



# Classical Societies and Cultures

STUDY DESIGN

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2000–2009

Accreditation period ends 31 December 2009

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

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

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## **RATIONALE**

The predominant formative influences on Western society and culture have been the societies of Classical Greece and Rome. These societies have contributed to modern culture in many ways. By studying these societies from mythological beginnings, through formation to the pinnacle of their achievements, students can gain an understanding of both classical and contemporary Western culture.

A study of Classical Societies and Cultures introduces students to universal ideas, issues and values that are at the core of humanity, as well as providing insight into the development of cultural forms such as epic, drama, philosophy, satire and historiography. Through an investigation of artistic and literary works students gain an appreciation of their aesthetic qualities and the techniques which produced them. By exploring the political and social structures of Greece and Rome students are able to discuss issues, such as democracy and citizenship, religion and the role of men and women, to reflect on the values and origins of modern society.

## **AIMS**

This study is designed to enable students to

- understand the development of classical societies and cultures;
- understand the forms of cultural expression of Classical Greece and Rome;
- understand and evaluate the role of cultural and social artefacts as vehicles for the transmission of culture within and between cultures;
- understand that significant aspects of present-day society have been influenced by the cultures of Greece and Rome.

## **STRUCTURE**

The study is made up of four units:

Unit 1: Myths and legends

Unit 2: Emerging societies

Unit 3: Classical culture

Unit 4: The classical heritage

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*INTRODUCTION*

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**DURATION**

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

**PRESCRIBED TEXTS**

A text list for Classical Societies and Cultures is published annually (for the following year) in the *VCE Bulletin*.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will from time to time undertake an audit of Classical Societies and Cultures to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of student work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

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 this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern where activities involve information located on the World Wide Web.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes 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 year's *VCE Administrative Handbook* for authentication procedures.

## **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 Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### **Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Classical Societies and Cultures the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the final assessment are as follows:



- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examination: 50 per cent

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

# Unit 1: Myths and legends

This unit explores the nature of myths and legends. By focusing on the form and function of myths and legends and the way they are represented, students develop an understanding of the universality of human experience. Ideas, such as the concept of hero, that were of concern to the classical world are also of interest to the modern world. This shared humanity found in the telling of stories is explored through a focus on the communication of myths and legends.

The ways in which myths and legends are represented in oral tradition, art, architecture, drama and literature are explored to gain an understanding of the conventions of representing myths and legends. Through analysis and evaluation of a variety of representations, comparisons can be made between the ideals and values of the classical societies and those of the modern world.

## AREAS OF STUDY

### 1. Communication of myths and legends

This area of study provides an introduction to the selected classical societies or cultures through a study of their myths and legends. The types of myths and legends discussed could include creation myths, cosmogonies, foundation myths, metamorphoses, relations between gods, heroes and landmark events such as the Trojan War. The nature of these myths and legends and the conventions of their communication, such as the oral tradition, should be studied. An investigation of archaeological evidence, in terms of sites and artefacts, supporting myths and legends should be undertaken to analyse and evaluate their historical validity.

This area of study will include:

- the difference between myths and legends;
- the form, function and content of myths and legends;
- the historical basis of myths and legends as determined by archaeology.

### 2. Representation of myths and legends

Myths and legends were the common element in the artistic worlds of Greece and Rome. They were represented in various ways at different times depending on their social or historical context. Representation took many forms such as epic, sculpture, tragedy, vase and wall painting, and mosaics. Through an analysis of these representations an understanding is developed of the Greek and Roman societies which created them. This enables discussion of the continued use of these myths and legends in Western societies and culture.

**UNIT 1**

This area of study will include:

- the ways in which myths and legends are communicated through art and literature;
- the historical, artistic, intellectual and social context of myths and legends;
- the influence of myths and legends in Western society and culture.

**OUTCOMES**

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

**Outcome 1**

On completion of this unit the student should be able to explain the nature of myths and legends in classical societies and cultures.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the differences between myths and legends;
- the form, function and content of myths and legends.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- research myths and legends locating their origin in time and place;
- present a myth or legend in a traditional form, such as an oral form.

**Outcome 2**

On completion of this unit the student should be able to explain the importance of archaeology in establishing the possible historical basis of myths and legends.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the archaeological sites associated with certain myths or legends;
- the archaeological methods used at the sites;
- the historical basis of myths and legends, for example, the Trojan War.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- research sites associated with myths and legends;
- analyse and evaluate the artefacts found for their usefulness in establishing the historical basis of the myth or legend;
- synthesise evidence to report on the relationship between archaeological finds and the myth or legend.

**Outcome 3**

On completion of this unit the student should be able to recognise and discuss the function and significance of myths and legends in classical societies and the Western tradition.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of

- the ways in which myths and legends are communicated through art and literature;
- the historical, artistic, intellectual and social context of myths and legends;
- the influences of myths and legends on Western society and culture.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- analyse the context of myths or legends;
- analyse and evaluate a variety of representations of myths or legends;
- evaluate the ongoing significance of myths or legends.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment 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.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this unit are:

- debates;
- oral reports;
- short written reports;
- short analyses of artefacts;
- mapping exercises;
- genealogy exercises;
- timeline exercises;
- short essay(s).

## Unit 2: Emerging societies

This unit explores the emergence of classical societies and their cultures from mythological to historical explanations of their world. As the societies emerged they developed a variety of ways to structure their world and artistic and literary forms to express the culture of their society.

### AREAS OF STUDY

#### 1. The emergence of a society

As societies emerged from palace to polis in Greece and from agricultural to urban community in Rome, from mythological to historical explanations of their world, they developed their physical environment, social and political structures, religious beliefs and practices. As political organisation in Athens changed from aristocracy to democracy and in Rome from monarchy to republic, their urban space changed to reflect the daily lives of their citizens, including the provision of market and meeting places, leisure and entertainment areas and temples to house cult figures.

This area of study focuses on the emergence of urban communities, aspects of their daily lives, political structures and the importance of their religious beliefs and practices.

This area of study will include:

- the physical environment of Athens and/or Rome;
- aspects of daily life of Athens and/or Rome;
- the form, organisation, distribution and use of power in Athens and/or Rome;
- the impact of the work of individuals on the development of democracy in Athens and/or republican government in Rome;
- the religious beliefs and practices in Athens and/or Rome.

#### 2. Cultural expressions

Members of emerging societies found a variety of ways to express what was important to them and reflect on issues arising from the transition to urban communities. They developed forms of cultural expression such as epic and lyric poetry, architecture, sculpture, pottery, wall painting, drama, gladiatorial combat and festivals. They also began to enquire into the nature of the physical and social world as well as the nature of knowledge and to explain their past in the first historical records.

This area of study focuses on the ways in which Greek and/or Roman society expressed its culture. The features, conventions, techniques and aesthetic qualities of cultural forms, such as epic and lyric poetry, architecture, sculpture, philosophy, pottery, wall painting, drama, gladiatorial combat and festivals, will be examined to reflect on the culture of that society.

This area of study will include:

- the variety of forms of cultural expression developed by the emerging societies of Athens and/or Rome;
- the conventions associated with at least two forms of cultural expression of Athens and/or Rome;
- the features and techniques appropriate to at least two forms of cultural expression;
- the aesthetic qualities of works from at least two forms of cultural expression.

## OUTCOMES

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

### Outcome 1

On completion of this unit the student should be able to explain the ways in which the classical society functioned.

#### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the physical environment of Athens and/or Rome, including physical position, early layout, public spaces and public and private buildings;
- aspects of daily life such as social and family groups, economic and leisure activities, education and diet;
- the form of organisation, distribution and use of power in Athens and/or Rome;
- the impact of the work of individuals on the development of democracy in Athens and/or republican government in Rome, for example, Solon, Kleisthenes or the Gracchi;
- the role of gods, temples, sanctuaries, priests, sacrifices, festivals and cult images in the religious beliefs and practices in Athens and/or Rome.

#### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- research an aspect of the emergence of a society;
- analyse the available evidence of an emerging society, for example, artefacts, translations, secondary sources.

### Outcome 2

On completion of this unit the student should be able to identify the earliest examples, features and conventions of at least two forms of cultural expression.

**UNIT 2***Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of

- the variety of forms of cultural expression developed by the emerging societies of Athens and/or Rome;
- the conventions associated with at least two forms of cultural expression; for example, the truce imposed on city states during athletic festivals, rules of gladiatorial combat, the use of masks in Attic drama;
- the features and/or techniques appropriate to at least two forms of cultural expression; for example, red and black figure techniques in Attic pottery; realism in Roman portraiture; the use of imagery, irony, metaphor and symbol in Greek and/or Roman poetry;
- the aesthetic qualities of works from at least two forms of cultural expression.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- research at least two forms of cultural expression and their conventions;
- detail and evaluate the features, techniques and aesthetic qualities of works from at least two forms of cultural expression.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment 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.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand. Assessment tasks for this unit are:

- debates;
- oral reports;
- short analyses of artistic and/or literary works;
- short essays;
- timelines;
- mapping exercises.

## Unit 3: Classical culture

This unit explores the ancient societies of fifth and fourth century (Before the Common Era) Greece, specifically Athens, and/or Rome in the first and second centuries (BCE and CE), which are called 'Classical'. These periods represent a high point of development of various forms of cultural expression in societies which continue to influence the culture of Western society. Many of the ideas, issues and values which preoccupied classical societies also preoccupy modern society.

### AREAS OF STUDY

#### 1. Society and culture

Classical Greek and/or Roman society functioned around family and community. With some variations between the societies, women had their role within the household and men in the public domain of warfare and politics. The growth of empire produced economic prosperity but also had an impact on social structure and status. Religious belief and practice were probably cohesive factors in society, whereas philosophical enquiry often proved divisive. These societies produced a variety of forms of cultural expression – for example, architecture, sculpture, pottery, poetry, drama, festivals, historical and philosophical writings, gladiatorial combat – through which aspects of the society can be studied.

This area of study focuses on the historical, social, political, economic, religious and intellectual context of Classical Greece and/or Rome and the forms through which their culture was expressed.

This area of study will include:

- the major historical, social, artistic and cultural events of the period designated for study;
- the physical, social, economic and political environments of Classical Greece and/or Rome;
- the religious and intellectual climate of Classical Greece and/or Rome.

#### 2. Ideas, issues and values

It is through cultural works from a variety of forms that students can explore which ideas, issues and values preoccupied classical societies. The Parthenon, for example, appears to embody such values as *arete* (excellence) and *sophrosyne* (moderation). Euripides questions the role of women in his *Medea* and Tacitus explores ideas of *libertas* (freedom) in the *Annals*. As well as providing evidence of the societies and their ideas, issues and values, these works also have aesthetic qualities that make them worthy of study in their own right.



**UNIT 3**

This area of study should focus on at least three works prescribed from a variety of forms of cultural expression to explore the ideas, issues and values of Classical Greece and/or Rome, and to identify and appreciate the aesthetic qualities of the works themselves.

