



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge O Level Islamic Studies 2068

Use this syllabus for exams in 2028.

Exams are available in the November series.

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

Please check the syllabus page at [www.cambridgeinternational.org/2068](http://www.cambridgeinternational.org/2068) 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 2025. There are no significant changes which affect teaching.

# 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 Islamic Studies** develops a set of transferable skills. These include a reflective understanding of values, opinions and attitudes. It also develops the ability to present and analyse various viewpoints and the concepts and values they are based on.

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

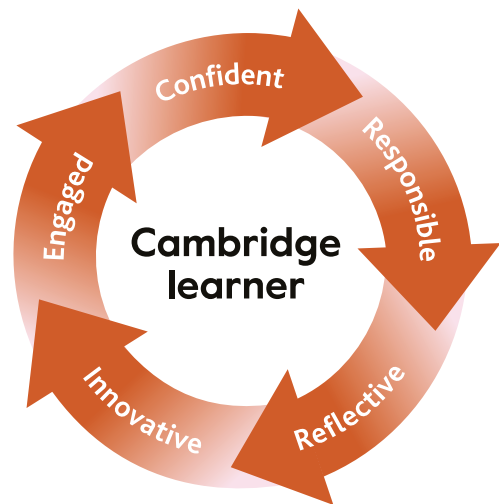
**confident**, exploring texts and ideas, understanding social, religious and moral concepts and expressing views

**responsible**, developing approaches to analysis and gaining a better understanding of Islam and Islamic beliefs in today's world

**reflective**, recognising there are many viewpoints and considering the ways in which they are supported and justified

**innovative**, exploring the role and significance of Islam in the world today

**engaged**, by learning about the range and depth of Islamic traditions and Muslims' lives in today's world.



**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 Islamic 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 Islamic 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

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.

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)

## 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-and-training-for-schools](http://www.cambridgeinternational.org/support-and-training-for-schools)

### 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.

Students following a course based on this syllabus will:

- develop an enquiring approach and enthusiasm for the study of Islam
- acquire knowledge of the primary sources of Islam, its main beliefs and its early history
- explore the ways in which belief is reflected in practice and application in the lives of Muslims
- explore and respond to the religious, historical and moral questions raised in the material they study
- reflect on and develop their own values, opinions and attitudes informed by their studies
- consider the relevance of Islamic history to modern-day affairs.



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

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

The subject content is organised into six sections.

### Paper 1 History and Scriptures

- 1 Religions, traditions and practices before the prophethood of Muhammad (pbuh)
  - 1.1 Arabia in the pre-Islamic period
  - 1.2 Prophets before Muhammad (pbuh)
- 2 Prophet Muhammad (pbuh)
  - 2.1 Makkan period
  - 2.2 Madinan period
  - 2.3 From the whole of the Prophet's life
- 3 Texts from the Holy Qur'an and Hadith
  - 3.1 Surahs
  - 3.2 Hadith

### Paper 2 Development, Sources, Beliefs and Observances

- 4 The Four Pious Caliphs
- 5 The Qur'an, Hadith and Muslim beliefs and practices
  - 5.1 The Qur'an and the Hadith
  - 5.2 Articles of Faith and the Five Pillars of Islam
- 6 Festivals, rituals and social interactions in the lives of Muslims
  - 6.1 Festivals and occasions
  - 6.2 Rites of passage
  - 6.3 Issues in the lives of Muslims



## Assessment overview

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

All candidates take:	and:
<p><b>Paper 1</b> 1 hour 30 minutes History and Scriptures 50% 60 marks</p> <ul style="list-style-type: none"> <li>• Candidates answer three structured questions.</li> <li>• The question paper has three sections: Section A: Religions, traditions and practices before the prophethood of Muhammad (pbuh) Section B: Prophet Muhammad (pbuh) Section C: Texts from the Holy Qur'an and Hadith.</li> <li>• Candidates choose one question from each section.</li> </ul> <p>Externally assessed</p>	<p><b>Paper 2</b> 1 hour 30 minutes Development, Sources, Beliefs and Observances 50% 60 marks</p> <ul style="list-style-type: none"> <li>• Candidates answer three structured questions.</li> <li>• The question paper has three sections: Section A: The Four Pious Caliphs Section B: The Qur'an, Hadith and Muslim beliefs and practices Section C: Festivals, rituals and social interactions in the lives of Muslims.</li> <li>• Candidates choose one question from each section.</li> </ul> <p>Externally assessed</p>

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

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Knowledge and understanding

Demonstrate knowledge and understanding of the beliefs and practices, teachings and historical traditions of Islam.

