

Edexcel GCE

Religious Studies

Advanced Subsidiary

Unit 1: Religious Studies – Foundations

Wednesday 12 January 2011 – Morning

Time: 1 hour 45 minutes

Paper Reference

6RS01/01

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 (assessed in part (i) of each question for 70% of the marks) and your evaluative skills (assessed in part (ii) of each question for 30% of the marks).

Turn over ►

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Philosophy

EITHER

- 1 (a) (i) Examine the weaknesses of the design argument. (21)
- (ii) Why do some philosophers persist in believing in the strengths of the design argument? (9)

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

OR

- (b) (i) Examine **three** of the following in relation to the cosmological argument for the existence of God:
- unmoved mover
 - uncaused cause
 - necessary being
 - kalaam argument.
- (21)

- (ii) Comment on the view that the cosmological argument is open to debate and there are no firm conclusions about its success or failure. (9)

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

EITHER

- 2 (a) (i) 'Either God cannot abolish evil, or he will not; if he cannot, then he is not all-powerful; if he will not, then he is not all-good.'
- Examine this claim. Give an account of **one** solution to the problem of evil. (21)
- (ii) Comment on the strengths and weaknesses of a different solution to that presented in part (i). (9)

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

OR

- (b) (i) Examine the key concepts of miracles and reasons to believe in miracles. (21)
- (ii) Comment on the view that, because of weaknesses associated with miracles, there is no justification for believing in them. (9)

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

Ethics

EITHER

- 3** (a) (i) Examine the view that morality is dependent on religion. (21)
- (ii) To what extent are the arguments in favour of this view unsuccessful? (9)

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

OR

- (b) (i) Examine the reasons why Utilitarianism may be thought to be a persuasive ethical theory. (21)
- (ii) To what extent are these reasons outweighed by criticisms of Utilitarianism? (9)

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

EITHER

- 4** (a) (i) Outline the view that wars may sometimes be justified. (21)
- (ii) Consider the claim that there are never good reasons to go to war. (9)

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

OR

- (b) (i) Outline **two** ways in which religious beliefs may help to resolve matters of sexual ethics. (21)
- (ii) Comment on the claim that religious beliefs about sexual ethics are still valuable. (9)

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

Buddhism

EITHER

- 5** (a) (i) Examine some of the religious and social features prior to the time of the Buddha. (21)
- (ii) Comment on the view that the Buddha had a complex relationship with his background, having rejected some of these features and accepted others. (9)

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

OR

- (b) (i) Examine **four** key features of the life of the Buddha. (21)
- (ii) Comment on the status of the Buddha for Buddhists. (9)

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

EITHER

- 6** (a) (i) Examine these affirmations:
‘I go to the Dharma for Refuge.’
‘I go to the Sangha for Refuge.’ (21)
- (ii) Comment on the importance for Buddhists of the relationship between the Dharma and Sangha. (9)

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

OR

- (b) (i) Examine the key features of the context of meditation within Buddhist belief and practice. (21)
- (ii) Comment on the view that meditation has significantly different purposes within Buddhism. (9)

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

Christianity

EITHER

- 7 (a) (i) Examine the Early Church teaching about the person and work of Jesus. (21)
- (ii) Comment on the significance of this teaching for Christians. (9)

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

OR

- (b) (i) Examine the Church's teaching about the life and work of Jesus in **one** historical context. (21)
- (ii) Comment on the significance of this teaching for Christians. (9)

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

EITHER

- 8 (a) (i) Examine Christian beliefs about God. (21)
- (ii) How far is it reasonable to accept these beliefs in the modern world? (9)

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

OR

- (b) (i) Examine the different practices of the Eucharist in **two** Christian traditions. (21)
- (ii) Comment on the significance of these practices for Christian belief about the nature of the Eucharist. (9)

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

Hinduism

EITHER

- 9 (a) (i) Examine the evidence for potential links between the Indus Valley culture and later Hinduism. (21)
- (ii) Comment on what this evidence may indicate about the distinctive origins of Hinduism. (9)

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

OR

- (b) (i) Examine some key ideas in the Vedas. (21)
- (ii) Comment on the authority of the Vedas for Hindus. (9)

