

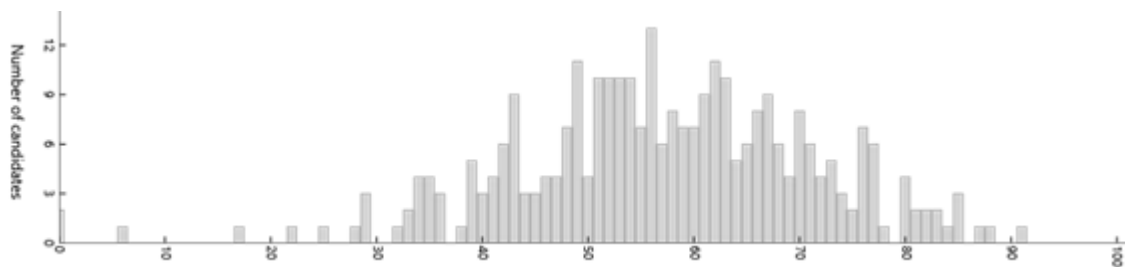


Summary report of the 2024 ATAR course examination report: Applied Information Technology

Year	Number who sat	Number of absentees
2024	303	3
2023	395	5
2022	412	10
2021	454	9

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



Summary

The examination provided a comprehensive assessment of the syllabus, incorporating a balanced range of questions designed to evaluate foundational knowledge and the application of understanding. The questions were structured to differentiate among lower- and higher-performing candidates effectively. The allocation of time was appropriate, with the majority of candidates completing the examination and attempting all questions.

Attempted by 301 candidates Mean 57.00% Max 90.52% Min 0.00%

Section means were:

Section One: Multiple-choice	Mean 77.51%		
Attempted by 301 candidates	Mean 11.63(/15)	Max 15.00	Min 0.00
Section Two: Short answer	Mean 55.60%		
Attempted by 300 candidates	Mean 13.90(/25)	Max 24.09	Min 0.00
Section Three: Extended answer	Mean 50.92%		
Attempted by 295 candidates	Mean 10.18(/20)	Max 19.58	Min 0.00
Section Four: Scenario	Mean 53.21%		
Attempted by 300 candidates	Mean 21.28(/40)	Max 37.97	Min 0.00

General comments

Candidates demonstrated strong performance on recall-based questions in Sections One and Two. However, scores were lower on higher-order questions requiring deeper understanding and more developed answers across Sections Two, Three and Four. In Section Four, many candidates lost marks on storyboard designs for the digital billboard due to incomplete or missing annotations.

Advice for candidates

- Read the requirements of each question carefully and focus on addressing the exact requirements in your answers.
- Practise answering questions that require you to 'describe', 'explain', 'discuss', 'compare' and 'justify'.
- In Section Three, where the questions ask you to provide examples from the scenario, make sure you use the given information.
- Practise annotating designs by applying the skills listed under Design concepts in the syllabus.
- When annotating a design sketch, do not simply label the obvious; elaborate on the reasoning for the particular feature of the design. Do not confuse labels with annotations.
- Ensure all parts of questions are addressed and justify your answer as required.
- Engage with the examination materials from previous years to understand the mark allocation of questions, to practise answering questions and to become familiar with the answers and performance descriptors in the marking keys.

Advice for teachers

- Ensure that students are familiar with all aspects of the syllabus.
- Familiarise students with the syllabus and use the Examination design brief.
- Ensure students recognise a range of verbs such as 'list', 'outline', 'describe', 'explain', 'discuss', 'compare', 'justify' and 'annotate' and give them the opportunity to practise writing relevant answers to questions containing these verbs.
- 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 in a variety of contexts.
- Show students how to annotate designs to achieve maximum marks.
- Provide students with the examination materials from previous years. Discuss the mark allocation of questions. Provide students with guidance on how to respond to different types of questions and explain how the marking keys work, so that they can become familiar with marking expectations.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

Candidates exhibited strong performance in this section, achieving an average score of 77.51%. The majority of candidates attempted this section, completing every question. Questions 2, 4, 5 and 11 each recorded mean scores of 90% or higher, with Question 11 achieving the highest score of 99%. In contrast, Question 10 had a mean score of just 35%, indicating that it posed the greatest challenge for candidates and suggesting a limited understanding of digital certificates as a method of data security.

Section Two: Short answer (55 Marks)

Almost all candidates attempted every question in this section, with some achieving the maximum marks throughout. However, many candidates displayed proficiency in offering general comments, but had difficulty in elaborating and fully developing their answers on certain questions.

Section Three: Extended answer (48 Marks)

This section required candidates to refer to a given scenario to support their answers. Candidates demonstrated an ability to recognise key points, but were unable to provide the

comprehensive analysis required for higher marks. They faced difficulty in applying their knowledge to the specific scenario and offering suitably in-depth answers.

Section Four: Scenario (79 Marks)

Several candidates found this section challenging, as evidenced by the mean score of 53.21%. Lower scores were primarily due to an inability to relate answers to the specific scenario outlined in the question, a key requirement. While many candidates showed a basic understanding of the design concept, they neglected to develop their answers by analysing relevant elements in relation to the principles. A lack of depth and detail limited their ability to achieve higher marks. Notably, many candidates were unable to achieve full marks on storyboard designs for the digital billboard due to incomplete or missing annotations and/or a limited understanding of digital billboards.