 (PDF, 917KB)



2023 Specimen Paper 1 Mark Scheme (PDF, 945KB)



2023 Specimen Paper 2 (PDF, 895KB)



2023 Specimen Paper 2 Mark Scheme (PDF, 951KB)



2023 Specimen Paper 3 (PDF, 933KB)



2023 Specimen Paper 3 Mark Scheme (PDF, 976KB)



2023 Specimen Paper 4 (PDF, 885KB)



2023 Specimen Paper 4 Mark Scheme (PDF, 910KB)



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Specimen Paper Answers

Outline points of interest or difficulty in the following passage.

Matthew 5:39–41, NRSVA

But I say to you, Do not resist an evildoer. But if anyone strikes you on the right cheek, turn the other also; and if anyone wants to sue you and take your coat, give your cloak as well; and if anyone forces you to go one mile, go also the second mile. [5]

Specimen answer

These verses are taken from the Sermon on the Mount and form one of the so-called Antitheses: 'You have heard that it was said...But I say to you'. Opinions vary about Jesus' intention. Some claim that he was replacing the Torah with his own more demanding requirements. Others believe that he was simply bringing out the Law's full meaning. Another source of disagreement relates to what Jesus actually meant in this passage. Some think that it was a call to pacifism, i.e. to the rejection of all violence and these verses have had a profound effect on the attitude to war of Christians throughout the centuries. Others think that Jesus was giving extreme examples of what might happen in his own day to encourage his disciples not to seek vengeance for insults or harms done to them; their response should be positive rather than negative. Slapping someone on the right cheek, for instance, was not so much an act of violence as a highly insulting gesture that merited punishment. The second example relates to debt repayment. Possessions might be taken, but the Torah forbade the taking of the cloak. This was an inalienable possession. The third illustration referred to something that must have been particularly hateful and provocative to those living under Roman rule. Roman soldiers could make people carry their packs. The verb used here by Matthew is the same as the one he used in his account of Simon of Cyrene being forced to carry Jesus' cross. The extreme examples that Jesus used were typical of his use of extreme and shocking details in his parables. It must have made the disciples (in this context) and his wider audience on other occasions really think about what Jesus was saying.

Total marks awarded = 5 out of 5

Examiner comment

This answer shows clear knowledge and understanding of the text and of scholarly debate about its meaning. The context is given correctly as the Sermon on the Mount. A little more might have been said about the context; reference might have been made to Matthew's presentation of Jesus as a second Moses, as this is a prominent feature of Matthew's Gospel. In its explanation of the three illustrations given by Jesus, the response effectively brings out the shocking and contentious nature of his teaching.

- ▶ As there are not yet any Example Candidate Responses for 9484 (as no exams yet taken), a Specimen Paper Answers (SPA) document is available for **all four** specimen papers.
- ▶ The Specimen Paper Answers (SPA) for each specimen paper give examples of how a candidate might answer each type of question.
- ▶ The SPA also contains examiner commentary, explaining how each answer could be better.



Cambridge Assessment
International Education

5-mark ‘gobbet’ question – Paper 1 and Paper 3

Candidates need to demonstrate understanding of the passage.

Context and/or Content

Section A

Answer **three** of the following four questions.

Answers should refer to the context of the passage wherever possible. Answers should not retell the story from which the passage is taken.

1 Outline points of interest or difficulty in the following passage.

Matthew 1:22–23, NRSVA

All this took place to fulfil what had been spoken by the Lord through the prophet:
‘Look, the virgin shall conceive and bear a son,
and they shall name him Emmanuel’,
which means, ‘God is with us.’

[5]

Level	Description	Marks
Level 3	Accurate knowledge with good understanding <ul style="list-style-type: none">• Uses a range of detailed, accurate and relevant knowledge.• Demonstrates understanding through a well-developed response.• Fully addresses the question.• Good understanding of the context, if relevant.	5
Level 2	Partially accurate knowledge with limited understanding <ul style="list-style-type: none">• Uses a range of knowledge which may be partially accurate.• Demonstrates limited understanding through a partially developed response.• Addresses some aspects of the question.• Attempts to engage with the context, if relevant.	3–4
Level 1	Limited knowledge and basic understanding <ul style="list-style-type: none">• Identifies a limited range of knowledge which may not be accurate.• Demonstrates basic understanding through a limited response.• Response is relevant to the topic, but does not directly address the question.• Little or no reference to the context, if relevant.	1–2
Level 0	No relevant material to credit.	0

10-mark AO1 question – Paper 1 and Paper 2

Demonstrate knowledge of focus of the question.

