



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge O Level Biblical Studies 2035

Use this syllabus for exams in 2027, 2028 and 2029. Exams are available in the June and November series.

This syllabus is **not** available in all administrative zones.

Please check the syllabus page at [www.cambridgeinternational.org/2035](http://www.cambridgeinternational.org/2035) to see if this syllabus is available in your administrative zone.



### Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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# Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

## Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

## Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

## Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

## Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

## Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

## Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

## Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

## **School feedback:** 'We think the Cambridge curriculum is superb preparation for university.'

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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## **Important: Changes to this syllabus**

The latest syllabus is version 1, published September 2024. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2024 are still suitable for use with this syllabus.

# 1 Why choose this syllabus?

## Key benefits

Cambridge O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge O Level Biblical Studies** develops a set of transferable skills. These include a reflective understanding of different values, opinions and attitudes. It also develops the ability to present and analyse different perspectives and the concepts and values they are based on.

Our approach in Cambridge O Level Biblical Studies encourages learners to be:

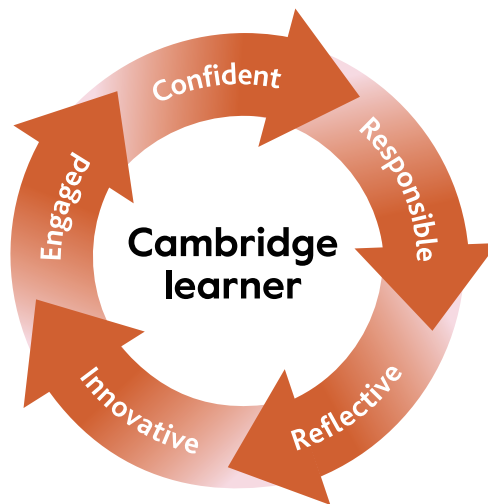
**confident**, understanding social, religious and/or philosophical concepts and expressing views, opinions and judgements relating to these while respecting the views and opinions of others

**responsible**, recognising the complexity and sensitivity of issues that give rise to religious debate, including challenges to Christian faith and belief in the contemporary world

**reflective**, recognising there are many different views and the ways in which they are supported and justified

**innovative**, exploring different Christian understandings of the portrayal of God and Jesus, including views that may be different from their own personal views

**engaged**, with the diversity of understandings of the Bible, studied in a Christian context.



**School feedback:** 'Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.'

**Feedback from:** Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level Biblical Studies gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Biblical Studies.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

## Professional development

Find the next step on your professional development journey.

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-for-teachers](http://www.cambridgeinternational.org/support-for-teachers)

### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- an understanding and appreciation of the Bible, studied in a Christian context
- a broad understanding of the Christian message found in the Bible and its ongoing relevance for Christians today
- their knowledge and understanding of the portrayal of God in the Bible
- their knowledge and understanding of the portrayal of Jesus in the synoptic gospels
- an enquiring and critical approach to the study of biblical texts, the ideas they contain, and the ways in which they may be interpreted
- an informed response to issues arising out of their study.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



## Content overview

The syllabus content is divided into two papers: Paper 1 and Paper 2. Candidates must study all the content in both Papers 1 and 2.

### Paper 1 The Portrayal of God in the Bible

Paper 1 is divided into seven topics:

- 1 God as creator
- 2 God as covenant-giver
- 3 God as liberator
- 4 God as king
- 5 God as prophecy-giver
- 6 Jesus as saviour
- 7 The Holy Spirit as guide.

Each topic includes specified texts.

### Paper 2 The Portrayal of Jesus in the Synoptic Gospels

Paper 2 is divided into seven topics:

- 1 The political and religious background to the life and times of Jesus
- 2 Key events in the life of Jesus until the transfiguration
- 3 Key events in the last week of Jesus' life, including his resurrection and ascension
- 4 Conflict and opposition to Jesus
- 5 The miracles of Jesus
- 6 The parables of Jesus
- 7 The teachings and sayings of Jesus.

Topics two to seven include specified texts.



## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to E.

### All candidates take:

**Paper 1** 1 hour 30 minutes  
The Portrayal of God in the Bible 50%  
60 marks

- Structured questions. Part (a) and (b) questions test AO1 Knowledge and understanding and part (c) questions test AO2 Evaluation.
- Section A: Candidates answer **one** question out of a choice of two.
- Section B: Candidates answer **two** questions out of a choice of three.
- Tests the Paper 1 subject content.

Externally assessed

### and:

**Paper 2** 1 hour 30 minutes  
The Portrayal of Jesus in the Synoptic  
Gospels 50%  
60 marks

- Structured questions. Part (a) and (b) questions test AO1 Knowledge and understanding and part (c) questions test AO2 Evaluation.
- Section A: Candidates answer **one** question out of a choice of two.
- Section B: Candidates answer **two** questions out of a choice of three.
- Tests the Paper 2 subject content.

Externally assessed

Information on availability is in the **Before you start** section.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Knowledge and understanding

Demonstrate knowledge of specified texts and corresponding Christian teachings, beliefs and practices.

Demonstrate understanding of these texts, teachings, beliefs and practices in both biblical and modern contexts, including areas where there are different views within Christianity.

