

Syllabus

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Cambridge IGCSE Religious Studies
Syllabus code 0490
For examination in November 2011



UNIVERSITY of CAMBRIDGE
International Examinations

Note for Exams Officers: Before making Final Entries, please check availability of the codes for the components and options in the E3 booklet (titled “Procedures for the Submission of Entries”) relevant to the exam session. Please note that component and option codes are subject to change.

Contents

Cambridge IGCSE Religious Studies Syllabus code 0490

1. Introduction	02
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge IGCSE Religious studies?	
1.3 Cambridge International Certificate of Education (ICE)	
1.4 How can I find out more?	
2. Assessment at a glance	05
3. Syllabus aims and assessment	06
3.1 Aims	
3.2 Assessment objectives	
3.3 Weighting of the Assessment objectives	
3.4 Exam combinations	
4. Curriculum content	08
4.1 Topics	
4.2 Christianity	
4.3 Islam	
4.4 Judaism	
5. Grade descriptions	14

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

Cambridge IGCSE is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Cambridge IGCSE is excellent preparation for A/AS Level, the Advanced International Certificate of Education (AICE), US Advanced Placement Programme and the International Baccalaureate (IB) Diploma. 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 not only build 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 IGCSE Religious Studies?

Cambridge IGCSE Religious Studies is accepted by universities and employers as proof of knowledge and understanding.

This wide-ranging syllabus aims to promote an enquiring, critical and sympathetic approach to the study of religion. Candidates will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour.

Students study Christianity, Islam and Judaism, providing an introduction to the challenging and varied nature of religion.

1.3 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of the International General Certificate of Secondary Education (IGCSE). It requires the study of subjects drawn from the five different IGCSE subject groups. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of students who pass examinations in at least seven subjects, including two languages, and one subject from each of the other subject groups.

The Cambridge portfolio of IGCSE qualifications provides a solid foundation for higher level courses such as GCE A and AS Levels and the International Baccalaureate Diploma as well as excellent preparation for employment.

A wide range of IGCSE subjects is available and these are grouped into five curriculum areas. Religious Studies (0490) falls into Group II, Humanities and Social Sciences.

Learn more about ICE at www.cie.org.uk/qualifications/academic/middlesec/ice

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 IGCSE Religious Studies Syllabus code 0490

All candidates take Paper 1 and Paper 2. Each paper contains **three** sections:

- A Christianity
- B Islam
- C Judaism.

Candidates choose questions taken from **two** of the sections. Questions on both papers are drawn from the whole of the curriculum for the specified religion – i.e. there is no predetermined division of topics between the papers.

Paper 1

1 hour 45 minutes

Each section on this paper consists of **two** compulsory structured questions. The second question in each section is based on stimulus material. Candidates answer **both** the questions on **two** of the sections.

Maximum 80 marks: weighted at 50% of total

Paper 2

1 hour 45 minutes

Each section of this paper consists of **three** structured questions without stimulus material. Candidates answer **two** of the questions from **two** of the sections.

Maximum 80 marks: weighted at 50% of total

This syllabus is available in the **November** examination only.

3. Syllabus aims and assessment

3.1 Aims

The aims of the syllabus are not listed in order of priority.

The aims are to:

1. promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world
2. introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice
3. help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions
4. encourage candidates to reflect on religious responses to moral issues
5. enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

3.2 Assessment objectives

The three assessment objectives in Religious Studies are:

- A Knowledge
- B Understanding and interpretation
- C Evaluation.

A. Knowledge

Candidates should be able to:

1. use knowledge in order to describe the religious practices, experiences and beliefs of others
2. select and deploy relevant knowledge of the religions studied.

B. Understanding and interpretation

Candidates should be able to:

3. show understanding of religious beliefs and practices by explaining their significance for believers
4. demonstrate awareness and understanding of religious responses to contemporary issues, both personal and social.

3. Syllabus aims and assessment

C. Evaluation

Candidates should be able to:

5. evaluate different views on issues arising from religious belief and practice by using evidence and argument.

3.3 Weighting of the Assessment objectives

Assessment objectives	Weighting
A. Knowledge	35%
B. Understanding and interpretation	35%
C. Evaluation	30%

Papers 1 and 2 are equally weighted and each carries a maximum of 80 marks. All questions are equally weighted and each covers all of the Assessment objectives in the overall weightings for the syllabus.

