

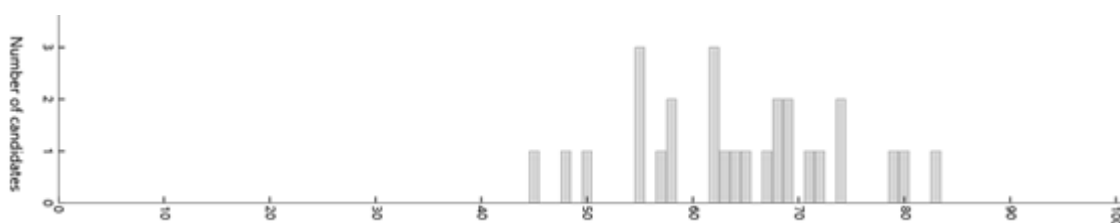


## Summary report of the 2024 ATAR course examination report: Plant Production Systems

Year	Number who sat	Number of absentees
2024	27	0
2023	22	0
2022	29	0
2021	41	0

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

Attempted by 27 candidates      Mean 64.17%      Max 82.64%      Min 45.44%

Section means were:

Section One: Multiple-choice	Mean 73.89%		
Attempted by 27 candidates	Mean 14.78(/20)	Max 18.00	Min 10.00
Section Two: Short answer	Mean 70.21%		
Attempted by 27 candidates	Mean 35.10(/50)	Max 43.64	Min 26.32
Section Three: Extended answer	Mean 47.64%		
Attempted by 27 candidates	Mean 14.29(/30)	Max 24.00	Min 4.12

### General comments

Candidates generally performed well in the Multiple-choice and Short answer sections. The Extended answer section, however, was below the level achieved in the other two sections. Candidates responded well to questions relating to biodiversity, new technology and factors affecting the environment, showing a good depth of knowledge. This was also evident in answers to questions about pesticide resistance. For 'explain' or 'discuss' questions, answers generally lacked a planned approach and depth of knowledge. More focus was needed on applicable adaptations and examples to underpin knowledge of plant production systems and their challenges.

### Advice for candidates

This is the final examination for this course; however, the following general advice is for candidates sitting similar examinations in the future.

- Providing practical examples emphasises your knowledge of plant production systems and demonstrates your understanding of the subject content.
- Planning is the key to providing a coherent answer to extended answer questions.
- Knowledge of plant production systems must include how they work to support the environmental, social and economic aspects of agriculture.

### *Advice for teachers*

As this is the final examination for this course, teachers can provide general advice to students sitting similar examinations in the future.

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

#### **Written examination**

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

All candidates chose the correct answer for Question 6, which required them to identify the elements of the triple bottom line, and Question 7, which asked candidates to identify the purpose of randomisation when designing an experiment. For Question 8, many candidates selected distractor (b), which indicated a lack of understanding of the role of replication in experimental design. Additionally, for Question 11, many candidates selected distractor (d), demonstrating a lack of understanding of the Australian Government's requirement for keeping records of pesticide use.

##### **Section Two: Short answer (114 Marks)**

Questions 24, 25 and 26 were well-answered, but candidates found the concepts in Questions 21, 22 and 23 to be challenging.

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

The mean for this section was lower than the other sections in the paper. Answers generally lacked depth and coherence. Of the two optional questions, the majority of candidates selected Question 28.