### AO2 Evaluation

Evaluate the significance of Islamic beliefs, teachings and practices, using evidence and a reasoned discussion of different points of view.

## 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	67
AO2 Evaluation	33
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Paper 1	Paper 2
AO1 Knowledge and understanding	67	67
AO2 Evaluation	33	33
Total	100	100

### 3 Subject content

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.

## Paper 1 History and Scriptures

### 1 Religions, traditions and practices before the prophethood of Muhammad (pbuh)

Learners should demonstrate knowledge of the following areas of pre-Islamic society and show understanding of the strengths and weaknesses of cultural and religious practices. Learners 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.

#### 1.1 Arabia in the pre-Islamic period

- (a) Tribal and political organisations, including the Bedouin (nomadic desert Arabs) and the Quraysh (polytheistic city dwellers and traders).
- (b) Social conditions and economic system including trade at Makkah, the pilgrim trade, slavery and infanticide.
- (c) Religious groups who were present at the time (including polytheists and monotheists), their beliefs and their practices.
- (d) The people of Arabia who followed the religion of Prophet Ibrahim (AS) (hanifs) at the time of Muhammad's early life.
- (e) The significance of the Ka'ba in Makkah as a central point of pilgrimage and worship.

#### 1.2 Prophets before Muhammad (pbuh)

The following stories about the lives of the prophets are to be studied:

- (a) Prophet Adam (AS), including: his creation and time in the Garden of Eden; the reasons for his coming to Earth; his time on Earth and experiences with his family.
- (b) Prophet Musa (AS), including: the circumstances which led to him growing up in Pharaoh's household; events which got Musa (AS) into trouble; his prophethood; the conversation and miracles in front of Pharaoh; the events which followed and the escape from Egypt.
- (c) Prophet Yusuf (AS), including: the jealousy of his brothers; how he came to be separated from his family; how Yusuf (AS) came to Egypt; what happened with Zulaikhah; Yusuf's imprisonment and how he became freed; the reunion with his family.
- (d) Prophet 'Isa (AS), including: the virgin birth; the miracle of his speech; his experience in the Temple and his ministry and miracles.
- (e) Prophet Ibrahim (AS), including: his rejection of idols; his search for truth; the miracle of his escape from the fire; his conversation with the king; how God tested him to sacrifice his son Ishma'il.

## 2 Prophet Muhammad (pbuh)

Learners 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 the Prophet's actions and experiences in the history and development of Islam. Learners should know and understand the importance of the example the Prophet (pbuh) provided, as a role model and as a leader, and evaluate what this means for present-day individuals and for communities.

### 2.1 Makkan period

- (a) The main events of the life of the Prophet (pbuh) including:
  - Muhammad's early life from his birth to the call to prophethood
  - the first revelation in Cave Hira'
  - the Prophet's subsequent preaching
  - opposition to his prophethood and persecution of the Muslims
  - the emigration (*hijrah*) to Madinah.
- (b) The problems the Prophet (pbuh) faced in Makkah and his experiences with his opponents. The reasons for the opposition to his message.
- (c) How Prophet Muhammad (pbuh) dealt with the reaction of his relatives and others in Makkah who opposed and took action against him; Prophet Muhammad's exile to the valley and his escape from Ta'if.

### 2.2 Madinan period

- (a) Prophet Muhammad's leadership of Madinah, including:
  - the Constitution of Madinah and the Prophet's relationship with other religious groups
  - the Treaty of Hdaybiyyah
  - success and achievements in Madinah.
- (b) Causes, descriptions and consequences of the Battle of Badr, the Battle of Uhud and the Battle of Trench.
- (c) Conquest of Makkah and the farewell address; the farewell Hajj; the message and significance for relationships between Muslims and other groups.

### 2.3 From the whole of the Prophet's life

- (a) Prophet Muhammad's patience and forgiveness when dealing with opponents, his development of strength and community feeling among his people.
- (b) Prophet Muhammad's relationship with his wives and daughters, his care for them.

