

ISLAMIC STUDIES

9013/13

Paper 1

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.

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	<p>By referring to the beliefs and customs of the pagan Meccans, explain why the new teachings delivered by the Prophet Muhammad (pbuh) caused them to reject him so violently.</p> <p>Basic answers will give a few factual details, but will not go much further.</p> <p>Fuller answers will add further details and will show signs of trying to explain how the new teachings of Islam conflicted with current pagan beliefs.</p> <p>More advanced answers will give fuller accounts of the religious differences and will add a little about the commercial implications of the abandonment of old beliefs.</p> <p>The fullest answers will give explanations of the religious, social and commercial conflict between the old and the new, based on appropriate factual evidence.</p>	20

Question	Answer	Marks
2(a)	<p>Outline the ways in which the Muslim community interacted with the ‘Hypocrites’ (<i>Munafiqun</i>) and Jews in Medina.</p> <p>Basic answers will contain fragmentary descriptions of the Muslim interactions with these two elements of Medinan society.</p> <p>Fuller answers will give more complete factual details.</p> <p>More advanced answers will elaborate on these details and will mention the differences in religious outlook between the elements, and the potential tension between them.</p> <p>The fullest answers will contain rounded but concise accounts of the progress of the relations between 622 and 632.</p>	12
2(b)	<p>Explain why the Prophet (pbuh) changed in his attitudes towards either the ‘Hypocrites’ or the Jews.</p> <p>Basic answers will give mainly descriptive accounts of the change in relations.</p> <p>Fuller answers will give more detailed descriptions of these changes.</p> <p>More advanced answers will show signs of explaining the changes.</p> <p>The fullest answers will contain rounded discussions of the changes, and refer to loyalty in battles as well as differences in beliefs.</p>	8

Question	Answer	Marks
3(a)	<p>What aspects of ‘Umar’s caliphate caused him to be remembered by many as a strict and severe ruler?</p> <p>Basic answers will give sketchy and incomplete factual details about the main activities for which ‘Umar is remembered.</p> <p>Fuller answers will give further facts, and will draw attention to events and decisions that could be regarded as severe.</p> <p>More advanced answers will give fuller accounts of ‘Umar’s rule, with a few illustrative examples.</p> <p>The fullest answers will give concise and full accounts, with examples, of the main decisions taken by ‘Umar and the main events in which he was involved that contributed to this reputation.</p>	12
3(b)	<p>Was this judgement fair? Give reasons to support your answer.</p> <p>Basic answers will maybe simply deny the judgement but without giving reasons.</p> <p>Fuller answers will show signs of understanding the judgement and will begin to evaluate it.</p> <p>More advanced answers will assess the judgement, and will attempt to come to a conclusion.</p> <p>The fullest answers will come to a balanced judgement, justified by factual evidence.</p>	8

Question	Answer	Marks
4(a)	<p>Outline the process through which the Qur'an came to be a written book from the time of the Prophet (pbuh) to the time of the Caliph ‘Uthman.</p> <p>Basic answers will give only sketchy, inaccurate and incomplete narrative accounts.</p> <p>Fuller answers will begin to identify the various stages, but will still give mainly generalised accounts.</p> <p>More advanced answers will give detailed narratives, identify individuals and stages.</p> <p>The fullest answers will give accurate accounts of the main stages in the process, with correct factual details and without irrelevances.</p>	12

Question	Answer	Marks
4(b)	<p>Explain in detail how the first Muslims ensured the written text of the Qur'an corresponded to the recitations delivered by the Prophet (pbuh).</p> <p>Basic answers will give only outline indications of the steps taken to ensure accuracy.</p> <p>Fuller answers will still be mainly factual, without showing awareness of the importance of actions taken.</p> <p>More advanced answers will detail a number of the steps taken, and will explain the implications of them.</p> <p>The fullest answers will describe the main measures taken, and will explain how these were intended to ensure accuracy in the written text.</p>	8

Question	Answer	Marks
5	<p>There are many stories about prophets in the Qur'an, not only about the Prophet Muhammad (pbuh). With particular reference to the passages set for special study, explain the purpose these stories serve.</p> <p>Basic answers will give little more than the names of the main prophetic messengers.</p> <p>Fuller answers will give more detailed accounts, but still general.</p> <p>More advanced answers will give detailed accounts and include references to the set passages, and will draw comparisons between earlier prophetic figures and Muhammad (pbuh).</p> <p>The fullest answers will go further in drawing out moral lessons and show how these figures embody Muslim experiences and aspirations.</p>	20

