
ISLAMIC STUDIES

9013/22

Paper 2

October/November 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **11** printed pages.



Cambridge Assessment
International Education

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	Many of the early Umayyad caliphs were very successful in expanding the early Muslim state and maintaining its political unity. Why, then, were they usually regarded as un-Islamic in later times? Basic answers will give a few factual details about the Umayyad dynasty or the expansion of the state under them, but will not go much further. Fuller answers will add further details and will show signs of trying to engage with the problem in the question. More advanced answers will discuss political and military success, versus religious indifference. The fullest answers will detail the successes of the dynasty and the accusations of religious indifference made against them, and will come to a reasoned explanation for the later accusations.	20

Question	Answer	Marks
2(a)	Outline Mu'awiya's rise to power as caliph of the early Muslim state. Basic answers will give a sketchy and maybe only partial account. Fuller answers will give more complete factual details, and attempt to trace his career from his time in Mecca. More advanced answers will elaborate on these details and will cover all the main stages of his life. The fullest answers will ensure that all the main elements in his career are covered accurately and succinctly.	12
2(b)	Explain whether his decision to nominate his son as his successor, and start a dynasty, was good for Islam or not. Basic answers will give mainly descriptive accounts of the early Umayyad succession. Fuller answers will give more detailed descriptions and will mention the dynastic development but without details. More advanced answers will set out the arguments on either side and give an opinion. The fullest answers will set out the arguments and will come to a conclusion, taking religious and pragmatic factors into account.	8

Question	Answer	Marks
3	The first ‘Abbasid caliph moved the capital from Damascus to his new city of Baghdad. Why did he decide to do this, and what effect, if any, did this have on the Islamic state? Basic answers will give sketchy factual details about the move and little more. Fuller answers will give further facts, but will not supply satisfactory reasons. More advanced answers will give fuller accounts of the move and how it reflected power changes in the rule of the state, and will evaluate the effects. The fullest answers will give confident explanations for the move, and also outline the consequences.	20

Question	Answer	Marks
4(a)	Outline the use of the Hadith in the legal teachings of any <u>two</u> of the founders of the Sunni law schools. Basic answers will give sketchy and incomplete accounts of how the Hadith feature in the two founders’ thought. Fuller answers will begin to show how the Hadith function as part of a larger structure. More advanced answers will give full explanations of the place of the Hadith in the founders’ teachings. The fullest answers will give accurate accounts of the ways in which the Hadith support other sources of law in the overall structures of the two founders’ thought.	12
4(b)	Explain how <u>one</u> of these two founders understood the relationship between the Qur’an and the Hadith. Basic answers will give only outline indications of the relationship between the two sources. Fuller answers will focus more fully on the chosen founder and begin to show how in his teachings in particular the two sources function together. More advanced answers will give a clearer account of the thought of the chosen founder. The fullest answers will give a confident explanation of the relationship between the two sources, and connect them clearly with the distinctive teachings of the founder.	8

Question	Answer	Marks
5	Why are the compilations of Hadith made by al-Bukhari, Muslim ibn al-Hajjaj and their contemporaries more useful for legal purposes than compilations made earlier? Basic answers will do little more than identify these compilers and sketch out their work. Fuller answers will give more detailed but still general accounts of what these compilers did. More advanced answers will draw a distinction between the <i>musannaf</i> and <i>musnad</i> compilations, and will begin to address the question why the former is more useful in legal thinking. The fullest answers will go further in explaining the difference between the two types of compilation and will address fully the use of accessibly arranged Hadiths in legal thinking.	20

Question	Answer	Marks
6	The Mu‘tazilah favoured the use of reason in religious thinking. Explain why some Muslims thought this a threat to Islam as a faith. Basic answers will do little more than begin to identify the Mu‘tazilah as a distinctive religious school. Fuller answers will begin to say why they were condemned but will not get very far. More advanced answers will refer to the tension between revelation as an objective source of knowledge and reason as a subjective source. The fullest answers will address this tension square on, and explain why the school threatened the supremacy of the Qur’an and hence the distinctive character of Islam.	20

