

**Advice for School-assessed  
Coursework**

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# **Studies of Society and Environment**

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Introduction  
Classical Societies and Cultures

## Assessment information

In VCE studies there are two forms of graded school assessment: School-assessed Coursework and School-assessed Tasks. The form (or forms) of school assessment and their weightings are specified for each study in the study designs which are published and distributed by the Victorian Curriculum and Assessment Authority (VCAA).

Results of these school assessments contribute to a student's study score in each VCE study. VCE study scores are used by the Victorian Tertiary Admissions Centre (VTAC) in the calculation of the Equivalent National Tertiary Entrance Rank (ENTER).

### School-assessed Coursework

The requirements for School-assessed Coursework are set out in the VCE study designs. Schools are responsible for administering and assessing School-assessed Coursework. The requirements of the study design and the *VCE Administrative Handbook* must be met. The advice on coursework assessment provided in the assessment guides is the Authority's best advice upon which schools should base their requirements of students. For all matters relating to the administration of School-assessed Coursework VCE teachers should refer to the *VCE and VCAL Administrative Handbook* and the *VCAA Bulletin*.

### School-assessed Tasks

School-assessed Tasks are set by the VCAA. The requirements for School-assessed Tasks are set out in the VCE study designs which are published and distributed by the VCAA. The study designs set out the details of the tasks to be completed.

The following VCE studies include a School-assessed Task: Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems and Technology and Visual Communication and Design.

Assessment of students' levels of achievement on School-assessed Tasks must be based on the teacher's ratings on criteria specified by the VCAA. The criteria are published annually by the VCAA. The Arts Assessment Guide and Technology Assessment Guide provide detailed advice on determining ratings on the assessment criteria for School-assessed Tasks and include assessment sheets. Schools must use the current year's assessment sheets, they must not use sheets from previous years.

For all matters related to the administration of School-assessed Tasks and further advice teachers should refer to the *VCE and VCAL Administrative Handbook* and *VCAA Bulletin*.

### Achievement of outcomes for satisfactory completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The key knowledge and skills and the Advice for Teachers section in the study design will assist teachers in making this judgment.

Teachers should refer to the *VCE and VCAL Administrative Handbook* for further advice on satisfactory completion of outcomes and administrative requirements.

### 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.

The assessment advice for assessment tasks at Units 3 and 4 level can be used as a guide to assessment at Units 1 and 2 level.

# Classical Societies and Cultures

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School-assessed Coursework comprises a number of assessment tasks. 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.

## Unit 3

### 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.

#### Nature of task

A written report.

or

A short-answer test.

#### Scope of task

##### *A written report*

This task requires the student to write an account based on research undertaken by the student that identifies and describes one or more of the major features of the historical and social context of Classical Greece and/or Rome. The written report should be in the range of 600–750 words and completed in 80–100 minutes, in class over one week.

#### OR

##### *A short-answer test*

This task requires the student to respond to a variety of structured questions requiring written responses of varying length which focus on the identification and description of the major features

of the historical and social context of Classical Greece and/or Rome. The test should be completed over 40–50 minutes, including reading time.

This task contributes 25 marks out of the 100 marks allocated for Unit 3.

#### Assessment criteria

The following criteria should be used to assess the tasks. Where a test is selected, the criteria and their weighting should be used to set the test and devise a marking scheme.

The extent to which the response demonstrates:

#### Criterion 1 (5 marks)

##### **Knowledge of major events of the period designated for study.**

- Identification of the major events of the period designated for study.
- Description of the major events of the period designated for study.

#### Criterion 2 (10 marks)

##### **Knowledge of the physical, social, economic and political environments of Classical Greece and/or Rome.**

- Identification of the sociopolitical and cultural structures of the period designated for study.
- Description of the sociopolitical and cultural structures of the period designated for study.
- Application of knowledge to develop a context for the prescribed works.

#### Criterion 3 (5 marks)

##### **Knowledge of the religious and intellectual climate.**

- Identification of the religious and intellectual ideas of Classical Greece and/or Rome.
- Description of the religious and intellectual ideas of Classical Greece and/or Rome.

#### Criterion 4 (5 marks)

##### Synthesis of evidence.

- Use of relevant information (e.g. quotes, specific references to features, references to critical interpretations) to support conclusion.
- Integration of sources to describe the socio-historical 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.

#### Nature of task

A written report.

or

An open-book essay.

#### Scope of task

##### A written report

This task requires the student to write an account based on a study of one or more of the prescribed works that explains major ideas, issues and values in relation to Classical Greek and/or Roman society. Students may consult the prescribed works and their study notes during completion of the task. The written report should be in the range of 800–1000 words and completed in a period of 120–150 minutes, in class over one week.