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

EITHER

- 10 (a) (i) Examine the contribution of **two** types of yoga for an understanding of Hindu ideas about moksha (liberation). (21)
- (ii) 'Yoga is primarily a physical exercise.'
Comment on this view. (9)

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

OR

- (b) (i) Examine the key features of Sakti across selected Hindu traditions. (21)
- (ii) Comment on the significance of 'goddess' traditions for Hindu belief and practice. (9)

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

Islam

EITHER

11 (a) (i) Examine the religious and social context prior to the time of Muhammad. (21)

(ii) Comment on why Muslims describe pre-Islamic Arabia as 'jahiliyya' (the period of ignorance). (9)

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

OR

(b) (i) Examine the key features of the successes and conflicts relating to Muhammad's role in Madinah. (21)

(ii) To what extent did these features impact upon the growth of Islam? (9)

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

EITHER

12 (a) (i) Examine the key features of tawhid and shirk in the context of the Six beliefs. (21)

(ii) Comment on the significance of tawhid and shirk for Muslim belief and practice. (9)

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

OR

(b) (i) Examine the view that the Five Pillars are the foundation of Islamic belief. (21)

(ii) Comment on the claim that the Five Pillars may lead to problems if treated as the sole guide for Islamic practice. (9)

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

Judaism

EITHER

13 (a) (i) Examine the key features of the teachings of Rashi and Judah Halevi. (21)

(ii) Comment on the significance of these features for an understanding of Rabbinic Judaism. (9)

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

OR

(b) (i) Examine the key teachings of Moses Maimonides. (21)

(ii) To what extent may these teachings be interpreted as fundamental to Judaism? (9)

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

EITHER

14 (a) (i) Examine the distinctive features of the teachings and practices of Orthodox Judaism. (21)

(ii) To what extent may these be regarded as representative of Judaism? (9)

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

OR

(b) (i) Examine the distinctive features of Reform Judaism. (21)

(ii) Comment on the views of Reform Judaism towards other forms of Jewish belief and practice. (9)

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

Sikhism

EITHER

15 (a) (i) Examine the relationship between Guru Nanak and **either** Islam **or** Hinduism. (21)

(ii) Comment on the importance of Guru Nanak for the practice of the Sikh way of life. (9)

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

OR

(b) (i) Examine the different uses of the term 'Guru' in Sikhism. (21)

(ii) Comment on the importance of Guru Gobind Singh for the practice of the Sikh way of life. (9)

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

EITHER

16 (a) (i) Outline Sikh teaching about how God may be known to human beings. (21)

(ii) Comment on the view that worship in the gurdwara is less important than private devotion. (9)

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

OR

(b) (i) Outline the principles of conduct for members of the Khalsa. (21)

(ii) How far is membership of the Khalsa essential for a person to be a Sikh? (9)

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

New Testament

EITHER

- 17 (a) (i) Examine **EITHER** the teachings of Jesus concerning wealth and poverty (Luke's Gospel) **or** examine the meaning of the sayings 'I am the Good Shepherd' and 'I am the True Vine' (Fourth Gospel). (21)
- (ii) Consider why these teachings or sayings were so important to Jesus' ministry. (9)

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

OR

- (b) (i) What do **EITHER** the raising of the widow's son and the raising of Jairus' daughter (Luke's Gospel) **or** the changing of water into wine and the healing of the lame man (Fourth Gospel) teach about the ministry of Jesus? (21)
- (ii) Comment on the view that the miracles of Jesus were crucial to his ministry. (9)

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

EITHER

- 18 (a) (i) What can be learned from **EITHER** Jesus' teaching on the Sabbath (Luke's Gospel) **or** his conversations with his mother and with Mary Magdalene at the empty tomb (Fourth Gospel)? (21)
- (ii) To what extent was **EITHER** Jesus' teaching on the Sabbath **or** his conversations with women vital to the Gospel? (9)

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

OR

- (b) (i) Identify the key teachings of Jesus regarding the distinctive nature of discipleship. (21)
- (ii) Comment on the view that the role of John the Baptist was particularly important to the ministry of Jesus. (9)

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

TOTAL FOR PAPER = 90 MARKS

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