

## **GCE**

### **History A**

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

Advanced GCE

### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2021

**Annotations**

Annotation	Meaning of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following contributed more to the expansion of Islam under Umar ibn al-Khattab?</b></p> <p>(i) The treatment of non-Muslims (ii) (ii) The fall of Damascus and Jerusalem.</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that (i) contributed more</b> answers may refer to the trust shown towards Syrians in using them to garrison border towns.</li> <li>• Answers may refer to the guarantees of freedom of worship given to the vanquished.</li> <li>• Answers may refer to the collection of taxes being left in the hands of locals.</li> <li>• Answers may refer to how the Nestorian Christians welcomed the Arabs.</li> <li>• <b>In arguing that (ii) contributed more</b>, answers could refer to the fact the emperor Heraclius abandoned Syria after the fall of Damascus.</li> <li>• Answers could refer to the symbolic importance of Jerusalem for Islam and the implication that its capture showed God's favour.</li> <li>• Answers may also contrast this with the symbolic blow it struck for Byzantium.</li> <li>• Answers could consider the role of Damascus as the administrative capital of Syria.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</li> <li>• 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.</li> </ul>

	(b)*	<p><b>How far was the dominance of Mecca c.570-620 the result of trade?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that trade was the most important factor</b></li> <li>• Answers may suggest that Mecca was established as a trading centre by the Quraysh tribe.</li> <li>• Answers may discuss the development of the fairs at Mecca as a result of its religious status as a neutral area, where trade could be safely carried on.</li> <li>• Answers may argue that Mecca needed to import food as agriculture was very difficult and, as the city grew, so did the demand for food.</li> <li>• Answers may argue that trade attracted various tribes to Mecca.</li> <li>• <b>In arguing that other factors promoted the domination of Mecca</b></li> <li>• Answers may suggest that the warfare between the Byzantines and the Sasanids helped Mecca to thrive.</li> <li>• Answers may argue that the Quraysh made alliances with other tribes, as they had no standing army.</li> <li>• Answers may suggest that religious and strategic factors were largely important in that they facilitated trade.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'how far' but at Level 4 may simply list the factors helping Mecca to become dominant.</li> <li>• At Level 5 there will be judgement as to the relative importance of the reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the degree of importance.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• 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.</li> </ul>
--	------	--	----	---

2	(a)	<p><b>Which of the following had the greater effect on pre-Islamic Arabia?</b></p> <p>(i) Religious beliefs (ii) Tribalism</p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing (i) was more important, answers might refer to</b> the wide variety of beliefs in Arabia at this time, making some degree of toleration essential.</li> <li>• Answers might argue that the beliefs in many gods and in the power of idols was an important influence and that different deities had a very localised role.</li> <li>• Answers might argue that both Christianity and Judaism were present in Arabia so monotheism was known to the Arabs.</li> <li>• <b>In arguing that (ii) was more important, answers might refer to</b> the importance of tribal identities and the loyalty to tribe above all.</li> <li>• Answers might argue that when it was in their interests the tribes could act together as a strong unit, but they had no processes for government outside the tribal structure.</li> <li>• Answers might consider that the Arab tribes had a strong sense of kinship and a common language and that some remained nomadic while others were settled.</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</li> <li>• 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.</li> </ul>
---	-----	---	----	--

2	(b)*	<p><b>'Internal feuding was the cause of the decline of the Umayyad Empire.' How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that internal feuding was the cause</b></li> <li>• Answers could argue that the hostility between the Qays and Yaman who vied for influence damaged the empire.</li> <li>• Answers could argue that the recently conquered people in Iraq remained hostile to the regime and this was linked to the replacement of their Yamani governor.</li> <li>• Answers could argue that the caliph Al-Walid favoured the Qays and was so unpopular he was murdered.</li> <li>• Answers may refer to the fitna or civil wars.</li> <li>• <b>In arguing that other factors contributed to the decline of the empire</b></li> <li>• Answers could refer to the financial problems which arose from the belief that taxation should be spent in the provinces where it was raised.</li> <li>• Answers could suggest that the Syrian army had come under strain in the wars in Iraq.</li> <li>• Answers could argue that the Umayyads were finally overthrown in battle, but their support for the Qays and hostility to the Yamanis had created opposition.</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on 'assessing' the causes but at Level 4 may simply list reasons for the decline.</li> <li>• At Level 5 there will be judgement as to the relative importance of reasons.</li> <li>• At higher levels candidates might establish criteria against which to judge the reasons for decline.</li> <li>• To be valid judgements, claims must be supported by accurate and relevant material, if not they are assertions.</li> <li>• 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.</li> </ul>
---	------	--	----	---

APPENDIX 1 – this contains a generic mark scheme grid

	<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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 9–10 marks	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.
<b>Level 5</b> 7–8 marks	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.
<b>Level 4</b> 5–6 marks	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.
<b>Level 3</b> 3–4 marks	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.
<b>Level 2</b> 2 marks	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.
<b>Level 1</b> 1 mark	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.
0 marks	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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored