

DRAFT AUSTRALIAN CURRICULUM: LANGUAGES – CLASSICAL GREEK

Context statement

The place of Classical Greek and the heritage of the ancient Greek world

The Greek language belongs to the Indo-European linguistic family. It is thus related to most of the languages of Europe, to Old Persian and, through Sanskrit, to several major Indian languages.

Classical Greek is defined as the literary Attic–Ionic dialect used by prominent Greek writers in the 5th and 4th centuries BCE, such as the playwrights Sophocles, Euripides and Aristophanes, the historians Herodotus and Thucydides, the philosophers Plato and Aristotle and the orators Lysias and Demosthenes. Students of Classical Greek also develop the linguistic knowledge to access earlier works, such as the *Iliad* and *Odyssey* of Homer, and later works, such as Hellenistic literature and the New Testament.

From the 8th century BCE, Greeks established settlements across the Mediterranean area, in Spain, Sicily, Italy, North Africa, Asia Minor and the Black Sea coast. These communities identified as Greek in language and culture, and regularly took part in festivals for Greeks only, such as the Olympic Games. The conquests of Alexander the Great in the 4th century BCE extended the influence of Greek language and culture in western Asia and Egypt, and resulted in the upsurge in Greek literature and learning known to us as the Hellenistic Age. During this period, a common dialect of Greek known as *koiné* became the lingua franca of the eastern half of the Mediterranean basin, persisting under Roman administration and surviving the fall of the western Roman Empire in the 5th century CE. The eastern Roman Empire, based at Constantinople, continued as a Greek-speaking, Christian community until it was conquered by the Turks in 1453 CE. Christian missionaries from Constantinople spread Orthodox Christianity and the Greek alphabet to Russia, where the Cyrillic alphabet developed from the Greek.

After the conquest of Constantinople in 1453, many Greek scholars moved to western Europe, stimulating the revival of Classical Greek learning, art and culture during the Renaissance period.

The Greek language continued to evolve and to absorb influences from other languages until the present day. Modern Greek uses the same alphabet, and much of the written language bears strong resemblance to its classical ‘mother’ language.

As Classical Greek is the oldest Indo-European language readily accessible to English speakers, it gives students the opportunity to engage with the evolution of language and the connections among related languages. In addition, the intellectual flowering of the Renaissance brought to English a literary and scientific vocabulary from Greek in order to discuss and describe the new ideas. It is no accident that many school subjects have names of Greek origin such as history, geography, mathematics, physics, economics, music, drama, biology and athletics. The vocabulary of academic discourse is heavily indebted to Greek, and students of Classical Greek acquire a deep understanding of specialised words and an enriched personal vocabulary to enable them to discuss academic concepts.

The place of the Classical Greek language in Australian education

In Australia, the teaching of Classical Greek has evolved since the 19th century, when it was taught, in addition to Latin, only to boys aspiring to an upper-class education in accordance with European tradition. During the educational changes of the 20th century, Classical Greek was also offered to girls, as part of the move to widen the curriculum for girls to include subjects previously thought too difficult, such as physics, advanced mathematics and Classical Greek. Since that time, Classical Greek has continued to be taught in independent and selective state schools, maintaining its small numbers steadily. Since the 1980s, the establishment of Greek Orthodox independent day schools, serving the large Greek diaspora communities, mainly in Sydney and Melbourne, has offered a new context for learning Classical as well as Modern Greek.

Pedagogy in Classical Greek has also evolved since the 1980s, and continues to do so in the 21st century. Traditionally, the study of Classical Greek began later than Latin, using the grammar and structures of Latin as a model. When the pedagogy of Latin changed in the 1970s from grammar and translation to a contextual reading approach, the teaching of Classical Greek was similarly influenced. New courses were produced for Classical Greek that did not presuppose a knowledge of Latin.

Students may be attracted to learn Classical Greek for a variety of reasons, such as fascination with mythology, love of Greek history and culture, or interest in comparative language study. A growing area of interest is the comparative study of ancient European and Asian cultures and languages; for example, Greek and Chinese historiography, medical writings, or poetry.

Students in New South Wales and Victoria have access to Classical Greek enrichment activities provided by teachers' associations and universities, such as competitions in Classical Greek recitation, literary essays and art, symposia and study days, and Classical drama productions. At post-secondary level, Classical Greek is available in all Australian states, and summer schools are held regularly in New South Wales and Victoria, offering courses at all levels, from beginner to advanced.

Classical Greek has a long tradition in Australian universities, and Australian graduates have distinguished themselves in classical scholarship in this country and overseas. Some Australians have become distinguished scholars in Classics, while other students of Classical Greek have used their learning to make successful careers in law, politics, literature, education and many other fields.

The nature of learning Classical Greek

Classical Greek is a highly inflected language, with three distinct genders and numbers, noun cases and verb conjugations, including tenses, moods and voices. The Classical Greek alphabet has 24 letters, ordered from *alpha* to *omega*, and is essentially the same as the Modern Greek alphabet.

Students learn Classical Greek systematically within an authentic historical, social and cultural context. They absorb the ambience, history, society and values of ancient Greece as they read, and are encouraged to relate their discoveries to life in the modern world.

As they learn Classical Greek, students make connections with English and other languages. They expand their English vocabulary by exploring words derived from Classical Greek, and examine the complex inflections of Classical Greek, making comparisons with how meaning is conveyed in English. Their growing awareness of grammar equips them to understand the workings of other languages they may already know or wish to learn.

From synthetic reading material, students progress to authentic Classical Greek texts, encountering selections from famous works of poetry and prose which have influenced Western literature and thought for two millennia. Students are encouraged to discuss the ideas and values embedded in texts and to convey their meaning and tone in English. They analyse how language and style are used to convey the author's purpose. As Classical Greek literature was composed to be delivered orally, students learn to read aloud, using the restored Classical pronunciation, and are encouraged to listen to oral performances so as to appreciate the impact of these works on their intended audiences.

The learning pathway and curriculum design

In the Australian Curriculum: Languages – Classical Greek, the learning pathway for students is Years 7–10.

A key dimension of the curriculum involves understanding the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to enter and explore an ancient world; to engage with an ancient people's ways of living, behaving and viewing the world; to consider how an ancient civilisation influences life and thought in the modern world; and to reflect on what is special and valuable about their own language and culture.

Years 7 and 8

The nature of the learners

Students are beginning their study of Classical Greek and typically have little prior knowledge and understanding of the language and ancient Greek history and culture. Many will have learnt a different language in primary school, while some will have proficiency in different home languages and bring existing language learning experiences and intercultural awareness to the new experience of learning Classical Greek. Students' textual knowledge developed through English literacy and the development of literacy in Classical Greek are mutually supportive. Through their reading, analysis and translation of texts, students of Classical Greek develop their thinking processes, such as close attention to detail, precision, accuracy, memory and logic. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience of learning a Classical language impacts on their own ways of thinking and viewing the world.

Classical Greek language learning and use

Learners engage with people in the ancient world through language, texts and artefacts that reveal aspects of their daily lives. They gain direct access to daily life in ancient Greece through listening to and reading a range of Classical Greek texts, and present information and ideas in spoken, written and digital forms, using Classical Greek as appropriate. They listen to, view and read Classical Greek texts set in the ancient world, such as stories, myths and plays, and discuss characters, events, actions, settings and key ideas. They read aloud, recite and perform Classical Greek texts, such as stories, dialogues, poems or speeches, to entertain others. They translate Classical Greek texts into Standard English, applying their knowledge of vocabulary, accidence and syntax, linguistic cues and culture. They compare the features and relative merits of different translations of Classical Greek texts to determine the features of a successful translation. They focus on the different systems that structure the Classical Greek language (grammar, vocabulary, sounds, the written alphabet) and gradually build a vocabulary and grammatical base that allows them to access a variety of Classical Greek texts, such as narratives and plays. Learners explore the relationship between language and culture by making comparisons between language use in ancient and modern cultural contexts. They understand the origins of Classical Greek, its evolution and development, and explore the influence of Classical Greek on English and other languages. They understand the historical and cultural background of the ancient Greek world related to texts being studied. They discuss the ancient origins of modern values, customs, religion, literature and architecture, reflecting on the enduring influence of the ancient Greek world on the modern world. They are encouraged to consider their own and others' reactions to and assumptions about the language and culture of ancient Greek society, and to reflect on their own approaches to learning and understanding of their own heritage, values and culture.

Contexts of interaction

Learners work both independently and collaboratively, exploring different modes and genres of communication. They pool language knowledge and resources to plan and manage shared activities, problem-solve, monitor and reflect on their work. Extra opportunities for interaction are provided through purposeful and integrated use of information and communication technologies (ICT), for example, shared research on aspects of culture and historical events, and collaborative translation of seen and unseen texts. Learners may extend their experiences relating to language and culture by participating in activities such as art competitions, drama productions and visits to museums and galleries.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They may also use materials designed for students of Classical Greek in different contexts, for example, comics, newsletters, webquests and apps. Synthetic, adapted and modified texts from different sources give opportunities for discussion of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references

and historical events.

