

Section Three: Essay

Part A: Unit 3

Egypt	Mean 66.00%		
Attempted by 4 candidates	Mean 16.50(/25)	Max 17.00	Min 16.00
Greece	Mean 68.56%		
Attempted by 32 candidates	Mean 17.14(/25)	Max 23.50	Min 12.00
Rome	Mean 63.04%		
Attempted by 25 candidates	Mean 15.76(/25)	Max 22.50	Min 10.50

Part B: Unit 4

Egypt	Mean 61.00%		
Attempted by 4 candidates	Mean 15.25(/25)	Max 19.00	Min 13.00
Greece	Mean 62.75%		
Attempted by 32 candidates	Mean 15.69(/25)	Max 23.00	Min 7.50
Rome	Mean 52.72%		
Attempted by 25 candidates	Mean 13.18(/25)	Max 18.50	Min 2.50

General comments

Candidates demonstrated fair knowledge of the syllabus and assessment type requirements. They demonstrated some depth of understanding of their context and there were some excellent answers. Candidates addressed lower-order parts of questions, such as describe/explain that attracted marks in the source analysis and essay sections. Nonetheless, there were a number of confident and sophisticated answers to more challenging aspects of questions across all three contexts.

Advice for candidates

- Beware of answering a source analysis question with an outline of the relevant historical context (i.e., an overview/quick narrative of what was occurring at the time) because this is not the intent of the question. If the question asks to 'refer to the historical analysis in your answer' it requires the use of evidence from/elements of the historical context that will help unpack the reliability or usefulness of the source in understanding the event that is being referred to in the source.
- Be able to discuss the contestability of the information in the sources. Source analysis allows you to demonstrate your understanding of historiography and higher-order thinking skills. Sources are chosen because they represent an opportunity for debate (following analysis). The information presented in source extracts can often be argued for and/or against, and can be interrogated for bias, accuracy etc.
- Do not provide prepared set pieces that have only tenuous links to the question. Make a genuine attempt to answer the specific requirements of the question.
- Do not use made-up quotes. Markers are aware when quotes are not authentic.

Advice for teachers

- Teach students how to formulate and construct a written argument. Many questions in the examination require candidates to evaluate, assess and/or analyse. Higher order thinking can be demonstrated more effectively if written arguments are well constructed.
- Remind students that an essay should do more than list ancient and modern sources in an introduction. It is expected that evidence from such sources will be used throughout the answer to support the argument being constructed.

Comments on specific sections and questions

Section One: Short answer – Unit 3 (24 Marks)

Many candidates dealt well with the short answer section. Questions were accessible and were clearly linked to the syllabus for each context. There was some effective use of evidence and detail in answers.

Section Two: Source Analysis – Unit 4 (20 Marks)

Sources were chosen for their ability to allow candidates to demonstrate their analytical skills. Some candidates presented quite well-structured answers indicating greater familiarity with the requirements of this section of the examination.

Section Three: Essay

Part A: Unit 3 (25 Marks)

Understanding of the Unit 3 syllabus was evident in answers. Coherent narrative was common. There was some analysis, though essays used superficial recount or simple narrative in places. Use of evidence was generally good across all candidates.

Part B: Unit 4 (25 Marks)

Understanding of the Unit 4 syllabus was evident in candidates' responses. Coherent narrative was common though there was more recount or simple narrative than in the Unit 3 essays generally. Use of evidence was also not as strong as was demonstrated in Unit 3 essays.