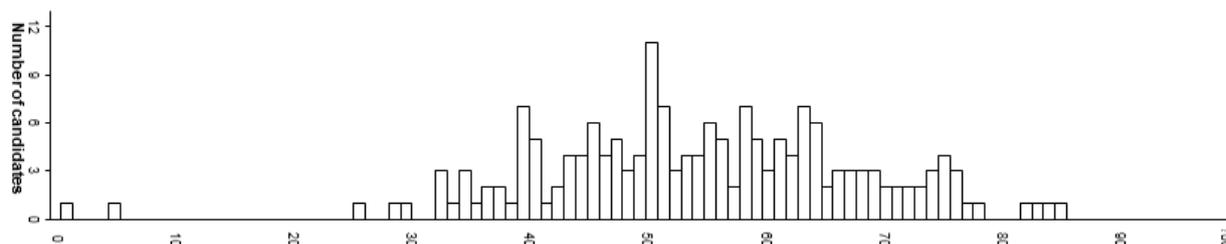




## Summary report for candidates on the 2015 WACE examination in Ancient History Stage 3

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

