

QUESTION 2

- 2.1 In the context of Religion Studies, state TWO facts about EACH of the following concepts:
- 2.1.1 Comparability (4)
 - 2.1.2 Canon (4)
 - 2.1.3 Belief (4)
- 2.2 State any TWO unique features of EACH of the following religions:
- 2.2.1 Bahá'í faith (4)
 - 2.2.2 African Traditional Religion (4)
 - 2.2.3 Judaism (4)
 - 2.2.4 Buddhism (4)
- 2.3 Name the FOUR castes in Hinduism. (8)
- 2.4 What is the difference between EACH of the following:
- 2.4.1 The *Quran* and the *Hadith* (4)
 - 2.4.2 *Incarnation* and *resurrection* (4)
 - 2.4.3 *Oludumare* in Yoruba and *Dzengi* in the Aka religion (4)
- 2.5 Explain *Shabbat* in Judaism. (2)

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Families and Religion Christel Gärtner, Linda Hennig, Olaf Müller, 2025-03-20 This comparative study examines the transmission of religion in families in Germany Italy Hungary Finland and Canada The authors rely on the widely shared argument that religious change can primarily be understood as an intergenerational process Based on a mixed methods design the book investigates the question of how when exactly and under what conditions the following generations become less religious than the previous ones From the perspective of familial and historical generations the authors examine the significance of religious socialization for the transmission of non religious worldviews affiliation practice and identity According to a central finding religious change takes place primarily in the phase of adolescence against the background of the respective social context

Metacognition, Worldviews and Religious Education Shirley Larkin, Rob Freathy, Jonathan Doney, Giles Freathy, 2019-07-03 Religious Education RE holds a unique place within the state education system Yet the teaching of RE has often been criticised for its tendency to present simplified and stereotypical representations of religions Bringing together the theory of metacognition with RE curriculum content this book offers a coherent and theoretically supported approach to RE and beyond that is applicable to a range of subjects and students of various age groups Metacognition Worldviews and Religious Education seeks to support teachers in creating a new and exciting classroom approach With a focus on putting children and teachers worldviews back on the RE agenda and developing awareness of these through metacognitive processes it includes Tables frameworks and checklists to make it easy for teachers to adapt the approach to their own context Concrete examples of how the approach can work in the classroom including case studies from teachers Call out boxes for teachers and others to reflect on their own practice and to consider their own beliefs and values in relation to teaching and learning Co authored by three researchers from Exeter University and one experienced advanced skills RE primary school teacher this book explains in a jargon free way the theories of metacognition and worldviews which underpin the creation of a unique learning environment making it an essential read for students experienced teachers researchers in RE and anyone interested in taking a thinking skills approach to pedagogy

Religious Studies ,2003 **A Practical Guide to Critical Religion** Alexander Henley, 2026-03-05 Provides an accessible overview of basic concepts of critical religion as well as practical advice on how critical and decolonial approaches can contribute to religious studies The Times Index ,2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement The Indian National Bibliography ,2017-04 *Christian Advocate* ,1921 **Hansard's Parliamentary Debates** Great Britain. Parliament, 1879 Cobbett's Parliamentary Debates Great Britain. Parliament, 1872 **The Parliamentary Debates** Great Britain. Parliament, 1872 *The Presbyterian* ,1909 **Parliamentary Debates** ,1872 **Indian National Bibliography** B. S. Kesavan, 2017 **The Publisher** ,1913 The Publishers' Circular and

Booksellers' Record ,1913 International Journal of Religious Education ,1958 **Publishers' Circular and**
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