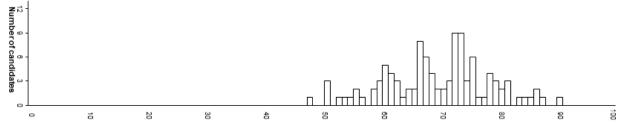


Summary report for candidates on the 2015 WACE examination in Children, Family and the Community Stage 3

Year	Number who sat	Number of absentees
2015	105	0
2014	79	3
2013	62	1

Examination score distribution - Written



Summary

The written examination consisted of three sections with 105 candidates required to attempt all questions in Sections One and Two and to choose two of the three questions in Section Three. The mean for the written paper was 69.93%. Candidate scores for the examination ranged from a minimum of 48.25% to a maximum of 91.31%. The means for Sections One, Two and Three are listed below.

Section One: Multiple-choice	Mean 5.98%(/10)	Max 9.00%	Min 2.00%
Section Two: Short answer	Mean 37.73%(/50)	Max 49.53%	Min 24.29%
Section Three: Extended response	Mean 26.22%(/40)	Max 36.67%	Min 11.00%

General comments

The majority of the candidates attempted all sections of the paper, suggesting that the length of the paper was appropriate. In summary, Sections One, Two and Three posed little difficulties for the majority of this cohort of candidates.

Candidates continued to find it difficult to explain the relationship between concepts, or compare theories and justify actions. For example, justify actions or strategies that individual, families and the community might use to promote awareness of an issue. Candidates found it difficult to apply their knowledge rather than just recall content; for example, candidates could discuss elements of Bronfenbrenner's Ecological Systems theory but failed to compare Bronfenbrenner and Piaget's theories or to provide contrasting reasons for and contrasting reasons against social justice or social change at a global level. Similarly, candidates were able to select advocacy skills used to advocate for others on a global issue of social justice or social change, but found it difficult to explain how these skills could be used to assist with addressing a global issue of social justice or social change.

Advice for candidates

- Note the key verbs used in a question and respond to the question accordingly for example, ensure you know the difference between a question requiring you to 'provide', 'describe', 'explain', or 'discuss'.
- Write answers that address the specific focus of the question not simply restate all the information you can recall that relates to the topic. For example in Question 19 (c) some candidates failed to compare Bronfenbrenner and Piaget's theories, rather they reiterated facts about the theories.
- Ensure you mark clearly in your question/answer booklet the page number if your answer extends beyond the space provided.

- Read the extended response questions carefully and note the mark allocation for each question and plan your time and writing accordingly.
- Make effective use of your reading time for planning.
- Ensure you have revised all areas of the course and have not limited yourself to a focus on some of the content dot point, for example the theorists.

Comments on specific sections and questions Section One: Multiple-choice

Attempted by 105 Candidates Mean 5.98(/10) Max 9.00 Min 2.00

Section One posed few difficulties for the majority of the candidates. Questions 3, 4, 6 and 10 were the most difficult and Questions 1, 7 and 8 the easiest. All candidates attempted the 10 multiple-choice questions. The areas of the syllabus answered most poorly in this section included the application of Vygotsky's theory of cognitive development, secondary sources, the impact of the Family Law Act and the statutory body established by the government of Western Australia to protect the human rights of Western Australians. More time in the teaching and learning program may be required in these areas.

Section Two: Short answer

Attempted by 105 Candidates Mean 37.73(/50) Max 49.53 Min 24.29

In Section Two, short answer Question 14 was the easiest with a mean of 84.74% while Question 11 was the most difficult with a mean of 68.16%. Candidates performed well in Section Two indicating that they had engaged effectively with the course content and were able to apply their knowledge. However, it was evident that some candidates provided brief and not always relevant examples related to:

- roles and responsibilities of a community partnership that was established to help meet the needs of a particular group
- demonstrations of social injustice and equality in a care setting, and

• social justice options available to an individual whose human rights have been violated. Better candidates' answers provided detailed, relevant and accurate cases relating to the sustainable use of resources, or could identify current global issues of social justice or social change and explain how they influenced people's actions. The better candidates' answers also linked clearly the relationship between concepts, for example between social cohesion and sustainable features to preserve resources for future generations.

Section Three: Extended response

Attempted by 105 Candidates

Mean 26.22(/40) Max 36.67 Min 11.00

Section Three contained three questions from which candidates had to answer two. The majority of candidates chose Question 19 (101 candidates). Only 37 of the 105 candidates choose Question 20. Candidates seem to find Section Three more difficult compared to Sections One and Two. Stronger candidates' answers provided highly structured and analytical responses using specific and appropriate terminology and supporting evidence.