

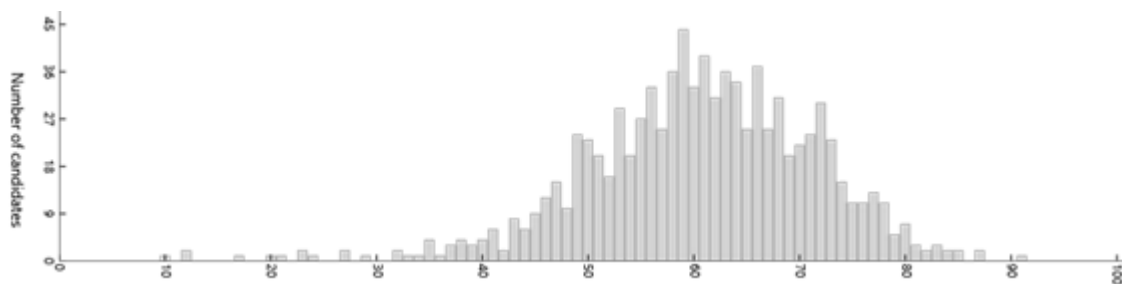


Summary of the 2024 ATAR course examination report: Religion and Life

Year	Number who sat	Number of absentees
2024	898	9
2023	895	15
2022	994	10
2021	1068	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



Summary

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

Attempted by 898 candidates Mean 60.47% Max 91.06% Min 10.43%

Section means were:

Section One: Source analysis	Mean 65.14%		
Attempted by 898 candidates	Mean 26.06(/40)	Max 38.70	Min 1.30
Section Two: Short answer	Mean 58.27%		
Attempted by 896 candidates	Mean 17.48(/30)	Max 27.78	Min 0.00
Section Three: Essay	Mean 56.43%		
Attempted by 886 candidates	Mean 16.93(/30)	Max 28.50	Min 0.00

General comments

The examination was accessible, tested syllabus content fairly and provided opportunities for candidates to demonstrate their understanding of course content. The length of the paper was appropriate, allowing those candidates who used their time well to plan their answers. Better answers were thoughtful and addressed all aspects of the question in an informed and critical manner. However, there was evidence that some candidates relied upon prepared answers that, although related to the topic, did not target the specific question requirements.

Advice for candidates

- Make certain that you understand what the question is asking and ensure that all aspects/parts of the question are addressed.
- Use the planning 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 Religion and Life course. Terms such as 'context' and 'interplay' and vocabulary used in each question indicate the direction of the question being asked, so need to be clearly addressed in your answers.
- Answer the question directly, rather than providing a memorised passage of text that only approximately relates to the question.
- Write legibly. Poor handwriting can make it difficult for markers to comprehend your answer and may affect your overall mark.

Advice for teachers

- Prepare students not only for the course content, but also for questions that delve more deeply into interpretation and evaluation.
- A deeper in-class focus on the course rationale, as outlined in the introductory sections of the syllabus, provides an ideal opportunity to draw students into a better understanding of the course outcomes.
- Encourage students to use the additional space at the end of the Question/Answer booklet for planning to enable a detailed answer to the essay questions.
- Encourage your students to write clearly.

Comments on specific sections and questions

Section One: Source analysis (46 Marks)

Candidates were required to answer three questions related to the material provided in the *Source booklet*. While many provided insightful answers directly related to the source material, some did not sufficiently address the parts of the question that required further explanation and did not make connections between the source material, course content and key course concepts.

Section Two: Short answer (54 Marks)

Most candidates addressed the requirements of each question, performing well in the straightforward parts. However, many did not sufficiently substantiate their reasoning in the more complex parts, where they were required to make connections between course content, key concepts or examples.

Section Three: Essay (20 Marks)

Question 9 was preferred and better answered than Question 8. Compared to previous years, there was a noticeable improvement in the skill of essay writing, particularly in terms of the construction of an introduction. However, some candidates were hindered by using three large paragraphs in the body of their essay rather than using discrete paragraphs that were shorter and sharper in focus to craft a clearly constructed argument. Although it was apparent that some candidates made use of a previously learned essay related generally to the question, most modified their answers to address the question requirements.