3.4 Exam combinations

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

- syllabuses with the same title at the same level
- 2048 Religious Studies (Bible Knowledge)
- 2049 Religious Studies (Bible Knowledge – Singapore)

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

4. Curriculum content

Introduction

The syllabus content is divided into sections, each of which is based upon central ideas within Religious Studies. All five topics will be assessed by both Paper 1 and Paper 2.

The curriculum is set out in terms of central ideas, key questions and associated concepts. A consideration of the central ideas and key questions is essential for the purpose of this curriculum.

Candidates will be expected to understand how the significance of the main beliefs and major figures of a religion is expressed through the topics listed. However, no questions will be set directly on these beliefs and figures, unless they are specified in the topics.

Candidates will be expected to be familiar with the key technical terms used within a religion. In Topics 1–5 such terms are listed, with the meaning given in brackets. Where a term is widely used, but knowledge of it is not required of candidates, it has been put in brackets.

Syllabus content

Candidates are required to make a study of **two** of the following three world religions:

- Christianity
- Islam
- Judaism.

4. Curriculum content

4.1 Topics

Each religion will be examined according to the inter-related topics listed below. The topics have been numbered purely for purposes of reference, and there is no intention that the order should be seen as a suitable sequence for study.

Candidates should be aware that the importance attached to particular themes will vary from religion to religion.

Topic 1: Worship

Topic 2: Beliefs and sacred writings

Topic 3: Festivals, fasts, pilgrimage/historic places

Topic 4: Religion and the family; rites of passage

Topic 5: Religion and social action

4. Curriculum content

4.2 Christianity

Topic C1: Worship

- Church: altar/communion table, font/baptistery, pulpit, lectern, cross, crucifix
- Public and private worship: Eucharist/Holy Communion/Mass; Sunday and daily worship, private devotion
- Role and significance of bishop, priest/vicar/minister.

Topic C2: Beliefs and sacred writings

- The Trinity: Father, Son and Holy Spirit, the Apostles' Creed
- Jesus of Nazareth: beliefs about Jesus of Nazareth as reflected in Topic 3
- Salvation and resurrection
- The Ten Commandments
- The Bible: its place in worship; the basis of its authority; Old and New Testaments; types of literature it contains.

Topic C3: Festivals, fasts, pilgrimage/historic places

- Advent, Christmas, Epiphany, Lent including Holy Week, Easter, Ascension, Pentecost
- Sunday
- Places of pilgrimage e.g. Lourdes, Rome or local places of pilgrimage
- Historic places e.g. Bethlehem, Nazareth, Jerusalem.

Topic C4: Religion and the family; rites of passage

- Baptism: infant baptism/dedication, believers' baptism
- First communion, Confirmation, marriage ceremonies, funeral rites
- Traditional religious teaching on the roles and responsibilities of men, women and the family.

4. Curriculum content

Topic C5: Religion and social action

- Teachings about love and concern for others: the Two Greatest Commandments
- Tithing and personal giving
- Organisation of the religious community for the relief of poverty e.g. Christian Aid, CAFOD, missionary activities.

4.3 Islam

Topic I1: Worship

- Mosque, minaret, dome, qiblah (direction), mihrab (niche), minbar (steps for sermon), architecture and calligraphy
- Public and private worship: Salah, Du'a (private devotion), Wudu (ablution)
- Adhan (call to prayer), Muezzin
- Jummah (Friday mid-day prayer)
- The role and significance of the Imam

Topic I2: Beliefs and sacred writings

- Tawhid (unity of God); Risalah (Prophets), Akirah (life after death), Angels
- Five Pillars: Shahadah, Salah, Sawm, Zakah, Hajj
- Muhammad (pbuh), Revelation, Hijrah, Seal of the Prophets
- Qur'an, Sunnah (Ahadith)
- Jihad (greater and lesser)
- Origins of Sunni and Shi'ah

Topic I3: Festivals, fasts , pilgrimage/historic places

- Ramadan, Lailat ul-Qadr (Night of Power), Id al-Fitr (the end of Ramadan), Id al-Adha (feast of sacrifice)
- Performance of Hajj
- Makkah and Madinah

4. Curriculum content

Topic I4: Religion and the family; rites of passage

- Birth rites: Adhan (call to prayer) and Iqamah (command to worship), Aqeeqah (sacrifice)
- Marriage ceremonies, funeral rites
- Traditional religious teaching on the roles of men, women and the family

Topic I5: Religion and social action

- Ummah, the religious community, local and worldwide
- Shariah (law)
- Teachings about love and concern for others, use of Zakah and Sadaqah (voluntary contributions)
- Organisation of the religious community for the relief of poverty e.g. Muslim Aid, Red Crescent.

