

Syllabus

Cambridge International A Level Islamic Studies
Syllabus code 9013
For examination in November 2013



UNIVERSITY *of* CAMBRIDGE
International Examinations

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

A Cambridge International A or AS Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects. Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada. Learn more at www.cie.org.uk/recognition.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at www.cie.org.uk/teachers.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

1. Introduction

1.2 Why choose Cambridge International A Level Islamic Studies?

By following the Cambridge International A Level Islamic Studies syllabus, candidates will:

- develop an enquiring and critical approach to the study of fundamental questions of Islamic practices, beliefs, morality and interpretations
- gain an understanding of the religious writings, history and current affairs of Islam and be able to think and argue intelligently about the subject
- be introduced to a broad range of topics, ranging from the beginnings of Islam and the evolution, content and role of the Holy Qur'an, to the beliefs and practices of Islam and the bases of Islamic Law
- learn more about the dynasties and religious thought of early Islam, the variety in Islamic beliefs and the role played by Islam in the world today.

1.3 Cambridge Advanced International Certificate of Education (AICE)

Cambridge AICE is the group award of Cambridge International Advanced Supplementary Level and Advanced Level (AS Level and A Level).

Cambridge AICE involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

An A Level counts as a double-credit qualification and an AS Level as a single-credit qualification within the Cambridge AICE award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The examinations are administered in May/June and October/November sessions each year.

Islamic Studies (9013) falls into Group C, Arts and Humanities.

Learn more about AICE at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>.

1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

2. Assessment at a glance

Cambridge International A Level Islamic Studies Syllabus code 9013

Cambridge International A Level Islamic Studies Syllabus is assessed by two papers, each lasting three hours:

Both papers must be taken in the same examination session.

Paper 1	3 hours	Paper 2	3 hours
There are four sections.		There are four sections.	
Candidates answer five questions, choosing at least one from each section:		Candidates answer five questions, choosing at least one from each section:	
A The Beginnings of Islam		A The Early Dynasties of Islam	
B The Holy Qur'an		B Religious Thought in Early Islam	
C Beliefs and Practices of Islam		C Variety in Islamic Beliefs	
D The Bases of Islamic Law		D Islam in the World Today	
There will be a choice of at least three questions in each section.		There will be a choice of at least three questions in each section.	

Candidates wishing to achieve the AS Level qualification (syllabus code 8053) take Paper 1 only, which is the same for both qualifications.

Results in AS Level may **not** be carried over to the A level.

Availability

This syllabus is examined in the October/November examination session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website www.cie.org.uk for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

- syllabuses with the same title at the same level
- 8053 Islamic Studies

3. Syllabus aims and objectives

3.1 Aims

The aims of the syllabus are to:

- motivate candidates to develop an enquiring and critical approach to the study of fundamental questions of religious practices, beliefs, morality and interpretations
- explore these issues within the context of a religious tradition or traditions.

To achieve these aims, candidates will be required to gain some understanding of the religious writings, history and current affairs of Islam and be able to think and argue intelligently about the subject.

3.2 Assessment objectives and their weightings

Candidates will be assessed on their:

AO1: Knowledge of the topics and specified texts.

AO2: Understanding of the meaning and significance of the material studied.

AO3: Ability to express themselves explicitly, logically and critically in any argument.

The assessment objectives are weighted in the following way:

Assessment objective	Weighting
AO1	60%
AO2	25%
AO3	15%

4. Syllabus content

4.1 Paper 1

Section A: The Beginnings of Islam

- **Pre-Islamic Arabia:** social and economic conditions, beliefs and customs
- **The life of the Prophet (pbuh):** his early years and the first period of his proclamations to 622, his challenge to the beliefs of Mecca, the successful years at Medina until his death, his sense of being chosen as God's messenger, his role as prophet and statesman
- **The Four Rightly-Guided Caliphs:** the main events of their caliphates, the challenges they faced, their achievements in maintaining and extending the rule of Islam

Section B: The Holy Qur'an

- Its mode of revelation, its compilation in the early years of Islam, its structure and major themes
- A detailed study of the following *surahs*:
 - al-Fatihah 1
 - al-Baqarah 2:1–193
 - Al 'Imran 3:35–62
 - al-Anbiya 21:50–112
 - al-Qasas 28:1–44
 - al-Duha 93
 - al-Qadr 97
 - al-Takathur 102
 - al-Kafirun 109
 - al-Ikhlās 112
- Its authority and place in Islamic beliefs, its relationship with other sources of knowledge

