![Government of Western Australia — School Curriculum and Standards Authority]
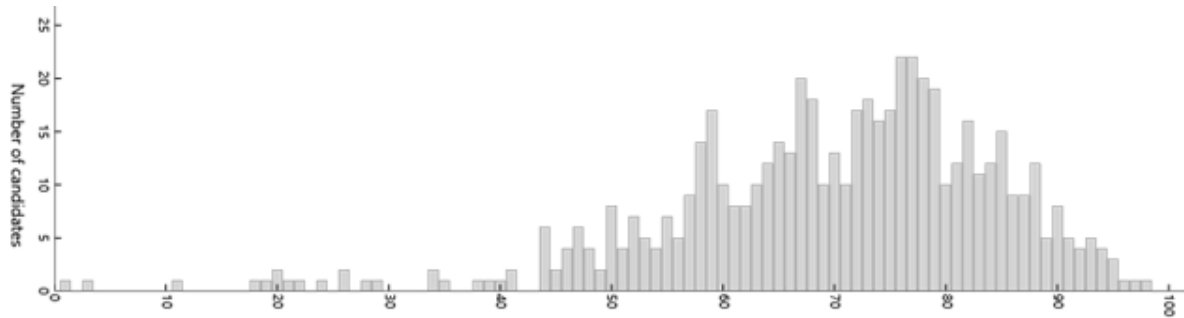
Summary report of the 2019 ATAR course examination:
Applied Information Technology

Year	Number who sat	Number of absentees
2019	566	4
2018	537	3
2017	674	7

Examination score distribution–Written

Summary
Overall, candidates performed well on the examination, with a mean of 69.73%. Questions allowed for the full range of marks and enabled discrimination between lower and higher achieving candidates.

Attempted by 566 candidates	Mean 69.73%	Max 97.81%	Min 1.00%

Section means were:

Section One: Multiple-choice	Mean 76.50%		
Attempted by 566 candidate	Mean 11.48(/15)	Max 15.00	Min 1.00
Section Two: Short answer	Mean 69.88%		
Attempted by 564 candidates	Mean 17.47(/25)	Max 25.00	Min 0.48
Section Three: Extended answer	Mean 68.14%		
Attempted by 560 candidates	Mean 13.63(/20)	Max 20.00	Min 1.33
Section Four: Scenario	Mean 69.02%		
Attempted by 561 candidates	Mean 27.61(/40)	Max 40.00	Min 0.60

General comments
The quality of responses continued to improve this year compared to 2018, with more candidates demonstrating their understanding of the requirements in higher order questions. There was a noticeable improvement in candidates' responses to Section Four, where an increase in the quality of annotated designs was evident. Candidates appeared to have adequate time to complete the paper, with the majority attempting all questions.

Advice for candidates
- Use the allocated marks in questions as a guide to the breadth and depth of your response.
- Familiarise yourself with the range of verbs used in examination questions and answer accordingly.
- Ensure you read stimulus material carefully and use the related information to support your responses to questions.
- Practise annotating designs by applying the skills listed under 'Design concepts' in the syllabus.

- When annotating a design sketch, do not simply provide labels; you need to elaborate on the reasoning for the particular features of the design. Do not confuse labels with annotations.
- Use the examination materials from previous years to understand the mark allocation in questions and practise answering questions to become familiar with the performance descriptors in marking keys.

Advice for teachers
- Ensure students recognise a range of verbs (such as list, outline, describe, explain, discuss and annotate) and practise writing relevant responses to questions containing these verbs.
- Provide a range of stimulus types for students to practise their responses and model good answers.
- Provide students with multiple opportunities to apply design skills and concepts.
- Demonstrate to students how to annotate designs to achieve maximum marks.
- Provide students with examination materials from previous years. Discuss marks allocation, provide guidance on how to respond to different types of questions and advise them how marking keys work so that expectations are clearly understood.

Comments on specific sections and questions
Section One: Multiple-choice (15 Marks)
The mean for this section of the examination was high (76.50%). Candidates found Questions 2, 9 and 11 the most challenging. Question 2 was on content management systems, Question 9 was assessing intellectual property rights and Question 11 required candidates to relate the type of intellectual property to a mobile application icon.

Section Two: Short answer (52 Marks)
Overall candidates achieved excellent results in all questions. Candidates achieved the maximum mark for each question.

Section Three: Extended answer (30 Marks)
Candidates were required to refer to stimulus material in their response to the various parts of the question. This section provided an opportunity for candidates to demonstrate their knowledge and to apply this knowledge to the stimulus.

Section Four: Scenario (67 Marks)
There was an improvement from 2018 in candidate's responses to the scenario in Section Four in 2019. Many candidates provided articulate explanations and appropriate annotations for which maximum marks were achieved.