



Cambridge International A Level

ISLAMIC STUDIES

9013/22

Paper 2

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.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **9** printed pages.

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.

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.

*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 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.*

*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).

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.

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 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.

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.

Question	Answer	Marks
1(a)	<p>Outline the main political events through the first decades of the eighth century that led up to the overthrow of the Umayyad dynasty.</p> <p>Basic answers may give a few details but will be uncertain about their meaning.</p> <p>Fuller answers will add further details about the last Umayyad rulers, but they will only show surface understanding of the factors involved in their rule.</p> <p>More advanced answers will identify the key events in the decline of the Umayyads.</p> <p>The fullest answers will identify clearly the key events and show how they contributed to the decline of the Umayyads.</p>	12
1(b)	<p>Explain why the change from the Umayyad to the ‘Abbasid dynasty took place so relatively easily.</p> <p>Basic answers will give a few descriptive details about the change.</p> <p>Fuller answers will add further details but will not begin to explain the transition.</p> <p>More advanced answers will discuss factors such as weaknesses in Umayyad rule and disaffection among non-Arabs, and the vigour of the ‘Abbasid leadership and their claims to legitimacy.</p> <p>The fullest answers will examine both internal and external factors in the overthrow.</p>	8
2	<p>‘For the first century of their rule the ‘Abbasid caliphs maintained personal control over the state. After this, their personal power diminished quickly.’ Give reasons to agree or disagree with this statement.</p> <p>Basic answers may show superficial understanding of the question.</p> <p>Fuller answers will outline the main events of this period, but not go further.</p> <p>More advanced answers will detail a series of factors to explain the loss of power.</p> <p>The fullest answers will give clear reasons to agree or disagree with the statement.</p>	20

Question	Answer	Marks
3	<p>Which of the early ‘Abbasid caliphs built up the most powerful state? Explain your choice.</p> <p>Basic answers will be unclear about their choice of caliph.</p> <p>Fuller answers will identify a caliph and will describe his rule.</p> <p>More advanced answers will describe the chosen caliph’s rule in detail, and will include justifications for the choice made. They will particularly refer to the power built up by that Caliph and exercises in the state.</p> <p>The fullest answers will give clear and confident reasons for the choice of caliph.</p>	20
4(a)	<p>Outline the main differences between the principles of Maliki, Shafi’i and Hanbali legal scholars.</p> <p>Basic answers will give only brief and vague details.</p> <p>Fuller answers will begin to outline the distinctive principles of the three schools.</p> <p>More advanced answers will give clear accounts of the differences.</p> <p>The fullest answers will give confident and full accounts of the differences.</p>	12
4(b)	<p>Explain why Hanbali scholars reject many of the methods favoured by Hanafis, Malikis and Shafi’is.</p> <p>Basic answers may not show understanding of the reasons for the Hanbali rejection.</p> <p>Fuller answers will show some awareness of the differences between the schools but will give only hazy explanations of the Hanbali rejection.</p> <p>More advanced answers will explain the Hanbali emphasis on the Qur’an, and the resulting rejection of other sources of legal thinking.</p> <p>The fullest answers will develop these details further.</p>	8
5	<p>Explain why the two Hadith collections of al-Bukhari and Muslim ibn al-Hajjaj are generally thought to be more reliable than any other Hadith collections.</p> <p>Basic answers will begin to describe the methods used to collect and authenticate Hadiths by these two <i>muhaddiths</i>.</p> <p>Fuller answers will give further descriptive details.</p> <p>More advanced answers will explain how the methods used by the two <i>muhaddiths</i> led to reliable Hadiths.</p> <p>The fullest answers will add detail and accuracy to this.</p>	20

