

- In Section Three, start each part of a question on a new line and label each question and part so it is easy to see where one-part ends and the next starts.
- Read the questions during the 'ten minutes reading time' from the last question to the first. This gives you an idea of what is in the paper and as you progress through something may come to mind that is in a later question and you can jot that point down and refer to it later. (If you read the paper from Question 1 to towards the end you may miss these things.)
- Be sure to make it clear what you want to say by including detail in your answer. Some answers assumed the marker would fill in the gaps (which is not allowed).
- There is no need to rewrite the question.
- There is a list of words and their meanings used when writing questions for ATAR examinations. This list is on the School Curriculum and Standards Authority website. It is worth asking your teacher for it as the terms used are common across all courses and indicate what is meant by each directive term/word used in a question.

Advice for teachers

- Explicitly teach examination technique by teaching students to answer the question as it is asked and not go off on tangents.
- Cover the curriculum to the depth shown by previous examinations.
- There is a list of words and their meanings used when writing questions for ATAR examinations. This list is on the Authority website. It is worth giving this to each student as the terms used are common across all courses/subjects and indicate what is meant by each term/word.
- Provide students with ample opportunities to answer Short and Extended answer questions.

Comments on specific sections and questions

Means for each section were reasonably close with the short answer section being lowest indicating candidates found some of these questions harder than other sections.

Section One: Multiple-choice (20 Marks)

More than 75% of candidates chose the correct alternative in Questions 2, 6, 7, 8, 10, 12, 16, 17, 19, and 20. Questions 3, 5, 13 and 15 proved to be difficult for candidates. Here less than 40% of candidates chose the correct answer. Section One did not show any specific weaknesses in the candidates' coverage of the course. Post the examination, markers identified there were candidates who interpreted Questions 14 and 18 in a manner not considered by the examination panel in writing the questions. Consequently Questions 14 and 18 were given two correct answers as there were two ways of interpreting the question.

Section Two: Short answer (50 Marks)

Generally, candidates did reasonably well in this section. A number of candidates showed areas of strengths and weaknesses. The most important problems were not answering questions with step by step detail, for example, Questions 21(f), 22(e), 23(b) and (f), 25 (a) and (b) and 26(c). Rather than a detailed stepwise response, candidates assumed that by going from one point to another the examiner would fill in the gaps. This particularly applied to Questions 21(d), (e) and (f), 22 (b) and (cii), 23, 25(a) and (b) and 26(c). While all candidates were marked fairly, many missed key points/steps when explaining their answers.

Section Three: Extended answer (40 Marks)

Questions 27 and 29 were the most popular questions answered by the candidates. Responses indicated that a number of candidates did not read the stem of the question and diagrams were frequently very weak. Some responses showed candidates did not read/think

clearly about what they were writing, for example, flying divers looking for wrecks. Many candidates did not supply examples when asked for them.