

SYLLABUS

**Cambridge O Level
Islamic Religion and Culture
2056**

For examination in November 2015

Changes to syllabus for 2015

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

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1. Introduction

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 O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). Learn more at 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 materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

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

1.2 Why choose Cambridge O Level?

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

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

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

Cambridge O Levels are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge O Levels at www.cie.org.uk/cambridgesecundary2

Guided learning hours

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

1.3 Why choose Cambridge O Level Islamic Religion and Culture?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that candidates attain both practical skills and theoretical knowledge.

Cambridge O Level Islamic Religion and Culture is recognised by universities and employers throughout the world as proof of knowledge and understanding.

This syllabus aims to develop candidates' interest and enthusiasm for the study of Islam. It provides an introduction to the basic teachings of the Qur'an and the Hadith, and also covers Arabia in the pre-Islamic period, the Prophet Muhammad (pbuh), the Caliphate period, and the four pious Caliphs.

Through their studies of Islamic religion and culture, candidates will be encouraged to identify and explore the religious and ethical issues raised in the Qur'an, and by the Prophet Muhammad (pbuh), while also gaining an understanding of the effect of Islam on its believers. Candidates will also be encouraged to apply historical and other relevant knowledge, for example, in exploring the development of Islam and its beliefs, practices and traditions.

Prior learning

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

Progression

Cambridge O Level Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

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

1.4 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **info@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 **info@cie.org.uk** to find out how your organisation can register to become a Cambridge school.

2. Teacher support

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/olevel 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 online. For Teacher Support 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 for further information.

3. Assessment at a glance

Candidates will take one question paper.

Paper 1

2 hours 30 minutes

The paper has **two** sections – Part I and Part II.

Candidates answer a total of **five** questions from 12.

At least two questions must be chosen from each part of the question paper.

Availability

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

Detailed timetables are available from www.cie.org.uk/examsOfficers

This syllabus is available to private candidates.

Cambridge O levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

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
- 0493 Cambridge IGCSE Islamiyat
- 2058 Cambridge O Level Islamiyat

Please note that Cambridge O Level, Cambridge IGCSE and Cambridge International Level 1/Level 2 Certificate syllabuses are at the same level.

4. Syllabus aims and assessment objectives

4.1 Syllabus aims

The aims of the syllabus are to:

- Develop an interest and enthusiasm for the study of Islam.
- Introduce candidates to the basic teachings of the Qur'an and Hadith, and to pre-Islamic and Islamic religious life.
- Help candidates identify and explore the religious and ethical issues raised in the Qur'an and by Prophet Muhammad (pbuh).

4.2 Assessment objectives

The examination will assess the candidate's ability to:

- Demonstrate knowledge and understanding of the major themes of the syllabus and of the specified texts.
- Apply historical and other relevant knowledge – for example, in explaining the development of Islam and its beliefs, practices and traditions.
- Demonstrate the effects of Islam on the behaviour of believers.

5. Syllabus content

Part I

Section A: Arabia in the Pre-Islamic Period

- (a) Tribal and political organisations
- (b) Social conditions and economic system
- (c) Religious beliefs

Section B: Prophet Muhammad (pbuh)

- (a) Life before prophethood
- (b) Muhammad (pbuh) as the final messenger of Islam
- (c) Problems faced in Mecca
- (d) Success and achievements in Medina
- (e) Reasons, descriptions and consequences of the following battles fought during the Medinan Period:
Bedr, Uhud and Trench
- (f) Conquest of Mecca and the farewell address

Section C: The Caliphate Period/The Four Pious Caliphs

- (a) The power of the Caliphs and their position in the community
- (b) Ways of electing the Caliphs
- (c) The conquests and achievements of the Caliphs

Part II

Section D: The Holy Qur'an

- (a) The structure and evolution of the Qur'an
- (b) Candidates are expected to have a general knowledge of the following Suras:
 - (i) Fateha – Opening Chapter Chapter 1 verses 1 to 7
 - (ii) Alaq – Clot of Blood Chapter 96 verses 1 to 5
 - (iii) Zilzal – Convulsion Chapter 99 verses 1 to 8
 - (iv) Quraish – Custodians of the Ka'ba Chapter 106 verses 1 to 4
 - (v) Kauthar – Abundance Chapter 108 verses 1 to 3
 - (vi) Ikhlas – Purity (of Faith) Chapter 112 verses 1 to 4

Specified text: A Yusuf Ali; *An English interpretation of the Holy Qur'an with full Arabic Text*; Muhammed Ashraf Publisher and Bookseller; 1982

- (c) The following Qur'anic stories are to be studied:
- (i) Prophet Adam (AS)
 - (ii) Prophet Ibrahim (AS)
 - (iii) Prophet Nuh (AS)
 - (iv) Prophet Musa (AS)
- (d) The following Qur'anic beliefs, practices and rituals are to be studied:
- (i) Five pillars
 - (ii) Articles of faith
 - (iii) Id-ul-Fitr, Id-ud-Doha
 - (iv) The birth, marriage and funeral rites

Section E: Hadith

- (i) The meaning of Hadith
- (ii) The importance of Hadith in Islam
- (iii) The classification of Hadith sahih (very sound), hassan (good), daif (weak), mauzu (suspect/false)
- (iv) Relations between Qur'an and Hadith
- (v) Candidates are expected to have a general knowledge of the following Hadith:
 - No. 11 Doubt
 - No. 13 Love
 - No. 15 Generosity
 - No. 16 Tolerance
 - No. 34 Evil
 - No. 39 Forgiveness

Specified text: Ezzedin Ibrahim and Denys Johnson-Davies (translators); *An-Nawawi's Forty Hadith*; The Holy Koran Publishing House (1977); Islamic Texts Society (1997); ISBN 0946621659

6. Resource list

Author	Title	Date	Publisher	ISBN Number
P.K. Hitti	<i>History of the Arabs</i>	2002	Palgrave Macmillan Ltd	0333631420
Dr Majid Ali Khan	<i>Muhammad The Final Messenger</i>	1983	Muhammed Ashraf, Publishers and Booksellers, Lahore, Pakistan	
Prof. Fazl Ahmad	<i>The Four Caliphs of Islam</i>	1983	Taj Company, Delhi, India	
Sayyid Qutb	<i>In the shade of the Holy Qur'an (Vol. 30); translated by Salah & Shamis</i>	1979	Delhi Publications	
Gulam Sarwar	<i>Islam – Beliefs and Teachings</i>	1997 2000	Markazi Maktaba Islami, Delhi, India Muslim Educational Trust	0907261361
Abdullah Yusuf Ali	<i>The Message of Islam; The Wisdom of the East Series</i>	1992	John Murray London	0719551404
Syed Ali Ashraf	<i>Islam</i>	1991	Nelson Thomas Ltd	1871402107
Rosalyn Kendrick	<i>Islam</i>	1989	Heinemann	0435303147
Farkhanda Noor Muhammad	<i>Islamiyat for Students</i>	2000	Ferozsons, Lahore	9690101234
Victor W. Watton	<i>Islam</i>	1993	Hodder and Stoughton	0340587954
Dr D. Thomas and Dr M. Draper	<i>Islamiyat: A Core Text for O Level</i>	2004	Oxford University Press; Pakistan	0195977831

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 through the year.

7. Other information

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**

Language

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

Grading and reporting

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

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, examination timetables and administrative instructions can be found in the *Cambridge Guide to Making Entries*.

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