

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 Qur'an 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)

2014 Religious Studies 2 Question Paper

Katrin Zwirglmaier

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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

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for students combining Christianity Islam and thematic studies With all the essential content condensed and made memorable and plenty of exam practice tips and annotated sample answers students can feel confidently prepared for the GCSE exams **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 **The Parliamentary Debates (Hansard)**. Great Britain. Parliament. House of Lords, 2013 **The Times Index**, 2013 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Time educational supplement Scotland and the Times higher education supplement *International Journal of Religious Education*, 1958 **Parliamentary Debates**, 1879

Cobbett's Parliamentary Debates Great Britain. Parliament, 1885 **Hansard's Parliamentary Debates** Great Britain. Parliament, 1879 **Cobbett's Parliamentary Debates**, 1885 **Hansard's Parliamentary Debates**, 1879 **The Indian National Bibliography**, 2017-04 **The Role of Religion in the Policy of Serbianisation in the Aftermath of the Balkan Wars** Martin Hamre, 2017-11-13 Seminar paper from the year 2016 in the subject History of Europe Newer History European Unification grade 1 University of Vienna language English abstract The Balkan Wars 1912 1913 led to a crucial change for the people living in Vardar Macedonia Having been ruled by the Ottoman Empire for a long period they now had to cope with Serbia as occupant Serbian military police and authorities in general followed a nationalist policy of Serbianisation which led to suppression of religious rights as well as harassment and atrocities against the non Serbian population especially Muslims Ideas of ethnicity and religion played a significant role when Serbian authorities tried to nationalise the people living in the region of Vardar Macedonia during the years 1912 1914 Suddenly these people should not only be part of the state but also the nation of Serbia Background of this policy was the alleged common language culture

and religion of the people living in Serbia and in the new territory In this paper I will focus on the question of religion which has to be seen in a close context to the ideas of nationalism and ethnicity in this region Belonging to the Serbian nation meant belonging to the Serbian Orthodox Church Since I will use diplomatic primary sources my research question will be How did the idea of a common religion determine the policy of Serbianisation of Vardar Macedonia in the eyes of foreign diplomats **Palmer's Index to "The Times" Newspaper** ,1898 Covers the period from 1790 to 1905 in The Times of London The Parliamentary Debates Great Britain. Parliament,1872

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