Question	Answer	Marks
7(a)	Outline the role of the figure of the Imam in Shi'i Islam as teacher, model and spiritual guide. Basic answers will identify the figure of the Imam, but will not say much about him. Fuller answers will give historical accounts of the Imams, but will not develop the idea of their inspired status very far. More advanced answers will provide detailed accounts of the unique position of the Imams as inspired teachers and individuals. The fullest answers will show how Shi'is rely on the Imams, and may draw comparisons between them in Shi'i Islam and the Sunnah in Sunni Islam.	12
7(b)	Explain the significance of the Twelfth Imam in Shi'i Islam. Basic answers will do no more than say who the Imam was. Fuller answers will say more, particularly about his disappearance rather than death. More advanced answers will explore the implications of his continuing existence. The fullest answers will explain how the presence of the Imam as guardian guarantees their safety.	8

Question	Answer	Marks
8(a)	Outline the main structure and themes of al-Ghazali's <i>Ihya' 'Ulum al-Din</i> ('The Revival of the Religious Sciences'). Basic answers will give elementary and only sketchy accounts of the work. Fuller answers will give some idea of its structure and main themes. More advanced answers will give a clear idea of its structure and a general idea of its contents. The fullest answers will provide succinct and clear descriptions of the outline and main contents of the work.	12

Question	Answer	Marks
8(b)	Why is this often thought to be one of the most important books ever written by a Muslim? Basic answers will tend to repeat descriptive details of the work. Fuller answers will give generalised praise for it, but not go much further. More advanced answers will begin to allude to the combination in the work of actions required by the religious law with spiritual reasons for performing them. The fullest answers will give clear accounts of these two levels of the work, maybe supported by examples.	8

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 do no more than make elementary distinctions between theologians and philosophers. Fuller answers will go further in outlining the differences between them, but will still be largely descriptive. More advanced answers will begin to explore the implications of placing emphasis on either reason or revelation. The fullest answers will explain clearly the difference between relying on personal rational insight and teachings acknowledged as authoritative by the group.	20

Question	Answer	Marks
10(a)	Outline the major differences between Salafi thinking and the teachings of Muhammad Abduh. Basic answers will maybe identify the two, but will not go much further. Fuller answers will give clearer identifications, but will not make the differences clear. More advanced answers will refer to the Salafis going back to the precedents of the first generations, and Muhammad Abduh confronting modernity. The fullest answers will give clear accounts of this distinction between reversion to precedent and acceptance of changed realities.	12

Question	Answer	Marks
10(b)	Which in your opinion is more suited to meet current needs in the world? Give reasons for your answer. Basic answers will choose one or other, but will not be able to explain why. Fuller answers will begin to discuss the relationship between the two forms of Islam represented and modernity. More advanced answers will explore this relationship more fully, without leaping to assumptions. The fullest answers will provide confident reasons for choosing one or the other.	8

Question	Answer	Marks
11	Explain how Muslims, who live in countries where the majority are non-Muslims, can both participate in wider society and also remain committed to the teachings of Islam. Basic answers will describe Muslims living in minority situations, but will not show appreciation for the tension set out in the question. Fuller answers will allude to this tension, but will only provide examples to show how it has been resolved. More advanced answers will combine arguments and examples to show how Muslims attempt to navigate this problem. The fullest answers will refer to the challenge as real, and will provide relevant examples to support concise arguments to show ways forward.	20

Question	Answer	Marks
12(a)	The Qur'an directs that Muslim men and women should dress modestly. Outline how Muslims in a country or community you know put this into practice. Basic answers will give only brief and outline descriptions of ways of observing modesty. Fuller answers will give more detail, but without relating their accounts to a specific place. More advanced answers will go into some detail to show how modes of dress meet the needs of modesty. The fullest answers will provide detailed descriptions of modest dress, which may include non-traditional forms.	12

Question	Answer	Marks
12(b)	In terms of modesty in the way they dress, do you think Muslim women are treated equally to men? Basic answers will not show full awareness of the problem in the question. Fuller answers will begin to show reasons for agreeing or disagreeing with the question. More advanced answers will give persuasive reasons to support their view. The fullest answers will give clear and cogent arguments, and will quote from the Qur'an or refer to relevant verses.	8