

GCE

History A

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

Advanced GCE

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Section A

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>Which of the following was of greater importance in the success of Abu Bakr (i) Continuation of the tradition of the Prophet (ii) Conquests in Arabia? Explain your answer with reference to (i) and (ii).</p> <ul style="list-style-type: none"> • In arguing that (i) was of greater importance answers may refer to the long association between Muhammad and Abu Bakr and the latter's role in the journey from Mecca to Medina • Answers may refer to the personal relationship in the marriage of Abu Bakr's daughter to Muhammad. • Answers may refer to the title of Caliph and its meaning • In arguing that (ii) was of greater importance answers could refer to Abu Bakr's commitment to a military solution. • Answers could refer to the support Abu Bakr had from new converts who wanted a stable government under which trade could flourish. • Answers could consider the role of generals like Khalid, since Abu Bakr was too old to lead his armies in person. 	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.

Question	Answer/Indicative content	Mark	Guidance
b*	<p>How successfully did Mu'awiya maintain the power of the Caliphate?</p> <ul style="list-style-type: none"> • In arguing that Mu'awiya was successful in maintaining the power of the Caliphate answers could refer to his appointment of Ziyad to govern in Basra which improved law and order in Iraq. • Answers may discuss his sound financial administration which provided a strong basis for his government. • Answers may argue that more Muslim settlers were moved to Iraq to bolster the power of the Caliphate there. • Answers may consider how firm government was brought to Syria, the power base of the Caliphate. • In arguing that success was limited answers could refer to the growing resentment at financial exactions and the establishment of large-scale agricultural developments. • Answers may argue that Mu'awiya's attempts to have Khalid recognised as his heir were destabilising. • Answers may suggest that the possible perpetuation of the Syria-based regime was disliked by the Iraqis and by others who had been excluded from power by Mu'awiya and so his death left Khalid with a number of challenges to the power of the Caliphate. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'how successful' but at Level 4 may simply list success/failure • At Level 5 there will be judgement as to the relative success. • At higher levels candidates might establish criteria against which to judge the degree of 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.

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>Which of the following was of greater importance in the increasing significance of Mecca? External circumstances. Trade. Explain your answer with reference to (i) and (ii)</p> <ul style="list-style-type: none"> • In arguing external circumstances were more important, answers might refer to the conflict between the Byzantines and the Sassanian empire, which limited trading links and opened the way for Mecca to flourish. • Answers might argue that tribes in north-east Arabia which had looked to Persia for arbitration began to turn to Mecca and so increased its influence. • Answers might argue that the prestige of the <i>haram</i> at Mecca led to Mecca being respected by the Arabs. • In arguing that trade was more important, answers might refer to the necessity for the people of Mecca to trade as the area was so barren and rocky and so keeping the trade routes open was essential for food supplies. • Answers might argue that the prosperity of Mecca depended on trade. • Answers might consider the role of the Quraysh in making Mecca the centre of a commercial network. 	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.

Question	Answer/Indicative content	Mark	Guidance
b*	<p>Assess the reasons for the unpopularity of the rule of Uthman ibn Affran after 650.</p> <ul style="list-style-type: none"> • Answers could argue that the Qurashi governors sent to Kufa by Uthman were unpopular for trying to increase the revenue sent to Medina. • Answers could argue that tensions between early-comers and later settlers in Kufa and Basra were not resolved. • Answers could refer to the events of 655 when some of the discontented elements chose their own governor rather than the person appointed by Uthman. • Answers could argue that there was a similar situation in Egypt, where the early settlers feared a loss of status and reacted badly to the demands of a new governor. • Answers could argue that Uthman had alienated the Islamic elite in Medina by promoting only members of his family and ruling despotically and so they did not defend him when he was attacked and murdered. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on 'discuss' but at Level 4 may simply list reasons. • 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.

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
Level 5 7–8 marks	Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
Level 4 5–6 marks	Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
Level 2 2 marks	Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
Level 1 1 mark	Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
0 marks	Nothing of any relevance to the factors.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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