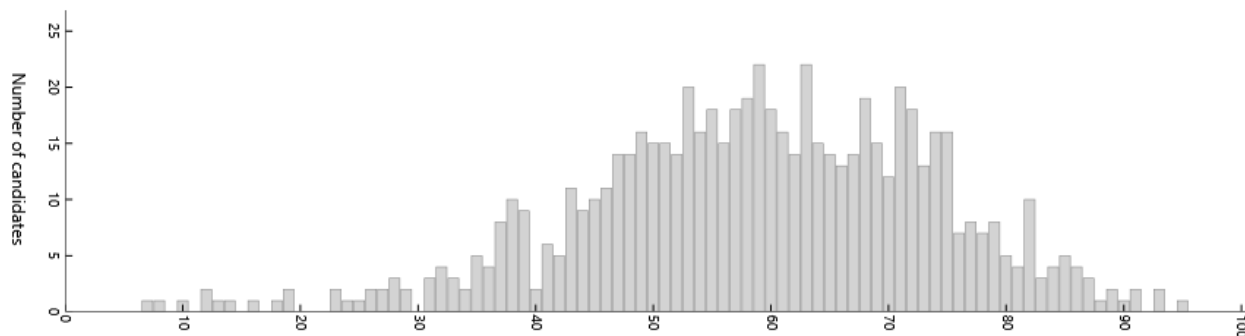




Summary report of the 2017 ATAR course examination: Applied Information Technology

Year	Number who sat	Number of absentees
2017	674	7
2016	648	26

Examination score distribution – Written



Summary

Attempted by 674 candidates Mean 58.78% Max 94.61% Min 7.00%

Overall, candidates performed well on the examination attaining a mean of 58.78%. In terms of the means across the sections, higher means were attained for responses to the knowledge-based questions in Sections One and Two than for the application of skills and learning demonstrated in Sections Three and Four.

Section means were:

Section One: Multiple-choice	Mean 68.70%		
Attempted by 674 candidates	Mean 10.31(/15)	Max 15.00	Min 0.00
Section Two: Short answer	Mean 67.67%		
Attempted by 673 candidates	Mean 16.92(/25)	Max 25.00	Min 1.36
Section Three: Extended answer	Mean 58.58%		
Attempted by 670 candidates	Mean 11.72(/20)	Max 20.00	Min 0.89
Section Four: Scenario	Mean 50.06%		
Attempted by 671 candidates	Mean 20.02(/40)	Max 39.00	Min 0.00

General comments

It was pleasing to note the high standard and comparable performance of candidates on the multiple-choice and short answer sections of the examination. It was also encouraging to see a range of strong responses to the infographic stimulus in Section Three. However, it was disappointing to note that although very similar to the structure and format of last year's examination, Section Four continues to receive the lowest mean. The demands of this section of the examination require further focus by teachers and students.

Advice for candidates

- Read the question carefully and make sure you answer the question posed.
- Use the marks allocated for a question as a guide to the breadth and/or depth of your response.
- Be familiar with the range of verbs used in questions and answer accordingly.

- Ensure you read stimulus material carefully and use the related information to support your response to questions.
- Practise annotating designs by applying the skills listed under 'Design concepts' in the syllabus.
- 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.
- Engage with the examination materials of 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 candidates recognise a range of verbs such as list, outline, describe, explain, discuss and annotate, and that they practise writing relevant responses to questions containing these verbs.
- Provide a range of stimulus types for students to practise responding to and model good answers.
- Provide candidates with many opportunities to apply design skills and concepts.
- Demonstrate for students how to annotate designs to achieve maximum marks.
- Provide students with the examination materials of previous years. Discuss the mark allocation of questions, provide them with guidance on how to respond to different types of questions and advise them of how the marking keys work to become familiar with marking expectations.

Comments on specific sections and questions

Section One: Multiple-choice (15 Marks)

Attempted by 674 candidates Mean 10.31(/15) Max 15.00 Min 0.00
 The mean attained for this section was the highest in the examination. The most challenging question was Question 6 where many candidates incorrectly selected red and blue as the complementary colour scheme. Question 14 attained the highest mean with 98% selecting a code of conduct as the document that outlines expected behaviour of employees in relation to work emails, internet use and privacy in the workplace.

Section Two: Short answer (25 Marks)

Attempted by 673 candidates Mean 16.92(/25) Max 25.00 Min 1.36
 This section attained the second highest mean and was well-handled by most candidates. Some questions were answered particularly well with candidates achieving the full range of marks. In responses to Question 17 most candidates demonstrated a sound understanding of virtual collaboration and its advantages and disadvantages; however, most struggled with providing the implications of virtual collaboration. Question 19 on communication protocols proved to be the most challenging for candidates.

Section Three: Extended answer (20 Marks)

Attempted by 670 candidates Mean 11.72(/20) Max 20.00 Min 0.89
 Question 24 attempted by 670 candidates Mean 26.36(/45) Max 45 Min 2
 This section required students to refer to stimulus material which consisted of informational text and an infographic. The mean attained for the section was encouraging but higher results could have been achieved if more candidates had supported their responses with information from the stimulus and avoided making general comments.

Section Four: Scenario (40 Marks)

Attempted by 671 candidates

Mean 20.02(/40) Max 39.00 Min 0.00

The mean for this section was the lowest for the examination. Most candidates had a superficial understanding of W3C as evidenced from the low mean for parts (e) and (f). In terms of the digital solution; however, most candidates could incorporate accessibility and structure into the appearance of their solution but they made only general or superficial comments about usability and user interface. Although most candidates could produce a clear and well-designed sketch with effective layout and structure for the home page of the website and the landing page of the app, many did not provide relevant or supporting annotations. Candidates who provided detailed responses which included clear explanations and appropriate annotations received the full range of marks.