### AO2 Evaluation

Use evidence and reasoned discussion of a range of points of view to make judgements about issues within Christianity arising from the texts.

### Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

#### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in O Level %
AO1 Knowledge and understanding	60
AO2 Evaluation	40
Total	100

#### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	60	60
AO2 Evaluation	40	40
Total	100	100

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## 3 Subject content

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This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

You can change the order in which you teach the topics. For example, you can teach some elements of Paper 1 after Paper 2. The entire contents of Paper 1 and Paper 2 should be studied.

The Bible passages printed in Section A of the question papers will be taken from the free online version found at [www.biblegateway.com](http://www.biblegateway.com) of the New Revised Standard Version, Anglicised (NRSVA) and will be limited to the specified texts listed in the subject content below.

You may wish to use other versions of the Bible for teaching. If this is the case, please make candidates aware that there may be differences between the version used in teaching and the version that appears on the question papers.

In the specified texts in the topics in Papers 1 and 2, biblical references are presented with a comma between verses and a semi-colon between chapters. For example:

- Isaiah 52:13–53:12 refers to Isaiah chapter 52 verse 13 to chapter 53 verse 12.
- Matthew 11:1–6, 20–24 refers to the Gospel of Matthew chapter 11 verses 1 to 6 and verses 20 to 24.
- Matthew 1:18–2:23; 3:13–17; 16:13–23; 17:1–13 refers to the Gospel of Matthew chapter 1 verse 18 to chapter 2 verse 23, and chapter 3 verses 13 to 17, and chapter 16 verses 13 to 23, and chapter 17 verses 1 to 13.
- Acts 8:26–40 refers to the Acts of the Apostles chapter 8 verses 26 to 40.

The content to be taught in each topic is divided into three headings: texts to study, content and areas for evaluation. The assessment objective AO1 (Knowledge and understanding) is examined in parts (a) and (b) of a question and will be based on the texts to study and/or the content listed under each topic. The assessment objective AO2 (Evaluation) is examined in part (c) questions and will be based on the texts to study, the content and/or the areas for evaluation listed under each topic.

Each topic lists areas for evaluation. These are examples of discussion points that may arise from the study of the texts. These discussion points provide guidance on the discussion themes that you should cover in the teaching of each topic and they could be examined in the part (c) AO2 Evaluation questions. AO2 Evaluation questions may examine the areas for evaluation or any other aspect of the content.

## Paper 1 The Portrayal of God in the Bible

This paper looks at key portrayals of God in the Bible and sets the study of the Bible in a Christian context. Over the course of seven topics, candidates study how God is portrayed by examining key events, people and ideas through texts. The relevance of how God is portrayed is explored in links made from biblical texts to life today.

Alongside the content for Paper 2, candidates develop a broad understanding of the Christian message found in the Bible and its ongoing relevance for modern-day Christians. Although it will not be directly examined, it is important for candidates to understand that the Old Testament texts are Jewish in origin and part of sacred scripture for Judaism.

Although the paper is divided into seven topics, it should be noted that some of the content is common to more than one topic. Questions may be set on these common content areas and may draw on more than one topic.

The content of Paper 1 is examined in Paper 1.

### Topic 1 God as creator

The focus in this topic is on the portrayal of God as creator and sustainer. The text for study is the first three chapters of Genesis. Candidates should reflect on the relationship between religion and science.

In addition to studying the nature of God, candidates should also reflect on what the specified Genesis text teaches about God's relationship with humanity, and its relevance for Christian belief and practice today.

#### Text to study:

- Genesis 1–3.

#### Content (based on the text):

- The creation narratives.
- Different interpretations of the Genesis text.
- The relationship between religion and the scientific views of creation.
- Doctrines of the fall and of original sin and the importance of these doctrines in Christian thought.
- The portrayal of the nature of God based on the text.
- The relationship between God and humanity based on the text.
- Christian teachings on the environment and stewardship based on the text.
- The relevance of the text for Christian belief and practice today.

#### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether the Genesis accounts give two different accounts of creation.
- Whether the Genesis accounts of creation and the fall should be taken literally.
- The extent to which biblical accounts of creation and modern science are compatible.
- Whether Christians today are doing enough to care for the environment.

## Topic 2 God as covenant-giver

The focus in this topic is the portrayal of God as covenant-giver. God's covenant with Abraham and its relevance to modern-day Christians should be explored, leading to the idea of God as a protector of his people. The narrative of God testing Abraham should also be studied.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition to studying the nature of God, candidates should also reflect on what these texts teach about God's relationship with and overall plan for humanity.

### Texts to study:

- Genesis 12:1–9
- Genesis 15:1–7
- Genesis 17
- Genesis 22:1–19.

### Content (based on the texts):

- The call of Abram and the promises made to him.
- The covenant formation.
- The place of covenant in God's overall plan for humanity.
- The significance of circumcision as a sign of the covenant.
- God testing Abraham.
- The relationship between God and his people based on the texts.
- The ways in which God is depicted as speaking to his creation.
- The portrayal of the nature of God based on the texts.
- The relevance of these texts for Christian belief and practice today.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which the concept of covenant is relevant to modern-day Christians.
- The extent to which God still speaks to his people today.
- Whether God tests his people today.
- The extent to which the portrayal of God in these texts is compatible with a God of love.

