

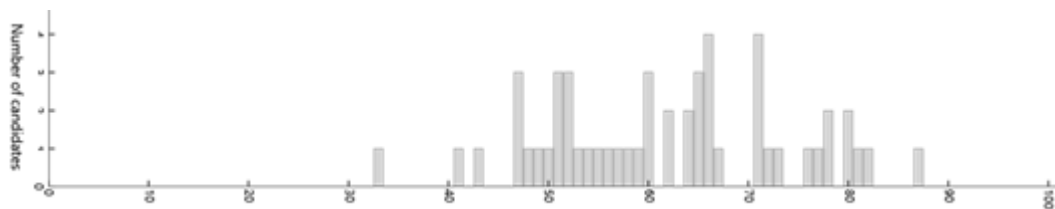


Summary report of the 2021 ATAR course examination report: Animal Production Systems

Year	Number who sat	Number of absentees
2021	52	2
2020	44	1
2019	45	0
2018	60	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 52 candidates Mean 61.74% Max 87.31% Min 33.41%

Section means were:

Section One: Multiple-choice	Mean 77.98%		
Attempted by 52 candidates	Mean 15.60(/20)	Max 19.00	Min 11.00
Section Two: Short answer	Mean 62.94%		
Attempted by 52 candidates	Mean 31.47(/50)	Max 42.19	Min 13.28
Section Three: Extended answer	Mean 48.92%		
Attempted by 52 candidates	Mean 14.68(/30)	Max 28.12	Min 4.88

General comments

The candidates performed well in Section One, but were less successful in Section Three. The mean of 61.74% was consistent with past years. However, the maximum mark awarded was well below that of previous years. Most responses that required candidates to propose, evaluate or explain lacked depth and expertise.

Advice for candidates

- Take a few minutes after selecting your chosen question in Section Three to plan your response, including breaking down the question.
- Look at the mark allocation to make sure you spend sufficient time on each question, in line with the marks available. This will assist you to maximise your performance.
- Use practical, real-life examples to demonstrate your depth of knowledge and understanding, particularly where you can clearly establish their relevance to the question.

Advice for teachers

- Revise with students the technical terminology of the syllabus. This must be well understood before students can write an answer that makes sense and is accurate.
- Students need to have in-depth knowledge of at least one animal production enterprise, from paddock to plate.
- Instruct students about how to answer questions according to the instruction verb that appears in the question (e.g. state, define, discuss, evaluate, propose, clarify, analyse and explain). A full list of these is available in the *Glossary of key words in the formulation of questions*.
- Give students time to practise decoding questions.
- Extended answer planning under examination conditions is a critical skill. This will assist students to maximise their marks in a section of the examination that is generally done poorly. An extended answer is not essay writing, but students must provide the marker with a coherent and concise response.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

Generally, the candidates performed well in this section. The mean of 77.98% was one of the highest in recent years. Question 2 was a good example of candidate's misinterpretation of a technical term. The term 'natural' implied without interference.

Section Two: Short answer (96 Marks)

Candidates performed well in Section Two, except for responses to Question 25. Many of the candidates struggled with the verbs explain and compare, reverting back to a basic outline which did not attract the maximum marks available.

Section Three: Extended answer (40 Marks)

Overall, candidates' responses to Section Three were simplistic and did not reflect the demands of the high marks allocated. Most did not embody the depth, breadth of knowledge or use of terminology required by the syllabus and its content.