

Pearson Edexcel GCE

Religious Studies

Advanced

Unit 3: Religious Studies – Developments

Wednesday 11 June 2014 – Afternoon

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 the 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 ►

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Answer THREE questions.

Philosophy

EITHER

- 1** (a) (i) Examine the distinctive features of the ontological argument. (18)
- (ii) Discuss the claim that these distinctive features constitute the main weaknesses of this argument for the existence of God. (12)
- (Total for Question 1 (a) = 30 marks)**
-

OR

- (b) (i) Compare and contrast these views:
- 'God spoke to me in a dream.'
 - 'I dreamt that God spoke to me.'
- (18)
- (ii) Evaluate the strength of **either** a religious interpretation of religious experience **or** an atheistic interpretation of religious experience. (12)
- (Total for Question 1 (b) = 30 marks)**
-

EITHER

- 2** (a) (i) Examine the key features of **one** belief about life after death. (18)
- (ii) Discuss the claim that a different belief from that selected in (i) presents a stronger basis for belief in life after death. (12)
- (Total for Question 2 (a) = 30 marks)**
-

OR

- (b) (i) 'A study of religious language shows that it is complex.'
- Examine this view with reference to **two** of the following:
- analogy
 - language games
 - myth and symbol.
- (18)
- (ii) Discuss the claim that **either** the verification debate **or** the falsification debate shows that religious language should be rejected. (12)
- (Total for Question 2 (b) = 30 marks)**
-

Ethics

EITHER

3 (a) (i) Analyse the ways in which **two** critiques attempt to undermine the link between religion and morality. (18)

(ii) To what extent are these critiques persuasive? (12)

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

OR

(b) (i) Examine the significant concepts of **one** of the following theories:

- natural moral law
 - deontology
 - virtue ethics.
- (18)

(ii) Evaluate the extent to which the selected theory fails to survive criticisms raised against it. (12)

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

EITHER

4 (a) (i) Analyse the key issues raised by a discussion of law and punishment. (18)

(ii) To what extent is an understanding of justice influenced by these issues? (12)

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

OR

(b) (i) Examine the problems scholars have raised regarding the use of ethical language. (18)

(ii) Evaluate the claim that emotivism provides a solution to these problems. (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 contextual issues surrounding Ashoka and how they influenced his life and work. (18)
- (ii) Discuss the claim that the Edicts of Ashoka show his distinctive interpretation of Buddhism. (12)

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

OR

- (b) (i) Examine the key emphases of Zen Buddhism. (18)
- (ii) Discuss the claim that these emphases show that Zen represents a radical transformation of Buddhism. (12)

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

EITHER

- 6 (a) (i) Examine the meanings and significance of dukkha. (18)
- (ii) Discuss the claim that an understanding of dukkha is essential to achieve nirvana. (12)

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

OR

- (b) (i) Examine **two** of the following themes in relation to the Bodhisattva doctrine:
- skilful means
 - transfer of karmic merit
 - Bodhisattva vow
 - wisdom.
- (18)
- (ii) Discuss the claim that the **two** themes selected in (i) show significant differences between Theravada and Mahayana 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 contribution to the practice of Christianity in the modern world of **one** of the following:

- Dietrich Bonhoeffer
- Liberation Theology.

(18)

(ii) Assess the significance of this contribution for Christians in 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 practice in the modern world.

(12)

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

EITHER

8 (a) (i) Examine **one** of the following:

- modern beliefs about the Trinity
- beliefs about the nature of the Church
- beliefs about atonement and salvation.

(18)

(ii) Consider critically the significance of one or more of these beliefs for Christians.

(12)

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

OR

(b) (i) Examine beliefs about the nature of death and eternal life.

(18)

(ii) Consider critically the significance of these teachings 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) Compare and contrast **two** of the following figures:
- Dayananda Sarasvati
 - Ramakrishna
 - Sri Radhakrishnan.
- (18)
- (ii) Discuss the view that the **two** figures selected in (i) are of limited significance for the development of Hinduism.

(12)

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

OR

- (b) (i) Examine the view that Gandhi was an orthodox Hindu but was also a reformer.
- (18)
- (ii) Comment on some of the key criticisms made against Gandhi as a Hindu.

(12)

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

EITHER

- 10 (a) (i) Examine the meaning and significance of Brahman.
- (18)
- (ii) Discuss the claim that Hinduism is monotheistic.

