



GCSE

RELIGIOUS STUDIES

8062/15 Islam
Report on the Examination

8062
November 2021

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2021 AQA and its licensors. All rights reserved.

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Introduction to the November Series

This has been another unusual exam series in many ways. Entry patterns have been very different from those normally seen in the summer, and students had a very different experience in preparation for these exams. It is therefore more difficult to make meaningful comparisons between the range of student responses seen in this series and those seen in a normal summer series. The smaller entry also means that there is less evidence available for examiners to comment on.

In this report, senior examiners will summarise the performance of students in this series in a way that is as helpful as possible to teachers preparing future cohorts while taking into account the unusual circumstances and limited evidence available.

Overview of Entry

There was a much smaller entry for this paper than would be the case in a summer examination. Most students attempted all questions and many demonstrated good knowledge and understanding of much of the Specification. Students showed some good evaluative skills although some missed marks by failing to develop their arguments or to support the points they were making with sufficient evidence, quotations or examples. Those who were able to do so produced responses which were a pleasure to read and gained a level 4 mark.

Comments on Individual Questions

1.1

The vast majority of students answered this question on a prophet correctly and it provided no real issues.

1.2

This question about the nature of God was well answered by most students. Many answers included the 99 names of Allah and his qualities of omnipotence, omnibenevolence and omniscience.

1.3

There were a wide range of responses here with many focussing on the role of angels. Many students however failed to focus on the 'influence' and were therefore capped at 2 marks.

1.4

This question was well answered by most. The vast majority of students referred to the Qur'an; some were able to make reference to the Scrolls of Abraham and the Hadith. However far too many students did not explicitly refer to the source of authority and thus were capped at 4 marks. Centres are reminded that this question requires students to make explicit reference to the source of authority to which they are referring to, eg 'the Qur'an says...'; 'The Prophet Muhammad taught...'

1.5

A variety of responses were seen here with the more developed answers arguing about the Six Articles of Faith being part of core Sunni beliefs. Some students referred to the Five Roots and Ten Obligatory Acts as part of a counter argument. A few students did not seem to know the Articles of Faith. The more able students used a variety of specialist key terms and arguments were well supported. Students were awarded 3 for SPaG where control of meaning was evident.

2.1

On the whole this question was well answered. Most students knew that 'Risalah' was not one of the Five Pillars.

2.2

This question, relating to the practices on Jummah, was well answered on the whole with many referring to bathing, attending the mosque and listening to the sermon.

2.3

Students really struggled with this question on the Night of Power and it seems that this part of the specification was not covered in sufficient detail. Many confused the Night of Power with the Night of Ascension and some referred to fasting which clearly wasn't creditworthy. It is important that students are familiar with all the special terms used in the Specification.

2.4

Again as in 1.4 many students dropped a mark as they failed to make clear reference to the source of authority. Some students clearly confused greater with lesser jihad, but this was well answered on the whole as students offered appropriate development of the two points made.

2.5

This question was answered very well on the whole. Many students used clear arguments to support their reasoning. Some argued that both Salah and Hajj were as important as each other and this worked well on the whole. Some students did not complete the question and this may be due to a timing issue. Centres are reminded to encourage students to apportion time appropriately so that the whole paper can be completed.

Concluding Remarks

On the whole the paper allowed students to demonstrate their knowledge and understanding of both Sunni and Shia Islam. Centres need to ensure that the source of authority is made explicit in the 5 mark question as this is where many students did not gain marks. There also needs to be a more comprehensive coverage of certain parts of the specification in order to enable students to answer all questions.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.