This area of study will include:

- the variety of forms and functions of cultural expression in Classical Greek and/or Roman society;
- the techniques used by authors or artists, as appropriate to the forms, to represent ideas, issues and values;
- the ideas, issues and values of Classical Greek and/or Roman society as explored through works selected for study;
- the concept of aesthetic qualities and the features that reflect these qualities in the works selected for study.

**OUTCOMES**

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

**Outcome 1**

On completion of this unit the student should be able to identify and describe the major features of the historical and social context of Classical Greece and/or Rome.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the major events of the period designated for study;
- the physical, social, economic and political environments of Classical Greece and/or Rome;
- the religious and intellectual climate of Classical Greece and/or Rome.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- research using material related to Classical Greece and/or Rome;
- organise information about Classical Greece and/or Rome into a variety of forms;
- describe the historical and social context of Classical Greece and/or Rome.

**Outcome 2**

On completion of this unit the student should be able to explain major ideas, issues and values of Classical Greek and/or Roman society through a study of at least three prescribed works from a variety of forms of cultural expression.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of

- a variety of forms and functions of cultural expression, such as architecture, sculpture, pottery, poetry, drama, historical and philosophical writings and gladiatorial combat, in Classical Greek and/or Roman society;
- the functions, for example, as ritual objects, moral instruction or propaganda of various forms of cultural expression, in Classical Greek and/or Roman society;
- the techniques used by authors or artists, as appropriate to the form, to represent ideas, issues and values, such as imagery, drapery, realism, metaphor;
- the ideas, issues and values, such as *arete* (excellence), *dike* (justice) and *sophrosyne* (moderation) of Classical Greek society and/or *gravitas* (earnestness), *pietas* (sense of duty) and *libertas* (freedom) of Roman society, explored through works prescribed for study.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- use the conventions appropriate to the form of selected works;
- examine the techniques used by authors or artists (such as theme, imagery and conventions) to represent ideas, issues and values;
- analyse the content and techniques found in selected works to deduce their ideas, issues and values;
- research the relationship between the content and function of works and the context in which they were created;
- analyse and evaluate this relationship between the works and their context.

**Outcome 3**

On completion of this unit the student should be able to analyse the aesthetic qualities of the prescribed works.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of

- the concept of aesthetic qualities;
- the content and specific context of at least three works;
- the techniques used by authors or artists, as appropriate to the forms which contribute to the works' aesthetic qualities.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- evaluate the works' aesthetic qualities;
- examine techniques such as theme, motif or use of conventions used by authors or artists to convey aesthetic qualities;
- discuss the works' aesthetic qualities.

## UNIT 3

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final 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 final assessment.

**School-assessed coursework**

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board. The assessment guide will also include advice on the scope of the task and the criteria for assessment.

Assessment 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 optional assessment tasks are listed teachers must ensure that the tasks they select are comparable in scope and demand.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Identify and describe the major features of the historical and social context of Classical Greece and/or Rome.	Written report or short-answer test.	25
<b>Outcome 2</b> Explain major ideas, issues and values of Classical Greek and/or Roman society through a study of at least three prescribed works from a variety of forms of cultural expression.	Written report or open-book essay.	30
<b>Outcome 3</b> Analyse the aesthetic qualities of the prescribed works.	Written analysis of works.	45
<b>Total marks</b>		<b>100</b>

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

## Unit 4: The classical heritage

This unit explores the way in which classical cultures are reference points for later ages to aspire to or react against. Elements of continuity and comparison in art, literature, science and philosophy have continued to the present day as part of Western society's classical heritage. Despite these continuities, classical societies were not themselves static; there were periods of change and development in response to a range of factors.

This unit examines selected works from the culture of Classical Greece and/or Rome, considered to have had a significant impact on the culture of Western society. It also encourages students to see these societies as dynamic periods of transition and to look for links to changes and developments in contemporary Western society.

### AREAS OF STUDY

#### 1. Catalysts of change

The classical eras in both societies were periods of transition, from aristocratic to democratic society in Greece and from republic to empire in Rome. These political changes were accompanied by other factors such as war, pestilence, philosophical enquiry and economic growth. Together with technical and stylistic innovations, such as the development of bronze casting, the change from black to red figure pottery, introduction of arches and vaults and the development of satire, these factors acted as catalysts of change and development on the style and content of various forms of cultural expression.

This area of study focuses on the factors associated with change and development in the culture of Classical Greek and/or Roman society through a study of selected works which reflect the changes and developments in those societies.

This area of study will include:

- the meaning of the term 'catalyst' and its application in an exploration of Classical Greek and/or Roman society;
- factors associated with change – for example, war, technical developments – in Classical Greek and/or Roman society;
- the content and specific context of the selected works;
- developments in the features and techniques of selected works which represent ideas, issues and values and convey aesthetic qualities.

## 2. Continuity and the classical heritage

Elements of classical culture have endured to the present day in the art, literature, science and philosophy of Western society. These elements can be seen at times to reinforce and at other times to question the impact of the classical heritage within the Western tradition. Artists, writers, scientists and philosophers throughout Western history have aspired to or reacted against exemplars from classical culture in their reinterpretation of the styles, ideas, issues and values of the classical world in relation to their own.

This area of study focuses on selected works from Classical Greece and/or Rome considered to have had an ongoing significance within the Western tradition.

This area of study will include:

- Classical Greek and/or Roman works which demonstrate ongoing significance to Western society;
- works from later historical periods which demonstrate a classical inheritance;
- classical elements in works from later historical periods;
- elements of continuity within the Western tradition from the societies of Classical Greece and/or Rome.

### OUTCOMES

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

#### Outcome 1

On completion of this unit the student should be able to identify the catalysts of change in Classical Greek and/or Roman society.

##### *Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the meaning of the term ‘catalyst’;
- factors associated with change – for example, war, technical developments – in Classical Greek and/or Roman society.

##### *Key skills*

To achieve this outcome the student should demonstrate the ability to

- gather and use source material;
- identify a range of factors associated with change in Classical Greek and/or Roman society.

#### Outcome 2

On completion of this unit the student should be able to evaluate the relationship between factors associated with change and development in aesthetic qualities, ideas, issues and values.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 1.

To achieve this outcome the student should demonstrate knowledge of

- the content and specific context of the selected works;
- developments in the features and/or techniques of selected works which represent ideas, issues and values and convey aesthetic qualities.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- compare and contrast prescribed works with those studied in Unit 3;
- analyse themes, features and techniques to demonstrate developments in aesthetic qualities and ideas, issues and values during periods of change in society;
- relate factors associated with change to developments in selected works.

**Outcome 3**

On completion of this unit the student should be able to evaluate the ongoing significance of the classical heritage within the Western tradition.

*Key knowledge*

In achieving this outcome the student will draw on knowledge described in area of study 2.

To achieve this outcome the student should demonstrate knowledge of the elements of

- Classical Greek and/or Roman works which demonstrate ongoing significance to Western society;
- works from later historical periods which demonstrate a classical inheritance.

*Key skills*

To achieve this outcome the student should demonstrate the ability to

- discuss concepts such as continuity, classical heritage and Western tradition;
- describe selected works;
- evaluate and communicate the ongoing significance of selected Greek and/or Roman works to Western society;
- identify features of works from later historical periods which demonstrate a classical inheritance;
- identify elements of continuity within the Western tradition;
- analyse and evaluate the continuation of the classical heritage within the Western tradition.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

## UNIT 4

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the final 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 final assessment.

### School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board. The assessment guide will also include advice on the scope of the task and the criteria for assessment.

Assessment 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 optional assessment tasks are listed teachers must ensure that the tasks they select are comparable in scope and demand.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Identify the catalysts of change in Classical Greek and/or Roman society.	Two written comparative analyses of works.	50
<b>Outcome 2</b> Evaluate the relationship between factors associated with change and development in aesthetic qualities, ideas, issues and values.		
<b>Outcome 3</b> Evaluate the ongoing significance of the classical heritage within the Western tradition.	A catalogue of three items representing the significance of the classical heritage to the Western tradition.	50
<b>Total marks</b>		<b>100</b>

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

## End-of-year examination

### Description of task

The examination consists of two sections.

The questions will assess student achievement of outcomes in Units 3 and 4 as specified in this study design.

For Section A, students' knowledge and understanding of the texts and artworks prescribed for Unit 3 will be assessed by means of passage/work analysis requiring response to extracts from the literary texts, or to photographs of works of art or architecture.

Section B questions will be used to assess students' knowledge and understanding of the whole year's work, by inviting comparison between works studied over the year. The comparison should elicit salient points of development or of difference of ideas, issues, values, aesthetic qualities and techniques between classical authors or artists studied in Units 3 and 4.

Questions will provide students with the opportunity to demonstrate their knowledge and understanding of the texts and works studied and the key issues and concepts of the classical world, and the relationship of the texts and artworks to those concepts.

### Examination criteria

The task will be set by an examination panel using the criteria published annually by the Board of Studies.

### Conditions

The task will be completed under the following conditions:

- Duration of task: two hours.
- Date of task: end of year, on a date to be notified in the *VCE Bulletin*.
- Board of Studies examination rules will apply. Details of these rules are published annually in the *VCE Administrative Handbook*.
- The task will be marked by a panel appointed by the Board of Studies.

### Contribution to final assessment

The examination contributes 50 per cent to the final assessment.



# Advice for teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study describe the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.


In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Classical Societies and Cultures teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

In Classical Societies and Cultures one of the most useful Internet resources is the Perseus site. Additional resources can be located by using web search engines. Teachers and students should investigate the source of the material on the sites that they locate to decide what is valuable and not just encyclopedic information. Students should produce a critical annotated bibliography of materials they find on the World Wide Web as part of their learning activities.

## LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information technology are identified by this icon .

## Unit 1: Myths and legends

Area of study 1: **Communication of myths and legends**

Area of study 2: **Representation of myths and legends**

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### Outcome 1

Explain the nature of myths and legends in classical societies and cultures.

#### Examples of learning activities

discuss concepts such as myth, legend, religion, classical, oral tradition, portrayal, preservation, conservation, reproduction

record information, reflecting on concepts discussed in class and practising the conventions of written communication

 use authoring tools to complete mapping and timeline exercises to show the location and dates of origin of myths

construct genealogical tables of mythical/legendary figures

prepare a communication of a myth/legend to an audience which relies on traditional forms, for example, orally, or through art or drama

compare two cycles of myths and legends

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### Outcome 2

Explain the importance of archaeology in establishing the possible historical basis of myths and legends.


