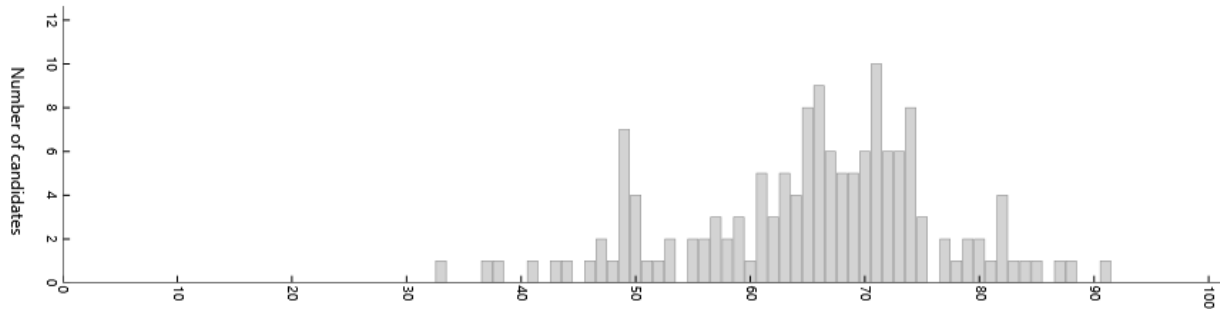




## Summary report of the 2017 ATAR course examination: Children, Family and the Community

Year	Number who sat	Number of absentees
2017	145	0
2016	121	0

### Examination score distribution – Written



### Summary

Attempted by 145 candidates	Mean 65.36%	Max 91.10%	Min 33.39
Section One: Multiple-choice Attempted by 145 candidates	Mean 76.97%	Mean 7.70(/10)	Max 10.00 Min 4.00
Section Two: Short answer Attempted by 145 candidates	Mean 61.06%	Mean 30.53(/50)	Max 44.10 Min 8.99
Section Three: Extended answer Attempted by 145 candidates	Mean 67.83%	Mean 27.13(/40)	Max 38.00 Min 13.20

### General comments

Overall marks for the examination indicate a suitable level of difficulty with some sections clearly appearing to be easier for candidates. This relates to the amount of time spent on, and quality of teaching with regards to certain aspects of the course such as the theorists.

#### Advice for candidates

- Candidates must consider the context given to each question carefully and not just recall having been taught about a particular syllabus point. This was particularly relevant to Question 12 part (b) where candidates did not keep to the context of question which was advocacy senior students could do to address disadvantage in the community. Instead candidates came up with any plan that was not necessarily achievable or plausible for senior students to do.

#### Advice for teachers

- Teach students to interpret cartoons which relate to issues relevant to the syllabus. Interpreting does not mean literally stating what they see. Over the last few years there have been cartoons about sustainability, equality and now conflict resolution. These will be useful teaching resources along with the marking keys. Interpreting cartoons that depict social issues is a relevant way of assessing student knowledge.
- Ethical features were confused with functional features in Question 17 and may need more attention.

- Consider that advocacy can be developed using a model other than the Technology Process. Teach a variety of models.

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

Multiple-choice appeared easy and a good proportion of the syllabus was covered. Candidates were able to distinguish correct from incorrect answers reflecting a sound knowledge of the syllabus.

#### **Section One: Multiple-choice (10 Marks)**

There was a solid understanding of Millennium Development Goals, Piaget theory and application of triple bottom line. Identifying self-management skills was not as accurate as expected and the purpose of the United Nations Rights of a Child was not consistently identified.

#### **Section Two: Short answer (89 Marks)**

Candidates were able to identify correctly social and economic factors in Question 11, but varying degrees of responses were given to the impacts of these factors. Question 12 appeared problematic as candidates did not keep to the context of the question, while Question 13 about interpreting a cartoon challenged candidates. Questions 14 and 15 were done reasonably well. In Question 16 most candidates were able to identify rights of children, and in Question 17 ethical features were confused with functional features.

#### **Section Three: Extended answer (50 Marks)**

Labelling the Bronfenbrenner diagram in Question 18 was completed well with great examples from each system, but describing how the system impacts the individual may need more attention. Candidates did well at identifying appropriate primary and secondary sources for the context of Question 19, with the Technology Process being chosen almost exclusively as the model for developing an advocacy plan. A reasonably small proportion of candidates attempted Question 20 and those that did had a good understanding of the required Acts when dealing with unfair treatment, but provided little reference to the scope of each Act.