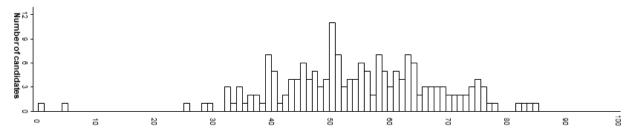


Summary report for candidates on the 2015 WACE examination in Ancient History Stage 3

| Year | Number who sat | Number of absentees |
|------|----------------|---------------------|
| 2015 | 180 | 3 |
| 2014 | 148 | 1 |
| 2013 | 154 | 2 |

Examination score distribution



Summary

The examination addressed the two contexts of Greece and Rome and was attempted by 180 candidates. The mean for the examination was 54.77% compared to 59.72% in 2014 and candidate scores ranged from 0.50 to 85.50. The means for Section One: Document study, Section Two: Essay Part A and Section Two: Essay Part B, were 57.87%, 57.78% and 46.39% respectively. The standard deviation was 13.70%.

General comments

The examination this year covered two contexts, Greece and Rome; this represents a slight change from the 2014 examination paper, in which questions were addressed to the Greek context only. In all other ways, the current examination was consistent with the structure, format and length of the previous year's paper.

Overall, candidates demonstrated a sound familiarity with the key narrative of events from the two time periods covered by the syllabus. Some, however, struggled to deploy that narrative into an historical argument. The syllabus throughout requires students to grapple with causation, with the assessment of change and the like; these are high-level tasks that demand a degree of analysis beyond the mastery of a historical narrative.

While a number of students found the document selection for Questions 1 and 2 challenging, statistically the greatest difficulty encountered in the paper came in Section Two: Part B. Some of the lower marks here derived less from failure to engage with the questions as such than from lack of observance of the temporal parameters of each Unit of study.

Advice for candidates

- Make sure to focus your answers on material within the temporal scope of particular sections of the syllabus. The time frame covered by each Unit is stated clearly in the syllabus document, and stated on the examination paper itself. While it is acknowledged that the temporal division between Units 3A and 3B is arbitrary, and that material from each unit is relevant to the understanding of the other, the focus of any answer must nonetheless fall within the stipulated scope of the unit.
- Engage with the detail from material in the document study, and do not confine your responses to very general statements. Direct citation from the documents will help to focus

your response. At the same time, take care that you are not just paraphrasing the content of the documents; you need to be analysing and explaining it too.

• Take the time to think about the ways in which your understanding of the period of study could best be shaped to answer the questions. Your familiarity with the narrative of events across the syllabus is important, but any question will require you to do more than retell that narrative; it will ask you also to derive understandings from that narrative. Make sure that you state your understandings explicitly in your answers; do not leave it to the markers to deduce your analysis from the 'story' that you tell.

Comments on specific sections and questions Section One: Document study

Attempted by 180 candidates Mean 28.93(/50) Max 43.50 Min 0.5 Document studies and the two associated questions have been embedded within the examination for a number of years, and candidates overall demonstrated a good grasp of the requirements, most notably in parts (a) and (b) of the two document study questions.

Section Two: Essay Part A – Unit 3A

Attempted by 179 candidates Mean 14.44(/25) Max 22.5 Min 1.5 Questions 3, 4 and 5 in this section specifically addressed the Greece context. Questions 6, 7 and 8 specifically addressed the Rome context.

Candidates' performance in this part of the examination was, in statistical terms, closely aligned with performances across Section One.

Section Two: Essay Part B – Unit 3B

Attempted by 178 candidates Mean 11.60(/25) Max 22.50 Min 0 In statistical terms, this essay section proved the most difficult component of the paper. As outlined below, much of the difficulty stemmed not from candidates' lack of overall knowledge, but from a tendency to ignore the temporal parameters of Units 3A and 3B respectively, with a subsequent reliance in many responses on inappropriate material.