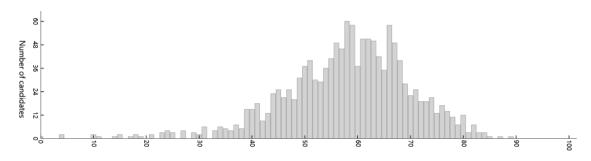




Summary report of the 2018 ATAR course examination: Religion and Life

| Year | Number who sat | Number of absentees |
|------|----------------|---------------------|
| 2018 | 1352 | 11 |
| 2017 | 1747 | 18 |
| 2016 | 1995 | 23 |

Examination score distribution-Written



Summary

The examination consisted of three sections with candidates being required to attempt all questions in Sections One and Two. In Section Three, candidates had to select one of the two essay questions. The spread of marks on the whole of the examination ranged from 0.00% to 88.64% with a mean of 57.97%.

| Attempted by 1352 candidates | Mean 57.97% | Max 88.64% | Min 0.00% |
|------------------------------|-----------------|------------|-----------|
| Section means were: | | | |
| Section One: Source analysis | Mean 62.02% | | |
| Attempted by 1350 candidates | Mean 24.81(/40) | Max 37.92 | Min 0.83 |
| Section Two: Short answer | Mean 54.43% | | |
| Attempted by 1348 candidates | Mean 16.33(/30) | Max 28.30 | Min 0.68 |
| Section Three: Essay | Mean 57.07% | | |
| Attempted by 1333 candidates | Mean 17.12(/30) | Max 30.00 | Min 0.00 |

General comments

There has been an increase in the overall results of the Religion and Life examination with a mean of 57.95% compared to 53.81% in 2017. This indicates that candidates are developing a better understanding of the syllabus content and are able to use this information in a meaningful and critical way. Section One was completed to a high level; however, candidates need to ensure responses are clear, concise and are substantiated with reference to the relevant source. Candidates answered questions well in Section Two; however, there was evidence to suggest that candidates used previously prepared answers which did not serve to fully answer questions with the depth required. It is evident that a number of candidates still do not fully grasp the term 'interplay' which was vital to Section Three of the examination.

Advice for candidates

- A review of terminology specific to the course is important. This will help you to fully answer all aspects of questions asked in the examination.
- Read all sections in a question carefully and target the specifics of each individual question.

• Provide evidence to support your response, ensure that each question is answered with appropriate and concise detail.

Advice for teachers

- Ensure that candidates are versed in the terminology specifically used to write the examination. Refer to the glossary of key terms on the course page of the School Curriculum and Standards Authority' website.
- The term 'interplay' is an important aspect of the course and thus it is vital that candidates are aware that 'interplay' is more than just the interaction between a religion, person, context and/ or event. It requires candidates to describe, analyse and evaluate the dynamic relationships between these aspects.
- Candidates must be explicitly taught how to break down questions and ensure they answer the specifics of questions.

Comments on specific sections and questions Section One: Source analysis (48 Marks)

Candidates performed quite well in Section One with a mean of 62.02% which is higher than the overall mean of the examination. In previous years this has not been the case. Candidates produced pleasing results for lower order questions and interpretation of data. However, many candidates struggled with questions that required higher order thinking and linking of sources to current issues.

Section Two: Short answer (44 Marks)

Overall, the candidates' performance in Section Two was satisfactory which indicated that candidates had solid grasp of the syllabus content for this section.

Section Three: Essay (25 Marks)

Overall, the mean result for Section Three has increased from 2017 to 2018 with means of 13.86/25 and 12.84/25 in 2017 compared to 2018 means of 14.25/25 and 14.28/25. The selection of Questions 9 and 10 was evenly split which could be due to the similar nature of the questions as both required candidates to discuss the 'interplay' of particular events or persons. The answers in this section indicate that writing solid introductions, structuring of paragraphs and meaningful conclusions are still not being done properly. Many candidates made use of paragraphs, but the technique of constructing meaningful paragraphing in the body of the extended response is still not evident in many responses. Many still rely on one large paragraph per example. Also, the understanding of term 'interplay' varied.