#### Examples of learning activities

discuss concepts such as preservation, conservation and reproduction in relation to archaeological sites


investigate a range of archaeological sites relating to myth

create an archaeological 'site', such as layers in a fish tank

excavate the 'site' using archaeological methods

 use authoring tools such as 'Publisher' or 'Hyperstudio' to compile a multimedia report of an archaeological site

debate the historicity of myths and legends

 use CD-ROMs such as *Ancient Lands* to understand the concepts and practices of archaeology

report on the archaeological method, artefact analysis and conclusions drawn from a site connecting it to a myth or legend

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### Outcome 3

Recognise and discuss the function and significance of myths and legends in both classical societies and the Western tradition.

#### Examples of learning activities

analyse the purpose of myths and legends

discuss various explanations of the role of myth in both classical and modern society

 critique different forms of modern representations of myths, for example, in popular films, cartoons, comics, CD-ROMs, computer games

write/present a modern version of a myth

## Unit 2: Emerging societies

### Area of study 1: The emergence of a society

#### Outcome 1

Explain the ways in which the classical society functioned.


#### Examples of learning activities


discuss concepts such as democracy, republic, religion, belief

record information, reflecting on concepts discussed in class and practising the conventions of written communication

produce a series of maps demonstrating changes to the layout of the city over time


investigate aspects of daily life such as social and family groups, economic and leisure activities, education and diet

 access CD-ROMs and databases such as 'Perseus' to find information about how Greek and/or Roman society functioned

 present findings using presentation software such as PowerPoint


identify the form, organisation, distribution and use of power in Athens and/or Rome

simulate an event such as participating in a political debate in the Boule or Senate

 evaluate computer games such as 'Caesar'

analyse the impact of the work of a range of individuals – for example, Solon, Kleisthenes, the Gracchi – on the development of political structures in Athens and/or Rome

assess the role of gods, temples, sanctuaries, priests, sacrifices and cult images in the religious beliefs and practices of Athenians and/or Romans

 use authoring tools such as 'Publisher' or 'Hyperstudio' to construct a multimedia presentation

examine the origins, organisation and importance of religious festivals, for example, Panathenaia, Lupercalia

re-enact a festival

## Area of study 2: Cultural expressions

### Outcome 2

Identify the earliest examples, features and conventions of at least two forms of cultural expression.

### Examples of learning activities

discuss concepts such as cultural expression, oriental, philosophy, conventions, 'artistic merit', aesthetic qualities

record information, reflecting on concepts discussed in class and practising the conventions of written communication

identify the form and conventions of a range of forms of cultural expression

visit the antiquities gallery at the National Gallery of Victoria, the Hellenic exhibition at the Immigration Museum or Melbourne University's 'virtual' gallery to gain familiarity with and appreciation of works of art



access databases, such as 'Perseus', to find examples of early works

describe and compare works (further details of this example are provided on the following page)

debate the 'artistic merit' of a range of works

analyse the features of the earliest works from a range of forms of cultural expression

identify features from a number of works which demonstrate the influences of other ancient cultures

identify and applying knowledge of techniques used by authors and artists to convey aesthetic qualities and represent ideas and values

participate in a reading or staging a performance of a play

attend performances of plays

re-create an artefact

Detailed example	COMPARING GREEK VASES
<ol style="list-style-type: none"> <li>1. Choose two vases of different periods or styles.</li> <li>2. Determine the: <ul style="list-style-type: none"> <li>name of the painter where possible</li> <li>type and therefore the function from the shape</li> <li>artistic period <ul style="list-style-type: none"> <li>– Archaic 700–480</li> <li>– Severe 480–450</li> <li>– Classical 450–400</li> <li>– Late Classical 400–300</li> </ul> </li> <li>origin, for example, Corinthian or Attic, from the colours</li> <li>style <ul style="list-style-type: none"> <li>– Protogeometric</li> <li>– Geometric</li> <li>– Black figure</li> <li>– Red figure</li> </ul> </li> </ul> </li> <li>3. Assess the effectiveness of the shape by noting the: <ul style="list-style-type: none"> <li>parts – mouth/lip, neck, shoulder, body, foot/stand</li> <li>placing of handles</li> <li>proportion (relationship of parts to the whole)</li> <li>relationship of shape to function</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>4. Note the decoration: <ul style="list-style-type: none"> <li>painted scenes – obverse and reverse</li> <li>patterns</li> <li>incidental decoration</li> </ul> </li> <li>5. Assess the effectiveness of the decoration by noting the: <ul style="list-style-type: none"> <li>placement, proportion and realism of figures (anatomy)</li> <li>naturalism of drapery</li> <li>depiction of movement</li> <li>expression of emotion</li> <li>creation of illusion, for example, depth</li> <li>communication of narrative to viewer</li> <li>relationship of decoration to shape (contours etc) and function</li> </ul> </li> <li>6. Discuss why you prefer one to the other, using points 1–4 to guide your decision.</li> <li>7. Justify the inclusion of a vase in a catalogue representing classical societies and cultures.</li> </ol>

### Unit 3: Classical culture

Area of study 1: **Society and culture**

Area of study 2: **Ideas, issues and values**

#### Outcome 1

Identify and describe the major features of the historical and social context of Classical Greece and/or Rome.


