Cambridge Assessment International Education

Cambridge International AS Level

ISLAMIC STUDIES **8053/12**

Paper 1 **October/November 2020**

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **10** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Band A

For questions out of 20	For questions out of 10	For questions out of 12	For questions out of 8
16–20*	**8–10**	**10–12**	**7–8**

A commendable answer for an eighteen-year-old; shows a high level of detailed and accurate knowledge, displayed with confidence, clear reasoning and relevance to the question; articulate, well-constructed. For 18, 19 and 20 marks shows evidence of independent interest or background reading.

*Examiners should award 19 or 20 as appropriate even though this must be handled with great care. A candidate's script may not be 'perfect', but if it is as good as may reasonably be expected from an A level student who had studied this Syllabus then it must be highly rewarded. However, if it becomes inevitable that a mark of 20 is to be awarded, the candidate must show a serious critical engagement in addition to all the other descriptors.

Band B

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
14 or 15	**8 or 9**	**7**	**6**

A very competent answer, with some evidence of critical judgement attempted; covers the main points in reasonable depth; relates the material coherently to the question on the paper, rather than writing about the topic in general.

Band C

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
12 or 13	**7**	**6**	**5**

Gives an adequate list of the main relevant information, without much additional comment or explanation; possibly a fair repetition of class/teacher's/textbook notes; answer may be uneven: good in parts but missing an important point or ignoring what the question is actually asking.

Band D

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
10 or 11	**6**	**5**	**4**

Shows a fair understanding of the topic; material mostly relevant, although lacking in detail and/or specific examples; possible weaknesses: misses one whole aspect of the question; writes only in a narrative style, 'telling the story'; ignores the set question apart from a final paragraph; presents material as a list rather than a sustained argument.*

*When this has happened because time was running out, it is important to pay careful attention to the quality of the 'list' given, and to look out for clues to understanding (which can be credited).

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Band E

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
8 or 9	**5**	**4**	**3**

Basic knowledge only, but what appears is fairly accurate; shows just enough understanding of the topic, though possibly not of the question being asked; possible weaknesses: a seemingly pre-prepared answer copied out; a short answer 'padded out' with irrelevant material; weakly argued, contains material which contradicts the accurate part, or in some other way raises doubts about the candidate's understanding.

It is particularly important to be fair at the lowest level. Differentiation must be as accurate as possible here as everywhere else across the mark range. There is a significant qualitative difference between an answer scoring 7 and one scoring 3.

Marking very weak answers is difficult because they tend to be weak in different, unpredictable and idiosyncratic ways. Some are 'last minute' answers from good candidates, abandoned for lack of time. The following are guidelines, but answers/scripts which are particularly problematic should always be referred to the Principal Examiner.

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
6 or 7	**4**	**3**	**2**

Knowledge too limited; answer thin on detail; understanding in doubt (of the topic itself and/or of what is being asked); standard of writing/approach to the question is more appropriate to O Level; very short.

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
4 or 5	**3**	**2**	**2**

A minimal attempt made to address the topic; recognition of several key terms (e.g. Hadith, Sunnah, Hijrah, ijma', Caliphate, Qur'an); a few sentences written which show evidence of recognising the topic/or show an attempt to give a 'common sense' answer; short.

For questions out of 20	For questions out of 12	For questions out of 10	For questions out of 8
2 or 3	**2**	**1**	**1**

Shows recognition of meaning of at least two key terms relevant to the question, even if what is written is incoherent or fails to make a point; one or two paragraphs only.

1 At least one sentence containing a pertinent point or key term and showing some understanding of its meaning/relevance.

0 No discernible relevance at all to the topic or the question.

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Question	Answer	Marks
1	**Describe <u>four</u> religious practices known from pre-Islamic Arabia, and explain:** **<u>either</u> why the Prophet Muhammad (pbuh) abolished them,** **<u>or</u> how he revised them to bring them into line with Islam.** Basic answers will give a few factual details about practices and may hint at why they were abolished or how they were revised, but they will not go much further. Fuller answers will add further details about the practices and will show signs of trying to explain their abolition or revision. More advanced answers will give fuller accounts of the practices, and they will explain their abolition or revision in ways that show awareness of the Islamic norms that dictated how they were treated. The fullest answers will develop this further to give clear accounts of the practices, and they will give explanations of how they were treated with the coming of Islam that contain hints of the relationship between them and Islamic norms.	**20**
2	**Explain how the Prophet Muhammad's actions in the period after his migration to Medina in 622 show that he conducted himself as a prophet and a statesman.** Basic answers will outline the Prophet's main activities in Medina, but they will not use them to focus on the required answer. Fuller answers will outline his activities and will attempt to use them to show how they portray him in the two roles. More advanced answers will select the most important activities and will comment on how each shows him in one or other role. The fullest answers will develop this further by adding detail about the ways in which his activities can be summed up under the two headings.	**20**

