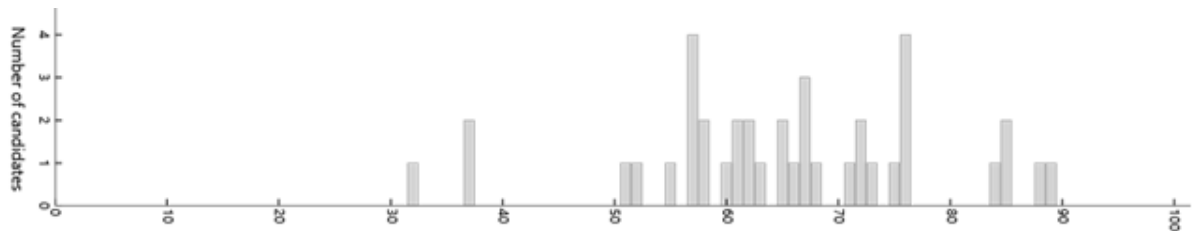




## Summary report of the 2019 ATAR course examination: Plant Production Systems

Year	Number who sat	Number of absentees
2019	39	0
2018	54	1
2017	53	0
2016	46	1

### Examination score distribution–Written



### Summary

Attempted by 39 candidates                      Mean 65.21%                      Max 89.12%    Min 32.32%

Section means were:

Section One: Multiple-choice	Mean 80.90%		
Attempted by 39 candidates	Mean 16.18(/20.00)	Max 20.00	Min 10.00
Section Two: Short answer	Mean 67.24%		
Attempted by 39 candidates	Mean 33.62(/50.00)	Max 46.70	Min 15.57
Section Three: Extended answer	Mean 51.38%		
Attempted by 39 candidates	Mean 15.41(/30.00)	Max 27.75	Min 5.25

### General comments

The examination provided candidates with a range of questions, from those that required technical expertise to those where the candidate could express their opinion. The mean indicates that the examination was easier than those in recent years. The cohort was also smaller compared to past years. There were very few non-attempts of questions throughout the paper, however, it was noted that a number of candidates misinterpreted technical terms.

### Advice for candidates

- Read the question carefully and utilise the allocated marks to maximise your performance.
- Planning will help to reduce repetitiveness of your answer whilst also improving its flow. You can use the pages at the end of the paper to complete this planning before you begin writing.
- Use examples to demonstrate your knowledge and understanding, particularly where you can clearly establish their relevance to the question.
- An extended answer is not an essay, but you must provide a coherent and concise response.

### Advice for teachers

- The technical terms in the syllabus must be well understood before students can develop an answer that makes sense and is accurate.

- Students need to have in-depth knowledge of a plant production system, from paddock to plate.
- Ensure that students understand the importance of investigations, from planning the investigation through to analysing/evaluating the data. This is a whole section within the syllabus and features in the grade related descriptors.
- Instruct students on how to answer questions according to the instructional verb that appears in the question (e.g. state, define, discuss or explain).
- Give students time to practise decoding extended answer questions. This will assist students to maximise their marks in a section of the examination that is generally poorly completed.

### ***Comments on specific sections and questions***

#### **Section One: Multiple-choice (20 Marks)**

Candidates performed well in this section, with the mean score being 80.90%. While two questions were answered correctly by all candidates, Questions 5, 17 and 20 showed the greatest variation in responses.

#### **Section Two: Short answer (106 Marks)**

The mean for this section was slightly higher than the mean for the examination. Generally, candidates demonstrated a reasonable depth of knowledge.

#### **Section Three: Extended answer (40 Marks)**

While some candidates maximised their marks in this section, many lacked a coherent plan to answer the questions. The compulsory question gave the candidates an opportunity to write about a plant production system they have studied in depth, however, some candidates could only demonstrate basic knowledge about their selected system.