Summary report of the 2016 ATAR course examination: Applied Information Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>Number who sat</th>
<th>Number of absentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>648</td>
<td>26</td>
</tr>
</tbody>
</table>

**Examination score distribution**

Candidates responded well to the new format of the examination. The means achieved across the sections of the examination were fairly consistent, except for the multiple-choice section, which was particularly high.

Attempted by 648 candidates  
Mean 59.98% (/100) Max 93.89% Min 0.00%

Section means were:
- Section One: Multiple-choice  
  Mean 13.14 (/15) Max 15.00 Min 0.00
- Section Two: Short answer  
  Mean 13.95 (/25) Max 24.72 Min 1.14
- Section Three: Extended answer  
  Mean 11.31 (/20) Max 19.74 Min 0.00
- Section Four: Scenario  
  Mean 21.80 (/40) Max 39.02 Min 0.00

**General comments**

Overall, candidates performed well, demonstrating a sound understanding of the content in the multiple-choice section and consistency in terms of their level of understanding of the skills and concepts in the short answer and extended answer sections. There is some room for improvement in the application of skills in Section Four, which achieved the lowest section mean.

**Advice for candidates**
- Read questions closely and ensure you address the requirements of questions.
- Ensure that you provide the necessary detail when a question requires you to ‘explain’ a concept. Avoid simply stating or describing associated elements.
- If a question has several components, make sure you consider how to compose your response to the whole question and then address each component.
- When annotating a design sketch do not simply state the obvious, elaborate on the reasoning for that particular feature of the design. Do not confuse labels with annotations.

**Advice for teachers**
- Ensure that students are familiar with all aspects of the course syllabus and that they understand the linkage between content taught and the context for that content.
- Students need to be explicitly taught how to construct responses for a range of higher-order verbs such as ‘explain’, ‘evaluate’ and ‘analyse’.
• Invest time in developing students’ application of design skills. Provide them with models of sketches/diagrams that feature effective labels and annotations and give them a lot of in-class, timed practice so they can hone this skill.

**Comments on specific sections and questions**

**Section One: Multiple-choice**
Attempted by 648 candidates  Mean 13.14(/15)  Max 15.00  Min 0.00
Candidates performed particularly well on this section of the examination.

**Section Two: Short answer**
Attempted by 647 candidates  Mean 13.95(/25)  Max 24.72  Min 1.14
In general, candidates performed quite well in this section. However, there were many instances in which candidates did not provide enough detail in their responses to questions, which limited their ability to score higher marks.

**Section Three: Extended answer**
Attempted by 644 candidates  Mean 11.31(/20)  Max 19.74  Min 0.00
This section assessed the candidates’ knowledge of networks, with the results indicating that there is room for improvement in the performance of candidates.

**Section Four: Scenario**
Attempted by 644 candidates  Mean 21.80(/40)  Max 39.02  Min 0.00
Given that the weighting of this section is 40%, candidates needed to ensure that they allocated sufficient time to construct detailed responses. However, many candidates obviously did not do this and provided rushed, shallow responses thus resulting in the lowest section mean of the examination. Some candidates though did produce highly-detailed responses.