### 3 Texts from the Holy Qur'an and Hadith

Learners 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.

#### 3.1 Surahs

Learners are expected to have knowledge and understanding of the following surahs and the context in which they were revealed:

- 63: 9–11 Importance of charity and accountability to God
- 94 Consolation from God at times of worry and difficulty
- 95 Importance of belief and righteous deeds for God's judgement
- 103 Importance of faith, deeds, rightful teaching and patience
- 107 Importance of being genuine, not superficial
- 110 God's help and support
- 113 Guarding against mischief-making and envy.

Specified text: Abdullah Yusuf Ali, *An English Interpretation of the Holy Qur'an with full Arabic Text*, Muhammad Ashraf Publisher and Bookseller, 1982. <http://tanzil.net>

#### 3.2 Hadith

Learners are expected to have knowledge of the following hadith and their context as teachings of the Prophet (pbuh):

- 5 Rejection of innovation
- 9 About obedience
- 12 Not interfering with others
- 20 About having shame
- 30 About neglecting religious obligations
- 31 About not being attached to worldly possessions
- 32 Not causing or responding to harm.

Specified text: Ezzeddin Ibrahim and Denys Johnson-Davies (translators), *An-Nawawi's Forty Hadith*, Islamic Texts Society, 1997, ISBN 978 0 946621 65 1.

There will be **one** question set on the prescribed surahs and **one** question set on the prescribed hadith. Candidates choose **either** the surah **or** the hadith question. The surah 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.

## Paper 2 Development, Sources, Beliefs and Observances

### 4 The Four Pious Caliphs

Learners 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 understand why the years of their rule in Madinah are seen as the model for Muslim society.

- (a) Conversion of the four Caliphs (Abu Bakr, 'Umar, 'Uthman and 'Ali) to Islam and how they responded to the message of Prophet Muhammad (pbuh).
- (b) The way in which the Caliphs were elected, the role of consultation in each case, and the circumstances in which each became Caliph.
- (c) The character of the Caliphs, with examples to show:
  - piety
  - humility
  - bravery
  - strength
  - kindness.
- (d) Ways in which the Caliphs followed the sunnah of Prophet Muhammad (pbuh).
- (e) How each Caliph organised and administered their caliphate.
- (f) How the Caliphs provided social and religious facilities for their people.
- (g) How the Caliphs responded to difficulties.
- (h) The personal significance of the four Caliphs as examples for individual Muslims today.  
Ways in which the Caliphs, their characters and their families can be inspirational for Muslims today.  
Each Caliph and their effect upon the early Muslim community should be considered individually and together with the others.

### 5 The Qur'an, Hadith and Muslim beliefs and practices

#### 5.1 The Qur'an and the Hadith

Learners should study the importance of the Qur'an and Hadith as sources of authority for Muslims. They should consider how the Qur'an and Hadith are used together, forming the basis of all Islamic beliefs and practices, including their importance in the lives of Muslims.

- (a) The status of the Qur'an as revealed word of God and its significance as the basis of all thought and action in Islam.
- (b) The Qur'an's revelation, including the ways the Prophet (pbuh) received the revelations, starting with the Night of Power (Laylat al-Qadr).
- (c) The Qur'an's transmission, collection, preservation and compilation, including the particular role of Zayd ibn Thabit.
- (d) The use of the Qur'an in the lives and worship of Muslims.
- (e) The status of the Hadith as the teachings, deeds and sayings of the Prophet (pbuh).
- (f) The collection and authority of the Hadith, including the test applied to assess its authenticity and the classification into *sahih* (sound), *hasan* (good), *da'if* (weak) and *mawdu'* (fabricated) hadith.
- (g) The meaning of the Hadith and its significance and implications for Muslims in their lives today.

continued

## 5 The Qur'an, Hadith and Muslim beliefs and practices continued

### 5.2 Articles of Faith and the Five Pillars of Islam

Learners should study each of the following beliefs and observances, and their basis from the Qur'an and Hadith. 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.

