Victorian Certificate of Education

CLASSICAL STUDIES

STUDY DESIGN

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

VICTORIA
State
Government

Contents

Important information

Accreditation period

Units 1–4: 1 January 2019 – 31 December 2024

Implementation of this study commences in 2019.

Other sources of information

The *VCAA Bulletin* 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 on the VCAA's website at: www.vcaa.vic.edu.au.

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* 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 is available at: www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx.

Introduction

Scope of study

VCE Classical Studies is the study of works of literature, history, philosophy, art and architecture from ancient Greece and ancient Rome. It is a multidisciplinary study in which students examine works that have had an enduring influence on Western civilisation.

Defining 'Classical'

For the purposes of this study, the term 'Classical' refers to the two great classical societies in the Western tradition, ancient Greece and ancient Rome. In the study of ancient Greece, the rise of Greek society is traced from the late Bronze Age to the Hellenistic Age with the main focus on the fifth century BCE. In the study of ancient Rome, the focus is on the late Republic and the Empire from the Julio-Claudian dynasty to Constantine.

Defining sociohistorical context

For the purposes of this study, the term sociohistorical context refers to the world in which classical works were produced. It encompasses specific events as well as social, cultural and political milieux. The sociohistorical context of a work includes the way people lived in that place at that time, and the events that shaped their lives. In this study, it informs student understanding of the works and how the works have been shaped by the social, economic, political and cultural features of ancient Greece and ancient Rome.

Rationale

What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greeks and ancient Romans confronted such questions. Students of VCE Classical Studies read and study works that have captivated and inspired generations. These works teach students about love and devotion, and about anger and betrayal. Ideas about fate and freedom in ancient Greek and ancient Roman works inform students' understanding of humanity and they begin to appreciate the influence of such works on Western civilisation.

In studying classical works, students encounter people like themselves among the defenders of Troy, the competitors at the Olympic Games, the spectators at Athenian drama festivals and witnesses to the struggles in the Roman Senate. Students also encounter people with very different values when they learn about the heroic code, the Roman virtue of pietas and the code of the gladiators. The spirit of this inquiry into classical works creates rich opportunities to learn about the past and to gain a clearer understanding of the present world.

Students develop skills in textual and art analyses, challenging assumptions, thinking creatively and constructing arguments. These skills are valuable for further study and work as they are readily transferable across a range of disciplines.

Aims

This study enables students to:

- understand the multidisciplinary nature of VCE Classical Studies and its methods
- develop an interest in the classical world and an understanding of its enduring significance
- develop an understanding of the sociohistorical contexts of classical works
- analyse, compare and evaluate classical works
- analyse a range of perspectives and emphases in classical works
- examine ideas of contemporary relevance through classical works.

Structure

The study is made up of four units.

Unit 1: Mythical worlds

Unit 2: Classical worlds

Units 3 and 4: Classical works

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.

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.* 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 Studies 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*. 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* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Classical Studies 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* for authentication procedures.

Unit 1: Mythical worlds

This unit of study explores the myths of ancient Greece and/or ancient Rome, the search for their origins and their contribution to classical culture. Myths are traditional narratives that examine ideas that were of central importance to these societies. They were used to explain the physical world, the foundation of institutions, aspects of daily life and the human condition. The nature of the gods and the deeds of heroes like Theseus and the epic voyages of Odysseus and Aeneas have fascinated people since classical times. Women such as Helen, Clytemnestra and Dido have endured in myths that consider love and war, the human and the monstrous. The pioneers of archaeology sought to explain the possible historical basis of particular myths and excavated at Troy, Knossos and Mycenae and other sites in search of the mythical heroes and their worlds. Myths were represented in many forms including epic, sculpture, tragedy, vase paintings and wall paintings, and mosaics. They were transmitted through festivals, religious rituals, art and architecture. In Unit 1 students engage with the intellectual and material culture of ancient Greece and/or ancient Rome, working with translations rather than with the Ancient Greek or Latin.

In this unit, teachers select the classical works and the secondary sources to be used by the students.

Area of Study 1

Gods, heroes and monsters

- *What is the nature of the gods?*
- *What is a hero?*
- *What threats do monsters pose?*
- *What is the function of myths?*

In this area of study students examine the foundational myths of ancient Greece and/or ancient Rome. Myths were one way in which the Greeks explained the physical world and the part that humans play in it. Myths about the creation of the world, the birth of the gods and the origins of humans were of central importance to these societies. Myths explained natural law and the relationships between gods and mortals that shaped the successes and the failures of legendary heroes. Myths in ancient Rome often focused on the city of Rome itself, its foundation, and its empire. In both ancient societies, myths were used to explain the origins of social structures and the way that society conducted itself. Myths addressed key aspects of everyday life such as rites of passage, and family and gender relationships.