(12)

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

OR

- (b) (i) Examine **three** key ideas from the Katha Upanishad.
- (18)
- (ii) Discuss the significance of this text for Hindus.

(12)

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

Islam

You may make reference to the set texts where appropriate.

EITHER

- 11 (a) (i) Examine **three** key features of Islam during the period of the Rightly Guided Caliphs. (18)
- (ii) Discuss which of these features is the most influential in the development of Islam. (12)

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

OR

- (b) (i) Examine the major characteristics of **one or more** modern Islamic states. (18)
- (ii) 'The modern period is characterised by tensions between the preservation and adaptation of Islam'. Discuss this claim. (12)

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

EITHER

- 12 (a) (i) Examine the key ideas of **either** Sura 2 **or** of **two** of the following: (18)
- Sura 1
 - Sura 96
 - Sura 112.
- (ii) Discuss the implications of the selected Sura(s) for Muslim belief and practice. (12)

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

OR

- (b) (i) Examine the view that Sufism promotes discipline and mysticism. (18)
- (ii) Discuss the claim that most Muslims do not approve of the influence of Sufism. (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 **two** of the following figures:

- Moses Mendelssohn
- **either** David Friedlander **or** Abraham Geiger
- Samson Raphael Hirsch.

(18)

(ii) Discuss the significance of the **two** figures selected in (i) for the development of Judaism.

(12)

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

OR

(b) (i) 'Never shall I forget those times which murdered my God and my soul and turned my dreams to dust.'

Examine the implications of this statement for an understanding of the Holocaust.

(18)

(ii) Discuss the claim that the Holocaust presents a crisis of faith for Judaism which can never be resolved.

(12)

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

EITHER

14 (a) (i) Examine the distinctive emphases of **either** the Ethics of the Fathers (I–VI) **or** the 13 Principles of Faith (Maimonides).

(18)

(ii) Discuss **two** contrasting responses to the emphases which you have identified in (i).

(12)

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

OR

(b) (i) Examine the factors which led to the success of Chasidism.

(18)

(ii) Discuss key criticisms of Chasidism.

(12)

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

Sikhism

You may make reference to the set texts where appropriate.

EITHER

- 15** (a) (i) Compare and contrast the teachings and practices of **two** movements within the Sikh tradition. (18)
- (ii) Discuss the view that the effort towards establishing orthodoxy has strengthened the Sikh community. (12)

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

OR

- (b) (i) Explain ways in which the Sikh religious identity has been affected by processes of dispersion. (18)
- (ii) To what extent has engagement with non-Sikh cultures affected Sikhs in their beliefs, values and practice? (12)

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

EITHER

- 16** (a) (i) Analyse the ideal of the 'saint-soldier' in relation to the concept of miri-piri. (18)
- (ii) Discuss the view that the ideal of the 'saint-soldier' encourages martyrdom. (12)

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

OR

- (b) (i) Explain the most important themes of the Japji. (18)
- (ii) Discuss the view that the Japji is a summary of the key ideas of Sikh spirituality. (12)

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

New Testament

EITHER

- 17 (a) (i) Analyse the important ideas of **either** Luke's presentation of Jesus' teachings on the Kingdom of God **or** the teachings of the Prologue to the Fourth Gospel. (18)
- (ii) Evaluate the significance of these teachings for understanding the meaning of the Gospel. (12)

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

OR

- (b) (i) 'The only purpose the author of the Gospel had was to reveal the truth about Jesus.'
Examine this claim with reference to **either** Luke's Gospel **or** the Fourth Gospel. (18)
- (ii) Evaluate the view that it is impossible to be certain of the purpose for which the Gospel was written. (12)

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

EITHER

- 18 (a) (i) 'The character of Jesus' ministry meant that conflict was inevitable.'
Examine this claim with reference to **either** Luke's Gospel **or** the Fourth Gospel. (18)
- (ii) Critically consider the contribution of Pilate to the death of Jesus. (12)

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

OR

- (b) (i) Examine the significance of **three** instances of religious symbolism in the crucifixion narrative of **either** Luke's Gospel **or** the Fourth Gospel. (18)
- (ii) Evaluate the ways in which the resurrection adds to the reader's understanding of Jesus' ministry. (12)

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

TOTAL FOR PAPER = 90 MARKS

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