



Syllabus

Cambridge O Level Islamic Studies 2068

For examination in November 2020, 2021 and 2022.



Changes to the syllabus for 2020, 2021 and 2022

The latest syllabus is version 1, published September 2017.

There are no significant changes which affect teaching.

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

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

1. Introduction.....	2
1.1 Why choose Cambridge International?	
1.2 Why choose Cambridge O Level?	
1.3 Why choose Cambridge O Level Islamic Studies?	
1.4 How can I find out more?	
2. Teacher support.....	5
2.1 Support materials	
2.2 Endorsed resources	
2.3 Training	
3. Syllabus content at a glance.....	6
4. Assessment at a glance.....	7
5. Syllabus aims and assessment objectives	8
5.1 Syllabus aims	
5.2 Assessment objectives	
5.3 Relationship between assessment objectives and components	
6. Syllabus content.....	9
6.1 Paper 1 History and Scriptures	
6.2 Paper 2 Development, Sources, Beliefs and Observances	
7. Description of components.....	13
7.1 Assessment structure for Papers 1 and 2	
8. Other information.....	14

1. Introduction

1.1 Why choose Cambridge International?

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

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

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

Every year, nearly a million Cambridge learners from 10000 schools in 160 countries prepare for their future with an international education from Cambridge International.

Cambridge learners

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

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Recognition

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). There are over 700000 entries a year in nearly 70 countries. Learn more at www.cambridgeinternational.org/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cambridgeinternational.org/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cambridgeinternational.org/examsofficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cambridgeinternational.org/ISO9001

1.2 Why choose Cambridge O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for students whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge O Levels, we provide the tools to enable teachers to prepare students to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS & A Levels, the Cambridge AICE (Advanced International Certificate of Education) Diploma, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at www.cambridgeinternational.org/olevel

Guided learning hours

Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the students' prior experience of the subject.

1.3 Why choose Cambridge O Level Islamic Studies?

- Learners are encouraged to develop an interest and enthusiasm for the study of Islam.
- Learners are provided with an introduction to the basic teachings of the Qur'an and the Hadith. It provides them with knowledge of Arabia in the Pre-Islamic period, the Prophet Muhammad (pbuh), the Caliphate period, and the four pious Caliphs.
- It encourages learners to identify and explore the religious and ethical issues raised in the Qur'an, and by the Prophet Muhammad (pbuh), while also gaining an understanding of the effect of Islam on its believers.
- Candidates are encouraged to apply historical and other relevant knowledge, for example, in exploring the development of Islam and its beliefs, practices and traditions.

Prior learning

Candidates beginning this course are not expected to have previously studied Islam.

Progression

Candidates who are awarded grades A* to C in Cambridge O Level Islamic Studies are well prepared to follow courses leading to Cambridge International AS and A Level Islamic Studies, or the equivalent.

1.4 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cambridgeinternational.org

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cambridgeinternational.org/startcambridge
Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

You can go to our public website at www.cambridgeinternational.org/olevel to download current and future syllabuses together with specimen papers or past question papers, examiner reports and grade threshold tables from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available online from the School Support Hub. Go to www.cambridgeinternational.org/support (username and password required). If you do not have access, speak to the Teacher Support coordinator at your school.

2.2 Endorsed resources

We work with publishers who provide a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge International go through a detailed quality assurance process to make sure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge International. The resource lists include further suggestions for resources to support teaching. See www.cambridgeinternational.org/i-want-to/resource-centre for further information.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See www.cambridgeinternational.org/events for further information.

3. Syllabus content at a glance

In this syllabus, learners will study the history and culture of Islam and key figures in the faith. They will also study and reflect upon different extracts of religious texts and have the opportunity to think about how texts relate to how Muslims think and act in everyday life today.

The content on the papers is organised in six sections in the syllabus to reflect the focus in the assessment. However, learners will be looking at Islam from a historical, cultural and literary viewpoint and taking the opportunity to discuss, reflect and weigh up the impact of the texts in different scenarios.

Learners will need experience of:

- The key knowledge of the key figures and events in Islam
- Essential knowledge and understanding of the prescribed texts
- How to reflect upon teachings and principles contained in prescribed texts
- A broader understanding of the importance and impact of key figures and events in Islam and how they changed and developed the faith over time
- How to discuss different points of view when looking at a key figure, event or text
- How to evaluate the impact or importance of a teaching overall
- How to relate a teaching to Muslim life today.