Greek mythology is characterised by its many hero myths, and its focus on fate, justice and mortality. The heroes have different qualities from one another. For example, Achilles embodies the greatness of the warrior in war; Odysseus is the smart thinker who uses his cunning and intelligence to overcome his enemies; Aeneas, on the other hand, represents the epitome of devotion to the gods and to family. Heroes confront death on the battlefield, vengeful gods, terrifying monsters and their own limitations. Women sometimes show greater understanding than the questing hero and offer wise advice. They also occupy positions that are problematic, ambiguous or marginal, reflecting their position in the social structure. Students explore quest narratives in Greek and/or Roman myths, examining the characteristics, content and function of these stories in the oral tradition, texts and art.

Outcome 1

On completion of this unit the student should be able to analyse the nature of myths in ancient Greece and/or ancient Rome.

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

Key knowledge

- the content of selected myths such as quest narratives
- the characteristics, ideas and functions of selected myths
- ways in which myths were communicated such as through the oral tradition, vase paintings, epic and sculpture
- the nature of classical societies as revealed through myths.

Key skills

- describe the content of selected myths
- explain the relationship of selected myths to ancient Greece or ancient Rome
- analyse the ideas and functions of selected myths
- explain the ways in which myths were communicated
- construct an argument using evidence from selected myths.

Area of Study 2

Myths and archaeology

- *What have archaeological discoveries meant for the study of myths?*
- *Do myths have any basis in historical events?*

In this area of study students examine the search for historical truth in selected myths from the classical world. Students follow the history of archaeology in the Mediterranean Basin from the early period of modern archaeology in the nineteenth century, to the archaeological record that is accepted today. Students study the development of archaeological methods in the work of pioneers such as Schliemann and Evans and research an archaeological site, considering the historical basis of its associated myth. Students study the triumphs and the failures of these romantic figures and the excavations at Troy, Knossos, Pompeii and other sites. They speculate about answers to enduring questions such as 'Did the Trojan War really take place?'.

Outcome 2

On completion of this unit the student should be able to analyse how archaeology has informed understanding of ancient Greek and/or ancient Roman myths.

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

Key knowledge

- the history of archaeological exploration in the Mediterranean Basin associated with selected myths
- features of a selected archaeological site
- the development of archaeological methods and tools
- archaeological evidence associated with a particular site
- the historical basis of myths such as the Trojan War and Theseus and the Minotaur.

Key skills

- research an archaeological site associated with selected myths
- explain the history of a site and the relationship between myth and archaeology
- analyse archaeological evidence from the site
- consider the historical basis of a myth using the archaeological record
- construct an argument using evidence from an archaeological site.

Area of Study 3

Myths in classical cultures

- *What was the place of myths in ancient Greek and/or ancient Roman life?*

In this area of study students examine the representation and function of myths in classical works. Myths were ubiquitous in the artistic worlds of ancient Greece and ancient Rome. Public places were crowded with statues, shrines, relief sculpture and paintings depicting gods and heroes. Epic, lyric poetry and tragedy took their narratives from myths. In their homes, people had wall paintings, mosaic tile floors and vases illustrating mythic scenes. Works included the forms of epic, sculpture, tragedy, vase painting and wall painting, and mosaics. Representation varied according to the historical period and the form. Students analyse the ideas and techniques used in these works and investigate their sociohistorical contexts. They examine the ways in which myths functioned and were perpetuated in ancient Greece and ancient Rome through festivals, oracles, religious rituals, art and architecture.

Outcome 3

On completion of this unit the student should be able to analyse the representation and function of myths in ancient Greek and/or ancient Roman culture.

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

Key knowledge

- ways in which myths are represented in artistic and literary forms
- ideas and techniques used in the representation of myths in classical works
- the influence of sociohistorical contexts in the representation and function of myths
- ways in which myths functioned and were perpetuated in culture such as through festivals, oracles and religious rituals.

Key skills

- explain the relationship of myths to religious rituals and cultural practices in an ancient society
- analyse the representation of myths in classical works
- analyse ideas and techniques used to represent myths in classical works
- construct an argument using evidence from classical works.

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:

- an essay
- a research report
- a written analysis
- short-answer responses
- a multimedia presentation.

