

GCE

History A

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

Advanced GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

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

MARK SCHEME Section A

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p>Which of the following was of greater importance in the structure of Arabia?</p> <p>(i) Arab military strength (ii) The influence of tribalism?</p> <p>Explain your answer with reference to (i) and (ii).</p> <p>In dealing with Arab military strength</p> <ul style="list-style-type: none"> • Answers might refer to the skills of the Arabs in mounted warfare and their reputation as determined warriors who had proved difficult for even the Roman empire to defeat • Answers might refer to the experienced fighters in the Yemen and the two northern kingdoms of Lakhim and Ghassan. • Answers might refer to the routing of a Persian army by the Arabs. <p>In dealing with the influence of tribalism</p> <ul style="list-style-type: none"> • Answers might refer to some of the tribes which had a considerable degree of solidarity and so were a united group. • Answers might refer to major tribes like the Quraysh of Mecca. • Answers might consider the role of tribes in maintaining law and order and giving structure to Arabian government, such as it was. 	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.

1	(b)*	<p>How successfully did ‘Abd al-Malik expand the Umayyad Empire?</p> <p>In arguing that ‘Abd al-Malik was successful in re-establishing Umayyad rule in Syria,</p> <ul style="list-style-type: none"> • Answers might discuss the extent to which the infighting among his opponents in Iraq helped ‘Abd al-Malik to be successful, notably the defeat of Mukhtar. • Answers might argue that the settlement in Syria gave ‘Abd al- Malik security in his attacks on Iraq. • Answers might consider how ‘Abd al-Malik consolidated his authority and centralised administration based on his own family and the Syrian army <p>In arguing that success was limited</p> <ul style="list-style-type: none"> • Answers might argue to the continuing resentment in Iraq, where a more rigorous system of government was introduced and there was discontent over the way dues were paid. • Answers might argue that ‘Abd al-Malik was seen as disregarding the rules laid down by Umar and Ali. • Answers might argue to the decline of Kufa, once a great Muslim city. • Answers might argue that the legacy of ‘Abd al-Malik was a difficult one for the Umayyads to uphold. 	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 and above 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.
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2	(a)	<p>Which of the following was of greater importance in the success of Umar ibn al-Khattab?</p> <p>(i) The treatment of non-Muslims.</p> <p>(ii) The fall of Jerusalem and Damascus.</p> <p>Explain your answer with reference to (i) and (ii)</p> <p>In dealing with the treatment of non-Muslims,</p> <ul style="list-style-type: none"> • Answers might refer to the way in which 70 Jewish families were allowed to settle in Jerusalem which helped to reduce tension with the Jews. • Answers might argue that the allocation of lands on a fair basis to Jews and Christians removed a possible source of discontent. • Answers might argue that the allowances for poor and elderly non-Muslims showed non-Muslims the better side of Islam. <p>In dealing with the fall of Jerusalem and Damascus,</p> <ul style="list-style-type: none"> • Answers might refer to the establishment of the Dome of the Rock in Jerusalem and its promotion as a sacred site for Muslims. • Answers might argue that the fall of Damascus symbolised the conquest of Syria, a key area for the expansion of the empire. • Answers might argue that the fall of these cities was essential for the further increase of the empire in the Levant and eventually to Persia, although plague and famine meant these conquests did not follow on at once. 	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>Assess the reasons why pre-Islamic Arabia proved so receptive to Islam.</p> <ul style="list-style-type: none"> • Answers might argue that Mecca was an established trading centre and that once the Kaaba became a centre of worship, its leading families were happy to convert. • Answers might argue that Mohammed was an effective leader, who won over the leading tribes of Arabia. • Answers might argue to the economic advantages of conversion to Islam. • Answers might argue that Mohammed preferred to use persuasion, rather than force in conversion. • Answers might argue that as Islam gained strength it proved irresistible and the authority of Mohammed was vital, along with that of the Qur'an. 	20	<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 reasons. • At Level 5 and above 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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APPENDIX 1 – this contains the generic mark scheme grids.

	<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>
	1. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
2. Level 6 9–10 marks	3. 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.
4. Level 5 7–8 marks	5. 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.
6. Level 4 5–6 marks	7. 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.
8. Level 3 3–4 marks	9. 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.
10. Level 2 2 marks	11. 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.
12. Level 1 1 mark	13. 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.
14. 0 marks	15. 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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