Question	Answer	Marks
6	<p>Explain the main differences between the religious teachings of the Mu'tazilah and the followers of Abu al-Hasan al-Ash'ari.</p> <p>Basic answers will not show much awareness of the differences.</p> <p>Fuller answers will mention reason and revelation, but not go much further.</p> <p>More advanced answers will give fuller detail about the importance of reason and revelation in the two groups.</p> <p>The fullest answers will give clear accounts of the importance of reason to the Mu'tazilah and revelation to the Ash'arites, and they will go into detail about how these are used to justify several religious teachings held by each group.</p>	20
7	<p>Explain the main differences between the position of Khalifah in Sunni Islam and the position of Imam in Shi'i Islam.</p> <p>Basic answers will give vague outlines of the two positions.</p> <p>Fuller answers will describe the two positions but without explanations of the differences between them.</p> <p>More advanced answers will outline the two positions and refer to such distinctive features as: the Khalifah ruling through contract with the people and the Imam being a descendant of 'Ali; the Khalifah enjoined to uphold the Sunnah; and the Imam giving inspired teachings.</p> <p>The fullest answers will outline distinctions such as these and may raise questions over whether they actually make a difference in practice.</p>	20
8	<p>Why was Sufism frequently opposed in the early Islamic period?</p> <p>Basic answers will give general descriptive outlines of the character of Sufism.</p> <p>Fuller answers will give outlines in more detail, but they will still be general.</p> <p>More advanced answers will begin to explain how Sufis were suspected of trying to blur the distinction between the human and the divine. They might explain some other criticisms made against some Sufis.</p> <p>The fullest answers will add to such explanations references to individual Sufis and other specific details.</p>	20

Question	Answer	Marks
9	<p>Explain why Muslim theologians such as al-Ghazali thought the philosophers were mistaken.</p> <p>Answers might focus on al-Ghazali because of his celebrated condemnation of philosophers for particular errors. The question could also be answered in other ways, without mentioning al-Ghazali.</p> <p>Basic answers will give generalised accounts of medieval philosophy.</p> <p>Fuller answers will outline the characteristics of philosophy, and may hint at the differences between these and religious teachings (e.g. that the world is eternal).</p> <p>More advanced answers will identify major points of divergence between philosophy and theology.</p> <p>The fullest answers will set out the main differences and explain how these threatened religious teachings based on the Qur'an.</p>	20
10	<p>Which of the following do you think has contributed most to the development of Islam in present times: Sayyid Ahmad Khan, Muhammad Iqbal, Abu A'la al-Mawdudi? Give reasons for your choice.</p> <p>Basic answers will give descriptive accounts of one or more scholars.</p> <p>Fuller answers will begin to list the merits of the chosen scholar.</p> <p>More advanced answers will explain how the chosen scholar contributed to Islam.</p> <p>The fullest answers will provide arguments, possibly with some comparisons, to show how the chosen scholar is distinguished for the way in which he has applied Islam to problems and issues current in his own lifetime.</p>	20
11(a)	<p>Outline the main teachings of the Qur'an about the relationship between Islam and other faiths.</p> <p>Basic answers will give vague and generalised accounts.</p> <p>Fuller answers will give generally accurate accounts, mostly based on the Qur'an.</p> <p>More advanced answers will give accurate and precise accounts.</p> <p>The fullest answers will give accurate and precise accounts, with references to specific teachings of the Qur'an and maybe some quotations.</p>	12

Question	Answer	Marks
11(b)	<p>Explain how these teachings can influence Muslims who live alongside followers of other faiths.</p> <p>Basic answers will be descriptive without providing any explanation.</p> <p>Fuller answers will attempt to apply the Qur'an to the present context but haltingly.</p> <p>More advanced answers will show how the Qur'an can provide guidelines for Muslims living with others.</p> <p>The fullest answers will show how the Qur'an can provide a model for joint living, and indicate limits which Muslims should not cross.</p>	8
12(a)	<p>Outline the main challenges faced by Muslims living in non-Muslim societies who try to stay loyal to the teachings of their faith.</p> <p>Basic answers will give generalised accounts about particular challenges.</p> <p>Fuller answers will begin to identify individual difficulties such as fulfilling their prayer on time.</p> <p>More advanced answers will clearly identify a number of difficulties.</p> <p>The fullest answers will identify a number of difficulties and explain them clearly.</p>	12
12(b)	<p>Explain how the experiences of the first generation of Muslims provide a model for Muslims living in non-Muslim societies.</p> <p>Basic answers will describe the conditions under which the first Muslims lived.</p> <p>Fuller answers will attempt to apply the experiences of the first Muslims to the present.</p> <p>More advanced answers will make clear connections between the first Muslims and Muslims in non-Muslim societies today.</p> <p>The fullest answers will go on to raise questions such as whether Muslims in non-Muslim societies can live like the first Muslims or will have to compromise.</p>	8