Section C: Beliefs and Practices of Islam

- **The Five Pillars of Islam:** Declaration of Faith (*Shahadah*), Prayer (*Salat*), Almsgiving (*Zakat*), Fasting (*Sawm*), Pilgrimage (*Hajj*); their function in bringing the individual closer to God and in binding the community together; their meaning in Islamic beliefs
- **Festivals and religious observances:** 'Id al-Fitr, 'Id al-Adha, marriages, funerals
- **The Articles of Faith:** God, his being and relationship with the created world, Angels, Books, Prophets, and particularly the significance of the Prophet Muhammad (pbuh) as model of behaviour, Resurrection and the Day of Judgement; jihad, the nature and destiny of humanity, the command to enjoin good and prohibit wrong, God's predestination of all events

4. Syllabus content

Section D: The Bases of Islamic Law

- The Holy Qur'an as source of all teachings in Islam, methods of interpreting its teachings
- The Prophet's Sunnah as a source of guidance for Muslims; its relationship to the Holy Qur'an
- The importance of the Shari'ah in the life of Muslim communities and individuals; the function of consensus (*ijma'*), analogy (*qiyas*) and individual endeavour (*ijtihad*) in legal thinking

4.2 Paper 2

Section A: The Early Dynasties of Islam

- **The Umayyads:** the establishment of the dynasty, the main events of their rule, their decline and collapse
- **A special study of the following caliphs:** Mu'awiya (661–80), 'Abd al-Malik (685–705), 'Umar II (717–20), Marwan II (744–50)
- **The early 'Abbasids:** their seizure of the caliphate, the changes to administration of the state under their rule, their decline and weakness after 850
- **A special study of the following caliphs:** Abu al-Abbas al-Saffah (750–54), Abu Ja'far al Mansur (754–75), al-Mahdi (775–85), Harun al-Rashid (786–809), al-Ma'mun (813–33), al-Mutawakkil (847–61)

Section B: Religious Thought in Early Islam

- The early development of the Shari'ah; the contributions of Malik b. Anas, Abu Hanifah, al Shafi'i and Ahmad b. Hanbal; their legal methods
- The compilation of the Sunnah of the Prophet culminating in the Six Canonical Collections (the *Sahih Sittah*), and the methods employed by the major collectors of Hadith
- The debate over reason and revelation, the main principles of the Mu'tazilah and their attitude towards knowledge, their theological opponents, the contribution of Abu al-Hasan al-Ash'ari

Section C: Variety in Islamic Beliefs

- The early history of Shi'i Islam, the role of the Imams, questions of religious authority between Sunnis and Shi'is, Shi'i Islam and politics
- Sufism with special reference to early mystics and particularly Abu Hamid al-Ghazali; its principle teachings and relationship to orthodox beliefs
- Islamic philosophy and its relationship to religious thinking

4. Syllabus content

Section D: Islam in the World Today

- Early modern intellectual movements in Islam, including the Salafis, Muhammad 'Abduh and Hasan al-Banna', Sayyid Ahmad Khan, Muhammad Iqbal, Abu A'la al-Mawdudi
- The relation between Islam and other faiths, especially Judaism and Christianity
- The place of women in Islam
- Muslims living as minorities, their part in the wider community and adherence to Islamic principles