#### Examples of learning activities

discuss concepts such as classical, society, history

record information, reflecting on concepts discussed in class and practising the conventions of written communication

produce a sociohistorical framework – for example, timeline, chart, evidence grid, database, brief chronological survey – for the works studied


research, individually or in a group using secondary sources, an aspect of the sociohistorical context of Classical Greece and/or Rome

 access databases such as the 'Perseus' site for materials related to Classical Greek and/or Roman society and culture

 use search engines to find websites to locate additional materials

produce a critical annotated bibliography of materials from Internet sites

assess the reliability of seminal works, such as Pericles' Funeral Oration or Augustus Res Gestae, to an understanding of the sociohistorical context of Classical Greece and/or Rome

 present orally, individually or with a group, or prepare a PowerPoint presentation of an aspect of Classical Greek and/or Roman society and culture

### Detailed example

#### ORAL PRESENTATIONS ABOUT ASPECTS OF PERICLEAN ATHENS

As Pericles Funeral Oration marks the division between Athenian culture at its height (480–430 BCE) and changes evident during the course of the Peloponnesian Wars (431–404 BCE) it is important that we are thoroughly familiar with its contents and both the ideals and reality it represents.

In a small group:

select a topic and summarise using short quotations to support or illustrate points, what Pericles says about your topic

read other sections in the course notes relating to your topic

discuss the reading and any additional information your group has collected on the topic

prepare a visual representation of your topic for display covering the main points of information including your summary of Pericles; illustrations where appropriate, for example, vase painting, sculpture; a short bibliography (including page references to course notes)

divide the information for the oral presentations so that each group member has the opportunity to contribute

complete a catalogue item analysis of the Funeral Oration

Appropriate topics:

'Ancestors' – Heroic code and values

'Our dominions' – Empire and the treatment of allies

'Our rivals' – Spartan society

'The form of government' – Democracy and the law

'Means for the mind to refresh itself from business' – Games and festivals

'Produce for the world' – Economy – primary production, trade, manufacturing and commerce

'Open our city to the world' – Role of and attitude to foreigners

'The School of Hellas' – Education – traditional and Sophistic

'The subject of female excellence' – Role of and attitude to women

'Mighty monuments' – Pericles building program

**Outcome 2**

Explain major ideas, issues and values of Classical Greek and/or Roman society through a study of at least three prescribed works from a variety of forms of cultural expression.

**Examples of learning activities**

discuss concepts such as cultural expression, ideas, issues, values

record information, reflect on concepts discussed in class and practise the conventions of written communication



identify the range of forms of cultural expressions associated with the classical society from textbooks, websites such as 'Perseus' or sources used in documentary films such as *The Greeks* and *The Romans*

read, watch or perform prescribed literary works

describe and analyse the features of prescribed works

identify and discuss the techniques used by authors/artists to represent ideas, issues and values

apply knowledge of techniques to the features of prescribed works by analysing art works or passages individually or in groups

identify and examine the ideas, issues and values in at least three of the works prescribed for study from a variety of forms of cultural expression

contextualise the identified ideas, issues and values through brief comparisons with contemporary works

investigate individually the relationship between a work and the society in which it was produced

assess the relationship between the sociohistorical context and the ideas, issues and values in the works studied through:

- a 'hypothetical' or 'forum' where students represent views of different groups (dominant male groups, slaves, women, foreigners, children)
- or a debate on a particular issue, such as fate versus free will, the role of women or slaves, the relative advantages of the patron/client relationship or system of liturgies, republican or democratic values

**Detailed example**

**ANALYSIS OF AN ARTEFACT**

What is the item?

Where does it come from?

Date?

Describe the item. What is it about?

What do you see?

What features contribute to its aesthetic qualities? (for example, balance, harmony, beauty)

What values, ideas or issues are expressed in the item? (For example, belief in the gods, role of women, heroic code.) Quote or make specific reference to support your analysis.

What techniques has the author/artist used to express/emphasise these ideas? (For example, repetition, rhetorical questions, imagery, metaphor/simile, irony, structure, gesture, realistic detail.) Quote or make specific reference to support your analysis.

What is significant about the item as a representation of Classical societies?

**Outcome 3**

Analyse the aesthetic qualities of the prescribed works.

**Examples of learning activities**

discuss concepts such as aesthetic qualities

record information, reflect on concepts discussed in class and practise the conventions of written communication

describe prescribed works using conventions appropriate to the form

discuss how the prescribed works make students feel or think

compare art works from different periods and styles to develop criteria for aesthetic qualities

identify a range of techniques used by authors and artists to convey aesthetic qualities

apply knowledge of techniques to the features of prescribed works

evaluate the features of the works for their contribution to the aesthetic quality of the whole work

debate the 'merit' of different styles within a form such as vase painting or sculpture

visit the antiquities gallery at the National Gallery of Victoria and/or the Hellenic exhibition at the Immigration Museum or 'visit' the virtual museum at Melbourne University to extend appreciation of the aesthetic qualities of works of art

**Unit 4: The classical heritage**

Area of study 1: **Catalysts of change**

Area of study 2: **Continuity and the classical heritage**

**Outcome 1**

Identify the catalysts of change in Classical Greek and/or Roman society.

**Examples of learning activities**

discuss concepts such as transition, continuity, change, catalyst

record information, reflect on concepts discussed in class and practise the conventions of written communication

read secondary sources to identify factors associated with change

read about factors associated with change in extracts from Ancient historians such as Herodotus, Thucydides, Livy and Tacitus



use search engines to find websites to locate additional materials

produce an annotated bibliography of materials from Internet sites

produce a sociohistorical framework – for example, timeline, chart, evidence grid, database, brief chronological survey – for the works selected for study



**Outcome 2**

Evaluate the relationship between factors associated with change and development in aesthetic qualities, ideas, issues and values.