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

Unit 2: Classical worlds

This unit examines classical works across time, beginning with the study of ancient Greek and/or ancient Roman society through an exploration of intellectual and material culture. Students work with translations rather than with the Ancient Greek or Latin. Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise of the Roman Republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced? Students analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work.

The reception of these classical works extends beyond antiquity into the present. The cultural achievements of the classical world have inspired people and societies for centuries. The works of classical artists and classical writers have provided reference points for subsequent generations to emulate, to transform, or to react against. In this way, classical works are subject to constant re-imagining.

In this unit, teachers select the classical works and secondary sources to be used by the students.

Area of Study 1

Society through culture

- *What do classical works reveal about the society in which they were produced?*
- *What are the key ideas in classical works?*
- *How are the key ideas in classical works conveyed?*

In this area of study students examine ancient Greece and/or ancient Rome through an exploration of classical works. The focus of societies changed from palace to polis in ancient Greece, and from agricultural to urban community in ancient Rome. Classical writers and artists moved from mythological to historical explanations of their world. Significant changes in the urban environment, social life, political structures and religious beliefs continued to take place as each society developed. Greece and Rome both experienced great crises. The Persian Wars led to the acquisition of an empire by Athens, but the Peloponnesian War brought this undone. In the case of Rome, the demise of the Republic led to the establishment of the principate and imperial rule.

Members of classical societies used different forms of works such as epic and lyric poetry, history, philosophy, tragedy and comedy, architecture, sculpture, pottery and wall painting to develop a variety of ways to express ideas that were important to them. These works enabled classical writers and artists to examine social and political life. Students' analyses of classical works and the societies in which they were produced help to develop an understanding of their own present-day society. To analyse classical works, it is necessary to examine the techniques used by writers and artists to express their ideas.

Outcome 1

On completion of this unit the student should be able to analyse the ways in which classical works reveal and present aspects of ancient Greek and/or ancient Roman society.

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

Key knowledge

- key aspects of the sociohistorical context of ancient Greece and ancient Rome, such as social life, culture, political structures, class, economy, gender roles, and family and religious beliefs
- the relationship of classical works to their sociohistorical contexts
- key ideas revealed and presented in classical works
- techniques used to express key ideas of societies represented in classical works.

Key skills

- research the sociohistorical context of classical works
- explain the relationship between classical works and their sociohistorical contexts
- analyse ideas revealed and presented in classical works
- explain the techniques used to express ideas in classical works
- construct an argument using evidence from classical works.

Area of Study 2

Classics through time

- *How have classical works influenced Western civilisation?*
- *How have classical works been used to convey ideas in later works?*
- *What does a comparison between classical works and later works reveal?*

In this area of study students explore the ways in which classical works are reference points for later ages to aspire to or to react against. Elements of ancient Greek and ancient Roman culture have endured to the present day, exerting a powerful influence on art, architecture, literature, film, philosophy and science in Western society and beyond. This legacy has been mediated by artists, writers, philosophers and scientists who, throughout the centuries, have emulated, adapted or rejected exemplars from classical culture. In this way, classical culture has been reinterpreted in different periods and therefore been informed and shaped by this transmission, with the result that, over time, classical studies itself has been reinvented.

Classical works have histories of reception beyond ancient Greece and ancient Rome. Classical ideas of heroism, beauty and government have persisted in western culture and have captured the imagination of generations. For example, ideals of harmony embodied in Hellenistic sculpture influenced the work of Renaissance masters such as Donatello and Michelangelo, and ideas about freedom from tyranny in Tacitus helped shaped the ideals of the American and French revolutionaries. Powerful ideas presented in classical works have ensured the lasting relevance of ancient Greek and ancient Roman culture. Classical narratives and forms are also evident in contemporary popular culture, for example in quest narratives where the concept of the hero is explored.

Outcome 2

On completion of this unit the student should be able to evaluate the relationship between classical works and works from a later period.

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

Key knowledge

- key ideas and techniques of particular classical works
- the relationship between the classical works and their sociohistorical contexts
- ideas and techniques in classical works and those in works from a later period
- ideas and techniques from classical works that demonstrate on-going cultural significance
- classical influences on works from a later period
- the relationship between works from a later period and their sociohistorical context.

Key skills

- analyse ideas and explain techniques used in classical works and their relationship to their sociohistorical context
- analyse ideas and explain techniques used in works from a later period and their relationship to their sociohistorical context
- evaluate the influence of classical works on works from a later period
- construct an argument using evidence from a classical work and works from a later period.

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:

- an essay
- an annotated catalogue
- a research report
- a written analysis
- short-answer responses
- a multimedia presentation.

