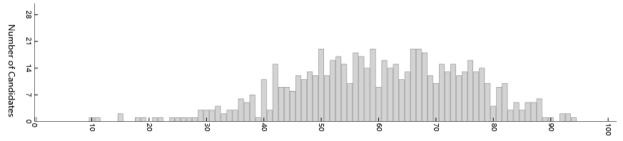




Summary report of the 2016 ATAR course examination: Applied Information Technology

Year	Number who sat	Number of absentees
2016	648	26

Examination score distribution



Summary

Candidates responded well to the new format of the examination. The means achieved across the sections of the examination were fairly consistent, except for the multiple-choice section, which was particularly high.

Attempted by 648 candidates

Mean 59.98%(/100) Max 93.89% Min 0.00%

Section means were: Section One: Multiple-choice Section Two: Short answer Section Three: Extended answer Section Four: Scenario

Mean 13.14(/15)Max 15.00Min 0.00Mean 13.95(/25)Max 24.72Min 1.14Mean 11.31(/20)Max 19.74Min 0.00Mean 21.80(/40)Max 39.02Min 0.00

General comments

Overall, candidates performed well, demonstrating a sound understanding of the content in the multiple-choice section and consistency in terms of their level of understanding of the skills and concepts in the short answer and extended answer sections. There is some room for improvement in the application of skills in Section Four, which achieved the lowest section mean.

Advice for candidates

- Read questions closely and ensure you address the requirements of questions.
- Ensure that you provide the necessary detail when a question requires you to 'explain' a concept. Avoid simply stating or describing associated elements.
- If a question has several components, make sure you consider how to compose your response to the whole question and then address each component.
- When annotating a design sketch do not simply state the obvious, elaborate on the reasoning for that particular feature of the design. Do not confuse labels with annotations.

Advice for teachers

- Ensure that students are familiar with all aspects of the course syllabus and that they understand the linkage between content taught and the context for that content.
- Students need to be explicitly taught how to construct responses for a range of higher-order verbs such as 'explain', 'evaluate' and 'analyse'.

Invest time in developing students' application of design skills. Provide them with models
of sketches/diagrams that feature effective labels and annotations and give them a lot of
in-class, timed practice so they can hone this skill.

Comments on specific sections and questions

Section One: Multiple-choice Attempted by 648 candidates Mean 13.14(/15) Max 15.00 Min 0.00 Candidates performed particularly well on this section of the examination.

Section Two: Short answer

Attempted by 647 candidates Mean 13.95(/25) Max 24.72 Min 1.14 In general, candidates performed quite well in this section. However, there were many instances in which candidates did not provide enough detail in their responses to questions, which limited their ability to score higher marks.

Section Three: Extended answer

Attempted by 644 candidates Mean 11.31(/20) Max 19.74 Min 0.00 This section assessed the candidates' knowledge of networks, with the results indicating that there is room for improvement in the performance of candidates.

Section Four: Scenario

Attempted by 644 candidates Mean 21.80(/40) Max 39.02 Min 0.00 Given that the weighting of this section is 40%, candidates needed to ensure that they allocated sufficient time to construct detailed responses. However, many candidates obviously did not do this and provided rushed, shallow responses thus resulting in the lowest section mean of the examination. Some candidates though did produce highly-detailed responses.