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# GCSE RELIGIOUS STUDIES (SHORT COURSE)

8061/3 Paper 3 Islam  
Report on the Examination

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**Question-based comments****1.1**

This multiple choice question required knowledge of a name of an angel and many students correctly identified Mika'il

**1.2**

This question required students to understand what is meant by Oneness of God. More than 95% of students attempted the question. Many of the points in the mark scheme were seen, including reference to Tawhid, being expressed in the Shahadah and being a core belief in Islam.

**1.3**

This question, requiring explanation of two ways in which belief in hell influences Muslims today, was straightforward. Again, the vast majority of students attempted the question, with many making a good effort to give influences as well as beliefs. A significant number of answers tended towards "do good deeds" rather than specific teachings. Better answers gave an idea of the nature of hell, rather than just expressing the wish to avoid going to hell.

**1.4**

One in six students did not attempt this question on beliefs about the revelation of the Qur'an. Some who did were able to give relevant, precise answers about the circumstances of revelation, but sometimes these responses were overly descriptive. Reference to a source of belief tended to be more general than specific quotations, with reference to their source, eg word of Allah, Angel Jibril, etc., but they were relevant. A number gave general beliefs about the Qur'an rather than about revelation, eg putting it on a high shelf.

**1.5**

This question requiring evaluation on, 'For Muslims, Prophets give the best understanding of their faith', required both knowledge of prophets and also the way that understanding is transmitted. Over 90% of students attempted the question. There were some good answers relating understanding gained from both the teachings of prophets and also examples of lessons Muslims can learn from acts such as the willingness of Abraham to sacrifice his son.

Some students used 'prophets' and 'Muhammed' interchangeably, which limited their ability to produce a well-argued response. A significant number of students mentioned that prophet Muhammad 'wrote' the Qur'an without giving any other context of it being the word of Allah and implying misunderstanding. Fewer students than expected developed an argument along the lines of the world changing since the last prophet. Many students raised Sunni / Shi'a differences with answers that lacked clarity. Other responses wrote as if the question was about prophets' understanding, or that of the Qur'an or angels, etc, rather than prophets giving the best understanding of the faith for Muslims.

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

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