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

Units 3 and 4: Classical works

In Units 3 and 4 students engage with the intellectual and material culture of ancient Greece and/or ancient Rome, working with translations rather than the Ancient Greek or Latin. Students analyse individual works and engage with ideas that are explored and techniques that are used by particular writers and artists. They analyse and compare the ways in which classical writers and artists use similar and different techniques within a classical work. Students analyse the techniques used to present these ideas and the relationship between the work and its sociohistorical context. They critique the circumstances that have led to the significant events described in the classical works. To deepen their understanding of the significance of selected classical works, students compare classical works and consider ways in which different writers and artists address similar ideas or themes and construct an argument drawing on the ideas, techniques and the work's sociohistorical context. Such analysis reveals the changing nature of the classical world.

Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works Lists published annually in the *VCAA Bulletin*.

Classical Works Lists

Classical Works studied in Units 3 and 4 must be drawn from two lists published annually in the *VCAA Bulletin*.

List 1 applies to Area of Study 1. It comprises a series of individual classical works. There are four Greek and four Roman works. The works include different forms:

- epic
- tragedy
- comedy
- history
- philosophy
- art

- architecture
- satire
- oratory
- biography
- poetry
- essay

List 2 applies to Area of Study 2. It comprises three pairs of Greek works and three pairs of Roman works. The list also includes one pair that consists of a Greek work and a Roman work. Drawing on works from this list, students compare the treatment of ideas, contexts and forms in classical works.

Teachers must select:
- In Unit 3, one classical work for Area of Study 1, and one pair of classical works for comparison in Area of Study 2.
- In Unit 4, one classical work for Area of Study 1 (that is a different work from that selected for Unit 3), and one pair of classical works for comparison in Area of Study 2 (that is a different pair of works from that selected for Unit 3).

Across Units 3 and 4, students are required to study six classical works.

Area of Study 1

Individual study

- *What are the key ideas in a selected classical work?*
- *What techniques are used to convey the classical work's ideas?*
- *How does the classical work relate to its sociohistorical context?*
- *How do sections of the classical work relate to the work as a whole or how do artworks relate to their form?*

In this area of study students examine classical artworks and classical texts in translation. Classical works represent the cultural legacy of ancient Greece and ancient Rome and many classical writers and artists examine their world in searching ways. Students analyse these works to better understand the past and the present. Many of the ideas explored and expressed in classical works have enduring significance and are still important in the modern world. For example, The Trojan Women examines ideas about war, women and suffering (among a range of themes). Homer teaches about the tragedy of war. In History of the Peloponnesian War, Thucydides teaches about the way war changes people. In the Annals, Tacitus addresses the abuse of power, hypocrisy and corruption. Livy portrays Lucretia as a woman for whom honor is valued above life. Although ideas presented in these works are often familiar, many ideas from classical antiquity differ from those of the modern world.

Students analyse the techniques used by classical writers and artists to express ideas. For example, in The Trojan Women, students examine the structure of the play, and how techniques such as characterisation and imagery are used to create different features of the text. When examining the noble language of Homer, for example, students analyse such techniques as dramatic dialogue, epithets, imagery and swift action. Reading History of the Peloponnesian War, students develop their appreciation of Thucydides' sceptism, the careful selection and juxtaposition of incidents for maximum effect, and the insertion of measured commentary in the midst of descriptions of frenzied violence. In reading the Annals, students analyse Tacitean techniques such as imputation of motive and the use of rumour. With Livy, it is the mastery of narrative, which appeals to Roman patriotism and a sense of destiny. Through this type of close analysis, students develop an appreciation of classical ideas and classical techniques, and an understanding of ways in which knowledge is produced. They are able to evaluate the importance of sections of a classical work to the work as a whole or, in the case of art/architecture, the importance of the subject of the artwork in relation to its form.

Classical works were produced within a sociohistorical context. Classical works reflect the concerns, beliefs and values of the sociohistorical context in which they were produced. Knowledge of that context informs students' reading of the work, and the work teaches students about the context. In the case of The Trojan Women, for instance, the play was first performed in Athens during the Peloponnesian War. The play engages with its context by addressing the atrocities of war and the pain that follows in its wake. The relationship between the classical work and its context is very specific in this case. For example, History of the Peloponnesian War is about the same period but viewed from different perspectives in late fifth century BC in Athens, a time of devastation. In the Annals, Tacitus writes about the Julio-Claudian emperors, but there are resonances with his own time (particularly the Domitianic tyranny).

In this area of study, students study a classical work selected from List 1 for Unit 3, and a different classical work selected from List 1 for Unit 4.