### Topic 3 God as liberator

The focus in this topic is the portrayal of God as liberator of his people from slavery in Egypt. It explores the Christian view that the escape from Egypt was a foretaste of how God rescued his people from slavery to sin through Jesus.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition to studying the nature of God, candidates should also reflect on what these texts teach about God's relationship with and overall plan for humanity.

#### Texts to study:

- Exodus 3
- Exodus 12:1–30
- Exodus 14.

#### Content (based on the texts):

- Moses and the Exodus narrative.
- God as liberator of his people from slavery in Egypt.
- God reveals himself to his people, including his name.
- The way God acts in the world through his miracles.
- The symbolic links between the Passover and the Eucharist.
- The place of the Passover and the Exodus in Christian understanding of salvation.
- The portrayal of the nature of God based on the texts.
- The relationship between God and his people based on the texts.
- The relevance of these texts for Christian belief and practice today.

#### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether Pharaoh could have stopped the Israelites leaving Egypt.
- The extent to which God acts in the world through miracles and the people he calls.
- The extent to which the Passover helps Christian understanding of the Eucharist.
- The extent to which the Passover and the Exodus help Christian understanding of salvation.

## Topic 4 God as king

The focus in this topic is the portrayal of God as king. The texts for study centre on the example of King David, which should lead candidates to explore the concept of the promised kingly Messiah who would be a descendant of David. By studying David, candidates should also reflect on the nature of God's rule on Earth.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition to studying the nature of God, candidates should also reflect on what these texts teach about God's relationship with and overall plan for humanity.

### Texts to study:

- 1 Samuel 16:1–13
- 1 Samuel 17
- 2 Samuel 7
- Isaiah 9:2–7.

### Content (based on the texts):

- The way in which God chose and appointed David.
- The idea of calling or vocation in Christian thought.
- David and Goliath.
- The role of king as a representative of God on Earth.
- God's covenant with David.
- The idea of the Messiah who would be a descendant of David.
- The Christian belief that Jesus is the Messiah.
- The portrayal of the nature of God based on the texts.
- The relationship between God and his people based on the texts.
- The relevance of these texts for Christian belief and practice today.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which God is a king.
- Whether God chooses people today for a role; the idea of vocation.
- Whether it can ever be right for modern-day Christians to go to war.
- The extent to which God's covenant with David helps Christian understanding of the Messiah.

## Topic 5 God as prophecy-giver

The focus in this topic is the portrayal of God as prophecy-giver. The texts for study centre on the idea that God speaks through time and through the specific work of prophets. Different types of prophets should be explored and their relevance to Christianity today examined. Candidates have the opportunity to study all of the book of Jonah and the role of both God and the prophet in this account.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition to studying the nature of God, candidates should also reflect on what these texts teach about God's relationship with and overall plan for humanity.

### Texts to study:

- Isaiah 52:13–53:12
- Isaiah 59:1–19
- Jonah 1–4.

### Content (based on the texts):

- Isaiah's prophecy about injustice.
- The role of the prophets in speaking against injustice and reflecting God's desire to show compassion to his people, and how this might affect modern-day Christians.
- The role of the prophets in speaking God's word and speaking into the future.
- The prophecy of the Messiah in Isaiah.
- Christian beliefs about Jesus as a prophet.
- Isaiah's prophecy about the suffering servant.
- The Christian belief that the suffering servant refers to Jesus.
- Jonah as an example of a prophet who acted to speak God's word to better society.
- Teachings from the book of Jonah on the nature of God and God's relationship with his people.
- The relevance of these texts for Christian belief and practice today.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which a Christian should be involved with issues of injustice.
- The extent to which repentance is central to Christian belief and practice today.
- Whether the story of Jonah recounts an actual historical event.
- Whether God speaks through prophets in Christianity today.



## Topic 6 Jesus as saviour

The focus in this topic is the portrayal of God in terms of his son Jesus as saviour. The texts enable candidates to examine how beliefs about Jesus were expressed in the early church. By studying three speeches in the book of Acts as well as some early writings of Paul, candidates should explore how Jesus is seen as the Messiah as pointed to in some of the Old Testament texts already studied. The promise of everlasting life, made through Jesus' resurrection, is also examined.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition to studying the nature of God, candidates should also reflect on what these texts teach about God's relationship with and overall plan for humanity.

### Texts to study:

- Acts 4:1–12
- Acts 13:16–47
- Acts 17:16–34
- 1 Corinthians 1:18–25
- 1 Corinthians 15:12–19.

### Content (based on the texts):

- The different ways in which Jesus was proclaimed to different audiences including gentiles (with reference to Acts).
- Jesus as the saviour who fulfilled Old Testament prophecies.
- The centrality of the death and resurrection of Jesus and how this was communicated to different audiences both in Acts and in 1 Corinthians.
- Christian teachings about the afterlife in 1 Corinthians.
- The portrayal of the nature of God based on the texts.
- The relationship between God and his people based on the texts.
- The relevance of these texts for Christian belief and practice today.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which Jesus fulfilled Old Testament prophecies.
- The extent to which Christian belief in an afterlife is reasonable.
- Whether Christianity focuses too much on life after death rather than this present life.
- The extent to which Jesus' death and resurrection are the most important beliefs of Christianity.