#### OR

##### An open-book essay

This task requires the student to complete an essay responding to a specific topic that uses evidence from one or more of the prescribed works to explain major ideas, issues and values in relation to Classical Greek and/or Roman society. Students may consult the prescribed works and their study notes during completion of the task. The open-book essay should be in the range of 800–1000 words and completed in 120–150 minutes, in class over one week.

This task contributes 30 marks out of the 100 marks allocated for Unit 3.

#### Assessment criteria

The extent to which the response demonstrates:

#### Criterion 1 (6 marks)

##### Knowledge of the form, content and context of prescribed works.

- Description of the content of the prescribed works.
- Explanation of the form of the prescribed works.
- Explanation of the socio-historical, artistic and intellectual contexts of the prescribed works.

#### Criterion 2 (6 marks)

##### Explanation of the ideas, issues and values of Classical Greek and/or Roman society.

- Description of the ideas, issues and values, e.g. *dike* (justice), *sophrosyne* (moderation) or *gravitas* (earnestness), *pietas* (sense of duty) and *libertas* (freedom) represented in the prescribed works.

- Discussion of the ideas, issues and values of Classical Greek and/or Roman society based on the prescribed works.

#### Criterion 3 (6 marks)

##### Analysis of techniques used to represent ideas, issues and values in prescribed work/s.

- Identification of the techniques (e.g. structure, characterisation, motif, literary devices, pose, gesture, or expression) used by authors and/or artists to represent the ideas, issues and values in the prescribed works.
- Discussion of the techniques used by authors and/or artists to represent the ideas, issues and values in the prescribed works.

#### Criterion 4 (6 marks)

##### Evaluation of the relationship between the prescribed work/s and the society which produced them.

- Identification of the relationships (e.g. influence on, reflection of, reaction against) between the sociopolitical and cultural climate of the prescribed works and the specific ideas, issues and values found in those works.
- Explanation of the relationships found between the content and context of each of the prescribed works.

#### Criterion 5 (6 marks)

##### Use of information to support conclusions.

- Selection of relevant information (e.g. quotes, specific references to features, references to critical interpretations) to support arguments/conclusions.
- Citation of relevant information in a bibliography.
- Synthesis of information to form a fluent and coherent response to the topic.

### OUTCOME 3

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

#### Nature of tasks

A written analysis of works.

#### Scope of tasks

This task requires the student to write three analyses of prescribed artworks or significant passages from prescribed texts that analyse the aesthetic qualities of the works selected. Students may consult the prescribed works and their study notes during completion of the task. Each written analysis should be in the range of 500–600 words and completed in a period of 40–50 minutes, in class after the study of each work.

This task contributes 45 marks out of the 100 marks allocated for Unit 3.

#### Assessment criteria

The extent to which the responses demonstrate:

#### Criterion 1 (5 marks)

##### Knowledge of the content and context of prescribed works.

- Description of the content of the prescribed works.
- Explanation of the socio-historical, artistic and intellectual contexts of the prescribed works.

### Criterion 2 (10 marks)

#### Evaluation of the aesthetic qualities in the prescribed works.

- Description of the concept of aesthetic qualities (e.g. what is pleasing/beautiful) of the prescribed works.
- Explanation of the aesthetic qualities of the prescribed works, e.g. balance, harmony, dynamics, emotional and/or intellectual impact.
- Evaluation of the aesthetic qualities of the prescribed works.

### Criterion 3 (5 marks)

#### Analysis of the ideas, issues and values in the prescribed works.

- Identification of the ideas, issues and values, e.g. *dike* (justice), *sophrosyne* (moderation) or *gravitas* (earnestness), *pietas* (sense of duty) and *libertas* (freedom) represented in the prescribed works.
- Explanation of the ideas, issues and values in the prescribed works.

### Criterion 4 (10 marks)

#### Analysis of techniques used to convey aesthetic qualities and represent ideas, issues and values in the prescribed work/s.

- Identification of the techniques (e.g. structure, characterisation, motif, literary devices, pose, gesture, or expression) used by authors and/or artists to convey aesthetic qualities and represent the ideas, issues and values in the prescribed works.
- Explanation of the way in which the techniques used by authors and/or artists convey aesthetic qualities in the prescribed works.
- Explanation of the way in which the techniques used by authors and/or artists represent the ideas, issues and values in the prescribed works.

### Criterion 5 (10 marks)

#### Evaluation of the relationship between the prescribed work/s and the society which produced them.

- Explanation of the relationships (e.g. influence on, reflection of, reaction against) between the major events and the sociopolitical and cultural climate of the works prescribed for study.
- Analysis of the relationships found between the aesthetic qualities and the context of each of the prescribed works.
- Analysis of the relationships found between the ideas, issues and values and the context of each of the prescribed works.

