



**Cambridge Assessment
International Education**

Syllabus

Cambridge IGCSE™ Religious Studies 0490

Use this syllabus for exams in 2024.
Exams are available in the November series.



Version 1

Please check the syllabus page at www.cambridgeinternational.org/0490 to see if this syllabus is available in your administrative zone.

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certification of Secondary Education.

**Cambridge
Pathway** 

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/ISO9001



Contents

| | |
|--|-----------|
| Why choose Cambridge International? | 2 |
| 1 Why choose this syllabus? | 4 |
| 2 Syllabus overview | 7 |
| Aims | 7 |
| Content overview | 7 |
| Assessment overview | 8 |
| Assessment objectives | 9 |
| 3 Subject content | 10 |
| Introduction | 10 |
| Christianity | 11 |
| Islam | 12 |
| Judaism | 13 |
| 4 Details of the assessment | 15 |
| Paper 1 | 15 |
| Paper 2 | 15 |
| 5 What else you need to know | 16 |
| Before you start | 16 |
| Making entries | 17 |
| Accessibility and equality | 17 |
| After the exam | 18 |
| How students and teachers can use the grades | 18 |
| Grade descriptions | 19 |
| Changes to this syllabus for 2024 | 20 |

Important: Changes to this syllabus



For information about changes to this syllabus for 2024, go to page 20.

The latest syllabus is version 1, published September 2021. There are no significant changes which affect teaching.

1 Why choose this syllabus?

Key benefits

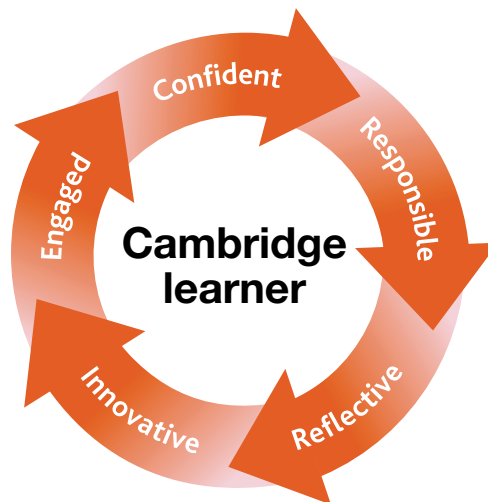
Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE Religious Studies aims to promote an enquiring, critical and sympathetic approach to the study of religion. Learners 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.



School feedback: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

Feedback from: Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Religious Studies gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Divinity, Islamic Studies, Religious Studies, or the equivalent.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the reformed GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School in Egypt BSE

Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

| Support for Cambridge IGCSE | | | |
|--|--|---|--|
| Planning and preparation <ul style="list-style-type: none"> • Next steps guides. • Schemes of work. • Specimen papers. • Syllabuses. • Teacher guides. | Teaching and assessment <ul style="list-style-type: none"> • Endorsed resources. • Online forums. • Support for coursework and speaking tests. | Learning and revision <ul style="list-style-type: none"> • Example candidate responses. • Past papers and mark schemes. • Specimen paper answers. | Results <ul style="list-style-type: none"> • Candidate Results Service. • Principal examiner reports for teachers. • Results Analysis. |

Sign up for email notifications about changes to syllabuses, including new and revised products and services at www.cambridgeinternational.org/syllabusupdates

Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at www.cambridgeinternational.org/events

- Cambridge Professional Development Qualifications

Find out more at www.cambridgeinternational.org/profdev



Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to:

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

Content overview

Candidates study **two** from:

- Christianity
- Islam
- Judaism



Support for Cambridge IGCSE Religious Studies

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

www.cambridgeinternational.org/support



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

Assessment overview

All candidates take two papers. Candidates will be eligible for grades A* to G.