## Topic 7 The Holy Spirit as guide

The focus of this topic is on the portrayal of God in terms of the role of the Holy Spirit as both guide and transformer in the life of a Christian. The texts enable candidates to examine the Holy Spirit both in the life of the early church and for modern-day Christians.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition to studying the nature of God, candidates should also reflect on what these texts teach about God's relationship with and overall plan for humanity.

### Texts to study:

- Acts 2:1–41
- Acts 8:26–40
- Acts 10
- Galatians 5:13–26.

### Content (based on the texts):

- The ways in which the Holy Spirit equipped the early church to evangelise.
- Peter's speech on the day of Pentecost.
- Peter's encounter with Cornelius compared to Philip's encounter with the Ethiopian eunuch.
- The role of visions in the early church and in modern-day Christianity.
- The Holy Spirit in the life of the early church and in the lives of modern-day Christians.
- Baptism as the start of a Christian's life in the Christian community.
- The portrayal of the nature of God based on the texts.
- The relationship between God and his people based on the texts.
- The relevance of these texts for Christian belief and practice today.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which the spread of the early church would have been possible without the events of the day of Pentecost.
- The extent to which evangelism as seen in Acts is relevant to modern-day Christians.
- The extent to which the Holy Spirit is a guide to modern-day Christians.
- Whether baptism is essential for entry into the Christian community in the church today.

## Paper 2 The Portrayal of Jesus in the Synoptic Gospels

In Paper 2 candidates examine key portrayals of Jesus in the synoptic gospels. Over the course of seven topics, candidates study how Jesus is portrayed by examining key events, people and ideas through texts. The relevance of this portrayal is explored in terms of the insights it provides to the person and work of Jesus.

Alongside the content for Paper 1, candidates develop a broad understanding of the Christian message found in the Bible and the insights the texts give to the idea of God's overall plan for humanity. The relevance of the texts for modern-day Christians is also explored.

Although the paper is divided into seven topics, it should be noted that some of the content is common to more than one topic. Questions may be set on these common content areas and may draw on more than one topic.

The content of Paper 2 is examined in Paper 2.

### Topic 1 The political and religious background to the life and times of Jesus

The focus in this topic is to introduce candidates to the background to the life and times of Jesus and to explore the portrayal of Jesus in each of the synoptic gospels. Candidates should study the religious and political background of first-century Palestine.

In addition, candidates should explore the readership and purpose of the synoptic gospels.

#### Texts to study:

No specific texts are specified for this topic.

#### Content:

- Jewish rule at the time of Jesus.
- Roman rule at the time of Jesus.
- The Zealots.
- The gentiles.
- The Pharisees and Sadducees.
- The temple and the synagogue.
- Jewish Messianic hopes at the time of Jesus.
- The portrayal of Jesus in each of the synoptic gospels.
- The readership and purpose of each of the synoptic gospels.

#### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether having knowledge of the historical setting of the gospels helps with an understanding of the life of Jesus.
- The extent to which the synoptic gospels record different portrayals of Jesus.
- The extent to which the portrayals of Jesus by the gospel writers have been shaped to suit their audiences.
- Whether the different purposes of the gospel writers have shaped their portrayals of Jesus.

## Topic 2 Key events in the life of Jesus until the transfiguration

The focus in this topic is the portrayal of Jesus examined through the study of some key events in his life. Candidates should study the significance of the key events in the life of Jesus up to, and including, his transfiguration. They should explore what these events might reveal about the person and work of Jesus and the meaning and relevance of these events for Christian belief and practice today.

In addition, candidates should study how the specified texts might demonstrate aspects of God's overall plan for humanity, including the role and importance of John the Baptist.

### Texts to study:

- Matthew 1:18–2:23; 3:13–17; 16:13–23; 17:1–13
- Luke 2:1–52; 3:1–20; 4:1–30.

### Content (based on the texts):

- The birth and infancy stories in Matthew: Matthew 1:18–2:23.
- The birth and infancy stories in Luke: Luke 2:1–40.
- The boy Jesus in the temple: Luke 2:41–52.
- The baptism of Jesus: Matthew 3:13–17.
- The temptation of Jesus: Luke 4:1–15.
- The proclamation and imprisonment of John the Baptist: Luke 3:1–20.
- The rejection of Jesus at Nazareth: Luke 4:16–30.
- Peter's declaration about Jesus: Matthew 16:13–20.
- Jesus foretells his death and resurrection: Matthew 16:21–23.
- The transfiguration: Matthew 17:1–13.
- The meaning and relevance of the key events studied in the texts for Christian belief and practice today.
- How these texts might demonstrate aspects of God's overall plan for humanity, including the role and importance of John the Baptist.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether the birth stories in Matthew and Luke are historic accounts.
- Whether the birth stories in Matthew and Luke share the same purpose.
- The extent to which John the Baptist's role and ministry were important.
- The extent to which the titles of Jesus (Messiah/Son of God/Son of Man) confuse rather than clarify understanding of the person and work of Jesus.