- (a) An overview of the Articles of Faith and how they are based on the Qur'an and sunnah.
- (b) The following three Articles of Faith should be studied in detail:
  - the oneness of God (*tawhid*)
  - prophethood (*risalah*)
  - beliefs about the afterlife (*akhirah*).
- (c) The Five Pillars of Islam, including observances and significance for each:
  - the statement of faith (*shahadah*)
  - daily prayer (*salah*)
  - alms tax (*zakah*)
  - fasting (*sawm*) in Ramadan
  - pilgrimage (Hajj) to Makkah.

## 6 Festivals, rituals and social interactions in the lives of Muslims

Learners should study the following festivals, special occasions, rites of passage and social interactions. Learners should be aware of the significance of these in the faith and action of individual Muslims and understand the benefits of these occasions for Muslim individuals and communities today, and responsibilities which arise for the common good.

### 6.1 Festivals and occasions

- (a) 'Id al-Fitr – the sighting of the moon and announcement of 'Id; religious sunnah and traditions on 'Id day; detail of 'Id prayer; social traditions; importance of charity.
- (b) 'Id al-Adha – the corresponding events of Hajj; the performance of 'Id prayer; importance of the *ummah*; making a fresh commitment.

### 6.2 Rites of passage

- (a) Birth and upbringing – the *aqiqah* ceremony; the importance of family life; learning about Islam during the upbringing of a child.
- (b) Marriage – the selection of partners; the *nikah*; the importance of family life.
- (c) Death – beliefs about the moment of death and afterwards; the preparations for burial; the funeral service (*janazah*); traditions for mourning and remembering the dead.

### 6.3 Social interactions in the lives of Muslims

- (a) The importance of the family; caring for the elderly; respect for parents.
- (b) Roles in local communities; how Muslims might support their local mosques and those in need; how Muslims might develop good relations with people who have different views.
- (c) Issues of environmental responsibility; traditions regarding care for crops and trees; how Muslims might respond to environmental issues.

## 4 Details of the assessment

Paper 1 and Paper 2 have the same format.

Candidates will **not** be penalised for using a different version of the spelling to the one used in the syllabus, so long as it is clear which word they are referring to.

### Paper 1 – History and Scriptures

Written paper, 1 hour 30 minutes, 60 marks

Paper 1 has three sections:

Section A Religions, traditions and practices before the prophethood of Muhammad (pbuh)

Section B Prophet Muhammad (pbuh)

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

There are two questions in each section.

Candidate answer **three** questions, **one** question 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 syllabus content (4 marks).
- Part (b) questions assess knowledge and understanding of the 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) are marked using levels of response marking grids.

#### Section C

In Section C there are two questions: **one** question is on one of the prescribed surahs and one question is on one of the prescribed hadiths. Candidates choose **either** the surah **or** the hadith question.

Each question has two parts:

- Part (a) questions assess knowledge and understanding of the 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) are marked using levels of response marking grids.



## Paper 2 – Development, Sources, Beliefs and Observances

Written paper, 1 hour 30 minutes, 60 marks

Paper 2 has three sections:

Section A The Four Pious Caliphs

Section B The Qur'an, Hadith and Muslim beliefs and practices

Section C Festivals, rituals and social interactions in the lives of Muslims.

There are two questions in each section.

Candidate answer **three** questions, **one** question 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 syllabus content (4 marks).
- Part (b) questions assess knowledge and understanding of the 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) are marked using levels of response marking grids.

### Section C

In Section C, each question has two parts:

- Part (a) questions assess knowledge and understanding of the 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) are marked using levels of response marking grids.

## 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>Comment</b>	give an informed opinion
<b>Compare</b>	identify/comment on similarities and/or 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>Evaluate</b>	judge or calculate the quality, importance, amount, or value of something
<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

In addition, phrases such as 'To what extent ...?', 'How far ...?' and 'Discuss the significance of ...' may also be seen in the assessment for this syllabus.

## 5 What else you need to know

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 Islamic 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/2068](http://www.cambridgeinternational.org/2068)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the November exam series.

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)
- Cambridge IGCSE Islamiyat (0493)
- Cambridge O Level Islamiyat (2058)
- 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.

Learn more about retake entries, including definitions and information on entry deadlines, at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

## 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. 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. This is explained in section 1.3 of the *Cambridge Handbook*

**[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

### Applying for access arrangements

- 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. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

## 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 2028

The syllabus has been updated. This is version 1, published September 2025.

**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.

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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