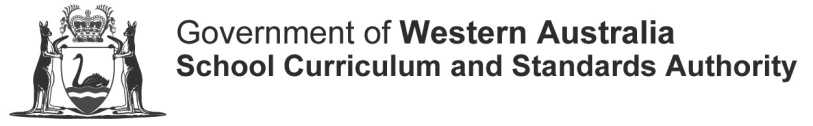
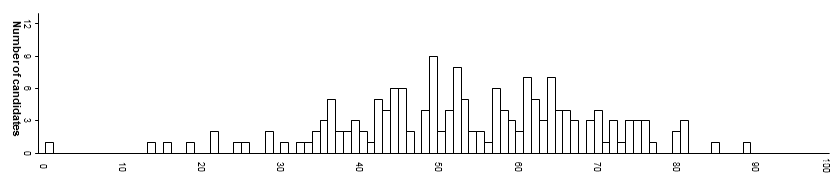
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**Report on the 2015 WACE examination in**

**Career and Enterprise Stage 3**

|  |  |  |
| --- | --- | --- |
| **Year** | **Number who sat** | **Number of absentees** |
| 2015 | 170 | 2 |
| 2014 | 105 | 1 |
| 2013 | 148 | 0 |

***Examination score distribution - Written***

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***Summary***

**Written examination**

Attempted by 170 Candidates Mean 54.38% Max 89.59 Min 1.24

Section means were:

Section One: Short answer Mean 29.99% (/60%) Max 51.92 Min 0.58

Section Two: Extended answer Mean 24.40% (/40%) Max 37.67 Min 0.67

***General comments***

Most candidates completed all sections of the paper which indicates the length of the paper was appropriate for the time allocated. All questions were attempted, and for those few questions not attempted by candidates it is suggested that it is a lack of knowledge rather than a lack of time. The mark allocation was appropriate and appropriate for discriminating between responses. The paper was accessible and the responses were good generally from most candidates. In some instances candidates provided generic responses when asked about the impact and implication on an organisation or the reason behind an issue. Some answers related to productivity, efficiency and sustainability, or about the world constantly changing and the impact of technology, were generic without going into the detail required in the question.

*Advice for candidates*

You need to ensure that you:

* + clearly mark the page number in your question/answer booklet if your answer extends beyond the space provided
  + read the extended response questions carefully, note the mark allocation for each question, plan your time and writing accordingly
  + make effective use of the reading time for planning
  + have revised all areas of the course and not limit yourself to a focus on some of the content dot points
  + note the key verbs used in a question and respond to the question accordingly. For example, know how you should answer a question that requires you to ‘provide’, ‘describe’, ‘explore’, ‘explain’ and ‘discuss’ or ‘justify’.

*Advice for teachers*

* Students need to be given ample practice at answering extended response questions as part of their school-based assessment program. They need substantial practice in breaking down a question and identifying what the question actually asks of them. The focus at this level is on the application of their knowledge rather than the recall of content.

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

**Section One**: Short answer

Attempted by 170 Candidates Mean 29.99%(/60%) Max 51.92% Min 0.58%

Most candidates responded well in this section with the highest mean achieved in Question 14 and the lowest in Question 3.

Question 1(a) Attempted by169 candidates Mean 5.78(/9) Max 9 Min 0

Candidates responded well generally to this question and some tended to restate the question as their justification. Others interpreted the question as providing one strategy that addressed each competency, rather than a separate strategy for each competency, thus limiting the extent of their response.

Question 1(b) Attempted by 166 candidates Mean 5.47(/8) Max 8 Min 0

Most candidates responded well to this question. Those who achieved a lower mark demonstrated a limited understanding of the terms Career Management Strategies, and in particular the term attribute.

Question 2(a) Attempted by 162 candidates Mean 4.19(/9) Max 8.5 Min 0

In general responses were poor. Many candidates were unable to give a specific contribution to information management and most responses were vague. Some candidates interpreted the question by discussing one contribution rather than a separate contribution for each scenario, thus limiting the extent of their response.

Question 2(b) Attempted by 167 candidates Mean 5.49(/9) Max 8.5 Min 1

Candidate responses were quite varied in their intent, i.e., some provided strategies to keep generations segregated and others provided strategies to cater for integration. Some candidates tended to reword one strategy three times rather than provide three different strategies.

Question 3(a) Attempted by 166 candidates Mean 3.31(/6) Max 6 Min 0

In part (a) some responses were in reference to local market pressures rather than global pressures. Some candidates commented on the impact and pressure on workplaces rather than how workplaces change and made limited reference to innovative workplaces.

