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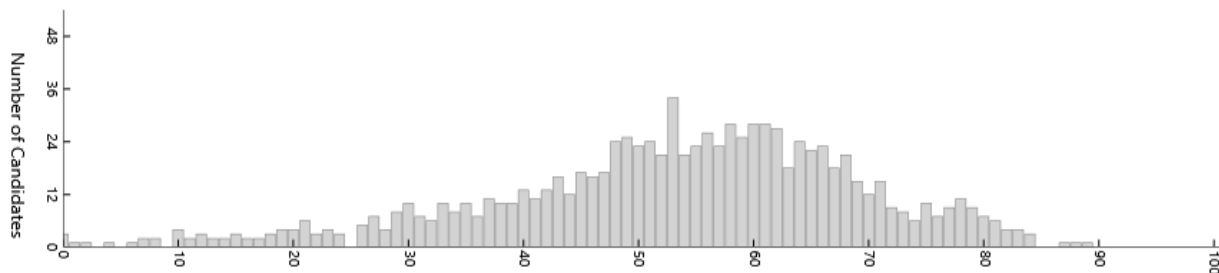School Curriculum and Standards Authority

Summary report of the 2016 ATAR course examination:
Business Management and Enterprise

Year	Number who sat	Number of absentees
2016	930	27

Examination score distribution

Summary

The written examination consisted of two sections with candidates required to attempt all questions in Section One and to choose two out of three questions in Section Two. The mean of the examination was 53.06%, a decrease of 6.25% from last year's paper. The spread of marks ranged from 1.00% to 89.00%. It appeared that candidates had sufficient time to complete the paper; however a lack of application of knowledge prevented candidates from being awarded full marks, this being particularly evident in Section Two. The number of attempts in Section One was high across all questions (above 97.31%); the number of attempts in the Section Two question choice was evenly dispersed (67.28%, 50.92%, and 78.78%).

Section means were:
Section One: Short answer	Mean 32.80(/60)	Max 56.00	Min 1.00
Section Two: Extended answer	Mean 20.41(/40)	Max 37.60	Min 0.40

General comments

In general, candidates demonstrated a disappointing level of understanding of course content. Additionally, there was evidence of candidates either not understanding the meaning of many of the verbs used in the questions, or not responding to them appropriately. This exacerbated candidates' ability to be awarded full marks in terms of application to stimulus material or reference to cases learned during the year; that is, candidates did not provide appropriate application or examples to support their responses.

Advice for candidates
- Ensure that you read the question thoroughly so that you do not misinterpret it.
- Familiarise yourself with the meaning of the verbs used in questions.
- Use the terminology of the course.

Advice for teachers
- Ensure that the current syllabus is being used.
- Use syllabus concepts, theory and terminology with students within relevant business and enterprises contexts.
- Students need to be taught explicitly how to construct responses for a range of verbs such as describe, explain, discuss, interpret, analyse, justify and recommend. Use these verbs when constructing questions to ensure that students are able to correctly interpret what they are being asked to do.

- Provide students with the opportunity to practise the application of subject content using case study examples or other stimulus materials.
- Provide examination preparation and practice, e.g. familiarisation of examination format/brief, verb demands and legibility of writing.

Comments on specific sections and questions
Section One: Short answer
Attempted by 930 candidates   Mean 32.80(/60)   Max 56.00   Min 1.00

The most difficult question with a raw mean of 4.50(/10) was Question 6, and the easiest question with a raw mean of 6.91(/10) was Question 2. Although candidates explained key terminology and concepts in Question 6, they appeared to a much lesser degree to be able to link the concepts, provide examples, demonstrate application or justify their responses. In Question 2, while candidates were able to list benefits of innovation, they missed achieving full marks by not including an appropriate example.

Section Two: Extended answer
Attempted by 923 candidates   Mean 20.41(/40)   Max 37.60   Min 0.40

The section answers were of a standard slightly lower than the previous year. The choice of questions was distributed more evenly than in previous years, with similar means across all three questions. In general, candidates defined terms, explained concepts and discussed issues. However, they did not refer to the stimulus material provided in the question, apply or use the facts provided in the stimulus material, or make reference to cases that they had studied during the year.