

# SYLLABUS

**Cambridge International A Level  
Islamic Studies**

**9013**

For examination in November 2016

### Changes to syllabus for 2016

This syllabus has been updated, but there are no significant changes.

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# 1. Introduction

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## 1.1 Why choose Cambridge?

### Recognition

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

Cambridge International AS and A Levels are 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 learners 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. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A Level. Cambridge AS Levels 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 AS and A Levels in countries such as the USA and Canada.

Learn more at [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

### Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **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.

## Support for teachers

A wide range of support materials and resources is available for 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.cie.org.uk/teachers](http://www.cie.org.uk/teachers)

## Support for exams officers

Exams officers can trust in reliable, efficient administration of exam entries and excellent personal support from our customer services. Learn more at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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.cie.org.uk/ISO9001](http://www.cie.org.uk/ISO9001)

## 1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS and A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Schools can offer almost any combination of 60 subjects, and learners can specialise or study a range of subjects, ensuring a breadth of knowledge. Giving learners the power to choose helps motivate them throughout their studies.

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

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

Learners studying Cambridge International AS and A Levels have the opportunities to:

- acquire an in-depth subject knowledge
- develop independent thinking skills
- apply knowledge and understanding to new as well as familiar situations
- handle and evaluate different types of information sources
- think logically and present ordered and coherent arguments
- make judgements, recommendations and decisions
- present reasoned explanations, understand implications and communicate them clearly and logically
- work and communicate in English.

## Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that learners have about 360 guided learning hours per subject over the duration of the course. Cambridge International AS Level syllabuses are designed on the assumption that learners have about 180 guided learning hours per subject over the duration of the course. This is for guidance only and the number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

## 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.

## Prior learning

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

## 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.

## 1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

Cambridge AICE Diploma is the group award of the Cambridge International AS and A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations in three different curriculum groups:

- Mathematics and Science (Group 1)
- Languages (Group 2)
- Arts and Humanities (Group 3)

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level counts 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 groups.

Islamic Studies (9013) is in Group 3 Arts and Humanities.

Credits gained from Cambridge AS Level Global Perspectives (8987) or Cambridge Pre-U Global Perspectives and Independent Research (9766) can be counted towards the Cambridge AICE Diploma, but candidates must also gain at least one credit from each of the three curriculum groups to be eligible for the award.

Learn more about the Cambridge AICE Diploma at [www.cie.org.uk/qualifications/academic/uppersec/aice](http://www.cie.org.uk/qualifications/academic/uppersec/aice)

The Cambridge AICE Diploma is awarded from examinations administered in the June and November series each year.

## 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 [info@cie.org.uk](mailto:info@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](http://www.cie.org.uk/startcambridge). Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

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## 2. Teacher support

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### 2.1 Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at [www.cie.org.uk/alevel](http://www.cie.org.uk/alevel) to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to <http://teachers.cie.org.uk> (username and password required).

### 2.2 Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

### 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.cie.org.uk/events](http://www.cie.org.uk/events) for further information.



### 3. 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 <b>five</b> questions, choosing at least <b>one</b> 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 <b>five</b> questions, choosing at least <b>one</b> 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 November examination series.

This syllabus is available to private candidates.

Detailed timetables are available from [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

Centres in the UK that receive government funding are advised to consult the Cambridge website [www.cie.org.uk](http://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

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## 4. Syllabus aims and assessment objectives

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### 4.1 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.

### 4.2 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%

## 5. Syllabus content

### 5.1 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

## 5.2 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

## 6. Resources for teachers

### 6.1 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

## 6.2 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](http://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.

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## 7. Other information

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### Equality and inclusion

Cambridge International Examinations has 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), Cambridge has 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.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### 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, 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 results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades 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 results) and Y (to be issued) may also appear 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.

## Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes for your administrative zone can be found in the *Cambridge Guide to Making Entries*.



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