

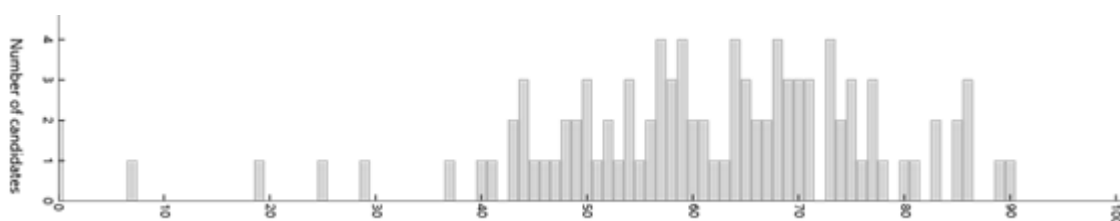


Summary report of the 2024 ATAR course examination report: Ancient History

Year	Number who sat	Number of absentees
2024	100	0
2023	80	4
2022	61	2
2021	118	1

The number of candidates sitting and the number attempting each section of the examination can differ because of non-attempts across sections of the examination.

Examination score distribution



Summary

The mean of the paper was 60.47%. There was strength in answers to the Short and Extended Answer sections. Answers were quite evenly spread across all questions in all sections for all contexts, indicating that the paper was balanced.

Egypt

Attempted by 19 candidates Mean 64.67% Max 77.40% Min 47.06%

Greece

Attempted by 41 candidates Mean 62.96% Max 89.96% Min 0.00%

Rome

Attempted by 38 candidates Mean 55.78% Max 88.71% Min 0.00

Section means were:

Section One: Short answer – Unit 3

Egypt

Attempted by 19 candidates Mean 16.78(/25) Max 22.40 Min 10.94

Greece

Attempted by 41 candidates Mean 15.87(/25) Max 25.00 Min 0.00

Rome

Attempted by 38 candidates Mean 14.30(/25) Max 23.96 Min 0.00

Section Two: Source analysis – Unit 4

Egypt

Attempted by 19 candidates Mean 15.39(/25) Max 18.75 Min 8.75

Greece

Attempted by 41 candidates Mean 15.73(/25) Max 23.12 Min 0.00

Rome

Attempted by 38 candidates Mean 13.16(/25) Max 23.75 Min 0.00

Section Three: Essay

Part A - Unit 3

Egypt

Attempted by 19 candidates	Mean 16.05(/25)	Max 19.00	Min 12.00
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Greece

Attempted by 41 candidates	Mean 15.49(/25)	Max 23.00	Min 0.00
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Rome

Attempted by 38 candidates	Mean 14.40(/25)	Max 22.00	Min 0.00
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Part B: Unit 4

Egypt

Attempted by 19 candidates	Mean 16.45(/25)	Max 22.00	Min 10.00
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Greece

Attempted by 40 candidates	Mean 15.87(/25)	Max 25.00	Min 0.00
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Rome

Attempted by 37 candidates	Mean 13.92(/25)	Max 23.00	Min 0.00
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General comments

Candidates demonstrated consistent knowledge of the syllabus and assessment type requirements, though there was some inconsistency in the depth and breadth of understanding across electives. There were some exceptionally well-developed answers to more challenging aspects of questions across all three electives. Lower-order parts of questions, for example, 'describe' and 'explain', were addressed more effectively than higher-order complex concepts and skills such as 'assess' and 'evaluate'.

Advice for candidates

- Use past examination questions to write practice answers as part of your examination preparation.
- Ensure your understanding of action verbs used in questions, i.e., the difference between 'identify' and 'outline', 'describe' and 'explain', 'analyse', 'evaluate' and 'assess'. Each of these verbs makes a difference to the way you are expected to answer questions.
- Do not use made-up quotes from ancient and modern sources.
- Rote learning multiple quotes from ancient/modern authors is only useful if you can add these to your work effectively. Paraphrased quotes can be used effectively to support and build an argument.
- Ensure you understand the historical narrative (content) around each of the syllabus dot points.
- Practise reading and comprehension skills continually. Understanding what the questions require for an answer will improve as reading skills improve.

Advice for teachers

- Explicitly teach reading/comprehension skills.
- Teach students how to use evidence effectively in their answers to all sections of the examination. The capacity to develop a strong historical argument is rewarded across the whole examination.
- Teach 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 (and writing time in the examination will also likely be more efficiently used) if written arguments are well-constructed.
- Familiarise your students with individuals addressed within the relevant historical context (i.e., Amenhotep III's use of diplomacy, Pericles' democratic reforms, Marius' political career). Numerous key individuals are addressed across all three electives.

- The 'forces' of history are relevant to students' understanding of the contexts they study and do appear in the syllabus. Prepare students for questions that ask for understanding of the political, economic, social/cultural, religious ideas, leadership, foreign policy/affairs, and historical forces.

Comments on specific sections and questions

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

Most candidates responded well to the Short answer questions. The questions were accessible, linked to the syllabus and a wide selection of them were chosen rather than there being some questions overwhelmingly favoured over others. There was effective use of evidence and detail in answers. Short answers were consistently stronger than Source analysis or Extended answers.

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

Candidates discussed the contestability of the information in the sources effectively. Stronger candidates presented well-structured answers, indicating greater familiarity with the requirements of this section of the examination. Weaker reading skills were a barrier for some candidates. Weaker answers did not 'evaluate' effectively. Most candidates wisely avoided describing modern/ancient sources as more reliable because they are 'scholarly' or conversely were 'there at the time' and therefore avoided reductive comments that did not attract marks.

Section Three: Essay

Part A: Unit 3 (25 Marks)

There were some highly effective arguments built by the strongest candidates in the Extended answer section, but this was not consistent across all electives. Most candidates genuinely attempted to answer the question, though weaker answers tended toward narrative rather than analysis and did not connect their ideas to build an effective argument. Candidates attempted to use evidence from ancient and modern sources to support the argument being constructed in their answer. Too many candidates had rote learned multiple quotes from ancient/modern authors that they did not use effectively. Candidates might have made better use of these quotes if they had been applied more thoughtfully or paraphrased.

Part B: Unit 4 (25 marks)

Understanding of the Unit 4 content in the syllabus was consistent across electives and answers. Coherent narrative was also consistent. Unusually, the strongest Unit 4 essays were better than the Unit 3 essays. Weaker essays were partially completed and/or did not engage with the question effectively.