The content includes:

- Pre-Islamic society in Arabia
- The early life and character of Muhammad (pbuh)
- The development of Islam
- The main events of the Prophet's life and his significance in Muslim beliefs
- Reflection on the example of the Prophet (pbuh) – as a role model for the early Muslims and for individuals and communities today
- Knowledge and understanding of the prescribed Suras and Hadith
- The importance, application and significance of texts in the lives of Muslims today
- The lives of four prophets, as recounted in the Qur'an
- Teachings, implications and examples that might be drawn from these stories today
- The Caliphate period and the Four Pious Caliphs
- The significance of the Caliphate period for the development of Islam and as a model for Muslim society
- The structure and history of the Qur'an
- The classification and use of Hadith
- Use, application and significance of Qur'an and Hadith, including to Muslim life today
- Articles of faith and The Five Pillars
- Jihad - in its range of meanings
- Id festivals and rites of passage – birth, marriage and funeral rites
- The contribution and benefits of beliefs and observances to the faith and actions of individuals and communities.

4. Assessment at a glance

Candidates take two papers.

Component	Weighting of papers
<p>Paper 1 History and Scriptures 1 hour 30 minutes</p> <p>This paper has three sections: Section A: Arabia in the Pre-Islamic period Section B: Prophet Muhammad (pbuh) Section C: Texts from the Holy Qur'an and Hadith</p> <p>Candidates choose one question from each section.</p> <p>Externally assessed. 60 marks</p>	50%
<p>Paper 2 Development, Sources, Beliefs and Observances 1 hour 30 minutes</p> <p>This paper has three sections: Section A: The Caliphate period/The Four Pious Caliphs Section B: The history and the importance of the Qur'an and Hadith Section C: Beliefs, practices and rituals</p> <p>Candidates choose one question from each section.</p> <p>Externally assessed. 60 marks</p>	50%

Availability

This syllabus is examined in the November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from www.cambridgeinternational.org/timetables

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- Cambridge IGCSE Religious Studies (0490)
- Cambridge IGCSE Islamiyat (0493)
- Cambridge O Level Islamiyat (2058)
- syllabuses with the same title at the same level.

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

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The aims of the syllabus are to enable candidates to:

- develop their interest and enthusiasm for the study of Islam
- develop in-depth understanding and knowledge of Islam
- acquire a knowledge of the primary sources of Islam, its main beliefs and its early history
- develop an enquiring approach to the study of Islam
- identify and explore the religious, historical and moral questions raised in the material they study
- be encouraged to reflect on and develop their own values, opinions and attitudes in light of their learning
- demonstrate the relevance of Islamic history to modern day affairs.

5.2 Assessment objectives

AO1 Knowledge and understanding

Show knowledge and understanding of the relevant facts from the faith and history of Islam.

AO2 Evaluation

Evaluate the significance of teachings, beliefs and practices in the lives of Muslims, using evidence, reasoned argument, personal responses and different viewpoints.

5.3 Relationship between assessment objectives and components

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

Component	AO1	AO2	Weighting of component in overall qualification
Paper 1	67%	33%	50%
Paper 2	67%	33%	50%
Weighting of AO in overall qualification	67%	33%	

6. Syllabus content

6.1 Paper 1 History and Scriptures

Section A: Arabia in the Pre-Islamic period

- (a) Tribal and political organisations, including the Bedouin (nomadic desert Arabs) and the Quraish (polytheistic city dwellers and traders).
- (b) Social conditions and economic system including trade at Mecca, the pilgrim trade, slavery and infanticide.
- (c) Religious groups who were present at the time (including polytheists and hanifs), their beliefs and their practices.
- (d) Those who follow the religion of Prophet Ibrahim.
- (e) The significance of the Ka'ba in Mecca as a central point of pilgrimage and worship.
- (f) The main events of the Prophet Muhammad's early life from his birth to the call to prophethood (including the revelation in the cave Hira).

Candidates should demonstrate knowledge of these areas of Pre-Islamic society and show understanding of the strengths and weaknesses of cultural and religious practices. Candidates should be able to evaluate the effect on society of the radical changes proposed by the Prophet (pbuh) and the advent of Islam, and which aspects were, in fact, advantageous to the development of Islam.

