VCE Classical Studies: Performance descriptors

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| **Classical Studies**  **SCHOOL-ASSESSED COURSEWORK** | | | | | | |
| **Performance descriptors** | | | | | | |
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| **Unit 3**  **Outcome 1**  Analyse the key ideas and techniques in a prescribed work of epic poetry and explain its relationship to its socio-historical context | **DESCRIPTOR: typical performance in each range** | | | | | |
| **Very low** | **Low** | | **Medium** | **High** | **Very High** |
| Identifies a feature of the prescribed work | Outlines features of the prescribed work | | Describes features of the prescribed work | Explains features of the prescribed work | Analyses features of the prescribed work |
| Identifies the socio-historical context of the work and/or a feature of the work which relates to its context | Outlines the socio-historical context of the work with reference to the work itself | | Describes the socio-historical context of the work accurately and identifies connections between the context and the prescribed work | Details the socio-historical context and establishes relevant connections between the context and the prescribed work | Explains the work’s relationship to its socio-historical context and incorporates detailed, accurate and relevant explanations of the socio-historical context |
| Identifies ideas and techniques in the prescribed work | Outlines key ideas and describes the use of techniques to express ideas in the prescribed work | | Describes the key ideas and how they were expressed through the use of techniques. | Explains the techniques used to express specific ideas and viewpoints | Analyses the key ideas expressed and the techniques used to express these ideas. |
| Identifies certain sections of the prescribed work as significant. Discussion is focused on the section alone. | Describes certain sections of the prescribed work as significant to the rest of the work as a whole. Refers to the section as well as the prescribed work as a whole. | | Explains reasons why sections of the prescribed work have significance to the work as a whole. Makes explicit reference to other sections of the prescribed work. | Analyses the significance of sections to the prescribed work as a whole. Analysis incorporates evidence from across the prescribed work as a whole. | Evaluates the significance of sections to the prescribed work as a whole by considering a sections’ importance to the development of ideas. Compares relative importance of sections of the work with relevant evidence from across the prescribed work as a whole. |
| Identifies a point of similarity and /or difference within the prescribed work. | Describes a similarity and/or difference within the prescribed work, in terms of the development of plot, characterisation or an idea. | | Explains the differences and similarities within the prescribed work, in terms of the development of plot, characterisation or an idea. | Examines the similarities and differences within a prescribed work, and how developments in plot and characterisation contribute toward the development of key ideas | Analyses the similarities and differences within a prescribed work, including developments in plot and characterisation for effect and development of key ideas |
| Develops interpretive statements about the prescribed work and identifies evidence from the prescribed work. | Constructs arguments about the prescribed work and connects evidence from the prescribed work to these arguments | | Constructs arguments about the key ideas and techniques of the prescribed work supported with evidence. | Constructs arguments about the relationship between the key ideas and the techniques used in the prescribed work supported with relevant evidence. | Constructs reasoned and coherent arguments about the relationship between the key ideas and the techniques used in the prescribed work supported with relevant evidence. |

KEY to marking scale based on the Outcome contributing 50 marks

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| Very Low 1–10 | Low 11–20 | Medium 21–30 | High 31–40 | Very High 41–50 |