**Examples of learning activities**

discuss concepts such as development, progress

record information, reflect on concepts discussed in class and practise the conventions of written communication



access databases such as the 'Perseus' site for works associated with change in Classical Greek and/or Roman society and culture

develop criteria – for example, features, techniques, ideas, issues and values – for identifying changes and developments in works

present orally comparing a number of works from a variety of forms of cultural expression and time periods

identify any developments in works from within a form of cultural expression

identify developments in techniques used by authors and artists to convey aesthetic qualities and represent ideas, issues and values



demonstrate the response to catalysts in specific works individually or in groups using, for example, a PowerPoint presentation

read art and literary criticism of selected works



use search engines to find websites to locate additional materials

discuss/debate interpretations, for example, Pollitt or Wallace-Hadrill, of the relationship between developments observed in works and catalysts' of change

**Outcome 3**

Evaluate the ongoing significance of the classical heritage within the Western tradition.

**Examples of learning activities**

discuss concepts such as Western tradition and classical heritage

record information, reflect on concepts discussed in class and practise the conventions of written communication

identify physical features which represent continuities between classical societies and the Western tradition

identify ideas, issues and values which we share/do not share (why?) with classical societies

identify works from later historical periods which demonstrate a classical inheritance

justify the inclusion in a catalogue of Greco-Roman items representative of the classical heritage (further details of this example are provided on the following page)

mount a class exhibition of classical works for the school or local library, open days or careers nights



set up a classical website

write an article for publication justifying the study of the classics

read and discuss feminist and other post-modernist critiques of classical societies

assess the contribution of the classical heritage to the Western tradition through:

- debating the relevance of classics in contemporary education
- participating in a 'hypothetical' or 'forum' where students represent different viewpoints with regard to the relevance of the classics to contemporary society education/workplace;



link with other students nationally and globally via email (or chatlines) to share a study and appreciation of the classics.

### Detailed example

### CATALOGUE: ORAL PRESENTATION

1. Identify the three items you have chosen for your catalogue. Justify your choice in terms of:
  - personal appeal
  - theme or random selection
  - unique or typical qualities
  - medium or range of medium
  - representation of period and/or author and/or artist's work

#### For each item

2. Summarise the context
  - Historical – date – what was happening at the time of its production?
  - Artistic
    - indicate the precise context within the work  
it comes from, for example, the plot prior to and after a particular literary extract, or indicate where within an art work it is to be found, (for example, east frieze of the Parthenon)
    - how it 'fits' within development of its medium, for example, earliest example of epic in Western literature
  - Intellectual – what ideas and issues were being explored at the time of its production? (cross reference to contemporary works as evidence)

3. Briefly describe the item indicating any particular features which the artist/author has used to:
  - produce the overall aesthetic effect
  - raise or emphasise ideas, issues and values
 (Prepare visual representations of your art works for display during your presentation.)
4. Indicate the ongoing significance of the item (be specific)

#### Historical

- as a source of evidence for historical enquiry, for example, the importance of pottery for dating and tracing the spread of ancient trade patterns

#### Artistic

- importance within its medium, for example, as a prototype of later works such as the influence of the *Iliad* and *Odyssey* on the *Aeneid* or later epics.

#### Intellectual

- within the development of Western ideas, for example, the continuous use of political rhetoric or propagandist art works. The ongoing exploration of the nature and role of man from *Antigone* to *Hamlet* to *Hair*.

## ADVICE FOR TEACHERS

**SCHOOL-ASSESSED COURSEWORK**

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the scope of the task and criteria for assessment to assist teachers in their decision on the student's levels of achievement will be published by the Board of Studies in an assessment guide. The following is an example of a teacher's assessment program using a selection of the tasks from the Unit 3 and 4 assessment tables.

<b>Outcomes</b>	<b>Assessment tasks</b>	<b>Marks allocated</b>
<b>Unit 3: Classical Culture</b>		
<b>Outcome 1</b> Identify and describe the major features of the historical and social context of Classical Greece and/or Rome.	A written report on an aspect of the sociohistoric context of Classical Greece or Rome and	25
<b>Outcome 2</b> Explain major ideas, issues and values of Classical Greek and/or Roman society through a study of at least three works prescribed from a variety of forms of cultural expression.	An open-book essay in class (750–1000 words) evaluating the relationship between works and the society in which they were produced (ideas, issues, values and aesthetic qualities) and	30
<b>Outcome 3</b> Analyse the aesthetic qualities of the prescribed works.	Three short (500–600 words each) written analyses of works of Classical Greece or Rome	45
<b>Total marks for Unit 3</b>		<b>100</b>
<b>Unit 4: The Classical Heritage</b>		
<b>Outcome 1</b> Identify the catalysts of change in Classical Greek and/or Roman society.	Two short written exercises (500–700 words each), completed in class, each comparing two works from the same form of cultural expression	50
<b>Outcome 2</b> Evaluate the relationship between factors associated with change and development in aesthetic qualities, ideas, issues and values.		
<b>Outcome 3</b> Evaluate the ongoing significance of the classical heritage within the Western tradition	A catalogue of three items representing the significance of the classical heritage to the Western tradition. Structure for the catalogue: – Item (600 words) – Item (600 words) – Item (600 words) – Conclusion	50
<b>Total marks for Unit 4</b>		<b>100</b>

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design; the areas of study, outcome statements and key knowledge and skills.

Some of the print resources listed in this section are out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### BOOKS

The following list does not distinguish between student or teacher resources. It is assumed that teachers will recommend suitable reference material to their students. There are many excellent journals, dictionaries, encyclopedias and atlases which contain important information (some are listed at the end).

