

Revision

International Baccalaureate · IB Diploma · Religion and Society · SL

1 Definitions and frameworks of religion

- framework
- devotional approach

U1-Q1

Why can a creator-belief definition be limited?

Available marks: 2.

Worked answer

It can exclude traditions whose religious lives do not centre on a creator.

U1-Q2

Explain the mechanism or reasoning in this original case: A definition that requires belief in a creator may exclude traditions centred on other understandings. A definition can reveal its own assumptions as well as describe religion.

Available marks: 4.

Worked answer

Test a belief-centred definition against examples of practice, community and experience in three selected traditions. Explain which features it illuminates and which it misses before proposing a more careful working definition.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

This is the future 2029 course, not current World Religions renamed. / Avoid treating the familiar world-religions categories as neutral or universally accepted.

2 Change, identity, interpretation and power

- religious identity
- authority

U2-Q1

Which question most directly examines power within a community?

Available marks: 2.

Worked answer

Who has authority to approve the change and how that authority is justified.

U2-Q2

Explain the mechanism or reasoning in this original case: A community changes a practice while debating whether the change preserves its identity. Change and continuity can coexist rather than simply oppose each other.

Available marks: 4.

Worked answer

Compare how selected communities explain an adaptation, who interprets its meaning and who can approve it. Link accounts to context and distinguish individual experience from official positions.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

A single example cannot provide the required coverage of three traditions through every theme. / School supplies verified cases and diverse sources; do not invent adherents' voices to complete a table.

3 Conceptual inquiry and reflexivity

- inquiry focus
- expression

U3-Q1

What does reflexivity add to this inquiry?

Available marks: 2.

Worked answer

An account of how the researcher's position and source access affect conclusions.

U3-Q2

Explain the mechanism or reasoning in this original case: You ask how one group's public explanations of a practice express identity. The question names a concept and a bounded source set.

Available marks: 4.

Worked answer

Compare public community sources, academic analysis and approved voluntary accounts. Distinguish what each can establish. Revisit the question when evidence suggests important variation rather than concealing it.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

No invented fieldwork or compulsory devotional activity belongs in the task. / The 2029 full guide and final school requirements remain needed before certifying submission compliance.