Section B: Prophet Muhammad (pbuh)

- (a) The main events of the life of the Prophet (pbuh) **after** the experience in the cave Hira until his death.
- (b) The problems he faced in Mecca and his experiences with his opponents. The reasons for the opposition to his message.
- (c) The success and achievements in Medina; his leadership of the community there. His relationship with other religious groups such as the Jews.
- (d) Causes, descriptions and consequences of the following battles fought during the Medinan period: Badr, Uhud and Trench.
- (e) Conquest of Mecca and the farewell address; the message and significance for relationships between Muslims and other groups.
- (f) The importance of his actions as examples for Muslim individuals in their personal conduct and relations with others including women and non-Muslims.
- (g) The importance of his actions as examples for Muslim communities in their relations with other states.
- (h) His significance as the Seal of the Prophets and final messenger of God.

Candidates should be able to give accounts of the main events of the Prophet's life (after the call to prophethood) and his significance in Muslim beliefs. They should show understanding of the importance of his actions and experiences in the history and development of Islam. They should know and understand the importance of the example he provided, as a role model and as a leader and evaluate what this means for present-day individuals and for communities.

Section C: Texts from the Holy Qur'an and Hadith

(a) Candidates are expected to have knowledge and understanding of the following Suras and the context in which they were revealed:

(i) Fateha – Opening Chapter	Chapter 1 verses 1 to 7
(ii) Alaq – Clot of Blood	Chapter 96 verses 1 to 5
(iii) Quraish – Custodians of the Ka'ba	Chapter 106 verses 1 to 4
(iv) Kauthar – Abundance	Chapter 108 verses 1 to 3
(v) Ikhlas – Purity (of Faith)	Chapter 112 verses 1 to 4
(vi) An Naas – Mankind	Chapter 114 verses 1 to 6

Specified text: A Yusuf Ali; *An English interpretation of the Holy Qur'an with full Arabic Text*; Muhammed Ashraf Publisher and Bookseller; 1982; <http://tanzil.net>

(b) Candidates are expected to have knowledge of the following Hadith and their context as teachings of the Prophet (pbuh):

- No 11 Doubt
- No 13 Love
- No 15 Generosity
- No 16 Tolerance
- No 18 Piety
- No 27 Obedience and good character.

Specified text: Ezzeddin Ibrahim and Denys Johnson-Davies (translators); *An-Nawawi's Forty Hadith*; The Holy Koran Publishing House (1976); Islamic Texts Society (1997); ISBN 0946621659

Candidates should be able to explain the importance of the principles and values contained in these teachings and their application and significance in the lives of Muslims today.

There will be **one** question set on the prescribed Suras and **one** question set on the prescribed Hadith. Candidates choose **either** the Sura **or** the Hadith question. The Sura and Hadith passages will be printed on the question paper, in translation into English.

The passages printed on the question paper will be taken from the version of the specified texts prescribed in this syllabus. If centres wish to use other versions of the translated texts, they are welcome to do so, but teachers should make candidates aware that there may be differences with the texts that appear on the question papers.

6.2 Paper 2 Development, Sources, Beliefs and Observances

Section A: The Caliphate period/The Four Pious Caliphs

- (a) The way in which the Caliphs were elected.
- (b) The main events of the rules of the Four Caliphs.
- (c) Their policies in maintaining and expanding the state.
- (d) Their approaches to leading their community.
- (e) The conquests and achievements of the Caliphs.
- (f) The main difficulties they encountered and how they handled them.
- (g) Their significance as examples of leadership.
- (h) The importance of their rules as models for government today.
- (i) Their importance as examples for Muslim communities in relations with other states.

Candidates should know the circumstances of the election of each of the Caliphs and the main events of their rule. They should explore the significance of these events for the early and later history of Islam, and why the years of their rule in Medina are seen as the model for Muslim society.

