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Important information

Accreditation period

Units 1–4: 1 January 2022 – 31 December 2026

Implementation of this study commences in 2022.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA’s website.

To assist teachers in developing courses, the VCAA publishes online the Advice for teachers, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full [VCAA Copyright Policy](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) is available on the VCAA website.

Introduction

The Language

The language to be studied and assessed is Classical Greek, the Attic/Ionic language written and spoken in the fifth and fourth centuries BCE.

Scope of study

VCE Classical Greek involves the study of text from a number of literary genres and requires knowledge and understanding of a broad range of linguistic elements. Students engage in tasks
of translation, analysis, interpretation and evaluation of Classical Greek text to achieve and demonstrate comprehension of meaning, and knowledge of socio-cultural features and historical events. Through these tasks, students also demonstrate understanding of the ideas presented in Classical Greek texts and the techniques employed to convey them.

Rationale

Knowledge of Classical Greek provides students with a key to the literature, history and culture of the Greek world in the fifth and fourth centuries BCE. Students develop the ability to comprehend and interpret passages from the works of preeminent writers in genres such as comedy, tragedy, history, rhetoric and philosophical discourse. In so doing, they achieve an understanding of the seminal importance of the Greeks to the social, cultural, linguistic and intellectual fabric of the modern world, and a sense of their own place in a long historical tradition.

The study of Classical Greek also enhances students’ proficiency in English and equips them with a linguistic framework useful for learning other languages. It also improves cognitive skills beneficial to studies in other disciplines.

Aims

This study enables students to:

* develop their knowledge and understanding of Classical Greek vocabulary and grammar
* comprehend Classical Greek text from a range of genres
* understand the socio-cultural and historical background of Classical Greek text
* identify, interpret and evaluate ideas presented in Classical Greek text
* analyse and explain techniques employed by writers of Classical Greek
* utilise lexical, grammatical and exegetical resources to enhance their understanding of Classical Greek text
* access Classical Greek text written in dialects other than Attic/Ionic
* access ancient Greek text from other eras
* develop an awareness of cultural relativity
* improve their general cognitive skills.

Structure

The study is made up of four units.

Unit 1: Reading Classical Greek text

Unit 2: Reading Classical Greek literature

Unit 3: Studying a Classical Greek prose author

Unit 4: Studying a Classical Greek playwright

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

VCE Classical Greek is designed for students who will, typically, have studied Classical Greek for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](http://www.vcaa.vic.edu.au/Pages/correspondence/index.aspx#bulletin). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Classical Greek to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [*VCE and VCAL Administrative Handbook*](http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/handbook.aspx). Schools will be notified if they are required to submit material to be audited.

Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher’s decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student’s result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC), as specified in the VCE study design, and external assessment.

The VCAA will report the student’s level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [*VCE and VCAL Administrative Handbook*](http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/handbook.aspx) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Classical Greek are as follows:

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent.

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current [*VCE and VCAL Administrative Handbook*](http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/handbook.aspx) for authentication procedures.

Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

The specifications for Classical Greek comprise vocabulary, grammar, text and text analysis. They are common to each unit of the study and involve an increasing degree of difficulty and level of sophistication designed to make students independent and critical readers of Classical Greek literature.

Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary encountered in their reading of Classical Greek text.

Students should also be encouraged to develop skills in using dictionaries.

Grammar

The student is expected to recognise and use the following grammatical items:

Accidence

Nouns declensions 1, 2, 3, irregulars (e.g. ναῦς, Ζεῦς), contracted (e.g. νοῦς)

Adjectives definite article, descriptives (all degrees), possessive, demonstrative, interrogative, indefinite, cardinal, ordinal

Pronouns personal, reflexive, relative, emphatic, interrogative, indefinite, reciprocal ἀλλήλους

Verbs -ω/contracted, -μι conjugations: all tenses, voices, moods, infinitives, participles,verbal adjectives in -τέος

Adverbs all degrees

Prepositions governing accusative, genitive and dative case

Conjunctions coordinating and subordinating

Particles individual and combined forms

Syntax

Case usage

Nominative subject, complement, neuter plural subjects

Vocative direct address

Accusative direct object, adverbial, cognate, of respect, duration of time, extent of space,
of result, of motion towards, absolute, in oaths and exclamations, double accusative verbs

