

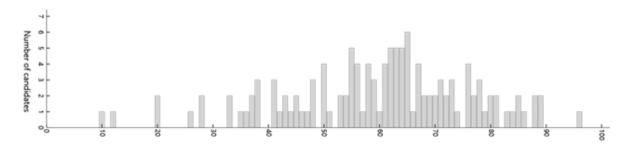


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Summary report of the 2019 ATAR course examination: Career and Enterprise

Year	Number who sat	Number of absentees
2019	126	9
2018	162	2
2017	142	1

Examination score distribution-Written



Summary

The examination covered a substantial portion of content from both Units 3 and 4, with the level of questioning enabling candidates to demonstrate a clear understanding of the content. Overall, the examination paper was considered as fair with candidates having sufficient opportunity to produce good answers in both sections.

Attempted by 126 candidates	Mean 59.69%	Max 95.50%	Min 9.66%
Section means were:			
Section One: Short answer	Mean 60.53%		
Attempted by 126 candidates	Mean 36.32(/60)	Max 57.13	Min 7.66
Section Two: Extended answer	Mean 59.38%		
Attempted by 124 candidates	Mean 23.75(/40)	Max 39.33	Min 2.00

General comments

There were no particular questions in the examination that showed noticeable lack of knowledge or were avoided by candidates. Variation in the way the questions were structured ensured candidates had a range of question styles to attempt.

Candidate responses in the Short answer section were generally stronger than in the Extended answer section. The majority of candidates attempted all questions and appeared to spend an appropriate amount of time on each section. Terminology seemed better understood than in previous years.

Advice for candidates

- Read the guestions carefully to identify specifically what is being asked.
- Distinguish between an explanation of a concept and a discussion of a concept.
- Avoid casual language or personal opinion that does not enhance your argument.
- Use appropriate language and terminology.
- Memorise a number of real-world examples of business/workplace practices that you can
 use effectively in a range of answers.
- Ensure that sufficient time is left to attempt the extended answer questions.

 Avoid simply listing facts about a concept if you are being asked to discuss or analyse a concept.

Advice for teachers

- Ensure students can distinguish between the different instructional verbs, such as 'describe', 'explain' and 'discuss'.
- Encourage students to make comparisons wherever possible. For example, many candidates could state facts relating to different career development theories but their ability to make comparisons was limited.
- Practise the use of appropriate language and terminology as this would benefit students.
- A number of candidates interpreted the 'hidden' job market as jobs that no-one considers rather than jobs that might be accessed by means other than highly visible application processes. A clarification of terms could benefit students.

Comments on specific sections and questions

Section One: Short answer (94 Marks)

The majority of candidates answered all questions. The cohort was generally well-prepared and had adequate time to complete their responses. The level of language and depth of analysis needed improvement, but the high achieving candidates produced quality answers which were articulate, thorough and reflected a full knowledge of the content.

Section Two: Extended answer (60 Marks)

The majority of candidates attempted this section of the examination, an indication that there was adequate time available to complete their responses. Questions were answered satisfactorily although many candidates lacked the required detail. Question 8 was the most popular choice of question in this section.