### Topic 3 Key events in the last week of Jesus' life, including his resurrection and ascension

The focus in this topic is the portrayal of Jesus examined through the study of the key events in the last week of his life. Candidates should explore the significance of these events that culminated in Jesus' resurrection and ascension in relation to God's overall plan for humanity.

In addition, candidates should explore what these events might reveal about the person and work of Jesus and the meaning and relevance of these events for Christian belief and practice today.

#### Texts to study:

- Matthew 26:57–68; 27:11–31; 28
- Mark 15:21–41
- Luke 19:28–40; 22:7–62; 23:50–56; 24.

#### Content (based on the texts):

- Jesus' triumphal entry into Jerusalem: Luke 19:28–40.
- The institution of the Lord's Supper/the betrayal and arrest of Jesus: Luke 22:7–53.
- Peter denies Jesus: Luke 22:54–62.
- The trial before the high priest: Matthew 26:57–68.
- The trial before Pilate: Matthew 27:11–31.
- The crucifixion and death of Jesus: Mark 15:21–41.
- The burial of Jesus: Luke 23:50–56.
- The resurrection stories in Matthew: Matthew 28.
- The resurrection stories in Luke: Luke 24:1–49.
- The ascension of Jesus: Luke 24:50–53.
- The meaning and relevance of the key events of the last week of Jesus' life studied in the texts for Christian belief and practice today.
- The significance of the events studied in the texts that culminated in Jesus' resurrection and ascension in relation to God's overall plan for humanity.

#### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether it is Jesus' resurrection, not his death, that is important for Christians.
- Whether Jesus could have avoided his death on the cross.
- The extent to which Jesus waited until his trials to reveal his true identity.
- The extent to which the resurrection of Jesus is a literal historical event.

## Topic 4 Conflict and opposition to Jesus

The focus in this topic is the portrayal of Jesus examined through the study of the conflict surrounding Jesus and opposition to him. Drawing upon knowledge of the religious background of first-century Palestine, candidates should explore how and why there was opposition to Jesus from the traditional religious groups and the authorities and Jesus' attitude towards this opposition.

Candidates should explore the insights that the texts might reveal about the person and work of Jesus and consider the relevance of these texts for Christian belief and practice today. In addition, candidates should study how these texts might demonstrate aspects of God's overall plan for humanity.

### Texts to study:

- Matthew 16:1–12; 26:1–5
- Mark 2:23–28; 11:15–18
- Luke 6:6–11; 13:10–17.

### Content (based on the texts):

- The Sabbath controversy in Mark: Mark 2:23–28.
- The Sabbath controversy in Luke: Luke 6:6–11; Luke 13:10–17.
- Opposition from the Pharisees: Matthew 16:1–12.
- Cleansing of the Temple: Mark 11:15–18.
- The plot to kill Jesus in Matthew: Matthew 26:1–5.
- How and why there was opposition to Jesus from the traditional religious groups and the authorities and Jesus' attitude towards this opposition.
- The person and work of Jesus as portrayed in these texts.
- The relevance of these texts for Christian belief and practice today.
- How these texts might demonstrate aspects of God's overall plan for humanity.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether Jesus could have avoided conflict and opposition.
- The extent to which Jesus provoked the authorities.
- The extent to which modern-day Christians should expect opposition.
- Whether the Christian Sabbath (Sunday) has relevance for Christians today.

## Topic 5 The miracles of Jesus

The focus in this topic is the different types of miracles performed by Jesus as recorded in the synoptic gospels. Candidates should examine the purpose of the miracles as indications of Jesus' powers, the purpose of his ministry, the kingdom of God, and as evidence of his identity.

In addition, candidates should study what the miracles might demonstrate about God's overall plan for humanity and consider the relevance the texts might have for Christian belief and practice today.

### Texts to study:

- Matthew 8:5–13; 11:1–6, 20–24
- Mark 2:1–12; 4:35–41; 6:30–52; 7:24–30
- Luke 7:11–35; 8:26–39, 40–42, 43–48, 49–56; 9:37–43.

### Content (based on the texts):

- Nature miracles: Jesus stills a storm: Mark 4:35–41; feeding the five thousand: Mark 6:30–44; Jesus walks on the water: Mark 6:45–52.
- Healing miracles: Jesus heals a paralytic: Mark 2:1–12; Jesus heals a centurion's servant: Matthew 8:5–13; a sick woman: Luke 8:43–48; the Syrophenician woman's faith: Mark 7:24–30.
- Exorcisms: Jesus heals the Gerasene demoniac: Luke 8:26–39; Jesus heals a boy with a demon: Luke 9:37–43.
- Raising the dead: Jesus raises the widow's son at Nain: Luke 7:11–17; a girl restored to life: Luke 8:40–42, 49–56.
- Miracles and the kingdom of God: Matthew 11:1–6, 20–24; Luke 7:18–35.
- The purpose of the miracles as indications of Jesus' powers, the purpose of his ministry and the kingdom of God, and as evidence of his identity.
- The relevance of these texts for Christian belief and practice today.
- How these texts might demonstrate aspects of God's overall plan for humanity.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which the miracle stories are an important part of the gospels.
- The extent to which the miracle stories raise problems for modern-day Christians.
- The extent to which Jesus' miracles reveal his person and work.
- Whether faith is necessary for a miracle to happen.

