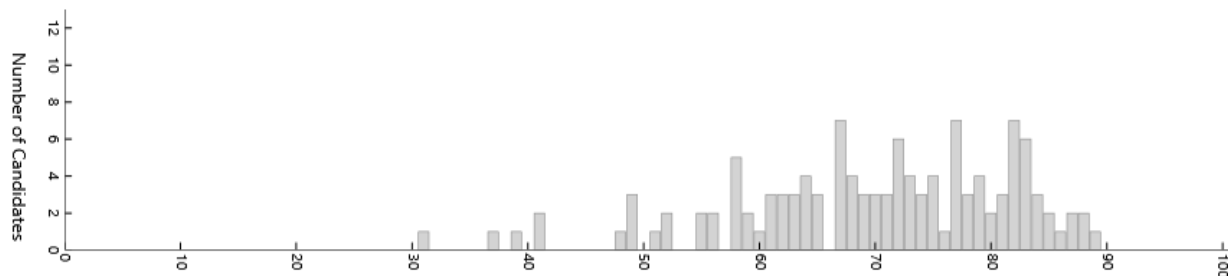




Summary report of the 2016 ATAR course examination: Children, Family and the Community

| Year | Number who sat | Number of absentees |
|------|----------------|---------------------|
| 2016 | 121 | 0 |

Examination score distribution



Summary

Attempted by 121 candidates

Mean 69.77%(/100) Max 89.14% Min 31.15%

Section means were:

Section One: Multiple-choice

Mean 7.83(/10)

Max 10.00

Min 5.00

Section Two: Short answer

Mean 34.32(/50)

Max 47.19

Min 13.44

Section Three: Extended answer

Mean 27.61(/40)

Max 36.80

Min 3.60

General comments

The excellent examination results reflect the fact there were very few candidates who did not attempt questions and that only the most capable candidates are now studying the course. In general most areas of the syllabus appear to have been taught well except for syllabus content dealing with the Triple Bottom Line theory and the Millennium Development Goals (MDG). It was evident by candidate responses that these two areas of the syllabus are a problem for candidates and therefore need to be dealt with in more detail and with greater emphasis by teachers.

Advice for candidates

- Read questions carefully and apply your knowledge to the question asked. Do not repeat rote learnt information. Your answer must reflect the question.
- When a question requires a specific type of information, the answer must reflect that information. For example Question 17 required an outline of each of the Five Capitals Model of sustainable development. The answer should have been a discussion on each of the Five Capitals separately and not one long paragraph intertwining each capital which makes it difficult for the marker to distinguish between each capital.

Advice for teachers

- Teach every aspect of the syllabus and show students how it might be applied. The Triple Bottom Line theory (TBL) is one aspect of the syllabus where they did not demonstrate its application as was required by the question. Teachers must be sure that the 'application' of TBL is taught. Students knew the three factors that make up the theory but not what the theory says i.e. have all three factors in perfect balance and you have sustainability and if you alter one factor, it has a flow on effect to the other factors.
- Be more specific in teaching the MDG. The syllabus specifies the 'impact' of the goals but many students were unable to give specific information about the impact of the MDG in their answer. There are eight goals which should be taught with emphasis for each

