GCE

History A

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

Advanced GCE

Mark Scheme for June 2019

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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.

1.   Here is the mark scheme for this question paper.

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1 a	• **EITHER** • **Which of the following was of greater importance in the establishment of Islam (i) The flight of the prophet Muhammed from Mecca (ii) The Constitution of Medina? Explain your answer with reference to (i) and (ii).** • **In arguing that (i) was of greater importance** answers may refer to the survival of Muhammed as a result of his flight after being threatened in Mecca. • Answers may refer to the development of his ideas in Medina such as the fast of Ramadan and the concept of *jihad*. • Answers may refer to the attacks on caravans from Mecca as the first military successes • **In arguing that (ii) was of greater importance,** answers could refer to the importance of such a compact where loyalty was to a community of religious believers and not to a tribe. • Answers could refer to the avowed establishment for a single united community. • Answers could consider the importance of the determination to stand united against unbelievers and that all disputes should be settled by reference to 'God and his apostle'.	10	• 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.

b*			**Assess the importance of tribalism in pre-Islamic Arabia.**	20	• No set answer is expected. • At higher levels candidates will focus on 'the importance' but at Level 4 may simply list factors associated with tribalism • At Level 5 there will be judgement as to the relative importance. • 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.
			• In arguing that tribalism was very significant, answers could argue that the lack of law enforcement agencies meant that good order depended on the principle of retaliation by the tribe if a wrong was committed. • Answers may discuss the impact of this aspect of tribalism in that all members of the tribe were prepared to fight if necessary. • Answers may argue that tribes had chiefs, often from one of the leading families but chosen on merit rather than birth and that this was reflected in Islamic leadership later. • Answers may consider how much power the chiefs could exercise and the financial implications of chieftain rule. • In arguing that tribalism was less important, answers might suggest that the powers of the chief were limited and in a nomadic society heads of families could defy the chief. • Answers may argue that tribalism was a system more suited to the Bedouin than to a more urban way of life • Answers may suggest that the development of commerce and its role in the growth of centres like Mecca, made tribalism less effective.		

2 a			OR • **Which of the following was of greater importance in the growth of the Umayyad Empire? (i) Relations with Christians (ii) Methods of government. Explain your answer with reference to (i) and (ii)** • **In arguing (i) was more important, answers might refer to** the lack of coercion applied to Christians and the continuation of Christian pilgrimages. • Answers might argue that the taxes paid by Christians were a useful source of income and so conversion was not necessarily encouraged • Answers might argue that the skills of Christians who had served in the Byzantine or Persian administrations were valued by the Umayyads. • **In arguing that (ii) was more important, answers might refer** to the lack of any government system among the nomadic tribes. • Answers might argue that the setting up of different departments and the keeping of proper records were vital to the development of the empire • Answers might consider that making Arabic the language of the whole area and having Arab currency enforced helped to unite the empire.	10	• 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.

2 b*			**Assess the reasons for the appeal of Islam in the period c. 620-632** • Answers could argue that in 630 Muhammed took control of Mecca and threw out the idols of the Kaaba, which suggested he had God's favour. • Answers could argue that Mohammed was the dominant power in Arabia and so Islam was being extended. • Answers could refer to the favourable terms which tribes who converted to Islam received from Muhammed. • 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.	• No set answer is expected. • At higher levels candidates will focus on 'assess' 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. •

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