![Government of Western Australia — School Curriculum and Standards Authority]
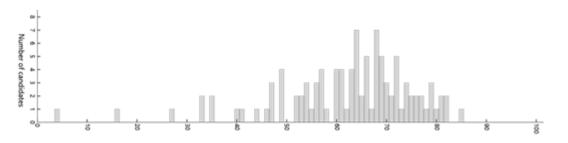
Summary report of the 2021 ATAR course examination report:
Children, Family and the Community

Year	Number who sat	Number of absentees
2021	104	1
2020	109	1
2019	118	1
2018	100	1

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written

Summary
Attempted by 104 candidates   Mean 61.86% Max 85.40% Min 4.00%

Section means were:
Section One: Multiple-choice   Mean 57.40%
Attempted by 104 candidates   Mean 5.74(/10) Max 9.00 Min 3.00
Section Two: Short answer   Mean 62.27%
Attempted by 103 candidates   Mean 31.13(/50) Max 43.82 Min 0.00
Section Three: Extended Answer   Mean 62.46%
Attempted by 102 candidates   Mean 24.98(/40) Max 37.20 Min 0.00

General comments
The Multiple-choice section, with a mean just over 57%, was lower than the mean for the Short answer and Extended answer sections of the examination.

Extended answers achieved the highest marks in the examination. Almost all candidates attempted the theorist question, however, they struggled linking their answers back to growth and development. The advocacy question demonstrated that candidates could identify a depiction, however it showed they could not justify what they identified. Most candidates chose the first two questions with the lowest number of candidates choosing the final question, as this seemed to be more challenging for candidates, and one which required a thorough knowledge of an ordered process.

Advice for candidates
- Check that you have answered all parts of the questions in the Extended answer section. Keep re-reading the question parts before continuing with your answer.
- Ensure you justify your responses to attain the maximum marks allocated.
- Highlight key parts of the question requirements.

Advice for teachers
- Encourage students to highlight key parts of question requirements. There is a clear correlation between highlighting what is asked for and the correctness of answers.
- Teach students the meaning of each word in the *Glossary of key words used in the formulation of questions*, available on the course page. Clearly understand the definition of each term and organise learning activities that allow students to reach an analysis level.
- Teach students about how marks are allocated to questions, using samples from past ATAR marking keys as a guide.
- Short answer questions included a wide variety of scenarios, analysis, and discussions. Scenarios used to teach the syllabus should not only cover the facts but also how to use a scenario to analyse the information presented (breakdown into why, good/bad, and the impacts of).
- Demonstrate how to unpack graphs, and describe and relate these back to the syllabus content.

Comments on specific sections and questions

Section One: Multiple-choice (10 Marks)
Attempted by 104 candidates   Mean 5.74(/10)   Max 9.00   Min 3.00
The mean of 57.40% demonstrated an equal and level marks allocation. Question 2 highlighted the need for candidates to demonstrate an understanding of the difference between a primary and secondary source.

Section Two: Short answer (93 Marks)
Attempted by 103 candidates   Mean 31.13(/50)   Max 43.82   Min 0.00
As is typical for the Short answer section, there were some questions completed well by most candidates, however, questions that required candidates to relate their answers back to scenarios and/or graphs required more evidence of understanding and unpacking graphs and scenarios and also identifying the difference between the models of sustainability.

Section Three: Extended (50 Marks)
Attempted by 102 candidates   Mean 24.98(/40)   Max 37.20   Min 0.00
A mean of 62.46% indicated this section was, on average, similar in level of difficulty to Section Two. Most candidates chose to answer Questions 19 and 20. Most identified the five systems of Bronfenbrenner and were able to include relevant examples. Question 19 part (b) showed that candidates could discuss the interrelationship between two systems, although many could not refer back to growth and relationship. Candidates were able to identify the issue depicted in Question 20 but did not understand the difference between a strategy and a skill, with only the stronger candidates understanding and identifying communication strategies.