Genitive possessive, after certain adjectives/verbs, partitive, time within which, appositional, of quality, of material, of measure, of value, of cause, of source, of comparison,
of separation, absolute, subjective/objective

Dative indirect object, after certain adjectives/verbs/nouns, of interest, of respect,
of instrument, of accompaniment, of time when, of degree, of difference, possessive, locative, dative

All cases apposition

Verbs tense, voice, mood; distinction between aspects in the indicative and other moods

Clauses

Independent direct questions, wishes, polite request, potential optative, hortative subjunctive, deliberative subjunctive, direct command, impersonal constructions, indefinite constructions, uses of verbal adjectives in -τέος, uses of ἄν uses of οὐ and μή

Subordinate temporal, causal, concessive, conditional, comparative, proviso (ἐφ’ ᾧ / ᾧτε), purpose, relative, indirect statement, indirect question, fearing, result, correlative, indirect speech, indefinite constructions, πρίν / ἕως constructions, uses of ἄν, uses of οὐ and μή, ὅπως and ὡς and future indicative.

Phrases

Participles conditional, concessive (καίπερ), temporal, causal, relative, purpose, comparative, indirect statement, supplementary (e.g. φαίνομαι and participle)

The article attributive and predicative usage, articular infinitive, article and participle/ adjective/adverb, article and prepositional phrase

Prepositions governing accusative, genitive, dative

Adjectives agreement, predicative use, attributive use, uses of αὐτός

Particles connecting, qualifying and adding ‘colour’

Accents

Students will not be formally assessed on their knowledge of accents in Units 1–4. However,
they would benefit from a basic understanding of the system of accentuation in order to
distinguish ambiguous word forms such as interrogative *τίς* and indefinite *τις* or indicative *ποιεῖ* and imperative *ποίει.*

Text

For Units 1 and 2 a range of constructed, adapted and authentic text would be appropriate. Material such as stories and extracts can be found in text-based course books. Suitable works are included in the *Advice for teachers* and the resource list.

For Units 3 and 4 the set texts by prescribed authors are published on the study page for Classical Greek on the VCAA website.

Text analysis

Analysis of Classical Greek text involves research into the socio-cultural and historical background; examination, interpretation and evaluation of ideas presented in text; and identification and explanation of techniques employed by authors to convey meaning.

Ideas in Classical Greek text include themes and issues, concepts and motifs, and opinions, beliefs and assumptions.

Technique in Classical Greek text involves diction, literary devices, modes of expression, and genre specific conventions.

Together the ideas contained in Classical Greek text and the techniques employed to convey them constitute an author’s individual style.

Modes of expression include literary forms such as dialogue, prayer and soliloquy, and types of writing such as didactic, parodic and plaintive.

Examples of genre specific conventions are the agon and parabasis in comedy; stichomythia and choral odes in tragedy; narration and speeches in history; dialectic and elenchus in philosophical discourse; and the formal divisions and methods of argumentation in rhetoric.

Literary devices**:**

|  |  |
| --- | --- |
| **Alliteration** | Repetition of consonants, especially at the beginning of words. |
| **Allusion** | Reference to a person, place, story etc., which the reader is assumed to know. |
| **Analogy** | Comparison or parallel underlying a simile or metaphor. |
| **Anaphora** | Repetition of word or phrase at the beginning of several clauses or sentences. |
| **Antithesis** | Contrasting words or phrases balanced against one another. |
| **Apostrophe** | Address to person, place or abstract quality as an aside from the narrative.  |
| **Archaism** | An old form of a word used to create an effect of solemnity or pathos.  |
| **Assonance** | Repetition of similar vowel sounds in two or more words. |
| **Asyndeton** | Omission of conjunctions. |
| **Chiasmus** | Contrast of phrases by reversal of word order. |
| **Ellipsis** | The omission of word/s necessary for the grammatical structure of a sentence. |
| **Epithet** | An adjective or phrase commonly associated with a noun, conveying innate qualities. |
| **Hendiadys** | Phrase with two components which amount to one concept. |
| **Hyperbaton** | Alteration of natural order of words. |
| **Hyperbole** | Deliberate exaggeration not intended to be taken literally. |
| **Hysteron proteron** | Reversal of logical or chronological order. |
| **Interjection** | A phrase or word that interrupts the grammatical progress of the sentence. |
| **Irony** | The use of words that convey an attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand. |
| **Litotes** | Expressing an idea through its negative, e.g. ‘not bad’ meaning ‘good’. |
| **Meiosis** | Deliberate understatement. |
| **Metaphor** | An implied comparison; words or expressions literally belonging to one subject, but used by another to create an image. |
| **Metonymy** | A proper noun or an associated word used for a whole concept.  |
| **Onomatopoeia** | Words whose sound imitates the sound being described. |
| **Oxymoron** | Combination of contradictory terms in one phrase. |
| **Periodic sentence** | One with many subordinate clauses, concluding with the principal clause or main idea. |
| **Personification** | Treatment of a non-human object in terms of human characteristics. |
| **Polysyndeton** | Using more conjunctions than necessary. |
| **Rhetorical question** | Question asked for effect, where no answer is expected. |
| **Simile** | A comparison; usually features the words ‘like’ or ‘as’. |
| **Synecdoche** | The part stands for the whole. |
| **Transferred epithet** | Agreement of an adjective, not with the noun to which it really refers, but with another noun in close proximity. |
| **Tricolon** | A series of three similar phrases or clauses, often building up in intensity or length. |
| **Zeugma** | The linking of two words or expressions with a single word which, strictly speaking, is appropriate to only one of the two. |

