Government of **Western Australia**
School Curriculum and Standards Authority

Summary report of the 2020 ATAR course examination:
Applied Information Technology

Year	Number who sat	Number of absentees
2020	465	3
2019	566	4
2018	537	3
2017	674	7

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–Written
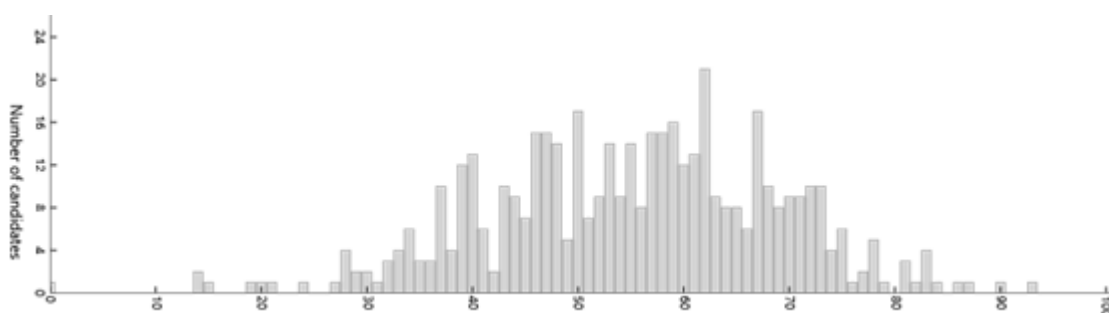
Summary
Attempted by 465 candidates   Mean 55.01%   Max 92.95%   Min 0.00%
Candidates performed reasonably with the examination attaining a mean of 55.01%. This is lower than in recent years. In terms of the means across the paper sections, higher means were attained for responses to the knowledge-based, and application of knowledge questions in Sections One and Two, than for the application of skills and demonstrated learning required in the higher order questions in Sections Three and Four. There was a noticeable drop in the quality of the candidates' responses across the paper as a whole and significantly in Sections Three and Four where the mean was below 50%. Questions allowed for the full range of marks and enabled discrimination between lower and higher achieving candidates.

Section means were:
Section One: Multiple-choice   Mean 72.87%
Attempted by 465 candidates   Mean 10.93(/15)   Max 15.00   Min 0.00
Section Two: Short answer   Mean 57.42%
Attempted by 464 candidates   Mean 14.35(/25)   Max 23.53   Min 0.00
Section Three: Extended answer   Mean 49.01%
Attempted by 464 candidates   Mean 9.80(/20)   Max 20.00   Min 0.00
Section Four: Scenario   Mean 49.80%
Attempted by 462 candidates   Mean 19.92(/40)   Max 38.51   Min 0.00

General comments
It was pleasing to note the high standard and comparable performance of candidates on the multiple-choice section of the examination. However, it was disappointing to note that although very similar to the structure and format of previous year's examinations, the means for Sections Three and Four were quite low. The demands of these sections of the examination require further focus by teachers and candidates. Candidates appeared to have adequate time to complete the paper, with the majority attempting all questions.

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 terminology used in the syllabus.
- 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 label by stating the obvious, elaborate on the reasoning for that particular feature of the design. Do not confuse labels with annotations.
- Ensure all parts of questions are addressed in your response, and fully justify as required.
- 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 students 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 students 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)
The mean attained for this section of the examination was quite high. The most challenging questions were 1, 4 and 10. Question 1 was on colour schemes – most candidates appeared not to understand the term 'complementary colours'. Question 4 was based on publishing file formats and less than half of the candidates selected the correct answer. Question 10 was based on the *Freedom of Information Act* and was very poorly answered – candidates need to read the options carefully. Questions 2, 5 and 13 were well answered.

Section Two: Short answer (51 Marks)
Overall, this section was answered reasonably by candidates. Some questions were answered particularly well with candidates achieving the full range of marks. However, across several questions, many candidates were not describing/explaining in detail to fully show their understanding in the responses to achieve full marks. In responses to Question 21 most candidates demonstrated a solid understanding of code of conduct. Question 17, (world wide web consortium) and Question 19 (digital communication in education, accessibility and collaboration), proved to be the most challenging for candidates. This was unexpected, as many candidates were faced with these issues in their schooling in 2020. The full range of marks was achieved across this section of the paper.

Section Three: Extended answer (43 Marks)
This section provided candidates with a scenario and candidates were asked to respond to questions based largely on networks, hardware and managing data. 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. The mean for this section was disappointingly lower than previous years. Higher results could have been achieved if more candidates had supported their responses with information from the stimulus and avoided making general comments. Question 24(d) indicated candidates have a strong understanding of network security measures. Areas of indicated weakness were suitability of emerging devices for client needs (Question 24(e)), access to knowledge or resources in a global market (Question 24(f)(ii)), content management systems (Question 24(g)), and service level agreements (Question 24(h)).

Section Four: Scenario (67 Marks)
Despite the continuity of structure from previous years, the mean for this section was quite low. In particular, a weakness of understanding was evident in Question 25(a) – organisation of content and Question 25 (c) – publishing features. Although candidates could annotate their website designs in terms of organisation of content, many could not identify and describe the different types of organising content. The quality of annotations on the design questions show an improvement although many candidates did not produce the same quality sketch or annotations for the landing page of the app. Those who provided detailed responses which included clear explanations and appropriate annotations, received the full range of marks.