Outcome 1

On completion of this unit the student should be able to analyse the ideas and the techniques of a classical work and evaluate the relationship of the work to its sociohistorical context.

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

Key knowledge

- the sociohistorical context of a classical work
- the relationship of a classical work to its sociohistorical context
- ideas presented in a classical work
- techniques used by the classical writer or artist to express these ideas
- the relationship of sections of a work to the work as a whole or the importance of a subject of an artwork in relation to its form.

Key skills

- research the sociohistorical context of a classical work
- analyse the relationship between a classical work and its sociohistorical context
- analyse the ideas presented in a classical work
- analyse the techniques used to express ideas in a classical work
- evaluate the importance of sections of the classical work to the work as a whole or the importance of the subject of an artwork in relation to its form
- construct an argument using evidence from a classical work.

Area of Study 2

Comparative study

- *What are the key ideas in selected classical works?*
- *What techniques are used to convey the ideas in classical works?*
- *How do classical works relate to their sociohistorical contexts?*
- *What does a comparison of ideas and techniques reveal about the classical works?*

In this area of study students compare classical works. This allows them to develop understanding of the sociohistorical contexts in which the works were produced and to explore ways in which similar ideas and techniques are presented in different works. Students analyse the relationship of works to their sociohistorical contexts, to develop a deeper understanding of the classical works. For example, the treatment of the war in the Iliad differs from the presentation of this theme in The Trojan Women. Virgil presents leadership differently from Tacitus. This form of analysis draws out similarities too. Thucydides and Euripides examine the suffering caused by war. Tacitus places his work in the tradition of Sallust to underscore the decay of Roman political life. When comparing classical works, students understand why significant events such as the Peloponnesian War and the Battle of Actium exerted profound influences on ancient Greece and ancient Rome respectively. Exploring classical works from different periods highlights the ways in which ideas and societies change during the course of time.

The form of a classical work shapes its meaning. Classical writers and classical artists use a wide range of techniques to convey ideas depending upon the form of the work. Analysis and comparisons of these techniques leads to a deeper understanding of the choices that the classical writer or the artist has made to present ideas. Technical evaluation can reveal changes in form. For example, comparative analysis of red and black figure vases reveals technical developments in pottery, and reading Sallust against Tacitus reveals transitions in historical writing.

In this area of study, students study one pair of classical works selected from List 2 for Unit 3, and a different pair of classical works selected from List 2 for Unit 4.

Outcome 2

On completion of this unit the student should be able to compare the ideas and the techniques in two classical works and evaluate the relationships of these works to their sociohistorical contexts.

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

Key knowledge

- the sociohistorical contexts of classical works
- the relationship of classical works to their sociohistorical contexts
- ideas presented in classical works
- techniques used by classical writers or artists to express ideas
- the reasons for the similarities and the differences between the classical works.

Key skills

- research the sociohistorical contexts of classical works
- analyse the relationship between classical works and their sociohistorical contexts
- analyse the ideas presented in classical works
- analyse the techniques used to express the ideas in classical works
- compare and evaluate the ideas, techniques and sociohistorical contexts of classical works
- construct an argument using evidence from classical works.

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 Units 3 and 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 tables.

Contribution to final assessment – Unit 3

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse the ideas and the techniques of a classical work and evaluate the relationship of the work to its sociohistorical context.	50	This task is based on a selected work from List 1. Assessment tasks can be either: • a written analysis of a section of a classical work or • structured questions.
Outcome 2 Compare the ideas and the techniques in two classical works and evaluate the relationships of these works to their sociohistorical contexts.	50	This task requires comparison of works selected from List 2. Assessment tasks can be either: • an essay comparing two classical works or • a research report.
Total marks	100	

Contribution to final assessment – Unit 4

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

Outcomes	Marks allocated	Assessment tasks
Outcome 1 Analyse the ideas and the techniques of a classical work and evaluate the relationship of the work to its sociohistorical context.	50	This task is based on a selected work from List 1 (that is a different work from that selected for Unit 3). Assessment tasks can be either: • a written analysis of a section of a classical work or • structured questions.
Outcome 2 Compare the ideas and the techniques in two classical works and evaluate the relationships of these works to their sociohistorical contexts.	50	This task requires comparison of works selected from List 2 (that is a different pair of works from that selected for Unit 3). Assessment tasks can be either: • an essay comparing two classical works or • a research report.
Total marks	100	

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 a panel appointed by the VCAA. 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: two hours.
- 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*.
- The examination will be marked by assessors appointed by the VCAA.

Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.