4.4 Judaism

Topic J1: Worship

- Synagogue: ark (aron ha-kodesh), Sefer Torah (Torah scrolls), bimah (reading desk), Ner Tamid (eternal light), Ten Commandments (tablets of the law), menorah (seven-branched candlestick), Magen David (star of David)
- Public and private worship in the synagogue: minyan (number required for public worship), daily and Shabbat (Sabbath) services. In the home: daily prayer, Kiddush
- Shema (statement of faith), mezuzah
- Ritual dress: tallit (prayer shawl), tefillin (phylacteries), kippah/yarmulka (skull cap)
- Role and significance of Rabbi, Chazan (Cantor) and congregation.

Topic J2: Beliefs and sacred writings

- The unity of God, the Covenant relationship between God and his people (Abraham and Moses)
- The Torah as the revelation of God's will
- The Tenakh: Torah (Law), Nevi'im (Prophets), Ketuvim (Writings)
- The Mishnah (oral law), the Talmud (commentary on the Mishnah).

4. Curriculum content

Topic J3: Festivals, fasts , pilgrimage/historic places

- Shabbat (Sabbath) in the home and synagogue
- High Holy Days: Rosh Hashanah (New Year), Yom Kippur (Day of Atonement)
- Pilgrim festivals: Pesach (Passover), Shavuot (Feast of Weeks), Sukkot (Tabernacles)
- Historic places: Jerusalem (Western Wall), Yad Vashem (Holocaust Memorial).

Topic J4: Religion and the family; rites of passage

- Birth rites: Brit Milah (circumcision), naming ceremonies
- Bar/Bat Mitzvah, Bat Chayil, marriage ceremonies, funeral rites, Shiva (mourning ritual)
- Kashrut (kosher): food and clothes
- Traditional and religious teaching on the role and responsibilities of men, women and the family.

Topic J5: Religion and social action

- Teachings about love and concern for others: Tzedaka (righteous giving), pushkes (collection boxes), Gemulit hasadim (kind actions)
- Organisation of the religious community for the relief of poverty e.g. Tzedek, Jewish Care.

5. Grade descriptions

The following grade description are intended to give a general indication of the standards of attainment likely to have been achieved by candidates awarded grades A, C and F.

At **Grade A** the candidate will be expected to:

- demonstrate a detailed knowledge and clear understanding of the syllabus content, a balanced coverage of the syllabus and the ability to select appropriate features of the information required; organise and present the information in a consistent and appropriate manner.
- demonstrate a thorough understanding of the areas concerned with the study of religion, including: a thorough understanding of religious language and concepts; an understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs, and the ability to express them clearly and to show the relationship between belief and practice.
- demonstrate the ability to see the significance of specific issues and to express clearly a personal opinion supported with appropriate evidence and argument.

At **Grade C** the candidate will be expected to:

- demonstrate a wide knowledge of the syllabus content and the ability to select appropriate features of the information required; show some ability in organising and presenting the information.
- demonstrate a reasonable understanding of the areas concerned with the study of religion, including: some understanding of religious language and basic concepts; some understanding of the influence of particular individuals, writings etc. on religious communities; an understanding of principal beliefs, and the ability to show the relationship between belief and practice.
- demonstrate the ability to see the significance of a specific issue and to express a personal opinion supported with some evidence and argument.

At **Grade F** the candidate will be expected to:

- demonstrate some knowledge of the syllabus content and the ability to select some features of the information required; attempt some organisation of the information.
- demonstrate some understanding of the areas concerned with the study of religion, including: a limited understanding of religious language; a simple understanding of the influence of particular individuals, writings etc. on religious communities; a limited understanding of some principal beliefs and the relationship between those beliefs and practice.
- express clearly a personal opinion, supported by limited argument.

University of Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: international@cie.org.uk Website: www.cie.org.uk

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