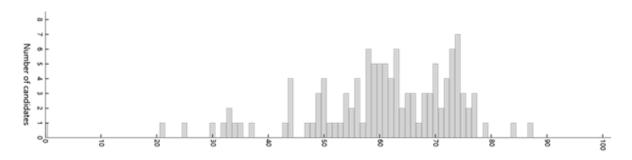


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# Summary report of the 2019 ATAR course examination: Children, Family and the Community

Year	Number who sat	Number of absentees
2019	118	1
2018	100	1
2017	145	0

#### Examination score distribution-Written



## Summary

This examination comprised of three sections. Sections One and Two required candidates to answer all questions, while Section Three required candidates to answer two of three questions. The examination provided a balanced coverage of the ATAR syllabus and was of appropriate difficulty and length.

Attempted by 118 candidates	Mean 60.37%	Max 87.47%	Min 0.00%
Section means were:			
Section One: Multiple-choice	Mean 62.54%		
Attempted by 118 candidates	Mean 6.25(/10)	Max 10.00	Min 0.00
Section Two: Short answer	Mean 62.78% <sup>°</sup>		
Attempted by 117 candidates	Mean 31.39(/50)	Max 45.27	Min 11.26
Section Three: Extended answer	Mean 57.97%		
Attempted by 117 candidates	Mean 23.19(/40)	Max 35.20	Min 3.20

#### General comments

The mean of 60.37% was slightly lower than the mean in 2018 (62.79%). With the exception of the Multiple-choice section, which was more difficult than last year (86.20%), the Short answer section and Extended answer section means were similar to 2018. Individual questions varied in difficulty, allowing for a good spread of marks. Overall, positive positive feedback was received.

#### Advice for candidates

- Learn all aspects of diagrams integral to the course (such as Triple Bottom Line theory, Zone of proximal development, Bronfenbrenner's ecological systems theory). Ensure that you are able to describe how the theory around each diagram works.
- Understand that a community partnership requires two or more community organisations to be involved. It is not a partnership if only one organisation is mentioned.
- Give equal emphasis to learning examples for children, family and the community in relation to the products, services and systems and features of these.

#### Advice for teachers

- Identify the Multiple-choice questions not answered well in this examination and practise the syllabus dot points related to these questions.
- Give equal emphasis to teaching examples for children, family and the community in relation to the products, services and systems and features of these.
- Explore 'political features' with students.
- Use examples provided in the marking key on community partnerships as a guide to teaching this aspect of the syllabus.
- Ensure that students understand that a community partnership involves at least two groups.

## Comments on specific sections and questions Section One: Multiple-choice (10 Marks)

The Multiple-choice section had a mean of 62.54%. Half of the Multiple-choice questions were answered correctly by at least 73% of candidates. Some questions with quite factual and specific answers, such as Questions 1 and 3, were answered poorly.

## Section Two: Short answer (111 Marks)

The majority of candidates attempted all questions in this section. Questions requiring interpretation of source material (graph on Millennium Development Goals and Gender Equality fact sheet) were poorly completed. There was an improvement in candidates' ability to interpret the cartoon compared to previous years, although many struggled with identifying political factors affecting the situation depicted.

## Section Three: Extended answer (50 Marks)

A mean of 57.97% indicates that this section was more difficult for candidates than the other two sections. More candidates attempted Questions 19 and 20 than Question 18. Candidates may have felt less confident in their ability to write sufficiently well on the topic of community partnerships in Question 18.