Unit 1: Reading Classical Greek text

In this unit students develop their ability to read Classical Greek text, and to understand meaning and socio-cultural and historical context. They develop and demonstrate their understanding of vocabulary and grammar in Classical Greek text.

Area of Study 1

Language acquisition

In this area of study students focus on developing their knowledge and understanding of vocabulary and grammar used in Classical Greek text.

Outcome 1

On completion of this unit the student should be able to demonstrate knowledge of vocabulary and grammatical forms and rules used in Classical Greek text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of
Study 1.

Key knowledge

* vocabulary (meaning and word type) contained in Classical Greek text
* inflectional paradigms relevant to Classical Greek text
* the principal parts of verbs encountered in Classical Greek text
* the rules of syntax relevant to Classical Greek text.

Key skills

* memorise and recall vocabulary, paradigms and principal parts of verbs
* classify words by type and paradigm
* identify word form and link to grammatical function
* analyse sentence structure
* explain grammatical function
* apply the principles of parsing
* manipulate grammatical structure
* translate English into Classical Greek.

Area of Study 2

Comprehending Classical Greek text

In this area of study students focus on developing their ability to elicit meaning from Classical Greek text.

Outcome 2

On completion of this unit the student should be able to demonstrate understanding of content and context in passages of Classical Greek text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

* the essential meaning of Classical Greek text
* the contextual references in Classical Greek text
* aspects of the social framework evident in Classical Greek text
* the cultural beliefs, values and practices revealed in Classical Greek text
* the people and events mentioned in Classical Greek text.

Key skills

* comprehend meaning of Classical Greek text
* apply linguistic knowledge and skills
* utilise lexical and grammatical resources
* translate Classical Greek text into English
* obtain information from text notes and reference articles
* identify the content in and context of Classical Greek text
* explain aspects of the socio-cultural and historical background of Classical Greek text.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

* A set of exercises relating to vocabulary, paradigm, grammar analysis and/or manipulation
* Translation of English sentences into Classical Greek.

Outcome 2

* Translation of seen Classical Greek text into English
* Translation of unseen Classical Greek text into English
* Written responses to questions on the content and context of seen Classical Greek text
* Written responses to questions on the content of unseen Classical Greek text.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2: Reading Classical Greek literature

In this unit students focus on developing the ability to read Classical Greek literature and, by doing so, gaining an understanding of content, socio-cultural and historical context, ideas and techniques.

Area of Study 1

Language acquisition

In this area of study students increase their knowledge and understanding of the vocabulary and grammar used in Classical Greek literary text.

Outcome 1

On completion of this unit the student should be able to demonstrate knowledge of vocabulary and grammatical forms and rules used in Classical Greek literary text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

* the vocabulary (meaning and word type) contained in Classical Greek literary text
* inflectional paradigms relevant to Classical Greek literary text
* the principal parts of verbs encountered in Classical Greek literary text
* the rules of syntax relevant to Classical Greek literary text.

