

GCSE
**RELIGIOUS STUDIES (SHORT
COURSE)**

8061/3 Paper 3: Islam
Report on the Examination

8061
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Question 1.1

Most students answered this question on the meaning of Akhirah correctly but almost 30% did not get the mark and a very small minority did not attempt it.

Questions 1.2

The question concerning beliefs about the nature of God was accessible, with almost 80% of students gaining both marks. There were a few answers referring to specifically Christian traits that could not be credited. Some students made the mistake of listing several characteristics, and students need reminding that only the first two will be credited.

Question 1.3

This question about the influence of teachings about heaven and hell required students to 'demonstrate knowledge and understanding, including influence on individuals, communities and societies'. The number demonstrating knowledge was reasonable but there was a disappointing proportion of students who did not gain marks for showing that they knew how this knowledge influenced people. Phrases such as "so they will" or "this leads them to" were used to good effect by some students.

Question 1.4

Some students gave a very good answer to this question, which required knowledge and understanding including sources of authority and a specific reference to a source of authority. A surprising number mentioned 'the Muslim holy book' without naming the Qur'an and missed out on the extra mark for source of belief. A significant few students were confused about the revelation of the Qur'an, referring to Ibrahim or missing out reference to Prophet Muhammad. Some students failed to focus on the importance of the authority of the holy books, which required some idea of how they influence Muslims, not just description.

Question 1.5

This question was attempted by almost 90% of students, with a fairly even spread of marks, although a significant minority of students gained no marks. It required students to 'analyse and evaluate aspects of religion and belief, including their significance and influence'. This meant that students had to show some understanding of the beliefs in the Six Articles of Faith, not just whether or how Muslims should follow a particular practice. There was some knowledge of the difference between Sunni and Shi'a Muslims, although this was generally presented factually, rather than with analysis and evaluation. Some of the better answers illustrated how Tawhid was central to the faith of both and why understanding Tawhid was important. Some weaker answers simply compared what was in and out of the Six Articles compared to the Five Roots. Very few answers successfully countered the importance with how difficult it can be to understand the concepts.

SPaG

Most students who gained SPaG marks scored 2 marks. Students need to be reminded of the advice provided that SPaG also requires relevant writing with use of key terms, not just spelling and punctuation. A small minority wrote 'nicely' about unrelated matters but, in order to attain any SPaG marks, students must make a valid attempt to answer the question.

Mark Ranges and Award of Grades

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