Question	Answer	Marks
6	<p>The Qur'an contains a number of major themes. Identify the most important, and explain your choice.</p> <p>Basic answers will give outline accounts of one or more themes but without going into detail.</p> <p>Fuller answers will give accounts of a few main themes, but will not give clear reasons for thinking any one is more important than others.</p> <p>More advanced answers will select a major theme and will give reasons for this choice.</p> <p>The fullest answers will refer to one or more major themes and explain their importance, and will either justify the choice of one theme or will reject the possibility of isolating any one.</p>	20

Question	Answer	Marks
7	<p>Explain the relationship between the Articles of Faith and the Pillars of Islam.</p> <p>Basic answers will do little more than list the Articles and Pillars.</p> <p>Fuller answers will describe the Articles and Pillars in outline, but will not relate them to one another.</p> <p>More advanced answers will try to explain the relationship.</p> <p>The fullest answers will explain how the Pillars give practical expression to the Articles, and will illustrate how this relationship is worked out.</p>	20

Question	Answer	Marks
8(a)	<p>By referring to at least <u>three</u> examples from the Prophet Muhammad's life, show how the Prophet (pbuh) reflected the teachings of the Qur'an.</p> <p>Basic answers will give examples but will not link them clearly with the Qur'an.</p> <p>Fuller answers will give the three examples and will try to identify a link with the Qur'an.</p> <p>More advanced answers will give the examples and will show how they derive from the Qur'an.</p> <p>The fullest answers will give three or more examples, and will support their links with the Qur'an by quotations of verses or allusions to them.</p>	12

Question	Answer	Marks
8(b)	<p>'It would not be possible to put the Qur'an into practice without the example of the Prophet (pbuh) before us.' Give reasons why you agree or disagree with this statement.</p> <p>Basic answers will agree or disagree but without justification.</p> <p>Fuller answers will try to justify the answer given, but without clear explanation.</p> <p>More advanced answers will agree or disagree clearly, and will explain why either the Qur'an can be taken alone or why the Prophet's example is necessary for its understanding.</p> <p>The fullest answers will decide clearly either way, and will explain fully the reason for this.</p>	8

Question	Answer	Marks
9	<p>In what ways do the main elements of a marriage ceremony reflect the teachings of the Qur'an about relations between human beings?</p> <p>Basic answers will give some sketchy descriptive details about marriage ceremonies but will not go much further.</p> <p>Fuller answers will still be mainly descriptive, but will show signs of saying what the nature of a marriage is.</p> <p>More advanced answers will try to show what kind of relationship is being depicted in the ceremony and will draw links to the Qur'an.</p> <p>The fullest answers will give accurate details of the relationship established in the contract between the two parties, and will make clear links to what the Qur'an says about men and women.</p>	20

Question	Answer	Marks
10	<p>In a twenty-first century society, how practical would it be to follow the teachings of the Qur'an in every detail?</p> <p>Basic answers may make a simple statement, maybe to the effect that the Qur'an is for all times and places and must be followed.</p> <p>Fuller answers will refer to the belief that the Qur'an is relevant to all times, and may say something about it containing teachings that can be applied in many different circumstances.</p> <p>More advanced answers will show more understanding of the question by showing how the Qur'an can be implemented in different circumstances.</p> <p>The fullest answers will explain why the Qur'an remains relevant, and will refer clearly and maybe with examples, to the means by which its teachings can be made applicable.</p>	20

Question	Answer	Marks
11	<p>'The Sunnah is for all times and all places.' How can Muslims follow the Prophet's example in present-day society?</p> <p>Basic answers will restrict themselves to examples of how Muslims follow details of the Sunnah.</p> <p>Fuller answers will provide more descriptive detail about implementing the Sunnah, but will remain sketchy.</p> <p>More advanced answers will begin to discuss the issue of applying the Sunnah in new contexts, and will outline examples to illustrate the points made.</p> <p>The fullest answers will give complete accounts of the ways in which principles underlying the Prophet's teachings and observations can be put into practice, and will give clearly explained examples.</p>	20

Question	Answer	Marks
12(a)	<p>Describe how <i>ijtihad</i> (individual intellectual endeavour) is used in a legal context.</p> <p>Basic answers will go no further than saying what <i>ijtihad</i> is.</p> <p>Fuller answers will describe <i>ijtihad</i> and make an attempt to show how it is used.</p> <p>More advanced answers will show how <i>ijtihad</i> is used, and will bring in the main principles of legal thinking.</p> <p>The fullest answers will describe confidently how <i>ijtihad</i> is used and by whom, and will show how it is used in conjunction with the main sources of law.</p>	12
12(b)	<p>Why do some Muslim legal experts reject the use of <i>ijtihad</i>?</p> <p>Basic answers will do little more than describe <i>ijtihad</i>.</p> <p>Fuller answers will make a few mainly descriptive statements, and may say something about some legal experts being uncertain about it.</p> <p>More advanced answers will show some awareness of the subjectivity involved when using <i>ijtihad</i>.</p>	8