## Topic 6 The parables of Jesus

This topic explores the reasons behind Jesus' teaching in parables and what the parables reveal about the person and work of Jesus. Candidates should form an understanding of the meaning of the parables, and how they were used by Jesus to explain the nature of God and his kingdom. As a prominent subject of the parables is the kingdom of God, candidates should develop an understanding of the meaning of this phrase in the context of Jesus' teaching.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition, candidates should study how these texts might demonstrate aspects of God's overall plan for humanity.

### Texts to study:

- Matthew 20:1–16; 25:1–30
- Mark 4:1–20
- Luke 10:29–37; 12:13–21; 14:15–24; 15:1–32; 16:19–31.

### Content (based on the texts):

- The kingdom of God.
- Parables about preparing for the kingdom: the parable of the sower: Mark 4:1–9; the purpose of the parables: Mark 4:10–12; the sower explained: Mark 4:13–20; the good Samaritan: Luke 10:29–37; the parable of the rich fool: Luke 12:13–21; the rich man and Lazarus: Luke 16:19–31.
- Parables about receiving the kingdom: the parable of the lost sheep: Luke 15:1–7; the parable of the lost coin: Luke 15:8–10; the parable of the prodigal and his brother: Luke 15:11–32; the parable of the talents: Matthew 25:14–30.
- Parables about acting in the kingdom: the parable of the great dinner: Luke 14:15–24; the labourers in the vineyard: Matthew 20:1–16; the parable of the ten bridesmaids: Matthew 25:1–13.
- Reasons behind Jesus' teaching in parables and what the parables reveal about the person and work of Jesus.
- The meaning of the parables.
- The meaning of the phrase kingdom of God in the context of Jesus' teaching.
- The relevance of these texts for Christian belief and practice today.
- How these texts might demonstrate aspects of God's overall plan for humanity.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- The extent to which parables are a good form of teaching.
- The extent to which parables are about behaviour rather than belief.
- Whether the only parables that can be understood are those that Jesus explained.
- The extent to which Jesus' teachings show a kingdom of God that is in the present or in the future.



## Topic 7 The teachings and sayings of Jesus

This topic explores Jesus' teachings in the Sermon on the Mount as ethical guidelines on the principles and duties of Christian life as well as practical advice such as his teaching on prayer. Candidates should explore the insights that the texts might reveal about the person and work of Jesus.

Candidates should consider the relevance of these texts for Christian belief and practice today. In addition, candidates should study how these texts might demonstrate aspects of God's overall plan for humanity.

### Texts to study:

- Matthew 5–7
- Luke 11:5–13.

### Content (based on the texts):

- The Sermon on the Mount: teachings and duties: Matthew 5–7.
- Jesus' teachings on prayer: the Lord's prayer: Matthew 6:9–15; perseverance in prayer in Matthew: Matthew 7:7–11; perseverance in prayer in Luke: Luke 11:5–13.
- How these texts might demonstrate aspects of the person and work of Jesus.
- The relevance of these texts for Christian belief and practice today.
- How these texts might demonstrate aspects of God's overall plan for humanity.

### Areas for evaluation:

Areas for evaluation may be drawn from any aspect of the content, including:

- Whether the Sermon on the Mount teaches that the Old Testament laws were wrong.
- Whether ethical behaviour is only about observing the Law.
- The extent to which religious duties, such as almsgiving, prayer and fasting, need to be performed with sincerity.
- The extent to which the teachings in these texts are relevant to modern-day Christians.

**Faculty feedback:** 'Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student's education.'

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

## 4 Details of the assessment

### Bible passages

The Bible passages printed in Section A of the question papers are taken from the New Revised Standard Version, Anglicised (NRSVA) (using the version from [www.biblegateway.com](http://www.biblegateway.com)). They are taken from the texts specified in the subject content of this syllabus.

Copies of the Bible are **not** allowed in the examination.

### Paper 1 The Portrayal of God in the Bible

Written paper, 1 hour 30 minutes, 60 marks

This paper assesses the prescribed syllabus content for Paper 1.

Candidates answer **three** questions in total:

Section A: answer **one** question (out of a choice of two).

Section B: answer **two** questions (out of a choice of three).

#### Section A (20 marks)

Candidates answer **either** Question 1 **or** Question 2. Candidates answer **all** the parts of the chosen question.

Questions 1 and 2 are divided into three part-questions totalling 20 marks:

- **Part (a)** 6 mark textual question made up of sub-parts, based on a stimulus text from the specified texts listed in the subject content for Paper 1. These questions test candidates' knowledge and understanding of the passage from which the text printed on the question paper comes.

Candidates are required to scrutinise certain verses, to demonstrate their understanding of the Bible in a more detailed way, introducing candidates to the skill of analysing the context, meaning and significance of a particular passage.

