

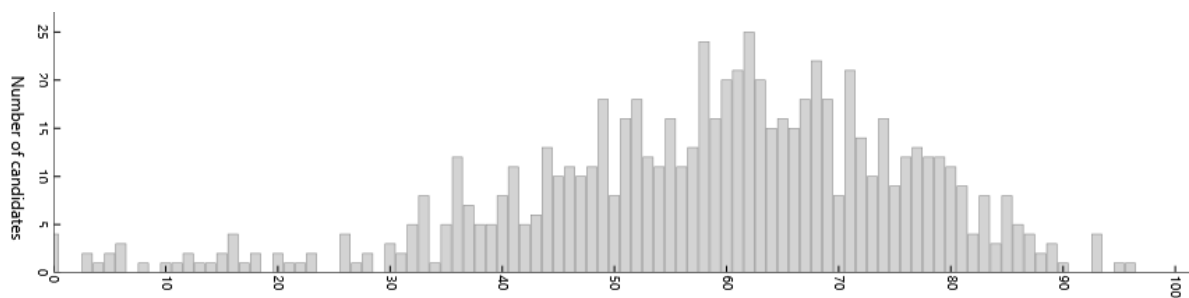


## Summary report of the 2022 ATAR course examination report: **Politics and Law**

Year	Number who sat	Number of absentees
2022	723	24
2021	819	20
2020	794	12
2019	840	14

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 written examination consisted of three sections that required candidates to answer three out of four questions in Section One, one out of two questions in Section Two and, in Section Three, which was divided into Part A and Part B, candidates were required to answer one out of two questions in each part.

Attempted by 723 candidates                      Mean 58.02%                      Max 95.50%                      Min 0.00%

Section means were:

Section One: Short answer	Mean 61.03%		
Attempted by 720 candidates	Mean 18.31(/30)	Max 30.00	Min 0.00
Section Two: Source analysis	Mean 63.80%		
Attempted by 718 candidates	Mean 12.76(/20)	Max 20.00	Min 0.00
Section Three: Essay: Part A Unit 3	Mean 55.75%		
Attempted by 704 candidates	Mean 13.94(/25)	Max 25.00	Min 0.00
Section Three: Essay: Part B Unit 4	Mean 52.08%		
Attempted by 696 candidates	Mean 13.02(/25)	Max 24.50	Min 0.00

### **General comments**

Most candidates completed the examination, attempting the required number of questions in each of the sections. It was evident that most candidates were conversant with the course, as reflected in the relatively high mean in Section One. Questions 1 and 4 were the more popular questions in Section One, with Question 4 being attempted by the majority of candidates and achieving the highest mean of 65.19%. In Section Two of the examination many more candidates attempted Question 6 than Question 5. Questions 7 and 10 were the more popular questions in Section Three and Question 10 had the lowest mean. Candidates did not read questions carefully enough and did not address all the issues that a particular

question raised. Overall, Section 3 essay responses were detailed narratives. Candidates knew relevant material, but too many candidates did not use the information provided to write an evaluative response.

Key terms and/or concepts in questions were being overlooked by many candidates, especially in Sections One and Three. 'Evaluation' was a word used in the Section Three essay questions and the final question in Section Two. Often candidates were not actually evaluating what was being claimed and instead merely wrote a narrative. The responses from candidates indicated that, generally speaking, the whole syllabus was covered, but the application of concepts and how the various elements of the political and legal system interconnect was overlooked.

#### *Advice for candidates*

- Know definitions and concepts in detail and be able to explain their role and significance within the political and legal system.
- Ensure that you respond directly to the question asked and avoid irrelevant discussion.
- Break down the question and understand the focus of the question.
- Ensure that examples are up-to-date and relevant.
- Understand what is required when evaluating and analysing.
- Understand information rather than just learn information.
- Use information to argue a point of view and then be able to argue against that point of view, using relevant and up-to-date information.
- Do not use abbreviations that are not widely used.
- Do not try to predict examination questions and learn a response.

#### *Advice for teachers*

- Ensure that examples are up-to-date and that the underlying principles and concepts of the Australian political and legal system are known in detail and understood.
- Encourage students to go beyond what is in a textbook and to seek out other examples and developments within the topic, especially within the last two years.
- Fact-check examples and information. Do not rely on one source to be correct.
- All points of the syllabus are treated equally. No one content point in the syllabus is considered more important than any other.
- Ensure that candidates see the interconnection between the various parts of the syllabus, including between Unit 3 and Unit 4. None of the syllabus points should be taught and understood in isolation.
- Ensure that candidates understand what is required when a question asks for: evaluate, analyse, discuss, explain, outline, identify.

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

#### **Section One: Short answer (30 Marks)**

Most candidates did well in this section of the examination, as reflected in the relatively high mean. Question 4 was the most attempted question and achieved the highest mean. Candidates did not address particular aspects of some questions; either a term was overlooked, such as Governor-General 'in Council' in Question 1 part (a), or responses were too general, which happened in Question 2 part (c) and Question 3 part (b).

**Section Two: Source analysis (20 Marks)**

Many more candidates answered Question 5 compared to Question 6, but there was no significant difference between the standard of responses in each question. The mean for Question 6 part (a) was lower than for Question 5 part (a) as too many candidates overlooked the word 'rights', whereas 'federalism' was handled well. The lack of evaluation in the responses to part (d) in both questions was reflected in the low mean for both.

**Section Three: Essay: Part A Unit 3 (25 Marks)**

Question 7 was more popular than Question 8, with no significant difference between the standard of essays. In Question 7 too many candidates digressed and discussed the role of the High Court in terms of constitutional change. Evaluation was not done well in either question.

**Section Three: Essay: Part B Unit 4 (25 Marks)**

Question 10 was more popular than Question 9 but the mean for Question 10 was the lowest for all the essays in Section 3. Very little evaluation was evident in most responses.