

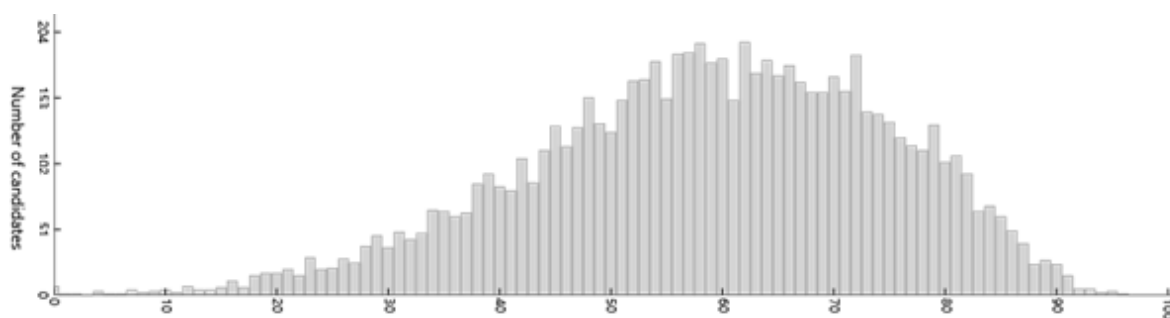


## Summary report of the 2020 ATAR course examination report: Mathematics Applications

Year	Number who sat	Number of absentees
2020	7611	192
2019	8047	163
2018	8451	178
2017	8992	174

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

The examination consisted of two sections: a Calculator-free section and a Calculator-assumed section.

Attempted by 7602 candidates                      Mean 58.63%                      Max 95.54% Min 0.00%

Section means were:

Section One: Calculator-free	Mean 67.37%		
Attempted by 7601 candidates	Mean 23.58(/35)	Max 34.26	Min 0.00
Section Two: Calculator-assumed	Mean 53.92%		
Attempted by 7601 candidates	Mean 35.05(/65)	Max 63.76	Min 0.00

### General comments

Candidates appeared to have had adequate time to complete the examination, with the majority attempting all questions. The length of the paper seemed appropriate with 97% of the cohort attempting Question 15 and 96% attempting Question 16. The examination provided sufficient questions or question parts for candidates to score reasonably well, with a number of questions allowing for the discrimination of candidate ability. It was noted that candidates' written explanations have improved. However, basic arithmetic skills are still lacking amongst many candidates.

### Advice for candidates

- Show working, even if the question is worth only two marks.
- Provide the correct units when required.
- Use brackets when squaring negative numbers on the calculator.
- Use a highlighter when indicating routes on a network.

*Advice for teachers*

- Continue to emphasise the importance of using correct terminology.
- Stress the importance of rounding to the appropriate whole number when dealing with discrete objects.
- Stress the importance of reading questions carefully.

***Comments on specific sections and questions***

**Section One: Calculator-free (47 Marks)**

Candidates performed well in this section, as shown by a mean of 67.37%. However, basic arithmetic skills, including converting simple fractions to percentages and calculating with decimals, are lacking among many candidates. Best candidate performances were seen in Question 6, while Question 1 appeared to be a good discriminating question.

**Section Two: Calculator-assumed (105 Marks)**

Most candidates attempted all questions in this section. Questions 8, 11 and 16 proved to be the discriminating questions. Candidates were comfortable with routine calculations but had difficulty with questions that required written justification.