Features of Classical Greek language use

Learners become familiar with the sounds of Classical Greek, including pronunciation, rhythm, pitch and stress. They use appropriate pronunciation, phrasing and voice inflection when reading aloud, reciting and performing Classical Greek texts, such as stories, dialogues, songs or plays, and develop their understanding of the Classical Greek alphabet. They apply their knowledge of Classical Greek grammar, such as number, gender, case, person, for example, *οἱ τοῦ ναυκλήρου ἐρρέται ἤρεσσον πρὸς τὴν θάλατταν*, simple verb conjugations, for example, *παύω, ἔπομαι*, adverbs and prepositional phrases, for example, *οὐδαμῶς, μάλα, ἐν τῷ ἱερῷ*, and conventions of word order, for example, *μικρὸς γὰρ ἐστὶν ὁ οἶκος*, to the translation of Classical Greek texts. They explore influences of Classical Greek on English and other languages, focusing on derivatives and cognates such as *phobia, cryptic, paralysis*, and the contemporary use of Classical Greek words and expressions, for example, *kudos, Adonis, molon labe*. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people and their ways of living and behaving are represented.

Level of support

A differentiated approach to teaching and task design caters for the diversity of learners. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new grammar, and access to print and electronic dictionaries. Students are supported to develop autonomy as language learners, and to self-monitor and refine strategies used in reading, listening, analysis and translation. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Classical Greek is the language of texts studied, in synthetic, adapted and modified forms. Classical Greek is also used for reading aloud, reciting and presenting simple texts, and simple interactions in the classroom, such as greetings. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Communication

Years 7 to 8 content descriptions	Content elaborations
<p>Engaging with the ancient world</p> <p>Engage with people of the ancient Greek world through language, texts and artefacts that reveal aspects of their daily lives</p> <p>[Key concepts: experience, past; Key processes: connecting, interacting]</p>	<ul style="list-style-type: none"> exploring the colloquial language that ancient Greeks used for greetings, or answering questions about daily life, such as <i>χαίρε/χαίρετε, πῶς ἔχεις/ἔχετε, τί ἔστιν</i> reading stories about the daily lives of ancient Greeks, sharing thoughts with peers and making comparisons with own experiences role-playing everyday experiences of ancient Greeks, for example, meal times with the family or school routines examining artefacts from the ancient Greek period, such as those from ancient Athens, using a range of ICT, and discussing what they reveal about the everyday lives of ancient Greek people considering where different Greek people lived, such as in urban centres or rural settlements, for example, through drawings or dioramas, and discussing what they reveal about different lifestyles in the Classical period
<p>Accessing information</p> <p>Elicit meaning from Classical Greek texts, by using vocabulary and grammar, and textual cues</p> <p>[Key concepts: information; Key processes: reading, listening, obtaining, interpreting]</p>	<ul style="list-style-type: none"> developing an initial sense of the structure and content of reading texts by inferring meaning from textual cues, for example, titles, headings, images or captions to images, maps listening to simple sentences in Classical Greek to infer meaning, using aural cues such as <i>ἄρα ἤδη πονεῖτε ἐν τοῖς ἀγροῖς; ἔλθε δεῦρο</i> determining the general sense of Classical Greek texts through initial holistic reading, by identifying familiar people, vocabulary, places or topics, for example, <i>ὁ Λεωνίδας μάχεται ἐν ταῖς Θερμοπύλαις</i>, recognising modern editors' use of punctuation to guide readers inferring meaning by analysing sentences, identifying and explaining the function of inflected forms, for example, <i>ὁ δεσπότης καλεῖ τὸν δοῦλον</i> (subject + verb + object) identifying and discussing linguistic features in narratives, such as word order, use of interrogative particles, striking word choice, for example, <i>καταβαίνει ἐκ τοῦ ὄρους κένταυρος μέγιστος</i> interpreting and commenting on language choices, such as patterns and length of simple and compound sentences, or use of direct speech, for example, <i>ὁ δὲ Κύκλωψ τὸν τ' Ὀδυσσεά καὶ τοὺς ἐταίρους ὀρᾷ καί, «ὦ ξένοι,» βοᾷ, «τίνες ἐστέ καὶ πόθεν πλεῖτε»</i> explaining cultural references embedded in texts, for example, <i>μηδὲν ἄγαν</i>

