Government of **Western Australia**
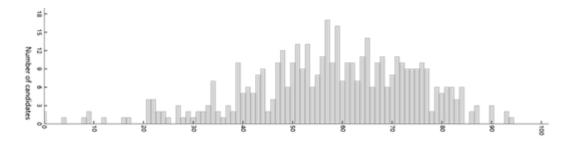School Curriculum and Standards Authority

Summary report of the 2021 ATAR course examination report:
Applied Information Technology

Year	Number who sat	Number of absentees
2021	454	9
2020	465	3
2019	566	4
2018	537	3

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 provided good coverage across the syllabus with questions that ranged from those requiring a brief statement to applied understanding. Questions allowed for the full range of marks and enabled discrimination between lower and higher achieving candidates. The quality of candidate responses slightly improved this year in Sections Three and Four. However, Section Two indicated that the candidates responded well to the straight recall-based questions, but many struggled to further develop their responses.

Attempted by 454 candidates   Mean 57.68%   Max 94.16%   Min 0.00%

Section means were:
Section One: Multiple-choice   Mean 66.18%
Attempted by 454 candidates   Mean 9.93(/15)   Max 15.00   Min 0.00
Section Two: Short answer   Mean 53.29%
Attempted by 451 candidates   Mean 13.32(/25)   Max 24.06   Min 0.00
Section Three: Extended answer   Mean 56.85%
Attempted by 447 candidates   Mean 11.37(/20)   Max 20.00   Min 0.00
Section Four: Scenario   Mean 57.66%
Attempted by 446 candidates   Mean 23.06(/40)   Max 39.73   Min 0.00

General comments
The increased means across Sections Three and Four was pleasing to note and this contributed to a slight increase in the overall mean from 2020. The multiple-choice section mean was lower than last year, with a number of discriminating questions that brought the mean for the multiple-choice section closer to the examination mean. Most candidates were able to complete the examination in the three hours allocated.

Advice for candidates
- Read each question carefully and focus your response to address the requirements the question posed.
- Use the allocated marks in questions as a guide to the breadth and depth of your response.
- Become familiar with the syllabus documentation.
- Read stimulus material carefully and use the related information to support your responses to questions.
- Practise annotating designs by applying the skills listed under Design concepts in the syllabus.
- When annotating a design sketch, do not simply label it by stating the obvious, elaborate on the reasoning for that particular feature of the design. Do not confuse labels with annotations.
- Ensure all parts of questions are addressed in your response, and where required provide full justifications.
- Engage with the examination materials of previous years to understand the mark allocation of questions, to practise answering questions and to become familiar with the suggested answers and performance descriptors in the marking keys.

Advice for teachers
- Ensure that students are familiar with all aspects of the syllabus.
- Provide students with opportunities to practise multiple-choice questions.
- Ensure students recognise a range of verbs such as list, outline, describe, explain, discuss and annotate, and that they practise writing relevant responses to questions containing these verbs. Refer to the *Glossary of key words in the formulation of questions* on the course page.
- Provide a range of stimulus types for students to practise responding to and model good answers.
- Provide students with opportunities to apply design skills and concepts.
- Demonstrate to students how to annotate designs to achieve maximum marks.
- Provide students with the examination materials of previous years. Discuss the mark allocation of questions, provide them with guidance on how to respond to different types of questions and advise them of how the marking keys apply to become familiar with marking expectations.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)
The mean of this section was 66.18%. Candidates found Questions 6, 7, 13, and 15 most challenging. Question 7 was based on publishing features (frames) and had the lowest mean of 30%. Questions 2 and 11 were answered correctly by most candidates.

Section Two: Short answer (53 Marks)
The mean of this section was 53.29% which was the lowest mean across the four sections of the examination paper. The question that candidates found most challenging was Question 21 part (b), which was poorly attempted and with most candidates making superficial comments about freedom of information. Question 17 part (a) also proved to be highly challenging for candidates, with most able to identify an appropriate form but struggling to explain its effectiveness in evaluating a design solution, and Question 17 part (b) where most candidates made superficial comments about a validation technique that could be used for online forms. The full range of marks was achieved across this section of the paper.

Section Three: Extended answer (41 Marks)
This section required candidates to refer to a stimulus material to support their responses. The mean was 56.85%. Most candidates only provided general comments. Overall, across this section, most candidates were able to identity and make general comments but struggled to add depth to their responses to achieve the full range of marks.

Section Four: Scenario (73 Marks)
The mean of this section was 57.66% which was an improvement from previous years. Overall, candidates demonstrated reasonable attempts in both design parts, although some were still not correctly elaborating on their annotations to achieve the full range of marks.