#### Myths and legends

- BREMNER J., *Interpretations of Greek Mythology*, Routledge, 1988.
- BURN L., *Greek Myths*, British Museum Press, 1990.
- FINLEY M.I., *The World of Odysseus*, Harmondsworth: Penguin, 1972.
- GRANT M., *Myths of the Greeks and Romans*, London: Weidenfeld & Nicholson, 1989.
- GRAVES R., *The Greek Myths* (2 vols), Harmondsworth: Penguin, 1960.
- GRAVES R., *Greek Myths* (illustrated), Harmondsworth: Penguin, 1984.
- HAMILTON E., *Mythology*, New York: NAL/Dutton, 1953.
- HENDRICKS R.A., *Classical Gods and Heroes: Myths As Told By the Ancient Authors*, New York: William Morrow, 1974.
- KERENYI C., *The Gods of the Greeks* (trans. N. Cameron), London: Thames & Hudson, 1974.
- KERENYI C., *The Heroes of the Greeks* (trans. H.J. Rose) London: Thames & Hudson, 1974.
- KIRK G.S., *Myth, Its Meaning and Functions in Ancient and Other Cultures*, Cambridge University Press, 1973.
- KIRK G.S., *The Nature of Greek Myths*, Harmondsworth: Penguin, 1974.
- MORFORD M.P.O., *Classical Mythology*, Longman, 1995.
- PAGE D.L., *Folktales in Homer's Odyssey*, Ann Arbor: Books on Demand, 1973.
- ROUSE W.H., *Gods, Heroes and Men of Ancient Greece*, New York: NAL/Dutton, 1989.
- SEVERIN T., *The Ulysses Voyage*, London: Arrow, 1988.
- TRIPP E., *The Meridian Handbook of Classical Myth*, New York: NAL/Dutton, 1974.

### Archaeology

#### General

- BRAY W. & TRUMP D.H. (eds), *The Penguin Dictionary of Archaeology*, 2nd edn, London: Penguin, 1982.
- GRANT M., *The Visible Past : Greek and Roman History from Archaeology*, Michael Grant Publishers, 1990, ISBN 0297820397.
- LAROUSSE, *Larousse Encyclopaedia of Archaeology*, London, Spring, 1987.
- MACKENDRICK P., *The Greek Stones Speak: Story of Archaeology in Greek Lands*, London, W.W. Norton, 1984.
- MACKENDRICK P., *The Mute Stones Speak: Story of Archaeology in Italy*, London: Norton, 1984.
- RENFREW C., *Archaeology — Theories, Methods and Practice*, London: Thames & Hudson 1991.

#### Crete, Mycenae and Santorini

- BARBER R.L.N., *The Cyclades in the Bronze Age*, Duckworth, 1987, ISBN 0715621602.
- CADOGAN G., *Palaces of Minoan Crete*, London: Methuen, 1980.
- CALLENDER G.; *The Minoans*, Drummoyne: Shakespeare Head Press, 1984 (o/p).
- CASTLEDEN R., *The Knossos Labyrinth: A New View of the Palace of Minos at Knossos*, Routledge, 1993, ISBN 0415033152.
- CASTLEDEN R., *Minoans: Life in Bronze Age Crete*, Routledge, 1993, ISBN 041508833X.
- CHADWICK J., *The Mycenaean World*, Cambridge: Cambridge University Press, 1976.
- COTTRELL L., *The Bull of Minos*, London: Pan Books, 1973.
- DOUMAS C.G., *Thera, Pompeii of the Ancient Aegean: Evacuations of Akrotiri 1967–1979*, London: Thames & Hudson, 1983.
- HIGGINS R.A., *Minoan and Mycenaean Art*, London: Thames & Hudson, 1981.
- Knossos — *Unearthing a Legend — New Horizons*, London: Thames & Hudson, 1992, ISBN 0500300690.
- PENDLEBURY J.D.S., *The Archaeology of Crete*, Cheshire: Biblio & Tamen.
- SARGENT M., *Mycenae (Aspects of Greek Life)*, Harlow: Longman, 1973.
- TAYLOR W., *The Mycenaean*, London: Thames & Hudson, 1990.
- WACE A.J.B. et al., *Excavations at Mycenae, 1939–1955*, London: Thames & Hudson, 1980.
- WEBSTER T.B.L., *From Mycenae to Homer*, London: Methuen, 1964.

## ADVICE FOR TEACHERS

**Troy**

BLEGEN C.W., *The Identification of Troy*, Cambridge: Cambridge University Press, vol. 1, 1971, vol. 2, 1975.

DUCHENE H., *The Golden Treasures of Troy: The Dream of Heinrich Schliemann*, Thames & Hudson, 1995, ISBN 0500300658.

MOORHEAD C., *The Lost Treasures of Troy*, Phoenix Giant Paperback, 1994, ISBN 1857993403.

WOOD M., *In Search of the Trojan War*, London: BBC, 1987.

WOODFORD S., *The Trojan War in Ancient Art*, Duckworth, 1993, ISBN 0715624687.

**Other Greek sites**

CAMP J.M., *The Athenian Agora: Excavations in the Heart of Classical Athens*, London: Thames & Hudson, 1986.

LEVI P., Pausanias — *Guide to Greece* (central Greece) vols 1 & 2, Harmondsworth: Penguin,

PHAIDON CULTURAL GUIDES, *Greece*, Oxford: Phaidon, 1985.

PHAIDON CULTURAL GUIDES, *Athens and Attica*, London: Phaidon, 1986.

**Rome and Italy**

ANDREWS I., *Pompeii*, Cambridge 1978.

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