



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
International
A Level

SYLLABUS

**Cambridge International A Level
Islamic Studies**

9013

For examination in November 2014

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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

A Cambridge International AS or A 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

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

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

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

1.3 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.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

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

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

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma 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 AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

Islamic Studies (9013) falls into Group 3 Arts and Humanities.

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

1.5 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 international@cie.org.uk

If you are not yet a Cambridge school

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

2. Assessment at a glance

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

Both papers must be taken in the same examination series.

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

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

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

Availability

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

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the Cambridge 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 series with any other Cambridge 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

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

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 (second edition)</i>	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

5.2 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; ed. Ataullah Siddiqui</i>	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; 2nd edition</i>	1979	Chicago University Press, Illinois	0226702812
A. Rippin	<i>Muslims, their Religious Beliefs and Practices (second edition)</i>	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 (second edition)</i>	1982, 1994	Syracuse University Press, Syracuse, New York	0815626398
W.M. Watt	<i>Islamic Philosophy and Theology</i>	1985	Edinburgh University Press, Edinburgh	0852244878
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 Cambridge's public website at www.cie.org.uk. Please visit this site on a regular basis as the Resource lists are updated throughout the year.

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

6 Additional information

6.1 Guided learning hours

Cambridge International 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, these figures are 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

Cambridge International 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 Cambridge International AS Level or A Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

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

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

For languages other than English, Cambridge 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 percentage uniform 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 series to another and from one subject to another) and it has been turned into a percentage.

6.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

6.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/alevel**. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **<http://teachers.cie.org.uk>** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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