

Edexcel GCE

Religious Studies

Advanced

Unit 3: Religious Studies – Developments

Thursday 31 May 2012 – Morning

Time: 1 hour 45 minutes

Paper Reference

6RS03/01

You must have:

Answer Book (enclosed)

Instructions

- Answer **three** questions. For each question you may only answer **either** part a or part b but **not** both.
- Answer the questions in the spaces provided in the Answer Book
– *there may be more space than you need.*
- Do not return this question paper with the Answer Book.

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Quality of written communication will be taken into account in the marking of all your responses
– *you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

- The assessment of your answers will be based on your knowledge and understanding of the topic in question (for 60% of the marks) and your evaluative skills (for 40% of the marks).

Turn over ►

P40483A

©2012 Pearson Education Ltd.

9/8/4/3/3



PEARSON

Answer THREE questions.

Philosophy

EITHER

- 1** (a) (i) Examine the key ideas of **two** critiques of religious belief. (18)
- (ii) Evaluate the view that **one** of these critiques demonstrates that there is no God. (12)

(Total for Question 1(a) = 30 marks)

OR

- (b) (i) Analyse the essential ideas **either** in the argument for the existence of God based on religious experience **or** in the ontological argument. (18)
- (ii) Consider critically the view that the strengths of the topic selected in (i) are more convincing than its weaknesses. (12)

(Total for Question 1(b) = 30 marks)

EITHER

- 2** (a) (i) Explain the fundamental ideas of **two** of the following:
- reincarnation
 - rebirth
 - resurrection
 - immortality of the soul. (18)
- (ii) Discuss the view that arguments for belief in life after death are stronger than those against it. (12)

(Total for Question 2(a) = 30 marks)

OR

- (b) (i) 'Of what we cannot speak we must remain silent.'
Examine this claim with reference to **two** types/views of religious language. (18)
- (ii) Discuss the view that the most effective type of religious language is that which focuses on its use, rather than its meaning. (12)

(Total for Question 2(b) = 30 marks)

Ethics

EITHER

- 3 (a) (i) Examine the important concepts of **two** critiques of the link between religion and morality. (18)
- (ii) To what extent do these critiques succeed in weakening the link between religion and morality? (12)

(Total for Question 3(a) = 30 marks)

OR

- (b) (i) Analyse the key features of **either** Natural Moral Law **or** Virtue Ethics. (18)
- (ii) Evaluate the extent to which the selected theory can withstand criticism. (12)

(Total for Question 3(b) = 30 marks)

EITHER

- 4 (a) (i) Examine central ideas relating to justice **and** law and punishment. (18)
- (ii) To what extent does objectivity pose challenges for imposing punishment? (12)

(Total for Question 4(a) = 30 marks)

OR

- (b) (i) Analyse **two** problems raised by the use and meaning of ethical language. (18)
- (ii) Evaluate the view that these problems cannot be solved. (12)

(Total for Question 4(b) = 30 marks)

Buddhism

You may make reference to the set texts where appropriate.

EITHER

- 5 (a) (i) Examine the important contributions Ashoka made to Buddhism during his reign. (18)
- (ii) 'It is not clear whether or not Ashoka was a Buddhist.' Discuss this claim. (12)

(Total for Question 5(a) = 30 marks)

OR

- (b) (i) Examine the characteristic features of Pure Land Buddhism in Japan. (18)
- (ii) Discuss the reasons for the popularity of Pure Land Buddhism. (12)

(Total for Question 5(b) = 30 marks)

EITHER

- 6 (a) (i) Examine the distinctive beliefs associated with nirvana. (18)
- (ii) Discuss the view that belief in anatta is indispensable for understanding nirvana. (12)

(Total for Question 6(a) = 30 marks)

OR

- (b) (i) Examine the distinctive features of the Bodhisattva doctrine in Mahayana Buddhism. (18)
- (ii) Discuss the view that this doctrine is a development from Theravada Buddhism. (12)

(Total for Question 6(b) = 30 marks)

Christianity

You may make reference to the set texts where appropriate.

EITHER

- 7** (a) (i) Analyse the development of the Ecumenical Movement since 1910. (18)
- (ii) Assess the significance of the Ecumenical Movement within the modern world. (12)

(Total for Question 7(a) = 30 marks)

OR

- (b) (i) Examine **one** aspect of the practice of Christianity in the modern world. (18)
- (ii) Assess the significance of this aspect of the practice for Christians today. (12)

(Total for Question 7(b) = 30 marks)

EITHER

- 8** (a) (i) Examine Christian beliefs about death and eternal life. (18)
- (ii) Consider critically the significance of these beliefs for Christians. (12)

(Total for Question 8(a) = 30 marks)

OR

- (b) (i) Examine Christian beliefs about atonement and salvation. (18)
- (ii) Consider critically the significance of these beliefs for Christians. (12)

(Total for Question 8(b) = 30 marks)

Hinduism

You may make reference to the set texts where appropriate.

