

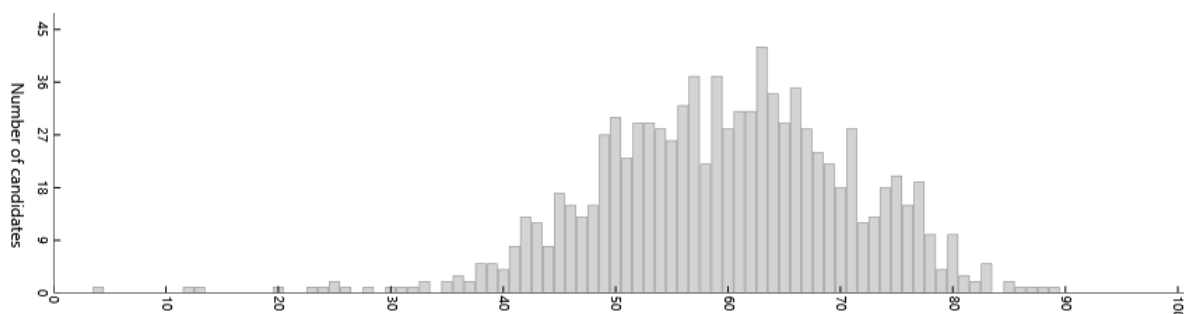


Summary report of the 2022 ATAR course examination report: Religion and Life

Year	Number who sat	Number of absentees
2022	994	10
2021	1068	12
2020	1159	16
2019	1339	12

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written



Summary

This examination consisted of three sections. Sections One and Two required candidates to complete all questions. In Section Three, candidates were expected to select one of two essay questions provided.

Attempted by 944 candidates Mean 59.64% Max 88.73% Min 3.54%

Section means were:

Section One: Source analysis	Mean 61.08%		
Attempted by 944 candidates	Mean 24.43(/40)	Max 38.00	Min 2.00
Section Two: Short answer	Mean 58.21%		
Attempted by 944 candidates	Mean 17.46(/30)	Max 29.23	Min 1.54
Section Three: Essay	Mean 59.14%		
Attempted by 938 candidates	Mean 17.74(/30)	Max 28.50	Min 0.00

General comments

The examination paper was effective in providing candidates with opportunities to demonstrate their knowledge across all three sections of the paper. The paper allowed for a fair assessment of the ability of candidates with a good level of discrimination. Most candidates completed the examination with a few questions that were only briefly answered or not attempted at all. The examination paper incorporated more questions that were open-ended and hence allowed candidates to approach their responses in different ways.

Advice to candidates

- Examine the questions closely before responding to ensure that significant/key words in the question are addressed.
- Take time to make certain that you understand what the question is asking for, and ensure that all aspects/parts of the question are answered.

- Make use of the space in the question answer booklet to produce an outline/plan for the essays.
- Ensure that you fully understand the meaning of the vocabulary used in the course. Terms such as 'context', 'religious freedom' and 'interplay' and vocabulary such as 'contestability', 'evaluate' and 'key moment' indicate the direction of the questions being asked, and so need to be clearly addressed in your response.

Advice to teachers

- Prepare students not only for the course content specifically, but also for questions that ask the candidates to delve more deeply into their understanding, to interpret and to evaluate. The course philosophy outlined in the introductory sections of the syllabus is an ideal opportunity to draw students into the deeper understanding of their learning and to form a nexus upon which specific outcomes can be understood.
- Advise students to utilise the additional space at the end of the question/answer booklet and the availability of additional booklets to enable a detailed respond to some to the deeper, more challenging questions, if required, rather than limit their responses to the provided lines.

Comments on specific sections and questions

Section One: Source analysis (40 Marks)

The mean in Section One: Source Analysis rose to 61.08% in 2022, up from 57.75% in 2021. Candidate performance in Section One was generally better than their performance in Sections Two and Three.

Section Two: Short answer (39 Marks)

Candidates performed reasonably well in Section Two with a mean of 58.21%, down slightly from 63.86% in 2021. Some responses from candidates were thoughtful and addressed all aspects of the question/s. These candidates demonstrated a capacity to think about syllabus content in an informed and critical manner giving an explanation of how and why.

Section Three: Essay (20 Marks)

The mean for the two essays was similar, 58.9% for Question 8 and 59.3% for Question 9, although only 42% of the candidates attempted Question 8.