5. Resources for teachers

5.1 Paper 1

Author	Title	Date	Publisher	ISBN
translated by 'Abdullah Yusuf 'Ali	<i>The Meaning of the Holy Qur'an</i>			0915957590
Mawlana Muhammad Ali	<i>The Religion of Islam</i>	1999	Taj Company, 3151 Turkman Gate, Delhi 110006; S. Chand & Co	8121900794
A. Rahman I. Doi	<i>Introduction to the Qur'an</i>	1981	Arewa Books, Ibadan, Nigeria; Arnold Overseas	0340267054
I.R. al-Faruqi	<i>Islam</i>	1979	Argus Communications, Niles, Illinois	0895050226
P.K. Hitti	<i>History of the Arabs</i>	1964 2002	Macmillan, London Palgrave Macmillan Ltd, London	0333631420
M. Lings	<i>Muhammad, his life based on the earliest sources</i>	1983 1994	Suhail Academy, Lahore; Islamic Texts Society;	0946621330
J. Jomier	<i>The Great Themes of the Qur'an</i>	1997	SCM Press; London	03340027144
M. 'Ali Khan	<i>The Pious Caliphs</i>		Muhammed Ashraf, Lahore	9698108002
A. Rippin	<i>Muslims, their Religious Beliefs and Practices</i> (second edition)	2000	Routledge, London	0415217822
N. Robinson	<i>Islam, a Concise Introduction</i>	1998	Routledge Curzon, Taylor and Francis Books	0700711007
H.U.W. Stanton	<i>The Teaching of the Qur'an</i>	1919, 1987	Darf Publishers, London	185077157X
W.M. Watt	<i>Muhammad, Prophet and Statesman</i>	1961, 1974	Oxford University Press, Oxford	0198810784

5. Resources for teachers

5.2 Paper 2

Author	Title	Date	Publisher	ISBN
Azami	<i>The Study of Hadith Literature</i>		Taj Company, 3151 Turkman Gate, Delhi 110006	
G.W. Choudhury	<i>Islam and the Modern Muslim World</i>	1993	Scorpion Cavendish Publishing, London	0905906438
N.J. Coulson	<i>A History of Islamic Law</i>	1964, 1994	Edinburgh University Press, Edinburgh	0748605142
A.R.I. Doi	<i>Introduction to the Hadith</i>	1981	Arewa Books, Idaban, Nigeria; Arnold Overseas	0340267062
H. Enayat	<i>Modern Islamic Political Thought</i>	1982	Palgrave Macmillan Ltd, London	0333279689
M. Fakhry	<i>A Short Introduction to Islamic Philosophy, Theology and Mysticism</i>	1997, 2001	Oneworld Publications, Oxford	185168252X
I.R. al-Faruqi	<i>Islam and other Faiths</i> ; ed. Ataullah Siddiqui	1998	Islamic Foundation, Leicester	0860372766
H. Goddard	<i>A History of Christian-Muslim Relations</i>	2000	Edinburgh University Press, Edinburgh	074861009X
P.K. Hitti	<i>History of the Arabs</i>	1964, 2002	Palgrave Macmillan Ltd, London	0333631420
Muhammad Legenhausen	<i>Contemporary Topics of Islamic Thought</i>	2000	Alhoda Publishers, Tehran	9644722302
F. Rahman	<i>Islam</i> ; 2nd edition	1979	Chicago University Press, Illinois	0226702812
A. Rippin	<i>Muslims, their Religious Beliefs and Practices</i> (second edition)	2000	Routledge Taylor and Francis Books; London	0415217822
N. Robinson	<i>Islam, a Concise Introduction</i>	1998	Routledge Curzon, Taylor and Francis Books	0700711007
J.O. Voll	<i>Islam, Continuity and Change in the Modern World</i> (second edition)	1982, 1994	Syracuse University Press, Syracuse, New York	0815626398
W.M. Watt	<i>Islamic Philosophy and Theology</i>	1985	Edinburgh University Press, Edinburgh	0852244878

5. Resources for teachers

W.M. Watt	<i>The Faith and Practice of al-Ghazali</i>	1953, 1994	Oneworld Publications, Oxford	1851680624
W.M. Watt	<i>Islamic Political Thought</i>	1988	Edinburgh University Press, Edinburgh	0748610987

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **<http://teachers.cie.org.uk>**. This website is available to teachers at registered CIE Centres.

6. Additional information

6.1 Guided learning hours

Advanced Level ('A Level') syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

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

6.3 Progression

Cambridge International A Level Islamic Studies provides a suitable foundation for the study of Islam or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study, or as part of a course of general education.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

6.5 Grading and reporting

A Level results are shown by one of the grades A*, A, B, C, D or E indicating the standard achieved, Grade A* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either A Level or AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

6. Additional information

If a candidate takes an A Level and fails to achieve grade E or higher, an AS Level grade will be awarded if both of the following apply:

- the components taken for the A Level by the candidate in that session included all the components making up an AS Level
- the candidate's performance on these components was sufficient to merit the award of an AS Level grade.

For languages other than English, CIE also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
 - ... the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.
 - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
 - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
 - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
 - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
 - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
 - ... no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

6. Additional information

6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

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