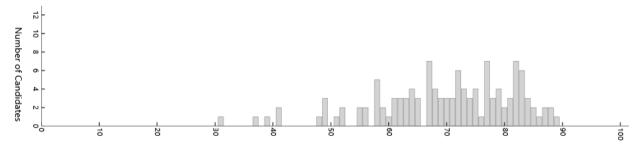


Summary report of the 2016 ATAR course examination: Children, Family and the Community

Year	Number who sat	Number of absentees
2016	121	0

Examination score distribution



Summary

Attempted by 121 candidates Mean 69.77%(/100) Max 89.14% Min 31.15%

Section means were:

Section One: Multiple-choice	Mean 7.83(/10)	Max 10.00	Min 5.00
Section Two: Short answer	Mean 34.32(/50)	Max 47.19	Min 13.44
Section Three: Extended answer	Mean 27.61(/40)	Max 36.80	Min 3.60

General comments

The excellent examination results reflect the fact there were very few candidates who did not attempt questions and that only the most capable candidates are now studying the course. In general most areas of the syllabus appear to have been taught well except for syllabus content dealing with the Triple Bottom Line theory and the Millennium Development Goals (MDG). It was evident by candidate responses that these two areas of the syllabus are a problem for candidates and therefore need to be dealt with in more detail and with greater emphasis by teachers.

Advice for candidates

- Read questions carefully and apply your knowledge to the question asked. Do not repeat rote learnt information. Your answer must reflect the question.
- When a question requires a specific type of information, the answer must reflect that
 information. For example Question 17 required an outline of each of the Five Capitals
 Model of sustainable development. The answer should have been a discussion on each
 of the Five Capitals separately and not one long paragraph intertwining each capital
 which makes it difficult for the marker to distinguish between each capital.

Advice for teachers

- Teach every aspect of the syllabus and show students how it might be applied. The
 Triple Bottom Line theory (TBL) is one aspect of the syllabus where they did not
 demonstrate its application as was required by the question. Teachers must be sure that
 the 'application' of TBL is taught. Students knew the three factors that make up the
 theory but not what the theory says i.e. have all three factors in perfect balance and you
 have sustainability and if you alter one factor, it has a flow on effect to the other factors.
- Be more specific in teaching the MDG. The syllabus specifies the 'impact' of the goals but many students were unable to give specific information about the impact of the MDG in their answer. There are eight goals which should be taught with emphasis for each

- goal on what the goal is, examples of strategies taken to achieve the goal and the impact the goal has had during the MDG period which concluded in 2015. The MDG report prepared by the United Nations must be consulted when teaching this part of the syllabus and is readily available on the internet.
- Emphasise that strong social systems support social cohesion and that where there is
 good social cohesion and adequate social systems, there is more likely to be a stable
 and sustainable community. Include one social system which could work to improve on
 issues such as sustainability. Drawing on actual examples of such community structures,
 both positive and negative will also help to develop student understanding.
- Ensure students know the difference between the role of the Australian Human Rights Commission (AHRC) and the Equal Opportunity Commission (EOC) of Western Australia (WA).

Comments on specific sections and questions

Section One: Multiple-choice

Attempted by 121 candidates Mean 7.83(/10) Max 10.00 Min 5.00 All candidates answered all 10 of the multiple-choice questions. Generally most multiple-choice questions were well answered hence the relatively high mean, with the exception of Questions 1, 4 and 8.

Section Two: Short answer

Attempted by 121 candidates Mean 34.32(/50) Max 47.19 Min 13.44 Most candidates achieved well in this section; however in general candidates attempted to apply rote learned information to a specific question that required an application of the information.

Section Three: Extended answer

Attempted by 121 candidates Mean 27.61(/40) Max 36.80 Min 3.60 The quality of answers in Questions 17 and 19 were very comparable, reflecting teacher and candidate familiarity with a relatively long-standing section of the syllabus. Question18 relating to the Millennium Development Goals was attempted by a small number of candidates which suggests that both teachers and candidates feel less confident with this part of the syllabus.