

Religion and Society: future-course general preparation

Supported preparation only; actual school choices and assessed work remain separate

Contextual definitions: method

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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.

Definitions and frameworks of religion: source representation

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

Original fictional task source; not an authentic selected work.

Contextual definitions: worked case

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

Identify the evidence before reading the model.

Contextual definitions: reasoning

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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.

Keep the interpretation within the supplied evidence.

Contextual definitions: your transfer

Contextual definitions: your transfer

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

Pause and give an individual answer with reasons.

Contextual definitions: transfer review

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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.

Keep the interpretation within the supplied evidence.

Four concepts in a source: method

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Change asks what adapts; identity asks how belonging is constituted; interpretation asks how meaning is formed; power asks who authorizes or controls.

Use a separate evidence link for each concept, not four labels on one observation.

Change, identity, interpretation and power: source representation

Original source / task evidence

Original case: a community changes meeting format; members debate whether it preserves their practice; a committee chooses the final rule. Analyse all four concepts.

Separate what is stated from the interpretation.
Four concepts in a source

Original fictional task source; not an authentic selected work.

Four concepts in a source: worked case

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Original case: a community changes meeting format; members debate whether it preserves their practice; a committee chooses the final rule. Analyse all four concepts.

Identify the evidence before reading the model.

Four concepts in a source: reasoning

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The format change supplies adaptation; membership debates supply identity; differing accounts of preservation supply interpretation; committee decision-making supplies power.

Ask whose accounts are absent and whether dissent can affect the rule.

Four concepts in a source: your transfer

Four concepts in a source: your transfer

In a second fictional community, all members vote on a format change. Compare power with committee-only decision-making.

Pause and give an individual answer with reasons.

Four concepts in a source: transfer review

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Voting changes the formal allocation of decision authority. Examine agenda control, eligibility, information and whose proposals influence outcomes before inferring equal practical power.

Compare identity and interpretation debates separately, rather than assuming a voting rule settles all four concepts.

Inquiry method and source evaluation: method

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A focused inquiry connects an approved issue with a course concept and relevant evidence.

Compare source origin, method, purpose and scope. Keep uncertainty and researcher position visible.

Conceptual inquiry and reflexivity: source representation

Original source / task evidence

Task: a committee leaflet and one member's account disagree about who shaped a decision. Plan an inquiry without fabricating engagement.

Separate what is stated from the interpretation.
Inquiry method and source evaluation

Original fictional task source; not an authentic selected work.

Inquiry method and source evaluation: worked case

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Task: a committee leaflet and one member's account disagree about who shaped a decision. Plan an inquiry without fabricating engagement.

Identify the evidence before reading the model.

Inquiry method and source evaluation: reasoning

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Ask how authority was exercised in a bounded setting. Compare minutes if available, document purpose and approved voluntary accounts; distinguish formal rules from practice.

Neither one interested source nor one dissenter settles the whole issue.

Inquiry method and source evaluation: your transfer

Inquiry method and source evaluation: your transfer

Decision minutes are unavailable. What can the inquiry conclude from the leaflet and one account?

Pause and give an individual answer with reasons.

Inquiry method and source evaluation: transfer review

Inquiry method and source evaluation: transfer review

It can compare the public justification and the individual's reported experience, with attribution and limits. It cannot reconstruct every decision or hidden motive.

Revise the question to the available source claims, identifying minutes or varied independent accounts as precise missing evidence.

Check yourself

Independent retrieval

Attendance changes after both a local service and migration change. How would you investigate meaning without reducing religion to one social cause?

Write your reasoning before comparing it with the methods and limits taught in this lesson.