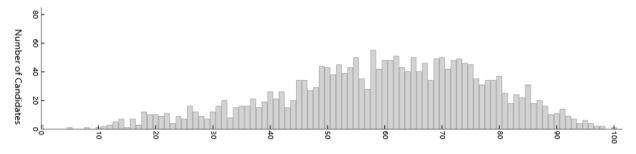


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Summary report of the 2016 ATAR course examination: Economics

Year	Number who sat	Number of absentees
2016	2146	41

Examination score distribution



Summary

The 2016 ATAR Economics examination consisted of three sections with candidates being required to attempt all questions in Sections One and Two and to choose two of the four questions available in Section Three. The spread of marks ranged from 0% to 100% and the standard deviation was 18.08%.

Attempted by 2146 candidates	Mean 59.18%(/100)	Max 100%	Min 0%
Section means were: Section One: Multiple-choice Section Two: Data interpretation/Short answe	Mean 17.58(/24) r	Max 24	Min 0
Section Three: Extended answer	Mean 22.23(/36) Mean 19.69(/40)	Max 36 Max 40	Min 0 Min 0

General comments

Most candidates were able to attempt all questions, but they needed to read them more carefully. Significant Australian and global macroeconomic events and issues for 2016 were included in the examination.

Advice for candidates

- Read questions carefully, respond to and use correct terminology for Economics. In relation to globalisation and trade, the word 'bloc' is not the same as the word 'block'. A tariff may be a trade 'barrier', but is not known as a trade 'block'.
- If a question asks for a Keynesian cross diagram, don't use the aggregate demand/aggregate supply (AD/AS) model, as that is not the model/diagram being assessed.
- Understand the time periods as defined in the syllabus: 'contemporary' and 'recent'.

Advice for teachers

- Some teachers are still teaching the concept of the 'accelerator' which hasn't been in the syllabus for many years. Students are wasting their time writing about this concept.
- 'External balance' is not an economic objective of the Australian Government, but a number of candidates continue to discuss this, thus not gaining marks.
- Students need to be exposed to the two time periods in the syllabus: 'recent' and 'contemporary'.

• Significant Australian and global macro issues and events impacting on the Australian economy will attract potential questions.

Comments on specific sections and questions

Section One: Multiple-choice

Attempted by 2146 candidates Mean 17.58(/24) Max 24 Min 0

Section One was fairly straightforward with all questions being attempted by all candidates. The lowest mean was for Question15 as a result of candidates not reading carefully enough to see what was being asked.

Section Two: Data interpretation/Short answer

Attempted by 2142 candidates Mean 22.23(/36) Max 36 Min 0 Performance in Section Two was quite even across the three compulsory questions, although there was quite marked variation in the means achieved in question parts. Question 25 (a)(ii) attained a mean of 93.41%, whereas the mean for part (c) was 56.50%. Similarly, the means for Question 26 ranged from 56.66% for part (c) to 84.60% for part (a)(ii).

Section Three: Extended answer

Attempted by 2116 candidates Mean 19.69(/40) Max 40 Min 0 Section Three produced the lowest overall mean for the examination. Question 31 was the most popular, and Question 30, the least popular choice, attempted by 646 candidates. The relatively poor performance on Question 28 was due mostly to candidates interpreting 'bloc' as 'block', thus producing the significantly lower mean of 39.43% for Question 28 (a).