Question 3(b) Attempted by 160 candidates Mean 3.03(/6) Max 6 Min 0

Some candidates tended to outline a policy and did not explain the changes that could eventuate. Some candidates simply stated that organisations would have to change.

Question 3(c) Attempted by 143 candidates Mean was 3.74(/9) Max9 Min 0

Candidates struggled with part (c). Many were unable to cite ethical work practices and when they did they considered the implications on society or individuals rather than on an organisation as requested in the question.

Question 4 Attempted by 168 candidates Mean was 3.12(/6) Max 6 Min 0

In general the responses were poor and candidates commented on the use of an IPP making limited reference to planning the use of an IPP or reference to emerging occupations. Many candidates demonstrated limited knowledge of the components of an IPP.

Question 5(a) Attempted by 166 candidates Mean was 4.16(/9) Max 9 Min 0

Most candidate responses did not explain three reasons on how research and development leads to improvements in productivity. Some simply stated that they would increase productivity with no further explanation given.

Question 5(b) Attempted by 157 candidates Mean was 2.78(/6) Max 6 Min 0

Candidates commented on the relationship between innovation and remaining competitive but had limited reference to research and development or the global economy. Many candidates displayed very little knowledge of Australian examples.

Question 6(a) Attempted by 161 candidates Mean 4.03(/9) Max 8.5 Min 0

Candidates missed the point about international standards in an Australian workplace. Many candidates simply commented on the need for standards in the general sense.

Question 6(b) Attempted by 163 candidates Mean 5.02(/9) Max 9 Min 0

Candidates responded well generally to this question. Some candidates discussed why business manufacture products overseas, rather than the implication for Australian business as requested in the question.

Question 6(c) Attempted by 158 candidates Mean 4.22(/9) Max 9 Min 0

Most candidates were able to articulate one or two effective ways to ensure products meet Australian Standards but found it difficult to discuss a third way without repeating or rewording a previous response.

**Section Two:** Extended answer

Attempted by 170 Candidates Mean 24.40%(/40%) Max 37.67% Min 0.67%

Candidates performed well in Section Two indicating that they had engaged effectively with the course content and were able to apply their knowledge. However many still found Section Two more difficult than Section One.

More able candidates provided highly structured and analytical responses using specific and appropriate terminology with supporting evidence. These candidates provided detailed, relevant and accurate cases. For example sustainable use of resources or were able to identify current global issues of social justice, social change and explained how these influenced people’s actions. Responses linked clearly the relationship between concepts, for example between social cohesion and sustainable features to preserve resources for future generations.

Question 7(a)(i) Attempted by165 candidates Mean 3.23(/6) Max 6 Min 0

Most candidates were unable to provide effective responses beyond the literal interpretation of the cartoon. Any reference to personal and professional development seemed to be made without reference to the cartoon or what it implied.

Question 7(a)(ii) Attempted by 165 candidates Mean 5.39(/9) Max 9 Min 0

Most candidate responses focused on learning in general but did not make the connection to their individual career development.

Question 7(b) Attempted by 162 candidates Mean 3.57(/8) Max 8 Min 0

Many answers discussed the benefits of ‘learning for flexible career management’ and responses focused on the benefits of knowing that they will have lots of jobs in the future, being better prepared etc. Some candidates focused on the benefits of being flexible rather than the benefits of learning as requested in the question.

Question 7(c) Attempted by 162 candidates Mean 4.23(/7) Max 7 Min 0

Candidates responded well generally to this question and it was evident that they had a good understanding of the previewed source. As with question 7(a)(ii), some candidates did not make the connection to their individual career development.

Question 8(a) Attempted by 19 candidates Mean 5.97(/9) Max 8.5 Min 1.5

This question was attempted by only 11% of candidates and they responded well generally.

Question 8(b) Attempted by 19 candidates Mean 5.05(/9) Max 8.5 Min 1

While done well by most candidates, many did not make the connection to their career development as requested in the question.

Question 8(c) Attempted by 18 candidates Mean 4.19(/12) Max12 Min 0

In general candidates responded very poorly to this question, as many were unable to provide more than two effective reasons.

Question 9 Attempted by 151 candidates Mean 21.53(/30) Max 30 Min 0

Question 9 was done well. Many candidates commented on the connection between management styles and workplace efficiency, productivity and sustainability but did not make reference to how the management styles encourage this. In making this connection, responses were somewhat shallow in that they tended to explain that it ‘increases productivity and that because productivity is increased so is efficiency and sustainability’. This suggests that candidates are not clear on the distinction between productivity, efficiency and sustainability.