The text printed on the question paper is usually between one and three verses in length. There may be instances where the passages use more than three verses, to provide more context to the biblical passage in order to help candidates structure their answer.

Candidates should be mindful of the number of marks available for each sub-part of the question when responding as one mark is awarded for each relevant point made.

Using the stimulus text, candidates might be asked to recall questions on the passage as a whole, questions that arise from the extract itself or questions that arise from the theme of the extract. Sub-parts test either knowledge or understanding.

- **Part (b)** 6 marks assessing knowledge and understanding on a theme arising from the printed stimulus text. Although in this part-question candidates can refer to the text printed on the question paper, they are encouraged to go wider. Answers should be in continuous prose and should follow a well-structured format. While there is no preferred structure, part (b) questions will tend to be required to be answered mainly in the candidate's own words and candidates will make a series of points in answer to the question. Assessed against the levels of response marking grid for AO1 Knowledge and understanding.
- **Part (c)** 8 marks assessing AO2 Evaluation linked to the theme explored in parts (a) and (b). Assessed against the levels of response marking grid for AO2 Evaluation.

## Section B (40 marks)

Candidates answer **two** questions, from a choice between Question 3, Question 4 or Question 5. Questions 3, 4 and 5 are each divided into three part-questions totalling 20 marks:

- **Part (a)** 6 marks assessing knowledge based on the prescribed content for Paper 1. Candidates are required to show knowledge of a text or a theme from the prescribed content, answering in continuous prose. While the structure will vary, depending on whether a text or a theme is being tested, candidates should produce an answer in a coherent and well-structured format. Assessed against the levels of response marking grid for AO1 Knowledge and understanding.
- **Part (b)** 6 marks assessing knowledge and understanding based on the prescribed content for Paper 1 on a theme arising from part (a). Answers should be in continuous prose and should have a well-structured format. While there is no preferred structure, part (b) questions tend to be required to be answered mainly in the candidate's own words and candidates will make a series of points in answer to the question. Assessed against the levels of response marking grid for AO1 Knowledge and understanding.
- **Part (c)** 8 marks assessing AO2 Evaluation linked to a theme arising from either or both of parts (a) and (b). Assessed against the levels of response marking grid for AO2 Evaluation.

### Part (c) Evaluation questions in Sections A and B

In the part (c) Evaluation questions candidates are required to evaluate different points of view, providing supporting evidence for the points of view. The essay questions take a range of formats depending on the use of command word, but they all present an item for discussion where different points of view can be held and considered by candidates. More than one point of view can often be two opposing points of view (e.g. 'agree' and 'disagree') but they will always be contrasting and different to each other.

Candidates are required to present their response using well-structured continuous prose and are required to provide a conclusion with a clear and well-reasoned judgement that evaluates the points that precede it.

Candidates' answers should be structured in paragraphs. Each paragraph should state and then consider a possible point of view or argument in answer to the question. Candidates should support a point of view with evidence. Answers should not be descriptive. The focus should be on the specific question, rather than on broad themes linked to the question.

The final paragraph should be a conclusion providing a firm and clear judgement so that the examiner can clearly see the position the candidate has taken on the issue. The judgement should be well reasoned, rather than simply stated, and should build on the evidence that precedes it.

Part (c) Evaluation questions are based on the texts to study, the content and/or the areas for evaluation listed for each topic. Candidates are encouraged to draw on material from across the syllabus to present a range of arguments and reach their own evaluation and judgement.

The levels of response marking grids for AO1 Knowledge and understanding and AO2 Evaluation are published in the specimen mark schemes which accompany the syllabus. These are available on the syllabus page at [www.cambridgeinternational.org/2035](http://www.cambridgeinternational.org/2035) and our School Support Hub.

## Paper 2 The Portrayal of Jesus in the Synoptic Gospels

Written paper, 1 hour 30 minutes, 60 marks

This paper assesses the prescribed syllabus content for Paper 2.

Candidates answer **three** questions in total:

Section A: answer **one** question (out of a choice of two).

Section B: answer **two** questions (out of a choice of three).

### Section A (20 marks)

Candidates answer **either** Question 1 **or** Question 2. Candidates answer **all** the parts of the chosen question.

Questions 1 and 2 are divided into three part-questions totalling 20 marks:

- **Part (a)** 6 mark textual question made up of sub-parts, based on a stimulus text from the specified texts listed in the subject content for Paper 2. These questions test candidates' knowledge and understanding of the passage from which the text printed on the question paper comes.

Candidates are required to scrutinise certain verses, to demonstrate their understanding of the Bible in a more detailed way, introducing candidates to the skill of analysing the context, meaning and significance of a particular passage.

The text printed on the question paper is usually between one and three verses in length. There may be instances where the passages use more than three verses, to provide more context to the biblical passage in order to help candidates structure their answer.

Candidates should be mindful of the number of marks available for each sub-part of the question when responding as one mark is awarded for each relevant point made.

Using the stimulus text, candidates might be asked to recall questions on the passage as a whole, questions that arise from the extract itself or questions that arise from the theme of the extract. Sub-parts test either knowledge or understanding.