Section B: The history and importance of the Qur'an and Hadith

- (a) The structure: preservation, transmission and compilation of the Qur'an
 - (i) the revelation of the Qur'an to the Prophet (pbuh) beginning with the first revelation in 610 CE (in the cave Hira) and ending with the last revelation in 632 CE
 - (ii) the account of the compilation of the Qur'an under the Four Pious Caliphs
 - (iii) its significance as the basis of all thought and action in Islam.
- (b) The importance of Hadith in Islam, including:
 - (i) the meaning of Hadith
 - (ii) the methods to test the reliability of Hadith, including the examination of the chain of transmitters (*isnad*) and the text (*matn*)
 - (iii) the classification of Hadith: *sahih* (very sound), *hassan* (good), *daif* (weak), *mauzu* (suspect/false)
 - (iv) the relations between the Qur'an and Hadith, including how they are used together as primary sources to make Islamic law

In demonstrating knowledge and understanding of the significance of Hadith, candidates should be aware of the role of Hadith as a primary/secondary source that does not contradict the authority of the Qur'an. Candidates should be able to demonstrate their knowledge of how the Qur'an and Hadith can be applied in Muslims' lives today.

(c) The following Qur'anic stories are to be studied:

- (i) Prophet Adam (AS)
- (ii) Prophet Musa (AS)
- (iii) Prophet Yusuf (AS)
- (iv) Prophet Isa (AS).

Candidates should know the main events in the life of these prophets, as recounted in the Qur'an, and demonstrate understanding of the nature of Muslim belief in *risalah* (prophets) and the teachings that might be drawn from these stories for Muslims today.

Section C: Beliefs, practices and rituals

The following beliefs, practices and rituals are to be studied:

(a) Articles of faith:

- (i) God
- (ii) angels (including their nature and duties)
- (iii) books (including their content and purpose)
- (iv) prophets (including their character and function)
- (v) predestination and decree (including meaning and significance)
- (vi) resurrection and the Last Day (including the main events and significance).

Including the relationship between the articles of faith and the Five Pillars in a Muslim's life.

(b) The Five Pillars:

- (i) *Shahada*, the declaration of faith (including the significance of what it contains)
- (ii) *Salat*, prayer (including preparations, performance and importance, and different forms of prayer)
- (iii) *Zakat*, alms-giving (including how it is performed and its significance in the community)
- (iv) *Sawm*, fasting (including its observance and significance)
- (v) *Hajj*, pilgrimage (including observances and significance).

Including their importance in the life and worship of Muslims.

(c) *Jihad* – in its range of meanings, physical, mental and spiritual

(d) Id-ul-Fitr, Id-ul-Adha

(e) Rites of passage: birth, marriage and funeral rites.

Candidates should have knowledge of each of these beliefs and observances. They should be aware of their significance in the faith and action of individual Muslims, including the benefits and the contribution they make to Muslim communities today.

Candidates only need to show knowledge of those transliterated terms which are given in the syllabus.

7. Description of components

7.1 Assessment structure for Papers 1 and 2

Questions in Papers 1 and 2 assess knowledge and understanding from the prescribed syllabus content. Candidates are also required to evaluate and discuss, providing reasons to support their arguments.

For both Papers 1 and 2 candidates answer **three** questions. They choose **one** question (from a choice of two) from each section.

Sections A and B

In Sections A and B, each question has three parts.

Part (a) questions assess knowledge and understanding of the prescribed syllabus content (4 marks).

Part (b) questions assess knowledge and understanding of the prescribed syllabus content (10 marks).

Part (c) questions require candidates to evaluate and discuss. Candidates are required to provide reasons to support their arguments (6 marks).

Parts (b) and (c) will be marked using levels of response marking grids. Part (b) is marked using the AO1 Knowledge and understanding marking grid and Part (c) is marked using the AO2 Evaluation marking grid.

Section C

In Section C, each question has two parts.

Part (a) questions assess knowledge and understanding of the prescribed syllabus content (12 marks).

Part (b) questions require candidates to evaluate and discuss. Candidates are required to provide reasons to support their arguments (8 marks).

Parts (a) and (b) will be marked using levels of response marking grids. Part (a) is marked using the AO1 Knowledge and understanding marking grid and Part (b) is marked using the AO2 Evaluation marking grid.

You will find the levels of response marking grids in the specimen papers to accompany the revised syllabus. These are available on our public website and our secure online support for Cambridge teachers at www.cambridgeinternational.org/support

8. Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cambridgeinternational.org/examsOfficers

Language

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

Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Exam administration

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

Cambridge Assessment International Education
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org

® IGCSE is a registered trademark.

Copyright © UCLES September 2017