- 6 (a) Examine the different beliefs about the identity of Jesus expressed in Mark's account of the conversation on the way to Caesarea Philippi, ending with Jesus' rebuke of Peter. [10]

Level	Description	Marks
Level 4	Detailed accurate knowledge with good understanding <ul style="list-style-type: none">• Uses a range of detailed, accurate and relevant knowledge.• Demonstrates understanding through a well-developed response.• Fully addresses the question.• Good understanding of the context, if relevant.	9–10
Level 3	Mostly accurate knowledge with some understanding <ul style="list-style-type: none">• Uses a range of mostly accurate and relevant knowledge.• Demonstrates understanding through a developed response.• Addresses most aspects of the question.• Some engagement with the context, if relevant.	6–8
Level 2	Partially accurate knowledge with limited understanding <ul style="list-style-type: none">• Uses a range of knowledge which may be partially accurate.• Demonstrates limited understanding through a partially developed response.• Attempts to address the question.• Attempts to engage with the context, if relevant.	3–5
Level 1	Limited knowledge and basic understanding <ul style="list-style-type: none">• Identifies a limited range of knowledge which may not be accurate.• Demonstrates basic understanding through a limited response.• Response is relevant to the topic, but does not directly address the question.• Little or no reference to the context, if relevant.	1–2
Level 0	No relevant material to credit.	0



10-mark AO2 question – Paper 1

- ▶ Need to analyse the extract.
- ▶ Come to a conclusion on the question.
- ▶ Conclusion needs to link to analysis.

5 Read the following passage and then answer the question below:

Mark 4:2–11, NRSVA

He began to teach them many things in parables, and in his teaching he said to them: 'Listen! A sower went out to sow. And as he sowed, some seed fell on the path, and the birds came and ate it up. Other seed fell on rocky ground, where it did not have much soil, and it sprang up quickly, since it had no depth of soil. And when the sun rose, it was scorched; and since it had no root, it withered away. Other seed fell among thorns, and the thorns grew up and choked it, and it yielded no grain. Other seed fell into good soil and brought forth grain, growing up and increasing and yielding thirty and sixty and a hundredfold.' And he said, 'Let anyone with ears to hear listen!'

When he was alone, those who were around him along with the twelve asked him about the parables. And he said to them, 'To you has been given the secret of the kingdom of God, but for those outside, everything comes in parables;

Discuss whether or not parables were the best way for Jesus to teach. Refer to the passage above and other passages you have studied in your answer. [10]

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view <ul style="list-style-type: none">Analyses the importance and/or strength of different points of view in detail.Uses accurate evidence to support a sustained and well-structured discussion.Effective conclusion to the question which evaluates knowledge and points of view.	9–10
Level 4	Coherent conclusion supported by evidenced points of view <ul style="list-style-type: none">Discusses different points of view in some detail.Uses accurate evidence to support a well-structured discussion.Coherent conclusion to the question which evaluates knowledge and points of view.	7–8
Level 3	Satisfactory conclusion with different points of view <ul style="list-style-type: none">Recognises different points of view and discusses at least one in some detail.Uses accurate evidence to support discussion.Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	5–6
Level 2	Basic conclusion with a supported point of view <ul style="list-style-type: none">Discusses one point of view.Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate.Attempted conclusion to the question which is linked to knowledge and/or a point of view.	3–4
Level 1	Limited interpretation with a point of view <ul style="list-style-type: none">States a point of view.Little or no supporting evidence.Attempted interpretation which may not directly address the question.	1–2
Level 0	No relevant material to credit.	0



15-mark AO2 question – Papers 1, 2 and 3

- ▶ Show different points of view on the issue.
- ▶ Use knowledge to support points - don't just retell narratives.
- ▶ Come to a conclusion.