EITHER

- 9 (a) (i) Examine the diversity within modern Hinduism with reference to **two** of the following:
- Ramakrishna
 - Dayananda Sarasvati
 - Sri Radhakrishnan.
- (18)
- (ii) Discuss the view that the **two** contributors selected in part (i) have enhanced the transformation of Hinduism.
- (12)

(Total for Question 9(a) = 30 marks)

OR

- (b) (i) In relation to Gandhi examine **two** of the following:
- ahimsa (non-violence)
 - brahmacharya (total self-control)
 - satyagraha (adherence to the truth)
 - sarvodaya (welfare of all).
- (18)
- (ii) Discuss the view that Gandhi was primarily a religious, rather than a political, leader.
- (12)

(Total for Question 9(b) = 30 marks)

EITHER

- 10** (a) (i) Examine the range of meanings associated with dharma. (18)
- (ii) To what extent does dharma indicate that Hinduism is a way of life? (12)

(Total for Question 10(a) = 30 marks)

OR

- (b) (i) From a study of the set texts examine **two** of the following topics:
- atman
 - brahman
 - samsara
 - moksha. (18)
- (ii) Discuss the significance of the **two** topics selected in part (i) for Hindu thought and/or practice. (12)

(Total for Question 10(b) = 30 marks)

Islam

You may make reference to the set texts where appropriate.

EITHER

- 11** (a) (i) Examine the view that the period of the Rightly Guided Caliphs contributes to the development of distinctive views about leadership in Islam. (18)
- (ii) Discuss the view that these ideas about leadership constitute the essential difference between Sunni and Shi'ah Islam. (12)

(Total for Question 11(a) = 30 marks)

OR

- (b) (i) Examine attempts to modernise Islam and/or preserve tradition with reference to **one** modern Muslim state. (18)
- (ii) Discuss the view that the most important principle in this context is preservation of tradition. (12)

(Total for Question 11(b) = 30 marks)

EITHER

- 12** (a) (i) Examine the most important Islamic beliefs about revelation. (18)
- (ii) Discuss the implications for those who believe these ideas and those who do not. (12)

(Total for Question 12(a) = 30 marks)

OR

- (b) (i) Examine the distinctive features of Sufism. (18)
- (ii) Discuss the possible influence of Sufism on the development of Islam. (12)

(Total for Question 12(b) = 30 marks)

Judaism

You may make reference to the set texts where appropriate.

EITHER

- 13** (a) (i) Compare and contrast David Friedlander and Samson Raphael Hirsch. (18)
- (ii) Discuss the significance of the contribution of **either** David Friedlander **or** Samson Raphael Hirsch to the development of Judaism. (12)

(Total for Question 13(a) = 30 marks)

OR

- (b) (i) Examine beliefs about 'the chosen people' with reference to the Holocaust. (18)
- (ii) Discuss the view that the Holocaust continues to be the centre of Jewish concerns. (12)

(Total for Question 13(b) = 30 marks)

EITHER

- 14** (a) (i) Examine the key ideas on Law and authority from the set texts. (18)
- (ii) Discuss the significance of Law and authority for modern Judaism. (12)

(Total for Question 14(a) = 30 marks)

OR

- (b) (i) Examine the contributions of influential leaders and their emphases to the development of Chasidism. (18)
- (ii) Discuss key criticisms against Chasidism made by some Jewish traditions. (12)

(Total for Question 14(b) = 30 marks)

Sikhism

You may make reference to the set texts where appropriate.

EITHER

- 15** (a) (i) Analyse the beliefs and practices of **one** Sikh reform movement. (18)
- (ii) To what extent did this movement succeed in establishing their ideas as orthodox? (12)

(Total for Question 15(a) = 30 marks)

OR

- (b) (i) Examine the ways dispersion has affected Sikh identity. (18)
- (ii) Evaluate the view that identity is the most important issue confronting the Sikh community today. (12)

(Total for Question 15(b) = 30 marks)

EITHER

- 16** (a) (i) Examine the nature of God expressed in the Japji Sahib. (18)
- (ii) Discuss the view that a person must rely on grace to achieve mukti. (12)

(Total for Question 16(a) = 30 marks)

OR

- (b) (i) Explain the importance of the householder in Sikh belief and practice. (18)
- (ii) Discuss the view that miri is more important than piri for a gurmukh. (12)

(Total for Question 16(b) = 30 marks)

New Testament

EITHER

- 17 (a) (i) Examine the key religious concepts of **either** the teachings of Jesus concerning the Kingdom of God (Luke's Gospel) **or** the teaching of the Prologue (Fourth Gospel). (18)
- (ii) Evaluate the claim that these teachings lay down the primary themes of the gospel. (12)

(Total for Question 17(a) = 30 marks)

OR

- (b) (i) 'The Gospel was written to make clear the identity of Jesus.'
Examine this claim regarding the purpose of **either** Luke's Gospel **or** the Fourth Gospel. (18)
- (ii) Evaluate the claim that there are also other important purposes for the gospel. (12)

(Total for Question 17(b) = 30 marks)

EITHER

- 18 (a) (i) With reference to **either** Luke's Gospel **or** the Fourth Gospel, examine the contribution of both the religious and political authorities to the death of Jesus. (18)
- (ii) Consider critically the claim that it was Pilate who was responsible for the death of Jesus, not the Jewish leaders. (12)

(Total for Question 18(a) = 30 marks)

OR

- (b) (i) 'The religious symbolism of the crucifixion narrative is vital to understanding the whole gospel.'
Examine the meaning of this claim. (18)
- (ii) To what extent does the resurrection narrative enhance that understanding? (12)

(Total for Question 18(b) = 30 marks)

TOTAL FOR PAPER = 90 MARKS

BLANK PAGE