



Oxford Cambridge and RSA

**GCE**

**History A**

**Y201/01: Non-British period study: The rise of Islam c.550-750**

A Level

**Mark Scheme for June 2023**

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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.

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## MARKING INSTRUCTIONS

PREPARATION FOR MARKING  
SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

## MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

**5. Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. 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

## 12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p data-bbox="262 300 331 331">(a)</p> <p data-bbox="383 300 1135 432"><b>Which was more important in the government of ‘Abd al-Malik? (i) His policy of centralisation (ii) The role of his family.</b> <b>Explain your answer with reference to both (i) and (ii).</b></p> <p data-bbox="383 469 1135 600"><b>In arguing that (i) was of greater importance, answers</b> may refer to the establishment of new departments to control the administration and to the role of the principal secretary.</p> <ul data-bbox="434 608 1135 946" style="list-style-type: none"> <li>• Answers may argue that the setting up of a central post office allowed orders and replies to be sent and received quickly.</li> <li>• Answers could consider that the use of Arabic as the official government language and of coins with Arabic inscriptions helped to make the empire more united.</li> <li>• Answers may suggest that the sending of surplus tax revenues to Damascus from the provinces gave the government greater financial control.</li> </ul> <p data-bbox="383 983 1135 1114"><b>In arguing that (ii) had the greater importance, answers</b> may refer to the way the family had been used to govern different areas for some time and so were experienced rulers.</p> <ul data-bbox="434 1121 1135 1423" style="list-style-type: none"> <li>• Answers could suggest that his brother, ‘Abd al-Aziz kept Egypt loyal and peaceful, while another brother ruled the Jazira.</li> <li>• Answers could refer to the role of the family in the army and their key contributions to the conquest of Iraq and in raids on Anatolia and Armenia.</li> <li>• Answers could consider that the family could become divided and some members were less successful as in Iraq.</li> </ul>	10	<p data-bbox="1274 300 2016 363">The indicative content lists features of the period studied that relate to the question set.</p> <p data-bbox="1274 368 1944 432"><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p data-bbox="1274 437 2033 568">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 data-bbox="1274 608 2056 1015" 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>

Question	Answer	Mark	Guidance
1	<p data-bbox="262 233 331 256">(b)*</p> <p data-bbox="383 233 1043 288"><b>Assess the reasons why Uthman ibn Affan was murdered in 656.</b></p> <p data-bbox="383 331 1106 387"><b>Answers could argue</b> that Uthman’s own actions were the cause of his downfall.</p> <ul data-bbox="434 403 1128 775" style="list-style-type: none"> <li>• Answers could suggest that Uthman promoted his relatives to high office and let them control contracts to supply the army, which added to his unpopularity.</li> <li>• Answers could suggest that the Bedouin tribes resented Uthman’s attempts to bring them under closer control.</li> <li>• Answers could argue that Uthman became increasingly unfit to govern as he got older.</li> <li>• Answers could consider that by 656 Uthman had antagonised most factions within the state.</li> </ul> <p data-bbox="383 815 1061 871"><b>Answers could argue</b> that a range of less personal factors were the cause of his murder.</p> <ul data-bbox="434 887 1133 1398" style="list-style-type: none"> <li>• Answers could consider financial problems as the advance of the Arab empire in Persia did not bring the same rewards in booty as previous expansion had done and was costly in men as well.</li> <li>• Answers could consider inflation made Uthman unpopular.</li> <li>• Answers could suggest that disaffection in the army garrisons was a key issue.</li> <li>• Answers could suggest that Uthman the approach of the Syrian Army proved to be the trigger for his murder.</li> <li>• Answers could suggest that questions over Uthman’s right to be the successor of Muhammad exacerbated tensions between the Sunni and Shia groups.</li> </ul>	20	<p data-bbox="1274 233 2007 288">The indicative content lists features of the period studied that relate to the question set.</p> <p data-bbox="1274 296 1939 352"><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p data-bbox="1274 360 2029 496">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 data-bbox="1274 536 2051 1046" style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on the relative importance of reasons but at Level 4 may simply list the reasons.</li> <li>• At Level 5 there will be judgement as to the most important reason.</li> <li>• At higher levels candidates might establish criteria against which to judge 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>



Question		Answer	Mark	Guidance
2	(a)	<p><b>Which was more important in the spread of Islam? (i) Arab victory in the Ridda wars (ii) Expansion into Persia.</b></p> <p><b>In arguing that (i) was more important, answers</b> might refer to the victory as being that of the urban Arabs over the tribesmen who were disunited and held different faiths. Hence the victory illustrated the benefits of Islam.</p> <ul style="list-style-type: none"> <li>• Answers could suggest that the victory led some nomadic people to join the armies of Islam and abandon their old lives.</li> <li>• Answers could argue that the victories led to increases tribute being paid by conquered states which boosted the Arab coffers.</li> <li>• Answers could suggest that the rapidity of the defeat of the enemies of Islam showed the power of the new religion</li> </ul> <p><b>In arguing that (ii) was more important answers</b> might refer to the wealth from the Persian empire which fell into Arab hands.</p> <ul style="list-style-type: none"> <li>• Answers could consider that opposition from Zoroastrians threatened a counter-attack and the Arabs needed to defeat the Persians to show their superiority.</li> <li>• Answers might argue that pressure from Persia had been a constant problem for the Roman empire, so in annihilating the Persians, the Arabs were securing their eastern frontier.</li> <li>• Answers might argue that the Persian state collapsed after the battle of Nahavand, making the conquest easier.</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>

Question		Answer	Mark	Guidance
2	(b)*	<p><b>‘The most important factor in the development of the Arab world in the period c.550 to 620 was the impact of the decline of the Byzantine and Sassanian Empires.’ How far do you agree?</b></p> <p><b>In arguing that the decline of the Empires was the most important factor, answers could consider:</b></p> <ul style="list-style-type: none"> <li>• How imperial conflict contributed to rise of Arabs and victory at Dhu Qar c. 611.</li> <li>• Cost of war and impact of taxation on the Arab peoples of these empires</li> <li>• How their decline, exhausted by warfare, paved the way for Arab victories post-620.</li> <li>• The decline of the empires was critical in enabling the rise of the new faith of Islam.</li> <li>• How Arab allies on both sides stood to gain and lose in the conflict (e.g. destruction in 614 of the Ghassanids as Byzantine allies).</li> <li>• Nomadic Arabs were less invested in the empires, hence less affected by decline.</li> </ul> <p><b>In arguing that other factors were important, answers could consider:</b></p> <ul style="list-style-type: none"> <li>• The political and religious role of Muhammad and followers in uniting Arabs.</li> <li>• The continuing influence of a range of belief systems (Christianity, Iranian religions, Islam).</li> <li>• Impact of famine and plague on Arab tribes within the Byzantine and Sassanian Empires.</li> <li>• Development of Mecca as a commercial centre in economic lives of Arab tribes.</li> <li>• The role of Quraysh as both opponents to and early supporters of Muhammad.</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 relative importance but at Level 4 may simply list the reasons for the decline.</li> <li>• At Level 5 there will be judgement as to whether the decline was important or not.</li> <li>• At higher levels candidates might establish criteria against which to judge 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>

Question	Answer	Mark	Guidance	
		<ul style="list-style-type: none"><li>• The military skill of the Arabs, particularly fighting on camels.</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.

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