All candidates take:

Paper 1 1 hour 45 minutes
80 marks 50%

Candidates answer questions from **two** sections
Each section has **two** compulsory structured questions. The second question is based on stimulus material.
Externally assessed

and:

Paper 2 1 hour 45 minutes
80 marks 50%

Candidates answer questions from **two** sections
Each section has three questions. Candidates answer **two** questions from the sections they have chosen.
Externally assessed

Information on availability is in the **Before you start** section.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Knowledge

Candidates should be able to:

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

AO2 Understanding and interpretation

Candidates should be able to:

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

AO3 Evaluation

Candidates should be able to:

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

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

| Assessment objective | Weighting in IGCSE % |
|--------------------------------------|----------------------|
| AO1 Knowledge | 35 |
| AO2 Understanding and interpretation | 35 |
| AO3 Evaluation | 30 |
| Total | 100 |

Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % | |
|--------------------------------------|---------------------------|---------|
| | Paper 1 | Paper 2 |
| AO1 Knowledge | 35 | 35 |
| AO2 Understanding and interpretation | 35 | 35 |
| AO3 Evaluation | 30 | 30 |
| Total | 100 | 100 |

3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

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

- Christianity
- Islam
- Judaism

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.

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

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; blessings; Bible services; services of reconciliation.
- Role and significance of bishop, priest / vicar / minister: the meaning of hierarchy, the difference between a bishop and an archbishop.

Topic C2: Beliefs and sacred writings

- The Trinity: Father, Son and Holy Spirit, the Apostles' Creed; beliefs about Jesus' mother Mary; the Communion of Saints.
- Jesus of Nazareth: beliefs about Jesus of Nazareth as reflected in Topic 3; birth narratives; last supper; death and resurrection of Jesus, the ascension, the effects of the coming of the Holy Spirit.
- Salvation and resurrection: what Christians mean by the term salvation; the Old Testament as a history of salvation.
- The Ten Commandments.
- The Bible: its place in worship; the basis of its authority; Old and New Testaments; the significance of the different types of literature it contains: history, myth, psalms, songs and prophecy.

Topic C3: Festivals, fasts, pilgrimage / historic places

- Advent, Christmas, Epiphany, Lent including Holy Week, Easter, Ascension, Pentecost: how they are celebrated; what the different major festivals of Christianity teach about Christian beliefs.
- Sunday: the Eucharist and ideas of thanksgiving.
- Places of pilgrimage: e.g. Lourdes, Rome or local places of pilgrimage; the reasons why Christians go on pilgrimage.
- Historic places: e.g. Bethlehem, Nazareth, Jerusalem, Lourdes, Rome; what these historic places teach about Christian beliefs.

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; nurture of the young; care of the elderly; the challenges experienced by trying to preserve traditional teaching and accepting change.

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, Tearfund, CAFOD, missionary activities; the relief of poverty within local communities.

Islam

Topic I1: Worship

- Mosque, minaret, dome, qiblah (direction), mihrab (niche), minbar (steps for sermon), architecture and calligraphy.
- Public and private worship: salah, the times and sequence of movements (rak'ahs); du'a (private devotion); wudu (ablution); artefacts used in worship: compass, prayer mat, tisbah (prayer beads).
- Adhan (call to prayer); muezzin.
- Jummah (Friday mid-day prayer).
- The role and significance of the Imam, including their role in the Islamic community.

Topic I2: Beliefs and sacred writings

- Articles of Faith: Tawhid (unity of God); risalah (Prophets), akhirah (life after death), Angels.
- Five Pillars: shahadah, salah, sawm, zakah, hajj.
- Muhammad (pbuh), revelation, hijrah, Seal of the Prophets; early life and character; persecution in Makkah.
- Qur'an, Sunnah (Ahadith); the reasons why the Qur'an is a sacred text for Muslims; the ways in which it is used in private and public worship.
- Jihad (greater and lesser).
- Origins of Sunni and Shi'ah.

Topic I3: Festivals, fasts, pilgrimage / historic places

- Ramadan: observance of the fast, those excused from fasting and the significance of the last ten days; Lailat ul-Qadr (Night of Power); Id al-Fitr (the end of Ramadan).
- Performance of hajj; the meaning and significance of each stage, Id al-Adha (feast of sacrifice).
- Makkah and Madinah, as places of pilgrimage and their historic significance in Islam.

Topic I4: Religion and the family; rites of passage

- Birth rites: adhan (call to prayer) and iqamah (command to worship), aqeeqah (sacrifice), naming rituals.
- Marriage ceremonies; nikkah (marriage contract), mahr (dowry), walimah (wedding feast); funeral rites.
- Traditional religious teaching on the roles of men, women and the family; nurture of the young, care of the elderly; the challenges experienced by trying to preserve traditional teaching and accepting change.

