

O-LEVEL RELIGIOUS STUDIES (BIBLE KNOWLEDGE)

Paper 2048/01

Luke and Acts 1-21:15 (Short-answer questions)

General comments

On the whole, candidates this year performed reasonably well. Many submitted scripts that demonstrated a wide knowledge of the set texts. Conversely, some candidates demonstrated a poor knowledge of parts of the texts. As with last year, knowledge of Acts is poorer than Luke, and **Section B** remains a problem for many candidates. In addition, too many candidates do not even attempt to answer some of the questions. For future examinations, it is recommended that centres pay particular attention to the book of Acts, as well as developing candidates' skills in responding to **Section B** questions. Some answers for **Section B** were a little vague, and centres should encourage candidates to provide fuller and more detailed responses. Too often, candidates are doing well in **Section A**, but then let themselves down in **Section B**. Nonetheless, there appears to be a slight improvement in candidates' performance since last year, and centres are to be commended for this.

Comments on specific questions

Section A

Question 1

There were mixed results on this question. Too many candidates believed Herod was the Roman Emperor at the time of Jesus' birth. However, few candidates were unable to answer part **(b)**.

Question 2

Generally well-answered with very few problems.

Question 3

There were again mixed responses. A number of candidates submitted incorrect answers, though most demonstrated at least some knowledge of the parable of the sower.

Question 4

Part **(a)** was answered correctly by the majority of candidates. However, quite a number of responses for part **(b)** were incorrect.

Question 5

Mainly well-answered, though some candidates cited Stephen's plea in Acts 7:60.

Question 6

Although most candidates managed to answer part **(a)** correctly, a number of candidates believed the disciples had voted on a replacement for Judas.

Question 7

Answers were mixed for part **(a)**. Part **(b)** was problematic for some candidates.

Cambridge O Level Religious Studies Bible Knowledge

**John Newton Brown, George Palmer
Tyler**



Cambridge O Level Religious Studies Bible Knowledge:

Ancient and Indigenous Wisdom Traditions in African and Euro-Asian Contexts Ehaab Abdou, Theodore Zervas, 2024-08-01 This book brings attention to the understudied and often overlooked question of how curricula and classroom practices might inadvertently reproduce exclusionary discourses and narratives that omit or negate particular cultures histories and wisdom traditions With a focus on representations and classroom practices related especially to ancient and Indigenous wisdom traditions and cultures it includes unique contributions from scholars studying these questions in various contexts The book offers a range of important studies from key African and Euro Asian contexts including Afghanistan Albania Greece Iran South Africa Sweden T rkiye and Zimbabwe The various chapter contributions address and discuss nuances of each of the contexts under study The contributions also help highlight some key commonalities across these contexts including how dominant discourses and various forces have historically shaped and continue to shape and reproduce such omissions misrepresentations and marginalization In addition to seeking to reconcile with some of these ancient and Indigenous wisdom traditions and cultures the book charts a path forward towards more holistic analytical frameworks as well as more inclusive and balanced representations and classroom practices in these aforementioned geographic contexts and beyond It will appeal to scholars researchers undergraduate and graduate students with interests in Indigenous education curriculum studies citizenship education history of education religion and educational policy

Religion and Spirituality Martin Dowson, Stuart Devenish, 2010-05-27 This volume explores how religion and spirituality promote social justice and equity focusing on educational settings It highlights the integration of religious values with education offering global transdisciplinary perspectives and examples from various contexts to enhance understanding and practice

Education, Culture and the Singapore Developmental State Y. Chia, 2015-04-07 This book explores the role of education in the formation of the Singapore developmental state The book provides a historical study of citizenship education in Singapore whereby a comparative study of history civics and social studies curricula and the politics and policies that underpin them are examined

The New Schaff-Herzog Encyclopedia of Religious Knowledge Johann Jakob Herzog, Albert Hauck, Samuel Macauley Jackson, Charles Colebrook Sherman, George William Gilmore, 1909

Encyclopedia of Religious Knowledge John Newton Brown, George Palmer Tyler, 1876

ThirdWay, 1977-03-24 Monthly current affairs magazine from a Christian perspective with a focus on politics society economics and culture

God and Time Gregory E. Ganssle, David M. Woodruff, 2001-12-20 Throughout the history of philosophical theology scholars have reflected on the relationship between God and time In the Western religious tradition God has been thought to be eternal in the sense that God is outside time But many thinkers today hold that while God is everlasting in that there was no beginning to God s existence nor will he ever cease existing God exists within Time In *God and Time* Gregory E Ganssle and David Woodruff have brought together 12 previously unpublished essays from leading philosophers on God s relation to time

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Table of Contents Cambridge O Level Religious Studies Bible Knowledge

1. Understanding the eBook Cambridge O Level Religious Studies Bible Knowledge
 - The Rise of Digital Reading Cambridge O Level Religious Studies Bible Knowledge
 - Advantages of eBooks Over Traditional Books
2. Identifying Cambridge O Level Religious Studies Bible Knowledge
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Cambridge O Level Religious Studies Bible Knowledge
 - User-Friendly Interface
4. Exploring eBook Recommendations from Cambridge O Level Religious Studies Bible Knowledge

- Personalized Recommendations
 - Cambridge O Level Religious Studies Bible Knowledge User Reviews and Ratings
 - Cambridge O Level Religious Studies Bible Knowledge and Bestseller Lists
5. Accessing Cambridge O Level Religious Studies Bible Knowledge Free and Paid eBooks
- Cambridge O Level Religious Studies Bible Knowledge Public Domain eBooks
 - Cambridge O Level Religious Studies Bible Knowledge eBook Subscription Services
 - Cambridge O Level Religious Studies Bible Knowledge Budget-Friendly Options
6. Navigating Cambridge O Level Religious Studies Bible Knowledge eBook Formats
- ePub, PDF, MOBI, and More
 - Cambridge O Level Religious Studies Bible Knowledge Compatibility with Devices
 - Cambridge O Level Religious Studies Bible Knowledge Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Cambridge O Level Religious Studies Bible Knowledge
 - Highlighting and Note-Taking Cambridge O Level Religious Studies Bible Knowledge
 - Interactive Elements Cambridge O Level Religious Studies Bible Knowledge
8. Staying Engaged with Cambridge O Level Religious Studies Bible Knowledge
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Cambridge O Level Religious Studies Bible Knowledge
9. Balancing eBooks and Physical Books Cambridge O Level Religious Studies Bible Knowledge
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Cambridge O Level Religious Studies Bible Knowledge
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Cambridge O Level Religious Studies Bible Knowledge
- Setting Reading Goals Cambridge O Level Religious Studies Bible Knowledge
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Cambridge O Level Religious Studies Bible Knowledge

- Fact-Checking eBook Content of Cambridge O Level Religious Studies Bible Knowledge
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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Questions and Problems Aug 14, 2015 — CHAPTER 1. 1.1 In a few sentences, what were Mendel's key ideas about inheritance? ANS: Mendel postulated transmissible factors—genes—to.