

Supported preparation: Contextual definitions

International Baccalaureate · IB Diploma · Religion and Society · SL

Scope and prerequisites

IB Religion and Society first assessment 2029; future course only. At least three religious traditions through change, identity, interpretation and power. Foundations distinguish contextual definitions, classification frameworks, and academic versus devotional approaches.

Mapped preparation outcomes: `ib_religions_society_sl.1.1.1`, `ib_religions_society_sl.1.1.2`. Read the matching native lesson first. Actual approved choices, evidence and final learner work remain separate.

Source vocabulary

devotional approach ; **framework** .

Explanation and worked method

This is preparation linked to the recorded first-assessment-2029 brief, not the current World Religions qualification. Definitions of religion emphasize different features and can include or exclude different practices. State the criterion and test its implications; distinguish academic description from devotional commitment.

Original source / task evidence

Task: one definition requires a deity; another emphasizes practices and community. Explain why they may classify the same activity differently.

Separate what is stated from the interpretation.
Contextual definitions

Task: one definition requires a deity; another emphasizes practices and community. Explain why they may classify the same activity differently.

The criteria differ, so classification can differ without either account having described the activity fully. Examine context, participant meanings and the purpose of classification; avoid declaring one universal definition from an invented example.

Independent transfer

Test the deity-only definition with a hypothetical meaningful communal practice whose participants make no deity claim.

Attempt independently before reading the model.

Checked original model

The definition excludes the practice by its stated criterion, while a practice/community definition might include it. This tests consequences and purpose of classification; it does not settle a universal definition or classify a real tradition without evidence.

These are authored formative expectations, not official IB descriptors. Accept other justified arguments with evidence and material limits.

Source and task holds

Scope authority: `coverage.yaml` and its hashed source files. Detailed full-guide criteria and school selections remain held exactly as recorded; this supplement teaches the supported method. No practice-bank item, reserved diagnostic or student evidence has been republished.