- **Part (b)** 6 marks assessing knowledge and understanding on a theme arising from the printed stimulus text. Although in this part-question candidates can refer to the text printed on the question paper, they are encouraged to go wider. Answers should be in continuous prose and should follow a well-structured format. While there is no preferred structure, part (b) questions will tend to be required to be answered mainly in the candidate's own words and candidates will make a series of points in answer to the question. Assessed against the levels of response marking grid for AO1 Knowledge and understanding.
- **Part (c)** 8 marks assessing AO2 Evaluation linked to the theme explored in parts (a) and (b). Assessed against the levels of response marking grid for AO2 Evaluation.

## Section B (40 marks)

Candidates answer **two** questions, from a choice between Question 3, Question 4 or Question 5. Questions 3, 4 and 5 are each divided into three part-questions totalling 20 marks:

- **Part (a)** 6 marks assessing knowledge based on the prescribed content for Paper 2. Candidates are required to show knowledge of a text or a theme from the prescribed content, answering in continuous prose. While the structure will vary, depending on whether a text or a theme is being tested, candidates should produce an answer in a coherent and well-structured format. Assessed against the levels of response marking grid for AO1 Knowledge and understanding.
- **Part (b)** 6 marks assessing knowledge and understanding based on the prescribed content for Paper 2 on a theme arising from part (a). Answers should be in continuous prose and should have a well-structured format. While there is no preferred structure, part (b) questions tend to be required to be answered mainly in the candidate's own words and candidates will make a series of points in answer to the question. Assessed against the levels of response marking grid for AO1 Knowledge and understanding.
- **Part (c)** 8 marks assessing AO2 Evaluation linked to a theme arising from either or both of parts (a) and (b). Assessed against the levels of response marking grid for AO2 Evaluation.

### Part (c) Evaluation questions in Sections A and B

In the part (c) Evaluation questions candidates are required to evaluate different points of view, providing supporting evidence for the points of view. The essay questions take a range of formats depending on the use of command word, but they all present an item for discussion where different points of view can be held and considered by candidates. More than one point of view can often be two opposing points of view (e.g. 'agree' and 'disagree') but they will always be contrasting and different to each other.

Candidates are required to present their response using well-structured continuous prose and are required to provide a conclusion with a clear and well-reasoned judgement that evaluates the points that precede it.

Candidates' answers should be structured in paragraphs. Each paragraph should state and then consider a possible point of view or argument in answer to the question. Candidates should support a point of view with evidence. Answers should not be descriptive. The focus should be on the specific question, rather than on broad themes linked to the question.

The final paragraph should be a conclusion providing a firm and clear judgement so that the examiner can clearly see the position the candidate has taken on the issue. The judgement should be well reasoned, rather than simply stated, and should build on the evidence that precedes it.

Part (c) Evaluation questions are based on the texts to study, the content and/or the areas for evaluation listed for each topic. Candidates are encouraged to draw on material from across the syllabus to present a range of arguments and reach their own evaluation and judgement.

The levels of response marking grids for AO1 Knowledge and understanding and AO2 Evaluation are published in the specimen mark schemes which accompany the syllabus. These are available on the syllabus page at [www.cambridgeinternational.org/2035](http://www.cambridgeinternational.org/2035) and our School Support Hub.

## Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
<b>Assess</b>	make an informed judgement
<b>Compare</b>	identify/comment on similarities and/or differences
<b>Contrast</b>	identify/comment on differences
<b>Describe</b>	state the points of a topic / give characteristics and main features
<b>Discuss</b>	write about issue(s) or topic(s) in depth in a structured way
<b>Explain</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
<b>Give</b>	produce an answer from a given source or recall/memory
<b>Identify</b>	name/select/recognise
<b>Outline</b>	set out the main points
<b>State</b>	express in clear terms
<b>Suggest</b>	apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations

Phrases such as ‘To what extent ...?’ may also be seen in the assessment for this syllabus.

The following command words are used in part (a) or (b) questions assessing AO1 Knowledge and understanding:

- Contrast
- Describe
- Explain
- Give
- Identify
- Outline
- State
- Suggest.

The following command words and phrases are used in part (c) questions assessing AO2 Evaluation:

- Assess
- Compare
- Discuss
- To what extent.

Questions also take the form of a statement followed by Discuss.

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied Biblical Studies.

#### Guided learning hours

We design Cambridge O Level syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone). This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/2035](http://www.cambridgeinternational.org/2035)

You can enter candidates in the June and November exam series. You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the Cambridge Guide to Making Entries.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Religious Studies (0490)
- syllabuses with the same title at the same level.

Cambridge O Level, Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level.

## Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

### 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 an 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.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

### Language

This syllabus and the related assessment materials are available in English only.

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

### Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.



**Important:**

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A\* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade E. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

## How students and teachers can use the grades

Assessment at Cambridge O Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for or likely to be successful in a particular course or career.  
The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2027, 2028 and 2029

The syllabus has been updated. This is version 1, published September 2024.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2024 are still suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge O Level.

### Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](https://www.cambridgeinternational.org/about-us/our-standards/)



We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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