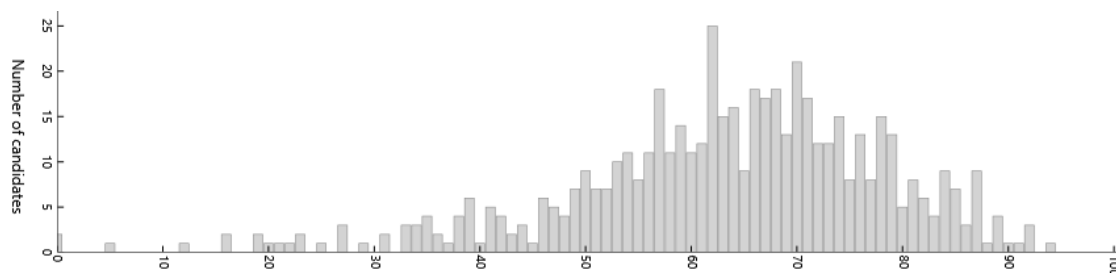




Summary report of the 2018 ATAR course examination: Applied Information Technology

Year	Number who sat	Number of absentees
2018	537	3
2017	674	7
2016	648	26

Examination score distribution-Written



Summary

Overall, candidates performed well on the examination attaining a mean of 63.15%. In terms of the means across the sections, higher means were attained for responses to the knowledge-based, and application of knowledge questions in Sections One and Three, than for the application of skills and learning demonstrated in Section Four.

Attempted by 537 candidates	Mean 63.15%	Max 93.95%	Min 0.00%
Section means were:			
Section One: Multiple-choice	Mean 69.72%		
Attempted by 537 candidates	Mean 10.46(/15)	Max 15.00	Min 0.00
Section Two: Short answer	Mean 64.22%		
Attempted by 535 candidates	Mean 16.05(/25)	Max 24.18	Min 0.27
Section Three: Extended answer	Mean 70%		
Attempted by 534 candidates	Mean 14.00(/20)	Max 20.00	Min 1.52
Section Four: Scenario	Mean 57.37%		
Attempted by 533 candidates	Mean 22.95(/40)	Max 39.70	Min 0.00

General comments

It was pleasing to note the high standard and comparable performance of candidates on the multiple-choice section of the examination. It was also encouraging to see a range of strong responses to the article stimulus in Section Three. However, it was disappointing to note that although very similar to the structure and format of last year's examination, Section Four continues to receive the lowest mean. The demands of this section of the examination require further focus by teachers and candidates.

Advice for candidates

- Read the question carefully and make sure you answer the question posed.
- Use the marks allocated for a question as a guide to the breadth and/or depth of your response.
- Be familiar with the range of verbs used in questions and answer accordingly.
- Ensure you read stimulus material carefully and use the related information to support your response to questions.

- Practise annotating designs by applying the skills listed under 'Design concepts' in the syllabus.
- When annotating a design sketch do not simply label by stating the obvious, elaborate on the reasoning for that particular feature of the design. Do not confuse labels with annotations.
- Engage with the examination materials of previous years to understand the mark allocation of questions, to practise answering questions and to become familiar with the answers and performance descriptors in the marking keys.

Advice for teachers

- Ensure your students recognise a range of verbs such as list, outline, describe, explain, discuss and annotate, and that they practise writing relevant responses to questions containing these verbs.
- Provide a range of stimulus types for students to practise responding to and model good answers.
- Provide your students with many opportunities to apply design skills and concepts.
- Demonstrate for students how to annotate designs to achieve maximum marks.
- Provide students with the examination materials of previous years. Discuss the mark allocation of questions, provide them with guidance on how to respond to different types of questions and advise them of how the marking keys work to become familiar with marking expectations.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

The mean attained for this section of the examination was quite high. The most challenging questions were Questions 3 and 12. Question 3 was on verifiability of information and its sources and most candidates appeared not to understand the term verifiability. Question 12 was based on publishing features and less than half of the candidates answered correctly. Question 11 was on online censorship and was answered extremely well, attaining the highest mean.

Section Two: Short answer (46 Marks)

Overall, this section was done well by most candidates. Some questions were answered particularly well with candidates achieving the full range of marks. However, across several questions, candidates were not describing/explaining in detail to fully show their understanding in the responses to achieve full marks. In Questions 21 and 22 most candidates demonstrated a solid understanding of online data storage methods and backup techniques. Question 19, on the characteristics of the Wireless Application Protocol, proved to be the most challenging for candidates.

Section Three: Extended answer (33 Marks)

This section required candidates to refer to stimulus material which was a published article relating to Viper Pods worn by athletes. The mean attained for the section was the highest in the examination; however, higher results could have been achieved if more candidates had supported their responses with information from the stimulus and avoided making general comments. Question 24(b) showed that candidates can explain how technology can meet the needs of users. Question 24(c) indicates that candidates do not have a strong understanding of how Web 3.0 technology can be applied.

Section Four: Scenario (66 Marks)

The mean for this section was the lowest for the examination. Many candidates did not read the scenario clearly, evidenced by the poor mean in part (a) about the project management approach. It is disappointing to note that although part (d) was very similar to a question in last year's examination, candidates are still not able to correctly state and explain standards from the Web and Design Applications Standards of the WC3. Many candidates showed a superficial understanding of project management software as evidenced from the low mean for part (c). In terms of the digital solution; most candidates could incorporate accessibility and structure into the appearance of their solution, and the quality of annotations was improved. Although most candidates could produce a clear and well-designed sketch with effective layout and structure for the home page of the website, many did not produce the same quality for the landing page of the app. Candidates who provided detailed responses which included clear explanations and appropriate annotations received the maximum marks.