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Question	Answer	Marks
3(a)	**Explain why Abu Bakr is known as al-Siddiq.** Basic answers may give vague and incomplete factual details about the two caliphates. Fuller answers will give further facts and will attempt to give explanations about the two caliphs. More advanced answers will give explanations as required, supported by facts from the two caliphs' activities. The fullest answers will give concise and full explanations supported by apt accounts of the caliphs' activities.	**10**
3(b)	**Explain why 'Ali faced opposition during his caliphate.** Basic answers may give vague and incomplete factual details about the two caliphates. Fuller answers will give further facts and will attempt to give explanations about the two caliphs. More advanced answers will give explanations as required, supported by facts from the two caliphs' activities. The fullest answers will give concise and full explanations supported by apt accounts of the caliphs' activities.	**10**
4(a)	**Outline the parts played by the following in the compilation of the written Qur'an: Hafsa, Zayd ibn Thabit, 'Uthman.** Basic answers may give vague, inaccurate and incomplete details. Fuller answers will begin to identify the part played by each individual but will give mainly generalised accounts. More advanced answers will give clear details about each individual. The fullest answers will give accurate accounts of the part played by each individual, and they will say something about the way in which their separate parts combined to result in the Qur'an as it now is.	**12**

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Question	Answer	Marks
4(b)	**What evidence is there to support the claim that the Qur'an possessed by the early Muslim community was the same as the Qur'an received by the Prophet Muhammad (pbuh)?** Basic answers will make generalised statements containing little evidence. Fuller answers will show attempts to identify items of evidence, e.g. the agreement between memories and documents, but will not go beyond elementary accounts. More advanced answers will give details about the ways in which written documents were preserved from the earliest times. The fullest answers will develop these details further by pointing to such items as preserved documents, memorised passages and similar.	**8**
5	**Why do you think Surah al-Ikhlas (112) was said by the Prophet (pbuh) to be worth one third of the whole Qur'an?** Basic answers may show vague or simple knowledge of the surah and not much more. Fuller answers will give some detail about the contents of the surah. More advanced answers will give detailed accounts of the teachings of the surah and will make some reference to what it says about divine unity (tawhid). The fullest answers will outline the teachings of the surah and explain in some detail its teachings about divine unity.	**20**
6	**Making use of the passages set for detailed study, outline the various ways in which the Qur'an presents the theme of prophethood.** Basic answers will give outline accounts of the main contents of the passages about figures such as Moses and Jesus, but without going into detail. Fuller answers will give accounts of some main figures, but they will not show much detailed knowledge of what the set passages teach about them. More advanced answers will show more detailed knowledge of the teachings in the passages, and they will hint at the different ways in which they present the idea of prophethood. The fullest answers will present one or more set passages clearly linked with a theme such as: condemnation of polytheism, discovery of one God, miraculous proofs being sent by God.	**20**

Question	Answer	Marks
7	**Explain how observance of each of the Five Pillars of Islam brings Muslims closer to God.** Basic answers will list the Pillars and say a little about what they teach or what some of them entail. Fuller answers will describe the Pillars in outline and will hint at how they relate the individual to God. More advanced answers will outline the observances denoted in each Pillar and will show in detail how they direct the believer towards God. The fullest answers will outline what is required by each Pillar, and they will give a concise and confident account of how they each relate the believer to God.	**20**
8(a)	**Outline the main observances of 'Id al-Fitr and 'Id al-Adha.** Basic answers will give general outlines of the festivals with hardly any detail. Fuller answers will give outlines in more detail, but still general in character. More advanced answers will give full outlines with all the required details. The fullest answers will give clear and concise accounts, showing confidence in description.	**12**
8(b)	**Explain how these two observances bring the Muslim community closer together.** Basic answers will make generalised statements containing little explanation of the communal elements. Fuller answers will attempt to explain, but without focusing fully on the communal elements. More advanced answers will identify communal elements in the observances. The fullest answers will place their main focus on the communal elements in the observances and give clear explanations of how, through joint action and joint memory, the community is strengthened.	**8**

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Question	Answer	Marks
9	**How does belief in Resurrection and the Day of Judgement affect Muslims in their everyday lives?** Basic answers will give little more than generalised accounts of the Article of Faith. Fuller answers will touch on the moral effects of the belief but will still be mainly descriptive. More advanced answers will link moral conduct now with awareness of the eternal consequences. The fullest answers will make clear links between action now and awareness of moral principles set in the Qur'an and the Sunnah.	**20**
10	**Many hundreds of Qur'an commentaries have been written in different times and places. What do you think is the need for so many?** Basic answers may contain little more than the names of a few commentators or similar. Fuller answers will give details of a few commentaries (e.g. Ibn Kathir, the Jalalayn), but will not address the issue of multiple commentaries. More advanced answers will hint at the need to understand the Qur'an in different times and places. The fullest answers will refer to the challenges presented by the difficulties in the vocabulary, the grammar and the teachings of the Qur'an, and the need of people from different cultures to make sense of it.	**20**
11	**The legal scholar al-Shafi'i said that the Qur'an and the authentic Sunnah never contradict each other. Explain why the two harmonise so closely together.** Basic answers may make descriptive mentions of al-Shafi'i and maybe his teachings. Fuller answers will give fuller accounts of al-Shafi'i's teachings but will not begin to answer the question. More advanced answers will begin to explain how the Sunnah is the outcome of the Prophet's life modelled on the Qur'an. The fullest answers will explain clearly how al-Shafi'i understood that the Prophet (pbuh) lived according to the Qur'an, so that his words and actions complied with it and were embodiments of it.	**20**

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Question	Answer	Marks
12	**'The Shari'ah is central in importance to Muslims in today's world.' Give reasons to agree or disagree with this statement.** Basic answers will make statements about the necessity of living by the Shari'ah, without analysing the statement in the question. Fuller answers will give illustrations of the Shari'ah in practice. More advanced answers will point to the problems of putting the Shari'ah into practice. The fullest answers will express a clear view about the importance of the Shari'ah for Muslims and will focus on the difficulties of following it or adapting it.	**20**

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