Cambridge International A Level

Cambridge Assessment International Education
Cambridge International Advanced Level

ISLAMIC STUDIES **9013/22**

Paper 2 **October/November 2018**

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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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 12	For questions out of 8
16–20*	**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.

Band B

For questions out of 20	For questions out of 12	For questions out of 8
14 or 15	**8 or 9**	**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 8
12 or 13	**7**	**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 8
10 or 11	**6**	**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.

Band E

For questions out of 20	For questions out of 12	For questions out of 8
8 or 9	**5**	**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.

For questions out of 20	For questions out of 12	For questions out of 8
6 or 7	**4**	**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.

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For questions out of 20	For questions out of 12	For questions out of 8
4 or 5	**3**	**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 8
2 or 3	**2**	**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	**Explain why significant changes were made to the caliphate under the Umayyad dynasty.** Basic answers will give a few factual details about the state under the Rightly Guided Caliphs and Umayyads, but not much more. Fuller answers will add further factual details, and will show hints. More advanced answers will include discussions about the different natures of the two forms of government, e.g. elected v. dynastic; based on prophetic precedent v. political pragmatism, but will not say much about the reasons. The fullest answers will include comprehensive accounts of the differences, and will offer explanations as the need for stability through dynastic succession, the recognition of a multi-cultural state, sustained encounter with non-Islamic powers. They may also question whether there were many differences in actuality.	**20**

Question	Answer	Marks
2	**It is often said that the ʿAbbasids were more 'Islamic' than the Umayyads. Do you agree? Give reasons to support your view.** Basic answers will talk about e.g. the change of dynasties, but will not give fuller answers. Fuller answers will give more complete factual details about differences between the regimes. More advanced answers will refer to the 'unreligious' character of the Umayyads, and will contrast the ʿAbbasids with them. The fullest answers show how the two dynasties differed, and will express a clear judgement with full support. They may also challenge the premise of the question.	**20**

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Question	Answer	Marks
3(a)	**Outline the main achievements of any <u>three</u> of the following caliphs: ʿAbd al-Malik, Harun al-Rashid, al-Maʾmun, al-Mutawakkil.** Basic answers will give sketchy and incomplete factual details about the chosen caliphs. Fuller answers will give further facts, but will remain general. More advanced answers will give a range of descriptive details about the three chosen caliphs. The fullest answers will give complete accounts of the three chosen caliphs and will set them in their respective contexts.	**12**
3(b)	**Explain the importance of the office of caliph in the Umayyad and early ʿAbbasid state.** Basic answers will give sketchy details of a factual nature. Fuller answers will give further details, but will remain factual. More advanced answers will begin to explain the centrality of the caliph as head and symbol of government. The fullest answers will add arguments to show the dependence of the state on the caliph as representative of the Prophet (pbuh) and source of legitimacy.	**8**

Question	Answer	Marks
4	**'Al-Shafiʿi is often seen as the most important of the founders of the four Islamic law schools.' Explain whether you agree or disagree with this opinion.** Basic answers will show awareness of al-Shafiʿi but not expand much beyond this. Fuller answers will still be mainly factual, but will try to bring in other scholars. More advanced answers will refer in detail to the achievement of al-Shafiʿi, and will begin to evaluate him against other founders of legal schools. The fullest answers will contain confident accounts of the work of al-Shafiʿi and others, and include explanations for choosing him or another scholar.	**20**

Question	Answer	Marks
5	**Numerous collections of the Prophet's Sunnah were made in the first three centuries of Islam. Why were the Six Canonical Collections (the *Sahih Sittah*) eventually judged more reliable than any others?** Basic answers will offer only sketchy accounts of collections made in the first few centuries of Islam. Fuller answers will give more detailed accounts, and may give a few names. More advanced answers will give explanations of the methods used by the compilers of various collections, and will argue for the superiority of the compilers of the canonical collections. The fullest answers will explain the rigour of al-Bukhari, Muslim and other compilers of the six canonical collections, and argue clearly, with examples, for the greater reliability of these collections.	**20**

