

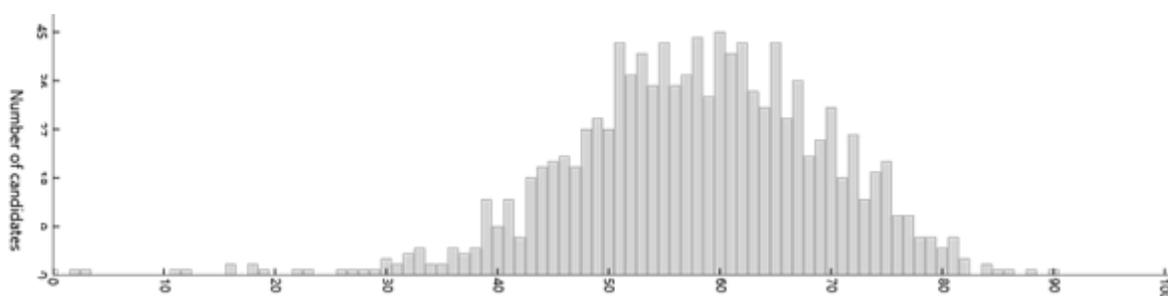


## Summary report of the 2020 ATAR course examination: Religion and Life

Year	Number who sat	Number of absentees
2020	1159	16
2019	1339	12
2018	1352	11
2017	1747	18

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

The examination consisted of three sections with candidates required to attempt all questions in Sections One and Two. In the third section, candidates selected one of two essay questions. The spread of marks for the examination ranged from 0.00% to 90.04% with a mean of 57.84%.

Attempted by 1159 candidates                      Mean 57.84%                      Max 90.04%                      Min 0.00%

Section means were:

Section One: Source analysis	Mean 62.07%		
Attempted by 1157 candidates	Mean 24.83(/40)	Max 37.55	Min 0.00
Section Two: Short answer	Mean 53.99%		
Attempted by 1157 candidates	Mean 16.20(/30)	Max 29.38	Min 0.00
Section Three: Essay	Mean 56.07%		
Attempted by 1151 candidates	Mean 16.82(/30)	Max 29.25	Min 0.00

### General comments

Candidates of the Religion and Life course examination have produced an overall mean of 57.84% which is consistent with examination results from 2019 and 2018. This implies that candidates have a sound understanding of the syllabus and applied their knowledge in an appropriate way. Section One was completed to a high level of competence; however, candidates need to ensure responses are succinct and are validated with reference to the relevant source. Section Two appeared to be the most challenging for candidates. This section requires candidates to provide short answer responses that cover key areas of syllabus content. When addressing set questions, candidate responses need to be to the point and address the specific requirements of the question. In Section Three candidates need to ensure that they are responding directly to the question, rather than relying on prepared answers. Furthermore, candidates need to work on their essay structure to ensure that this does not detract from their answer.

### *Advice for candidates*

- Read the questions carefully. Read each question twice before you answer it and highlight key words.
- Ensure responses include the specific requirements of each question attempted. Identify and address all the key words of each question.
- To avoid unnecessary information when responding to questions, responses need to be clear and succinct.
- Provide appropriate evidence and detail to support answers, especially in Section One.
- Ensure you understand the meaning of words in the glossary of terms and apply these appropriately to the questions.
- Make yourself aware of the appropriate structure of an essay.

### *Advice for teachers*

- Develop strategies to unpack a question quickly and effectively to help your students plan an effective response.
- Ensure that students are taught how to break down questions and to answer the specifics of the question.
- Make certain that students have a good grasp of the words in the glossary of terms for Religion and Life and apply these appropriately to the questions.
- Continue to develop student's awareness of essay structure and give examples of what a strong essay looks like.

### **Comments on specific sections and questions**

#### **Section One: Source analysis (49 Marks)**

Overall, candidates have produced sound results, which indicates a suitable understanding of the question and the necessary aspects of the response for Section One. Candidates were able to obtain the essential information from the source and apply this appropriately to the question. There is a tendency for candidates to provide extra, unneeded information, which makes their response lengthy and unclear.

#### **Section Two: Short answer (48 Marks)**

Candidates completed Section Two to a satisfactory level; however, candidates did not always provide enough specific detail which indicates a low and superficial understanding of key ideas and concepts. Furthermore, there is evidence that candidates are not taking the time to read questions carefully, this produces unnecessary and more often misplaced information, which detracts from their response.

#### **Section Three: Essay (20 Marks)**

Essay writing in Section Three showed additional improvement this year. There were more examples of candidates writing sound introductions and conclusions, and able to construct meaningful paragraphs in the body of the essay. Some candidates still write large paragraphs that 'chunk' information. Candidates that completed Section Three to a high standard were able to develop a thesis or central argument that aided their response.