

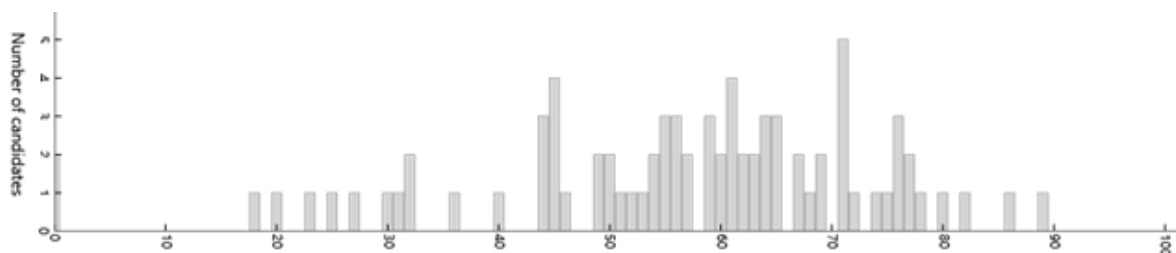


Summary report of the 2023 ATAR course examination report: Ancient History

Year	Number who sat	Number of absentees
2023	80	4
2022	61	2
2021	118	1
2020	122	2

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

Examination score distribution



Summary

In 2023, there was a significant number of attempts that were partially completed and/or indicated that candidates had engaged in a limited way with the examination questions. Many attempts in all sections of the examination were therefore very superficial (one sentence in source analysis or short answer; one short paragraph in essay sections). The overall mean of the examination this year was 55.91%.

Egypt

Attempted by 14 candidates Mean 45.34% Max 75.06% Min 0.00%

Greece

Attempted by 43 candidates Mean 59.83% Max 88.58% Min 0.00%

Rome

Attempted by 21 candidates Mean 55.23% Max 77.00% Min 22.50%

Section means were:

Section One: Short answer – Unit 3

Egypt

Attempted by 14 candidates Mean 11.08(/25) Max 20.31 Min 0.00

Greece

Attempted by 43 candidates Mean 15.42(/25) Max 23.96 Min 0.00

Rome

Attempted by 21 candidates Mean 14.34(/25) Max 20.83 Min 7.29

Section Two: Source analysis – Unit 4

Egypt

Attempted by 14 candidates Mean 12.00(/25) Max 20.00 Min 0.00

Greece

Attempted by 43 candidates Mean 13.68(/25) Max 21.25 Min 0.00

Rome			
Attempted by 21 candidates	Mean 11.76(/25)	Max 20.00	Min 5.00

Section Three: Essay

Part A: Unit 3

Egypt

Attempted by 14 candidates	Mean 10.80(/25)	Max 16.50	Min 0.00
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Greece

Attempted by 43 candidates	Mean 15.69(/25)	Max 24.50	Min 0.00
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Rome

Attempted by 21 candidates	Mean 14.60(/25)	Max 20.00	Min 5.00
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Part B: Unit 4

Egypt

Attempted by 14 candidates	Mean 11.47(/25)	Max 20.00	Min 0.00
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Greece

Attempted by 42 candidates	Mean 15.03(/25)	Max 23.00	Min 0.00
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Rome

Attempted by 20 candidates	Mean 14.55(/25)	Max 22.00	Min 0.00
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General comments

Candidates demonstrated inconsistent knowledge of the syllabus and assessment type requirements, and inconsistent depth of understanding of their elective. There were, however, some excellent responses. Lower-order parts of questions, e.g., describe/explain, were addressed more effectively than the higher-order complex concepts and skills e.g., assess/evaluate. There were a number of confident and sophisticated responses to more challenging aspects of questions across all three electives.

Advice for candidates

- Be able to discuss the contestability of the information in the sources. The information presented by source extracts can often be argued for and/or against, and can be interrogated for bias, accuracy etc. Good responses therefore construct an argument through which analysis skills can be demonstrated.
- Past examination questions are available and can be used to write practice responses as part of examination preparation.
- Do not use made-up quotes from ancient and modern sources.

Advice for teachers

- Explicitly 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.
- Explicitly 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 saved) if written arguments are well constructed.
- Students need to be made aware that examinations cannot provide questions on the same key syllabus points every year.
- Individuals are 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.
- Wording for questions generally reflects the wording in the syllabus. Therefore students should be aware of the syllabus points and be familiar with the meaning of wording for each syllabus point (e.g., 'the reduction of Samos').

Comments on specific sections and questions

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

Many candidates dealt with the Short answer section well. The questions were accessible and linked to the syllabus. There was some effective use of evidence and detail in responses.

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

Sources were chosen for their ability to allow candidates to demonstrate analysis skills. Some candidates presented quite well-structured responses, indicating greater familiarity with the requirements of this section of the examination. The Egypt and Rome electives showed unequal engagement, with higher-order skills and poor structure of the responses being major barriers to success.

Section Three: Essay

Part A: Unit 3 (25 Marks)

Use of evidence was reasonable across all candidates but not consistently of the standard that would attract higher marks. Some essays appeared to provide prepared 'chunks' that were churned out with weak links to the question. Many responses were partially completed and/or did not engage with the question effectively.

Part B: Unit 4 (25 Marks)

Understanding of the Unit 4 content in the syllabus was inconsistent across electives and responses. Coherent narrative was also inconsistent. Many weaker responses were partially completed and/or did not engage with the question effectively.