Key skills

* memorise and recall vocabulary, paradigms and principal parts of verbs
* classify words by type and paradigm
* identify word form and link to grammatical function
* analyse sentence structure
* explain grammatical function
* apply the principles of parsing
* manipulate grammatical structure
* translate English into Classical Greek.

Area of Study 2

Comprehending Classical Greek literary text

In this area of study students focus on developing the ability to elicit meaning, including understanding the content and context, in passages of Classical Greek literary text.

Outcome 2

On completion of this unit the student should be able to demonstrate understanding of content and context in passages of Classical Greek literary text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of
Study 2.

Key knowledge

* the essential meaning of Classical Greek literary text
* the dialectal variants occurring in Classical Greek literary text
* the contextual references in Classical Greek literary text
* aspects of the social framework evident in Classical Greek literary text
* the cultural beliefs, values and practices revealed in Classical Greek literary text
* the people and events mentioned in Classical Greek literary text.

Key skills

* comprehend meaning of Classical Greek literary text
* apply linguistic knowledge and skills
* utilise lexical and grammatical resources
* translate Classical Greek literary text into English
* convey nuance of meaning in Classical Greek literary text
* obtain information from commentaries and other exegetical resources
* identify the content in and context of Classical Greek literary text
* explain aspects of the socio-cultural and historical background of Classical Greek literary text.

Area of Study 3

Exploring ideas and techniques

In this area of study students focus on ideas and techniques employed in Classical Greek literary text.

Outcome 3

On completion of this unit the student should be able to identify and discuss the ideas contained in passages of Classical Greek literary text, and the techniques employed by the author to present them.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

* the themes and issues examined in Classical Greek literary text
* the concepts and motifs contained in Classical Greek literary text
* opinions expressed in Classical Greek literary text
* the underlying beliefs and assumptions in Classical Greek literary text
* the author’s background and other work
* the literary genre and its conventions
* literary techniques appropriate to the genre
* elements of the author’s style.

Key skills

* identify, explain and discuss ideas contained in Classical Greek literary text
* evaluate opinions presented in Classical Greek literary text
* identify preconceptions evident in Classical Greek literary text
* obtain information from a range of exegetical resources
* identify, explain and evaluate techniques employed in Classical Greek literary text
* identify and explain elements of the author’s style
* use evidence to support arguments.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following:

Outcome 1

* A set of exercises relating to vocabulary, paradigm, grammar analysis and/or manipulation
* Translation of English sentences into Classical Greek.

Outcome 2

* Translation of seen Classical Greek literary text into English
* Translation of unseen Classical Greek literary text into English
* Written responses to questions on the content in and context of seen Classical Greek literary text
* Written responses to questions on the content of unseen Classical Greek literary text.

Outcome 3

* Written responses to questions on the ideas and techniques employed in seen Classical Greek literary text
* Extended written responses to topics investigating ideas and techniques employed in seen Classical Greek literary text.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 3: Studying a Classical Greek prose author

In this unit students study set passages from a historical, rhetorical or philosophical work written by a prescribed Classical Greek prose author.

Area of Study 1

Translating Classical Greek prose text

In this area of study students focus on passages of text written by a prescribed Classical Greek prose author.

Outcome 1

On completion of this unit the student should be able to translate into English passages of seen and unseen Classical Greek text written by the prescribed prose author.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of
Study 1.

Key knowledge

* the content, context, ideas and techniques of the set passages of Classical Greek prose text
* the linguistic and stylistic features that are characteristic of the prescribed prose author
* the linguistic and stylistic features typical of the genre.

Key skills

* consult lexical, grammatical and exegetical resources to prepare set text for translation
* study the set text in preparation for translation tasks
* translate into English seen text written by the prescribed prose author
* translate into English unseen text written by the prescribed prose author
* identify the linguistic and literary features of unseen text written by the prescribed prose author.

Area of Study 2

Language consolidation

In this area of study students analyse the accidence and syntax of set text written by a prescribed Classical Greek prose author.

Outcome 2

On completion of this unit the student should be able to analyse the grammar of a seen passage of Classical Greek text written by the prescribed prose author.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of
Study 2.

Key knowledge

* the type and category of words occurring in the set text
* the form of words occurring in the set text
* the dictionary form of words occurring in the set text
* the principal parts of verbs occurring in the set text
* the syntax of words, phrases and clauses occurring in the set text
* the rules determining word order.

