

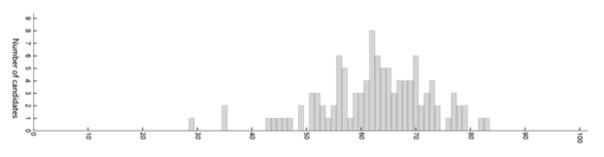


Summary report of the 2020 ATAR course examination: Children, Family and the Community

Year	Number who sat	Number of absentees
2020	109	1
2019	118	1
2018	100	1
2017	145	0

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 109 candidates

Mean 62.48%

Max 83.28% Min 29.01%

Section means were: Section One: Multiple-choice Attempted by 109 candidates Section Two: Short answer Attempted by 109 candidates Section Three: Extended answer Attempted by 109 candidates

Mean 81.93% Mean 8.19(/10)	Max 10.00	Min 5.00
Mean 61.49% Mean 30.74(/50)	Max 43.45	Min 12.14
Mean 58.86% Mean 23.54(/40)	Max 35.20	Min 7.20

General comments

The multiple-choice section, with a mean close to 82%, was easier than the short and extended answer sections of the examination.

Short answer questions included several that required analysis which only the strongest candidates were able to do. Analysis of contexts used to teach syllabus points should be used by teachers to not only cover the facts but also how to analyse the information (why/good or bad/changeable and impacts of, are a few ideas that may be used for analysis).

Extended answers achieved the lowest marks in the examination. Almost all candidates attempted the theorist question as they felt confident about this topic. However, there were inaccuracies in their recollection of facts about the theory, and their ability to analyse application of the theories covered was weak. The other extended answer questions covered a range of contexts that provided an opportunity for candidates to demonstrate their knowledge.

Advice for candidates

- Double check that you have answered all parts of the question in the Extended answer section. Keep rereading the question parts before continuing with your answer.
- 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 what each word in the *Glossary of key words used in the formulation of questions* means this glossary is available on the course page. Clearly understand the definition of each term and teach and organise learning activities that allow students to reach an analysis level on frequent occasions.
- Use a range of contexts to syllabus points when teaching. Often the syllabus points specify contexts like local or overseas communities but the community partnership syllabus point for example, needs to be addressed using several contexts.
- Teach students about how marks are allocated to questions use samples from past ATAR marking keys available on the School Curriculum and Standards Authority website.

Comments on specific sections and questions

Section One: Multiple-choice (10 Marks)

Attempted by 109 candidates Mean 8.19(/10) Max 10.00 Min 5.00 The mean of 81.93 % was unexpectedly high. Questions 3 to 8, and 10, had most candidates selecting the correct answer. These questions reflected areas of the syllabus that appear in both the Year 11 and Year 12 syllabus so are familiar to most candidates.

Section Two: Short answer (50 Marks)

Attempted by 109 candidates Mean 30.74(/50) Max 43.45 Min 12.14 As is typical for the Short answer section, there were questions performed well by most candidates, however those questions requiring analysis, were responded to by more able candidates. Giving candidates contexts for questions they were familiar with helped, for example, community partnerships that schools may be involved in or the women in sport questions.

Section Three: Extended answer (40 Marks)

Attempted by 109 candidates Mean 23.54(/40) Max 35.20 Min 7.20 A mean of 58.6% indicated this section was more difficult for candidates than the other two sections. Most candidates attempted Question 18 which was about two of the theorists that appear in the syllabus: Piaget and Erikson. The mean for this question was highest of the questions in Section Three. Question 19 about community development, was attempted by only 30% of the cohort, suggesting that candidates were not confident in this part of the syllabus. Three specifics within the syllabus point were addressed, so it might have been the aspects specified that led only a few candidates to attempt this question. Those who attempted the question, found it difficult.