(b) 'Lack of unity was the biggest threat to the existence of Christianity.' Evaluate this claim. [15]

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view <ul style="list-style-type: none">Analyses the importance and/or strength of different points of view in detail.Uses accurate evidence to support a sustained and well-structured discussion.Effective conclusion to the question which evaluates knowledge.	13–15
Level 4	Coherent conclusion supported by evidenced points of view <ul style="list-style-type: none">Discusses different points of view in some detail.Uses accurate evidence to support a well-structured discussion.Coherent conclusion to the question which evaluates knowledge and points of view.	10–12
Level 3	Satisfactory conclusion with different points of view <ul style="list-style-type: none">Recognises different points of view and discusses at least one in some detail.Uses accurate evidence to support discussion.Satisfactory conclusion to the question which is linked to a range of knowledge and points of view.	7–9
Level 2	Basic conclusion with a supported point of view <ul style="list-style-type: none">Discusses one point of view.Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate.Attempted conclusion to the question which is linked to knowledge and/or a point of view.	4–6
Level 1	Limited interpretation with a point of view <ul style="list-style-type: none">States a point of view.Little or no supporting evidence.Attempted interpretation which may not directly address the question.	1–3
Level 0	No relevant material to credit.	0

25-mark AO1+AO2 questions – Papers 3 and 4

- ▶ Candidates are awarded two marks per response, AO1 and AO2.
- ▶ More marks are available for analysis than knowledge - responses should be analysis focussed.

3 Analyse what the example of Job teaches about suffering.

[25]

AO1

Level	Description	Marks
Level 4	Detailed accurate knowledge with good understanding <ul style="list-style-type: none"> • Uses a range of detailed, accurate and relevant knowledge. • Demonstrates understanding through a well-developed response. • Fully addresses the question. • Good understanding of the context, if relevant. 	9–10
Level 3	Mostly accurate knowledge with some understanding <ul style="list-style-type: none"> • Uses a range of mostly accurate and relevant knowledge. • Demonstrates understanding through a developed response. • Addresses most aspects of the question. • Some engagement with the context, if relevant. 	6–8
Level 2	Partially accurate knowledge with limited understanding <ul style="list-style-type: none"> • Uses a range of knowledge which may be partially accurate. • Demonstrates limited understanding through a partially developed response. • Attempts to address the question. • Attempts to engage with the context, if relevant. 	3–5
Level 1	Limited knowledge and basic understanding <ul style="list-style-type: none"> • Identifies a limited range of knowledge which may not be accurate. • Demonstrates basic understanding through a limited response. • Response is relevant to the topic, but does not directly address the question. • Little or no reference to the context, if relevant. 	1–2
Level 0	No relevant material to credit.	0

AO2

Level	Description	Marks
Level 5	Effective conclusion with analysis of points of view <ul style="list-style-type: none"> • Analyses the importance and/or strength of different points of view in detail. • Uses accurate evidence to support a sustained and well-structured discussion. • Effective conclusion to the question which evaluates knowledge. 	13–15
Level 4	Coherent conclusion supported by evidenced points of view <ul style="list-style-type: none"> • Discusses different points of view in some detail. • Uses accurate evidence to support a well-structured discussion. • Coherent conclusion to the question which evaluates knowledge and points of view. 	10–12
Level 3	Satisfactory conclusion with different points of view <ul style="list-style-type: none"> • Recognises different points of view and discusses at least one in some detail. • Uses accurate evidence to support discussion. • Satisfactory conclusion to the question which is linked to a range of knowledge and points of view. 	7–9
Level 2	Basic conclusion with a supported point of view <ul style="list-style-type: none"> • Discusses one point of view. • Uses supporting evidence for one or more relevant points. The support may not be wholly relevant or accurate. • Attempted conclusion to the question which is linked to knowledge and/or a point of view. 	4–6
Level 1	Limited interpretation with a point of view <ul style="list-style-type: none"> • States a point of view. • Little or no supporting evidence. • Attempted interpretation which may not directly address the question. 	1–3
Level 0	No relevant material to credit.	0





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