### Criterion 6 (5 marks)

#### Use of relevant information to support analysis.

- Selection of relevant information (e.g. quotes, specific references to features, references to critical interpretations) to support analysis.

## Unit 4

### 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.

### 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.

#### Nature of tasks

Two written comparative analyses of works studied in Unit 3 with those studied in Unit 4.

#### Scope of tasks

This task requires the student to write two analyses, each comparing prescribed artworks or significant passages from prescribed texts from Unit 3 with artworks or passages from works chosen for study in Unit 4. These analyses should identify features which demonstrate development in aesthetic qualities, ideas, issues and values and evaluate the relationship between factors associated with change and these developments. Each written comparative analysis should be in the range of 800–1000 words and completed in 80–100 minutes, in class over one week.

This task contributes 50 marks out of the 100 marks allocated for Unit 4.

#### Assessment criteria

The extent to which the responses demonstrate:

#### Criterion 1 (10 marks)

##### Knowledge of the content, function and specific context of selected works.

- Description of the content of the works to be compared.
- Explanation of socio-historical, artistic and intellectual contexts of the works to be compared.
- Discussion of the functions (e.g. as ritual objects, moral instruction or propaganda) of the works to be compared.

#### Criterion 2 (15 marks)

##### Comparison of features which demonstrate developments in aesthetic qualities and ideas, issues and values.

- Comparison of the features of works selected for study in Unit 4 with the features of the works prescribed for study in Unit 3.
- Description of any developments (e.g. shifts in emphasis, different interpretations) in the features which convey aesthetic qualities.
- Discussion of any developments (e.g. shifts in emphasis, different interpretations) in the features which represent ideas, issues and values.

### Criterion 3 (10 marks)

#### Comparison of techniques used to convey these developments.

- Identification of the techniques (e.g. structure, characterisation, motif, literary devices, pose, gesture, or expression) used by authors and/or artists to produce the features of the compared works.
- Description of the techniques used by authors and/or artists to produce the features of the compared works.
- Analysis of techniques in order to understand how the developments identified between the works were produced.

### Criterion 4 (10 marks)

#### Evaluation of the relationship between factors associated with change and developments observed in the works.

- Identification of factors associated with change (e.g. war, technical developments).
- Explanation of the relationships found between factors associated with change and development in aesthetic qualities, ideas, issues and values observed between the works.

### Criterion 5 (5 marks)

#### Use of relevant information to support analysis.

- Selection of relevant information (e.g. quotes, specific references to features, references to critical interpretations) to support analysis.

## 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.

### Nature of task

A catalogue of three items representing the significance of the classical heritage to the Western tradition.

### Scope of task

This task requires the student to select three items for a catalogue which evaluates the ongoing significance of the classical heritage within the Western tradition. Students may consult the items, texts and their study notes during completion of the task. Each item of the catalogue should be in the range of 500–600 words. The items may be completed individually in three separate periods of 40–50 minutes or together in 120–150 minutes of class time.

This task contributes 50 marks out of the 100 marks allocated for Unit 4.

## Assessment criteria

The extent to which the response demonstrates:

### Criterion 1 (10 marks)

#### Justification of selected items to represent the Classical Heritage.

- Explanation of the concept of ‘Classical Heritage’.
- Identification of the three items selected to represent the Classical Heritage.
- Use of objective criteria (e.g. the form, style, aesthetic qualities, the ideas, issues or values represented, ongoing significance) to justify the selection.

### Criterion 2 (5 marks)

#### Knowledge of the content and context of the selected items.

- Description of the content of the selected items.
- Explanation of socio-historical, artistic and intellectual contexts of the selected texts.

### Criterion 3 (10 marks)

#### Analysis of features of the selected items.

- Identification of the features (e.g. ideas, issues, values and aesthetic qualities) of the selected items.
- Discussion of the features of the selected items.

### Criterion 4 (10 marks)

#### Analysis of techniques used to produce these features.

- Identification of the techniques (e.g. structure, characterisation, motif, literary devices, pose, gesture, or expression) used by authors and/or artists to produce the features of the selected items.
- Analysis of the techniques used by authors and/or artists to represent the ideas, issues and values in the selected items.
- Analysis of the techniques used by authors and/or artists to convey aesthetic qualities.

### Criterion 5 (10 marks)

#### Evaluation of the ongoing contribution of the Classical Heritage to the Western Tradition.

- Discussion of the ongoing significance of ‘classical’ ideas, issues, values and aesthetic qualities represented by the selected items/works.
- Explanation of the influence of the Classical Heritage on the Western Tradition.

### Criterion 6 (5 marks)

#### Use of relevant information to support analysis.

- Selection of relevant information (e.g. quotes, specific references to features, references to critical interpretations) to support analysis.
- Citation of relevant information in a bibliography.