Question	Answer	Marks
6(a)	**Give an outline of the main characteristics of the Muʿtazilah school of theologians.** Basic answers will give a general identification of who the Muʿtazilah were. Fuller answers will give more details but will still be general in what they contain. More advanced answers will refer to the emphasis in the school on reason, and may refer to the five principles. The fullest answers will detail the five principles and emphasise the importance of rational analysis in the school, possibly comparing them with Muslim opponents.	**12**
6(b)	**Why did the influence of the Muʿtazilah decline in the later ninth and tenth centuries?** Basic answers will not go far beyond referring to the overthrow of the Muʿtazilah by al-Ashʿari. Fuller answers will give more details but will still be general in what they contain. More advanced answers will refer to the over-emphasis on reason in the school, and refer to the threat to the centrality of the Qur'an. The fullest answers will refer to the lack of political support behind the school, the growing influence of more conservative thinkers (followers of Ahmad ibn Hanbal), and the changed emphasis on sources of knowledge from reason to revelation.	**8**

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Question	Answer	Marks
7(a)	**Give an account of the massacre of the Imam Husayn and his family at Karbalaʾ.** Basic answers will give only sketchy outline accounts. Fuller answers will begin to fill in details but will still be general. More advanced answers will describe the events leading up to the massacre and the main events of Karbalaʾ itself. The fullest answers will give complete and accurate descriptions of the event itself and the events leading up to it.	**12**
7(b)	**Explain the significance of Husayn's death for Shiʿi Muslims**. Basic answers will not go far beyond facts. Fuller answers will begin to explain the political consequences. More advanced answers will explain the political consequences, and show some understanding of the spiritual significance for Shiʿis. The fullest answers will discuss the spiritual significance, referring to Husayn dying for truth and right.	**8**

Question	Answer	Marks
8	**With reference to at least <u>two</u> Sufis, explain how Sufism differed from other forms of Islam in the early Islamic era.** Basic answers will give an outline account of the main elements of Sufism. Fuller answers will give a more accurate account and may include names, but will not begin to address the question. More advanced answers will show how Sufism is distinctive in a variety of ways, and will include some discussion of individual Sufis. The fullest answers will give a complete and accurate account of Sufi distinctiveness, with references to the two individuals woven into the discussion as examples.	**20**

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Question	Answer	Marks
9	**By referring to the concepts of reason and revelation, explain the main differences between Muslim philosophers and theologians.** Basic answers will give some hazy details about philosophy in Islam and may refer to theologians. Fuller answers will begin to distinguish between the two, but in general terms without much inclusion of the principle of reason. More advanced answers will show how the emphasis on reason is the main distinguishing feature of philosophers, and show how theologians differed. The fullest answers will introduce the concepts of reason and revelation, and discuss the tensions between the two trends with regard to these.	**20**

Question	Answer	Marks
10	**How do the teachings of the Salafis differ from the teachings of the followers of Sir Sayyid Ahmad Khan?** Basic answers will do little more than identify the opposing groups in general terms. Fuller answers will give more detailed and accurate accounts of the two groups. More advanced answers will refer to the fundamental principles of the two groups, the one focusing on the example of the first generations of Muslims and the other on knowledge that is valid no matter what its source. The fullest answers will make confident distinctions between the two, explaining clearly and concisely the differences in principle between them.	**20**

Question	Answer	Marks
11	**'Muslim understandings of God are closer to those of Judaism than to those of Christianity.' Explain the meaning of this statement, and say whether you agree with it.** Basic answers will begin to identify differences, but will not progress very far. Fuller answers will identify differences, referring to the Trinity maybe, but will not progress far in outlining the beliefs in God of the three faiths. More advanced answers will show the beginnings of engagement with the differences, and will offer some measure of comparison. The fullest answers will make clear comparisons and will give reasons for agreeing or disagreeing with the statement in the question.	**20**

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Question	Answer	Marks
12(a)	**Outline the main teachings of the Qur'an about women.** Basic answers will give a few of the teachings about women in the Qur'an. Fuller answers will give more detail about the teachings of the Qur'an. More advanced answers will add fuller details and may support these with Qur'an references or quotations. The fullest answers will give full accounts, with references and illustrations explicitly supporting the points made.	**12**
12(b)	**By referring to <u>one</u> or <u>two</u> countries with Islamic populations, explain how far these teachings are followed in Muslim societies today.** Basic answers will give a few details about the place of women in the chosen country or countries. Fuller answers will give more detail about the chosen society or societies. More advanced answers will explain how the Qur'an underpins regulations governing the place and activities of women. The fullest answers will discuss in detail how far the place and activities of women conform to the Qur'an, and will make comments about the extent to which the Qur'an is followed or ignored.	**8**

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