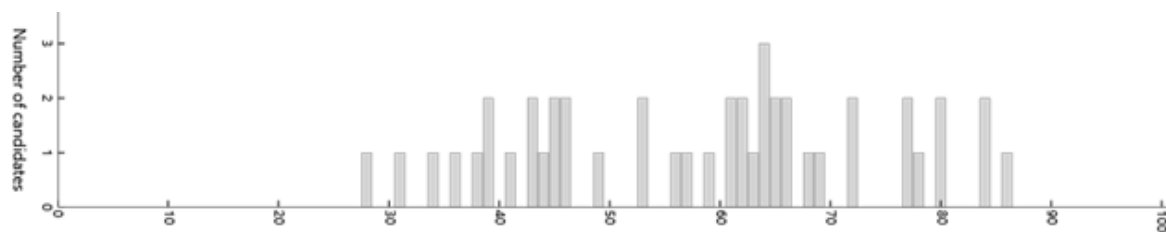




## Summary report of the 2019 ATAR course examination: Animal Production Systems

Year	Number who sat	Number of absentees
2019	45	0
2018	60	0
2017	49	2
2016	53	0

### **Examination score distribution–Written**



### **Summary**

Attempted by 45 candidates    Mean 58.09%        Max 86.32%    Min 28.37%

Section means were:

Section One: Multiple-choice	Mean 68.22%
Attempted by 45 candidates	Mean 13.64(/20.00) Max 19.00 Min 6.00
Section Two: Short answer	Mean 55.45%
Attempted by 45 candidates	Mean 27.72(/50.00) Max 42.86 Min 8.63
Section Three: Extended answer	Mean 55.75%
Attempted by 45 candidates	Mean 16.73(/30.00) Max 27.38 Min 5.25

### **General comments**

The examination was pitched at an appropriate level and the questions reflected a balanced spread of the syllabus. The number of non-attempts was minimal with most candidates attempting a very high proportion of the examination. There was sufficient discrimination between the highest and lowest examination scores, indicating that the examination gave candidates that were more capable the opportunity to demonstrate and apply their understanding of the course content. Whilst Section One was completed fairly well by most candidates, the mean scores for Section Two and Section Three were lower. Some candidates incorrectly interpreted questions in these sections and/or demonstrated inadequate or incorrect understanding of the concepts examined.

### **Advice for candidates**

- Familiarise yourself with the definitions of the different keywords that are used in examination questions.
- Read each question carefully and note the mark allocation.
- Avoid repeating the question in your answer as this wastes valuable time.
- Investigate succinct ways to present information. For example, consider using a table when comparing two things.

- Check your work to ensure that all required information is provided in your answer. For example, in comparison questions, many candidates often describe one component in detail but neglect to compare to the other component.

#### *Advice for teachers*

- Give students the opportunity to practise examination questions regularly, including those with parts. Demonstrate how to interpret questions and their related instructions.
- Teaching of physiological processes, especially digestion, should focus on key steps and important differences. Students should also appreciate that processes in humans and livestock are not necessarily the same (e.g. action of amylase in mouth).
- Students need to understand the legal implications of owning and feeding livestock, including necessary documentation and responsibilities (e.g. National Vendor Declaration, withholding periods, etc.).
- With respect to the 'triple bottom line', candidate performance was generally quite weak when discussing social factors, including consumer requirements, farming workforce, public health concerns and animal welfare.
- Students should be very familiar with one quality assurance program related to an animal production system, including requirements and on-farm strategies to achieve these.
- Students should answer questions in a factual manner and avoid emotive responses or making generalised statements.

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

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

Candidates generally performed well in this section with a mean score of 68.22%. Items that proved the most difficult were Questions 4, 5, 10 and 17.

##### **Section Two: Short answer (84 Marks)**

This section was answered reasonably well with a mean score of 55.45%, however, this was notably lower than the mean score for this section in the 2018 examination, which was 64.50%.

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

The quality of candidate responses in Section Three was sound, with a mean of 55.75%, similar to previous years. Whilst Question 26 was compulsory, candidates showed a preference for Question 27 over Question 28, although the mean score for the latter was higher. Answers to Question 27 were often very generalised and superficial.