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

Summary report of the 2024 ATAR course examination report:
Children, Family and the Community

Year	Number who sat	Number of absentees
2024	65	0
2023	62	1
2022	79	1
2021	104	1

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
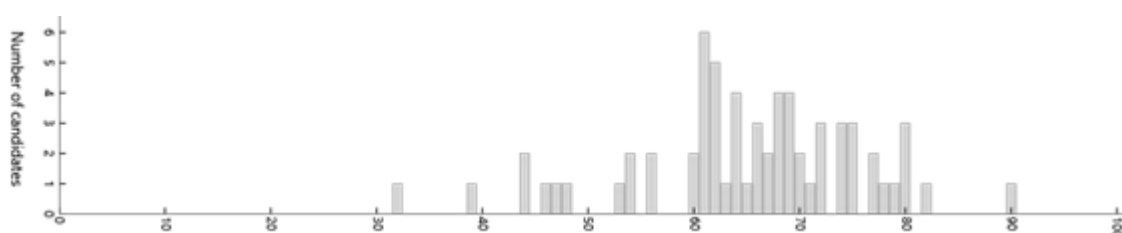
Summary

The examination achieved a mean of 65.12%. Answers to the Short answer questions were generally stronger than answers to the Extended answer questions. Content and terminology seemed well understood and the range of marks suggest the level of difficulty was fair.

Attempted by 65 candidates   Mean 65.12%   Max 90.48%   Min 31.98%

Section means were:
S01: Section One: Multiple-choice	Mean 72.31%		
Attempted by 65 candidates	Mean 7.23(/10)	Max 10.00	Min 4.00
S02: Section Two: Short answer	Mean 65.53%		
Attempted by 65 candidates	Mean 32.76(/50)	Max 44.68	Min 13.43
S03: Section Three: Extended answer	Mean 62.82%		
Attempted by 65 candidates	Mean 25.13(/40)	Max 36.80	Min 6.00

General comments

Most candidates answered the majority of questions in the examination. There were a range of questions, from identify, describe, explain, discuss, justify and analyse. There were very few questions that were not attempted.

The Multiple-choice section mean of 72.31% indicates there was a good spread of answers across the ten questions. The Short answer section questions became progressively more difficult, with Questions 12 part (c) and 14 part (c) proving the most challenging. This indicated a lack of understanding of the syllabus dot points of political factors and the role of federal and state governments when discussing human rights.

The Extended answer section questions were similar in level of difficulty. Answers were spread evenly among the three choices.

Advice for candidates
- Read all aspects of the question and highlight key words.
- Explanations require a more detailed answer than questions that require a description. For example, make sure you understand the distinction between an instruction to outline,

describe, explain, analyse, evaluate, contrast, discuss, justify, compare, or assess. Refer to the *Glossary of key words in the formulation of questions* available on the course page.
- Look at the mark allocation for the question to guide how much detail to provide in your answer.

Advice for teachers
- Review the role of the state and federal governments when considering human rights, and be sure students understand the different levels of government.
- Teach students about the biological factors that affect growth and development.
- When teaching the different theories of development, place emphasis on the age of the stage as it is often a key indicator of where the child is at developmentally.
- Assist students to analyse questions in order to identify the information required. It is essential students are familiar with the *Glossary of key words in the formulation of questions* available on the course page.
- Review how marks are allocated to questions using samples from past examination marking keys as a guide and advise how to respond to each question according to requirements and the mark allocation.

Comments on specific sections and questions

Section One: Multiple-choice (10 Marks)
Candidates performed well in this section. Questions 2, 7 and 8 had particularly high means.

Section Two: Short answer (108 Marks)
The majority of candidates were able to interpret and understand the scenarios, infographics and/or syllabus dot points as required of this short answer section, providing some well-constructed answers.

Question 11 attempted by 65 candidates   Mean 14.06(/19)   Max 19   Min 1

This question required candidates to provide answers relating to Erikson's theory of psychosocial development, using the given scenario as a framework. Candidates answered part (a) well, with most identifying the correct stage. A few candidates needed to add more information to justify their choice of stage to achieve full marks. For example, for the family members of Rona and David the answers accepted either the stage of intimacy versus isolation or generativity versus stagnation. For family member Hannah, answers which selected either the stage of identity versus role confusion or the stage of intimacy versus isolation were accepted. Part (b) was answered well with most candidates describing two ways a family member could contribute to ensuring a positive outcome for Kai, linking their answer to trust. Some candidates described how Kai's parents could improve his development but did not relate this to the trust versus mistrust stage.

Section Three: Extended answer (50 Marks)
Candidates achieved the lowest marks in Question 18, which required them to draw on knowledge about Piaget and Erickson. Question 20 achieved the highest mean for this section, with candidates demonstrating a strong knowledge of advocacy skills.