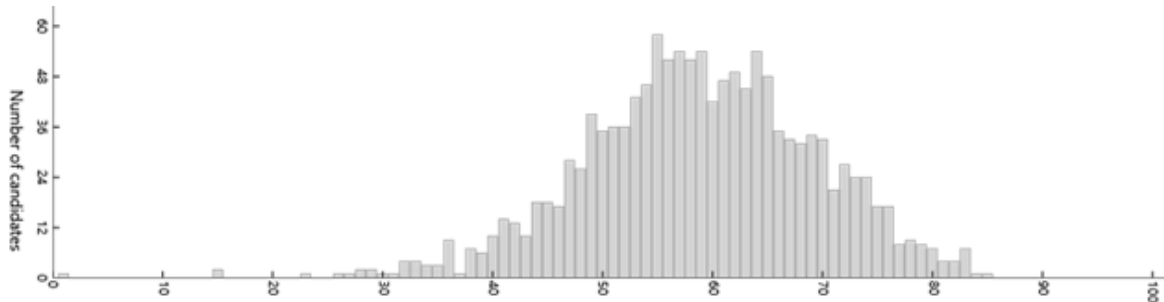




Summary report of the 2019 ATAR course examination: Religion and Life

Year	Number who sat	Number of absentees
2019	1339	12
2018	1352	11
2017	1747	18

Examination score distribution–Written



Summary

The examination consisted of three sections with candidates required to attempt all questions in Sections One and Two. In Section Three, candidates selected one of two essay questions. The marks for the examination ranged from 0.62% to 85.06% with a mean of 58.73%.

Attempted by 1339 candidates	Mean 58.73%	Max 85.06%	Min 0.62%
Section means were:			
Section One: Source analysis	Mean 63.36%		
Attempted by 1338 candidates	Mean 25.34(/40)	Max 38.18	Min 9.45
Section Two: Short answer	Mean 56.03%		
Attempted by 1339 candidates	Mean 16.81(/30)	Max 28.44	Min 0.62
Section Three: Essay	Mean 55.52%		
Attempted by 1334 candidates	Mean 16.66(/30)	Max 30.00	Min 0.00

General comments

There was an improvement in the mean (58.73%) of the Religion and Life examination compared to 2018 (57.97%). There was an improvement in the mean for Section One compared to 2018 (62.02%). Section Two was completed to a good standard, with the mean (56.03%) improving compared to the previous year (54.43% in 2018). The mean (55.52%) for Section Three was lower than the previous year (57.07% in 2018). It was evident that a number of candidates tried to adapt prepared essays which did not adequately address the criteria.

Advice for candidates

- Read all questions carefully before responding to avoid unnecessary repetition of information.
- Keep responses succinct and to the point.
- Provide relevant evidence and detail to support answers.
- Ensure you understand the meaning of key words used in examination questions and apply these appropriately.

- Familiarise yourself with the structure of an essay.

Advice for teachers

- Teach students how to break down questions to answer the specifics being asked.
- Ensure that students are able to respond with succinct and relevant depth of knowledge that addresses the entirety of questions.
- Ensure that students understand all aspects of the syllabus, particularly social factors.
- Make sure that students understand the meaning of words in the *Glossary of key words in the formulation of questions*, for example the difference between the instructional verbs 'describe' and 'discuss'.
- Revise essay structure with students and provide examples of a strong essay.

Comments on specific sections and questions

Section One: Source analysis (55 Marks)

Overall, Section One was answered well. Candidates were able to extract information from the sources to answer questions in meaningful ways. However, many candidates struggled to differentiate between different concepts/terms used in the questions, which affected responses and marks achieved.

Section Two: Short answer (48 Marks)

Generally, Section Two was completed to a satisfactory standard. A mean of 56.03% indicated that candidates were able to demonstrate an adequate understanding of the content of the Religion and Life course and provide relevant detail to support their responses.

Section Three: Essay (20 Marks)

There was approximately the same number of candidates who selected each of the questions in this section; 680 selected Question 9 and 654 selected Question 10. Overall, candidate performance was lower compared to 2018. Some candidates struggled with the essay format and did not include an introduction and/or conclusion that incorporated their central argument. Others wrote large paragraphs that were not constructed in a meaningful way. A number also struggled with the discussion aspect of the essay and simply listed examples instead of linking them to the question.