

TEACHER GUIDE:

Selecting or Producing Sources



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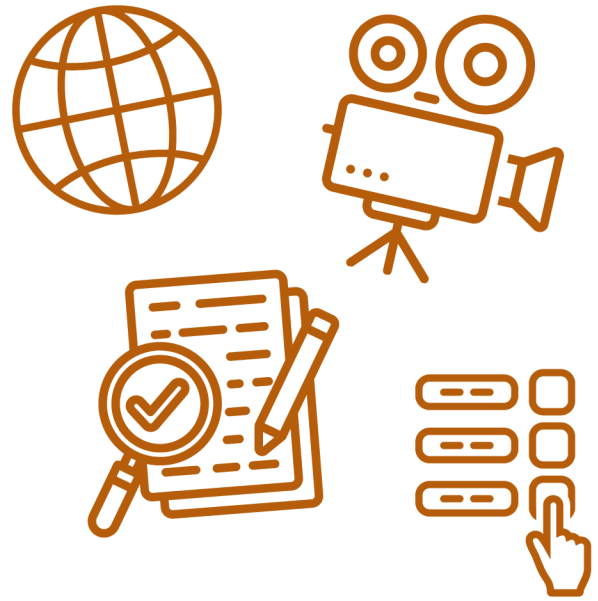


PRIFYSGOL
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The Task

STUDENTS ARE ASKED TO:

- 01 Select or produce suitable sources (e.g. online sources, surveys, interviews, documentaries, census data, opinion polls) based on the statement provided.
- 02 Explain why each source has been chosen, making clear how it supports understanding of both religious and non-religious perspectives.



This requires students to evaluate information, think critically about reliability and perspective, and justify their choices clearly.

The Core Skills to Teach

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| <p>01 UNDERSTANDING DIFFERENT TYPES OF SOURCES</p> <p>Recognising what kinds of evidence exist and what they can show.</p> | <p>02 SELECTION</p> <p>Choosing the most relevant and useful source for the specific statement.</p> |
| <p>03 EVALUATION</p> <p>Explaining <u>why</u> a source is useful (e.g. reliability, perspective, lived experience).</p> | <p>04 BALANCING PERSPECTIVES</p> <p>Ensuring both religious and non-religious voice are represented fairly.</p> |
| <p>05 JUSTIFICATION</p> <p>Giving clear reasons for each choice, not just describing the source.</p> | |

Step-by-Step Teaching Ideas



1 Understanding Source Types

- **Explanation:** Students need to know the difference between factual data, opinion-based sources, and lived experience.
- **Teaching Idea:**
 - Create a “source menu” on the board with examples: online article, survey, interview, census data, opinion poll, documentary.
 - Ask students: “What type of information does this give?” and “What might it miss out?”
 - Extension: Discuss how each could be biased or limited.

2 Linking Sources to the Statement

- **Explanation:** Sources are only useful if they connect clearly to the specific statement being studied.
- **Teaching Idea:**
 - Provide a statement (e.g. “Religion is more harmful than helpful in today’s world”)
 - Give students 6-8 different sources (e.g. a Humanist article, a Church in Wales survey, a government census, a documentary clip).
 - Students sort into “relevant” and “not directly relevant”.
 - Extension: Rank which would be most useful and explain why.

3 Considering Reliability

- **Explanation:** Students need to learn that some sources are more trustworthy than others.
- **Teaching Idea:**
 - Present three sources about the same issue (e.g. forgiveness in Christianity):
 - An official Church teaching document.
 - A blog post by a Christian teenager.
 - A BBC documentary clip.
 - Ask: Which is most reliable? Which adds personal insight? Which might be biased?
 - Introduce key words: reliable, biased, perspective, lived experience.

Step-by-Step Teaching Ideas



4

Balancing Religious and Non-Religious Perspectives

- **Explanation:** Students must include both sides, rather than only focusing on religion.
- **Teaching Idea:**
 - Provide a grid with two columns: Religion / Non-Religious.
 - Students must choose one source for each side.
 - Example: On abortion -
 - Religious: Interview with a Catholic priest.
 - Non-religious: British Humanist Association article.
 - Discuss how the two sources might complement or challenge each other.

5

Justifying Source Choices

- **Explanation:** Students often stop at “I picked this source because it’s about Christianity”. They need to give developed reasons linked to the bullet points (clarity, reliability, perspective, reducing bias and lived experience).
- **Teaching Idea:**
 - Model a “weak vs strong” justification:
 - Weak: “I chose this documentary because it’s interesting.”
 - Strong: “I chose this documentary because it provides evidence of lived experience, showing how real Christians practise forgiveness, which helps balance abstract teachings.”
 - Sentence starters:
 - “This source provides clear information because...”
 - “This helps reduce bias as...”
 - “This gives a different perspective by...”

6

Practice Task: Source Justification Grid

- **Explanation:** Structured tasks help students rehearse the skill before open-ended coursework.
- **Teaching Idea:**
 - Give students 4-5 possible sources linked to a statement.
 - Provide a grid with three columns: Source / Why is it useful? / Which bullet point it links to.
 - Students complete the grid, ensuring they have covered at least three different reasons (e.g. reliability, perspective, lived experience.)

Step-by-Step Teaching Ideas



7 Writing Up the Explanation

- **Explanation:** Students need to turn notes into examiner-friendly sentences.
- **Teaching Idea:**
 - Model a short written justification:
 - “I selected the 2021 UK Census because it provides clear statistical evidence about religious affiliation in society. This helps reduce bias because it is government-collected and nationally representative.”
 - Students practise writing one justification each, then swap with a partner to check if the reasoning is clear.

Extension/Challenge Activities

- **Bias Hunt:** Give students two opposing sources (e.g. Richard Dawkins vs a Catholic Bishop). Ask them to identify bias and suggest a balancing source.
- **Source Creation:** Ask students to design their own survey question for classmates on a religious issue, then discuss what insights this “produced source” would add compared to official documents.
- **Compare Explanations:** Give students two model justifications and ask: which is stronger, and why?

Teacher Reminders

- Encourage **variety**: examiners like to see different types of sources (statistical, lived experience, official teaching).
- Encourage students to **explain, not describe** - the “why” matters more than the “what”.
- Keep emphasising **balance** between religious and non-religious perspectives.
- Build these skills gradually with **short practice activities** before expecting full coursework answers.