

# VCE Classical Studies

2024-2029

Unit 3: Classical expressions

# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.

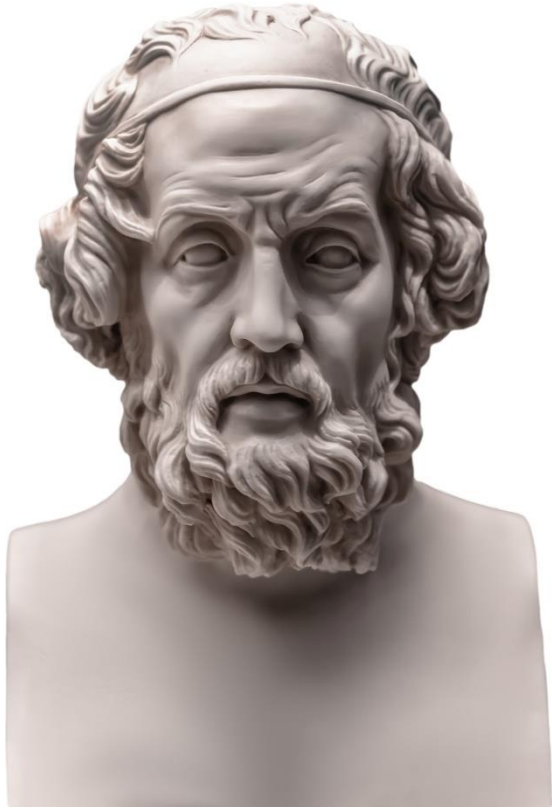


# Overview

- Selection of classical works for Unit 3
- Area of Study 1
- Area of Study 2
- Assessing Unit 3

# Selection of classical works

- In Units 3 and 4, teachers select works to be studied from the VCE Classical works list published annually on the VCAA website
- Students work with translations of written works, rather than with the Classical Greek or Latin
- Works chosen for Units 1 and 2 may not be repeated in Units 3 or 4 (sections or extracts from a larger work may be studied if the same section is not repeated in another unit)

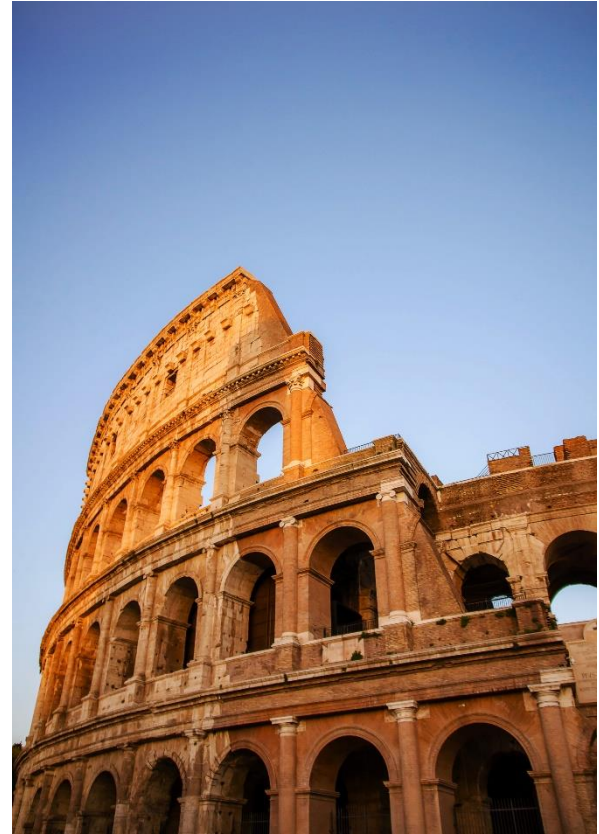


# Area of Study 1: The epic tradition

- What is epic poetry?
- How does a work of epic poetry reflect the society that created it?
- What makes an epic hero?
- What ideas are expressed in epic poetry and how are they expressed?

# Area of Study 2: Material culture

- How was a work of material culture made?
- What does a material work reveal about its socio-historical context?
- What ideas, values, beliefs and cultural norms are conveyed by a material work?
- What artistic, compositional and expressive techniques are used to convey a material work's ideas?



# Assessment

- 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 for each outcome
- Key knowledge and key skills should be used for the course, learning activities and assessment design
- Adhere to VCE assessment principles (valid, reasonable, equitable, balanced and efficient)

# Assessing Unit 3

## Satisfactory completion

- Teachers should use a variety of learning activities and assessment tasks to provide students with a range of opportunities to demonstrate key knowledge and key skills

## Level of achievement

- The student's level of achievement is determined by School-assessed Coursework
- Students are required to demonstrate two outcomes, encompassing the areas of study



Outcomes	Marks allocated	Assessment tasks
<p><b>Outcome 1</b></p> <p>Analyse the key ideas and techniques in a prescribed work of epic poetry and explain its relationship to its socio-historical context.</p>	50	<p>At least two of the following assessment tasks are to be completed in Unit 3:</p> <ul style="list-style-type: none"> <li>• a written analysis task on extract/s or image/s</li> <li>• short-answer and/or structured questions</li> <li>• an extended response</li> <li>• an essay.</li> </ul>
<p><b>Outcome 2</b></p> <p>Analyse the key ideas and techniques used in the production of the prescribed material work(s) and its relationship to its socio-historical context.</p>	50	<p>Teachers may choose to select one or more assessment tasks for each outcome. The assessment tasks may be undertaken in any order.</p>
<b>Total marks</b>	<b>100</b>	

# Using performance descriptors

VCE Classical Studies SAC Rubric							
Performance descriptors							
Unit 3 Outcome 1	Characteristics of study	Key skill	DESCRIPTOR: typical performance in each range				
			Very Low	Low	Medium	High	Very High
	<b>Identifying features of classical works</b>	<b>Analyse</b> the features of the prescribed work	Identifies a feature of the prescribed work	Describes features of the prescribed work	Accurately explains features of the prescribed work	Analyses in detail relevant features of the prescribed work	Analyses judiciously selected features of the prescribed work
	<b>Contextualising classical works</b>	<b>Explain</b> the socio-historical context of the prescribed work's creation and the relationship between the work and its socio-historical context	Identifies the socio-historical context of the work and/or a feature of the work which relates to its context	Describes 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	Explains the socio-historical context in detail and establishes relevant connections between the context and the prescribed work	Develops an analysis of the work's relationship to its socio-historical context and incorporates detailed, accurate and relevant explanations of the socio-historical context
	<b>Analysing classical works</b>	<b>Analyse</b> key ideas and the techniques used to express those ideas in the prescribed work	Identifies ideas and techniques in the prescribed work	Describes key ideas and describes the use of techniques to express ideas in the prescribed work	Explains the key ideas and explains how those ideas were expressed through the use of techniques.	Analyses how the epic poet employed techniques for effect and in order to express specific ideas and viewpoints	Develops an analysis of the relationship between the specific ideas expressed and the techniques and choices made by the poet to express these ideas.
	<b>Evaluating significance within or of classical works</b>	<b>Evaluate</b> the significance of sections of the prescribed work to the prescribed work as a whole	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 of 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

Available on the VCAA website

# Contact

- **Alex Louie**
- Curriculum Manager – VCE Classical Studies
- (03) 7022 0718
- Alex.Louie@education.vic.gov.au

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