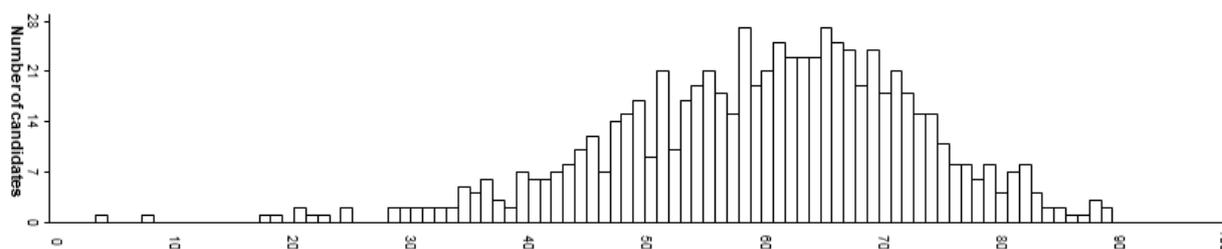




Summary report for candidates on the 2015 WACE examination in Applied Information Technology Stage 3

| Year | Number who sat | Number of absentees |
|------|----------------|---------------------|
| 2015 | 723 | 21 |
| 2014 | 547 | 25 |
| 2013 | 769 | 17 |

Examination score distribution



Summary

Attempted by 723 Candidates Mean 60.69% Max 90.32% Min 3.81%

Section means were:

Section One: Multiple-choice

Mean 7.14%(/10) Max 10.00% Min 2.50%

Section Two: Short answer and extended answer

Mean 20.58%(/35) Max 33.69% Min 1.31%

Section Two: Short answer and extended answer

Mean 9.53%(/15) Max 15.00% Min 0.75%

Section Three: Response/Production

Mean 23.53%(/40) Max 37.10% Min 4.84%

The mean score for the examination was almost identical to that for the 2014 paper. Overall, the examination provided the top students with the opportunity to achieve high scores, while the spread in scores indicated that it discriminated well.

Section percentage means and ranges were:

Section One: Multiple-choice Mean 7.14%(/10) Max 10.00% Min 2.50%

Section Two: Short answer Mean 20.58%(/35) Max 33.69% Min 1.31%

Section Two: Extended answer Mean 9.53%(/15) Max 15.00% Min 0.75%

Section Three: Response/Production Mean 23.53%(/40) Max 37.10% Min 4.84%

In Section One: Multiple-choice, the majority of the candidates scored well. Questions 9 and 18 were the most difficult while Questions 2, 7 and 14 were the easiest.

The mean of Section Two: Short and extended answer was 60.1%. Questions 22 and 24 were the easiest, both with means greater than 75%, while Questions 23 and 28 were the most difficult, both with means less than 50%.

Section Three: Response/Production consisted of one question divided into a number of parts and having an overall mean of 58.8%. The easiest parts of the question were (b) and (h) and the most difficult parts were (f) and (g).

General comments

In general, questions involving file types, hardware and software and its implications for use were not answered well.

Advice for candidates

- Candidates are urged to read the syllabus thoroughly to ensure that they know which points refer to knowledge, and which refer to skills.
- Candidates should understand the difference between key verbs such as list, describe, outline and analyse. These verbs are clues to the depth required for appropriate answers.
- Candidates are encouraged to read questions fully and note carefully the key verbs used.

Comments on specific sections and questions

Section One: Multiple-choice Attempted by 723 Candidates

Mean 7.14%(/10) Max 10.00% Min 2.50%

Section One (Multiple-choice) produced an overall mean of 71.4%. Questions 2, 7 and 14 were the easiest questions in this section, all with means greater than 0.95. Questions 9 and 18 were the hardest, both with means less than 0.35.

Section Two A: Short answer and extended answer

Attempted by 723 Candidates

Mean 20.58%(/35) Max 33.69% Min 1.31%

Question 24 was the easiest short-answer item, with a mean of 83.3%, while Question 23 was the hardest with a mean of 40.6%. The overall mean of Section Two: Short answer was 58.8%. Question 29, the extended-answer item, had a mean of 63.6%. In general, few candidates displayed a consistently high level of conceptual understanding in questions relating to networking and usability of hardware.

Section Two B: Short answer and extended answer Attempted by 721 Candidates

Mean 9.53%(/15) Max 15.00% Min 0.75%

In the extended-answer section candidates were required to provide greater depth when addressing the concepts related to access to sensitive and personal information. For the most part the candidates were successful as the mean of 63.55% would suggest.

Section Three: Response/Production Attempted by 721 Candidates

Mean 23.53%(/40) Max 37.10% Min 4.84%

Section Three consisted of one question with a number of parts and involved planning, designing and evaluating a website tailored to a client's specific needs. In the early stages of the question, parts (a) to (h) stepped the candidates through the design process leading to the production of an annotated design brief. It was pleasing that many candidates were able to express their understanding of the syllabus content by producing a design brief and an annotated layout. Relatively few however produced clear, well-designed interfaces with annotations linked clearly to the item being described. Parts (d), (e), (f) and (g) were answered poorly indicating that the concepts involved were not understood well.