

GCE

History A

Y201/01: The rise of Islam c.550-750

Advanced GCE

2020 Mark Scheme (DRAFT)

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View

2. Subject Specific Marking Instructions

How far do you agree questions . . .

The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

Other questions . . .

The indicative content lists features of the period studied that relate to the question set.

Neither significance nor relative importance are attributed to the features listed.

The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.

MARK SCHEME Section A

Question		Answer	Mark	Guidance
1	(a)	<p>Which of the following had the greater impact on the early development of Islam? (i) The Revelation given to the Prophet Muhammad (ii) The hijra. Explain your answer with reference to both (i) and (ii).</p> <ul style="list-style-type: none"> In arguing that (i) was of greater importance answers may refer to the nature of the Revelation which convinced Mohammad that it came straight from God. Answers may refer how he revealed his Revelation to a small circle, which included influential men like Abu Bakr. Answers may refer to the conversion of Umar after attacks on Mohammed by the Quraysh. Answers may refer to how these revelations inspired others such as Khadya. In arguing that (ii) was of greater importance, answers could refer to the fact that Mohammad's life was saved. 	10	<ul style="list-style-type: none"> No set answer is expected Judgement must be supported by relevant and accurate material. Only credit material relevant to question. Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

<p>2</p>	<p>(b)*</p>	<ul style="list-style-type: none"> • Answers could refer to Mohammad being preceded and joined by many of his followers and so building up his strength in Medina. • Answers could consider the importance of having a period of time in which the community could be organised and the rudiments of Islam developed. <p>Assess the reasons for internal problems during the reign of Uthman ibn Affan.</p> <ul style="list-style-type: none"> • Answers may suggest that the victories Uthman won in Persia cost heavily in both men and resources. • Answers may discuss the financial problems which led to reductions in payments Uthman could make to his supporters and in the pay of the army. • Answers may argue that price rises led to widespread discontent. • Answer may consider how Uthman favoured his relations, who controlled lucrative contracts to supply the army. • Answers may suggest that the Bedouin disliked the extent of control which Uthman tried to exert over them. • Answers may argue that Uthman became lazy as he grew older and his authority weakened. • Answers may suggest that the final confrontation arose from mutiny breaking out in the garrison camps. • Answers may refer to problems of succession. • Answers may consider the difficulties of governing a larger territory. 	<p>20</p>	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on ‘assess’ but at Level 4 may simply list the problems. • At Level 5 there will be judgement as to the relative importance of the reasons. • At higher levels candidates might establish criteria against which to judge the degree of importance. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.
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2	(a)	<p>Which contributed more to the success of Abu Bakr's rule? (i) His victory in the Ridda Wars (ii) His victories against the Persian empire? Explain your answer with reference to both (i) and (ii)</p> <ul style="list-style-type: none"> • In arguing (i) was more important, answers might refer to the competent way in which Abu Bakr dealt with the threat and so showed his fitness to rule. • Answers might argue that the victory showed to those who challenged Abu Bakr that God was on his side and so he was the true ruler • Answers might argue that Abu Bakr treated those he defeated leniently if they submitted and so enhanced his popularity. • In arguing that (ii) was more important, answers might refer to the development of the idea of a holy war which gave Abu Bakr prestige. • Answers might argue that the skill of Khalid helped to win the war and demonstrated Abu Bakr's wise choice of general. • Answers might consider that although the Persian Empire was weakened by the time of Abu Bakr, it was a powerful force and so defeating it was a great achievement. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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2	(b)*	<p>How important was the role of the economy in the rise of Islam?</p> <ul style="list-style-type: none"> • In arguing that the economy was important answers could argue that the hostility between the Meccans and the traders of Medina led to an interruption of the caravan trade and one of Mohammed's aims was to restore the trading community to stability. • Answers could argue that the tribute exacted from conquered territories helped the economy and made Islam popular. • In arguing in favour of other factors answers could refer to the military strength of the army of Mohammed which defeated a confederation of Bedouin tribes. This showed Mohammed's other enemies that resistance was futile. • Answers could suggest that Mohammed used diplomacy as much as force to win over many of the tribal leaders. • Answers could argue that Muhammed was revered as a prophet and had a strong personal appeal. • Answers could argue that the monotheism of Islam was attractive to people who had been pagans and the basic tenets of the religion were easier to understand than Judaism or Christianity. 	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'importance' but at Level 4 may simply list reasons for the rise. • At Level 5 there will be judgement as to the relative importance of reasons. • At higher levels candidates might establish criteria against which to judge the reasons for success. • To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation in line with the descriptions in the levels mark scheme.
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