Topic I5: Religion and social action

- Ummah, the religious community, local and worldwide.
- Shariah (law): as a code of behaviour for Muslims and a legal system; the concepts of halal (rightful) and haram (wrongful) thought and actions.
- Teachings about love and concern for others; use of zakah and sadaqah (voluntary contributions).
- Organisations of the religious community for the relief of poverty, e.g. Muslim Aid, Red Crescent; the relief of poverty within local communities.

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); absence of any representations of God; different uses of the synagogue by the community.
- Public and private worship in the synagogue: minyan (number required for public worship), daily and Shabbat (Sabbath) services. In the home: daily prayer, Kiddush; the use of symbols and artefacts in worship.
- Shema (statement of faith); mezuzah; mikvah.
- 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 background and details of the terms of the Covenants, and their importance and significance to the development of Judaism today.
- The Torah as the revelation of God's will; the centrality of the mitzvot in the Torah.
- The Tenakh: Torah (Law), Nevi'im (Prophets), Ketuvim (Writings); their impact upon behaviour, attitudes and lifestyle today.
- The Mishnah (oral law), its content and origins; the Talmud (commentary on the Mishnah).

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), Simchat Torah (rejoicing the Torah).
- Pilgrim festivals: Pesach (Passover), Shavuot (Feast of Weeks), Sukkot (Tabernacles).
- Historic places: Jerusalem (Western Wall), Yad Vashem (Holocaust Memorial); the ways the memory of the Temple is kept alive in Judaism today.

Topic J4: Religion and the family; rites of passage

- Birth rites: Brit Milah (circumcision); naming ceremonies.
- Bar / Bat Mitzvah; Bat Chayil; marriage ceremonies: chuppa (canopy), ketubah (marriage contract), blessings; funeral rites, chevra kaddisha (burial society), Shiva (mourning ritual).
- Kashrut (kosher): food and clothes; treyfah (forbidden) as applied to food and clothes.
- Traditional and religious teaching on the role and responsibilities of men, women and the family; nurture of the young, care of the elderly; the challenges experienced by trying to preserve traditional teaching and accepting change.

Topic J5: Religion and social action

- Teachings about love and concern for others: tzedaka (righteous giving), pushkes (collection boxes), gemilut hasadim (kind actions).
- Organisations of the religious community for the relief of poverty, e.g. Tzedek, Jewish Care, World Jewish Relief; the relief of poverty within local communities.

4 Details of the assessment

Paper 1

1 hour 45 minutes, 80 marks

Candidates answer **four** questions.

This paper consists of three sections:

- A Christianity
- B Islam
- C Judaism

Candidates answer questions in **two** of these sections.

Each section consists of two compulsory structured questions worth 20 marks each. Candidates answer **all** the questions in the sections they have chosen.

This written paper is an externally set assessment, marked by Cambridge International.

Paper 2

1 hour 45 minutes, 80 marks

Candidates answer **four** questions.

This paper consists of three sections:

- A Christianity
- B Islam
- C Judaism

Candidates answer questions in **two** of these sections.

Each section consists of three structured questions worth 20 marks each. Candidates answer **two** questions in the sections they have chosen.

This written paper is an externally set assessment, marked by Cambridge International.

5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We do not expect learners starting this course to have previously studied Religious Studies.

Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. This syllabus is not available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/0490

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge O Level Religious Studies (Bible Knowledge) (2048)
- Cambridge O Level Religious Studies (Bible Knowledge, Singapore) (2049)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at www.cambridgeinternational.org/cambridgeice

Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. This is a linear qualification so candidates cannot re-sit individual components.

Language

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

Accessibility and equality

Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in *The Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades A*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- to measure learning and achievement
The assessment:
 - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- to show likely future success
The outcomes:
 - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
 - help students choose the most suitable course or career.

Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Religious Studies will be published after the first assessment of the syllabus in 2024. Find more information at www.cambridgeinternational.org/igcse

Changes to this syllabus for 2024

The syllabus has been updated. This is version 1, published September 2021.

There are no significant changes which affect teaching.

You must read the whole syllabus before planning your teaching programme.

School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org