Key skills

* utilise lexical and grammatical resources to analyse Classical Greek prose text
* identify word type and category
* apply the principles of parsing
* determine the form of inflected words
* explain the rules of syntax.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Translate into English passages of seen and unseen Classical Greek text written by the prescribed prose author. | **35** | 1. Translate into fluent English one seen passage of Classical Greek prose of approximately 140 words.

 AND1. Translate into English one unseen passage of Classical Greek prose of approximately 100 words, and respond to questions on its linguistic and literary features.
 |
| **Outcome 2**Analyse the grammar of a seen passage of Classical Greek text written by the prescribed prose author. | **15** | Respond to questions on the accidence and syntax of a seen passage of Classical Greek prose of approximately 50 lines. |
| **Total marks** | **50** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

Unit 4: Studying a Classical Greek playwright

In this unit students study set lines from a tragedy or comedy written by a prescribed Classical Greek playwright.

Area of Study 1

Comprehending Classical Greek dramatic text

In this area of study students focus on the socio-cultural and historical context of set lines from a play written by a Classical Greek playwright.

Outcome 1

On completion of this unit the student should be able to translate, and respond to questions on the context of, the set lines of a Classical Greek dramatic text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of
Study 1.

Key knowledge

* the meaning of Classical Greek dramatic text
* the contextual references in Classical Greek dramatic text
* aspects of the social framework evident in Classical Greek dramatic text
* the cultural beliefs, values and practices revealed in Classical Greek dramatic text
* the people and events mentioned in Classical Greek dramatic text.

Key skills

* comprehend the meaning of Classical Greek dramatic text
* apply linguistic knowledge and skills
* utilise lexical and grammatical resources
* translate into English Classical Greek text written by the prescribed playwright
* obtain information from commentaries and other exegetical resources
* identify and discuss the context of Classical Greek dramatic text
* explain aspects of the socio-cultural and historical background of Classical Greek dramatic text.

Area of Study 2

Analysing ideas and techniques employed in Classical Greek drama

In this area of study students focus on the ideas and techniques employed in the set lines from a play written by a prescribed Classical Greek playwright.

Outcome 2

On completion of this unit the student should be able to analyse and discuss ideas and techniques
employed in a play written by a prescribed Classical Greek playwright.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of
Study 2.

Key knowledge

* the themes and issues examined in Classical Greek dramatic text
* the concepts and motifs contained in Classical Greek dramatic text
* opinions expressed in Classical Greek dramatic text
* the underlying beliefs and assumptions in Classical Greek dramatic text
* the author’s background and other work
* the ideas and techniques characteristic of the author
* the literary genre and its conventions
* literary techniques appropriate to the genre
* elements of the author’s style.

Key skills

* identify, explain and discuss ideas contained in Classical Greek dramatic text
* evaluate opinions presented in Classical Greek dramatic text
* identify preconceptions evident in Classical Greek dramatic text
* obtain information from a range of exegetical resources
* identify, explain and evaluate stylistic techniques employed in Classical Greek dramatic text
* use evidence to support arguments
* distinguish elements of contemporary and universal significance in Classical Greek dramatic text.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student’s level of achievement. The score must be based on the teacher’s assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Marks allocated** | **Assessment tasks** |
| **Outcome 1**Translate, and respond to questions on the context of, the set lines of a Classical Greek dramatic text. | **25** | 1. Translate into fluent English a seen passage of approximately 20 lines.

 AND1. Respond to questions on the socio-cultural and historical context of a seen passage of approximately 30 lines.
 |
| **Outcome 2**Analyse and discuss ideas and techniques employed in a play written by a prescribed Classical Greek playwright. | **25** | Write a 700–800 word essay examining the ideas in a Classical Greek play, and the techniques employed to convey them. |
| **Total marks** | **50** |  |

External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

End-of-year examination

Description

The examination will be set by the NSW Education Standards Authority (NESA). All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

Conditions

The examination will be completed under the following conditions:

* Duration: 3 hours and 5 minutes.
* Date: end-of-year, on a date to be published annually by the VCAA.
* VCAA examination rules will apply. Details of these rules are published annually in the
[*VCE and VCAL Administrative Handbook*](http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/handbook.aspx).

Further advice

Information on the VCE Classical Greek examination is published on the NSW Education Standards Authority (NESA) website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information.