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GCSE

# RELIGIOUS STUDIES A

8062/15: Islam

Report on the Examination

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8062

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### **01.1**

The vast majority of students answered this question, concerning holy books, correctly showing good understanding of key vocabulary.

### **01.2**

Over half of the students dropped marks on this question. Many confused the Imamate with the imam in Sunni Islam. Where students scored well there was reference to the infallibility of the imams and their link to the prophet Muhammad. Centres are reminded to ensure that students understand the difference between the role of the imam in both denominations.

### **01.3**

Over 50% of students gained full marks on this question. Where this was answered well students clearly explained how the belief in God's mercy influenced Muslims. The weaker answers listed simple reasons why mercy was important and were subsequently capped at two marks.

### **01.4**

There were some very basic answers to this question and many students lost marks as they were not able to link the ideas of angels to a specific source of authority. Where students scored full marks, there was reference to the Qur'an, the Hadith, the Six Articles of Faith and the 5 Roots. Centres are reminded that students must specify the source of authority in order to gain the source of authority mark; simply putting a quote in inverted commas isn't sufficient.

### **01.5**

This question concerning the importance of Muhammad produced many interesting answers showing excellent evaluative skills of some of the issues surrounding the belief about prophets. The better responses seemed to be from those students that had a good grasp of contribution of Prophets Ibrahim and Adam. The use of these two previous prophets gave better students the opportunity to explore the origins of traditions and gain level 4. Approximately 50% of students gained 3 marks for Spa;, again centres should emphasise the importance of writing skills, including the use of specialist terms. Many students failed to use full stops and commas appropriately and this resulted in work being less coherent.

### **02.1**

This question concerning the definition of Jihad was generally well answered with the majority of students gaining 1 mark.

### **02.2**

Again this question about reasons for giving Zakah was very well answered with responses ranging from reference to the Five Pillars to helping the poor.

**02.3**

Students were able to give two contrasting religious practices performed at Hajj. There were some excellent answers here. The most common included the throwing of the stones, circling the Ka'aba and drinking of Zam Zam water. Some students referred to the celebrating of Id. This is not theologically correct as the pilgrims do not celebrate Id. Id and Hajj are two separate events that have coincidental links. Id was celebrated from 2 AH whereas Hajj became obligatory in the tenth year of Hijrah. Whilst teaching this section, teacher may wish to discuss this with their students.

**02.4**

This question proved to be entirely accessible to many students and was generally answered well with some students including a great deal of specific detail on Salah. This was probably the most well answered question on the whole paper. There were many ways to respond appropriately. If anything, students tended to write more than required. There were some excellent reference to sources of authority and it is evident that this part of the specification has been taught well. .

**02.5**

This question proved to be tricky for many with only 50% gaining more than 6 marks. There were some excellent one sided arguments but students struggled to develop another point of view about any other festival, Id-Ul-Adha being the most commonly used example. Many students referred to Ramadan and Hajj as festivals and these responses were not creditworthy. Some better answers included consideration of the festival of Ashura. References to Id ul Gadeer and Id Milad Nabi, although not required in the specification, were also credited. Generally, some centres had taught their students set ways of responding to 12 mark questions, and for weaker students this was limiting and reductive in being able to respond appropriately. In relation to knowledge; festival traditions and practices were often mixed together and some students were confused about the role of Husayn in relation to Ashura.

### **Mark Ranges and Award of Grades**

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