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> discussing cultural information implicit in Classical Greek vocabulary, for example, <i>άνήρ, άριστος, σοφος, δεινός, ήρωας</i> identifying cultural elements implicit in language use, for example, vocabulary and expressions particular to specific gods and festivals, such as <i>ώ Ζεϋ Σώτερ/Βρόντιε/Ξένιε, ώ Βάκχε/Βρώμιε, ώ Φοΐβε, ώ Αθήνη Πρόμαχε</i> identifying cultural representations such as symbols, for example, the owl (Athena), trident (Poseidon), olive wreath (Olympic victory), the letter lambda (Spartans) interpreting stated and implied meanings in texts and supporting an opinion with evidence from the Classical Greek
<p>Obtain specific information from Classical Greek texts about the daily life and thought of the ancient Greeks, and communicate information in spoken, written and digital forms, using Classical Greek as appropriate</p> <p>[Key concepts: information, culture; Key processes: composing, presenting, informing]</p>	<ul style="list-style-type: none"> gathering, collating and presenting information about daily routine in ancient Greece, such as in digital posters about family life, education, food, hygiene, exercise, with annotations in English or words and simple phrases in Classical Greek comparing details from different sources about aspects of ancient Greece, such as housing, for example, the purpose and function of the <i>άνδρών</i> and <i>γυναικών</i> rooms, for a PowerPoint presentation, using labels in English and Classical Greek collating and sharing information about ancient Greek inventions, engineering and infrastructure, for example, the Antikythera Mechanism, the Hippodamian urban grid-plan, Archimedes' screw, Hippocrates' contributions to medicine, using OneNote, blogs, webquests researching references in texts to ancient Greek myths and legends, for example, acting out the story of Theseus and the Minotaur or the labours of Heracles gathering and creating a class bank of information from texts about ancient Greek religious beliefs and practices, for example, Olympic deities, local festivals (Dionysia in Athens) and panhellenic festivals (Pythian Games at Delphi) reading accounts of historical events, such as Aeschylus' eyewitness account of the Battle of Salamis, and presenting information in new ways, for example, as a news report

Years 7 to 8 content descriptions	Content elaborations
<p>Responding to and performing texts</p> <p>Listen to, view and read Classical Greek texts set in the ancient world, such as stories, myths and plays, share reactions and make connections with characters, events, actions, settings and key ideas</p> <p>[Key concepts: imagination, experience, character; Key processes: responding, connecting, describing]</p>	<ul style="list-style-type: none"> listening to and reading Classical Greek texts, such as stories about life in the city/country, legends or myths, for example, Theseus and the Minotaur, and responding to questions in English relating to content and context recognising recurring characters, settings and themes in texts, drawing on previous knowledge to interpret the development of narrative discussing how scenes and characters are depicted in texts, such as through imagery or conversations, for example, in short plays, dialogues, retelling of well-known myths and fables analysing texts constructed for different purposes, such as to entertain or inform, and discussing language features that encourage the audience to respond in particular ways, for example, the use of repetition (<i>πόλεμος αἴρεται, πόλεμος οὐ φατὸς πρὸς ἐμὲ καὶ θεοῦς</i>), alliteration (<i>τυφλὸς τὰ τ' ὤτα τὸν τε νοῦν τὰ τ' ὄμματ' εἶ</i>), assonance (<i>κατῆγεν ἦγεν ἐς μέλαν πέδον</i>), onomatopoeia (<i>αἰάζω, σίζω, δοῦπος, κλαγγή</i>) recognising that writers use different text structures and formats for specific purposes and effects, for example, change of focus, a story within a story, plot tension identifying and discussing the techniques writers use to achieve specific effects, such as the use of antithesis to create humour or surprise, for example, <i>ὁ μὲν διδάσκαλος πονεῖ, οἱ δὲ μαθηταὶ καθεύδουσιν</i>
<p>Read aloud, recite and perform Classical Greek texts, using accurate pronunciation, phrasing and voice inflection to convey meaning and to entertain</p> <p>[Key concepts: performance, emotion; Key processes: presenting]</p>	<ul style="list-style-type: none"> listening to and reproducing familiar and unfamiliar words, phrases and simple texts in Classical Greek to convey meaning, using restored pronunciation and appropriate phrasing and expression, for example, <i>ἡ ναῦς πλεῖ πρὸς τὸν λιμένα</i> presenting orally short texts in Classical Greek, such as stories, dialogues, poems or speeches, to peers or the class, for example, a scene from Aristophanes or an epigram performing short extracts from comedy or synthetic passages of dialogue, or writing and performing Classical Greek plays in collaboration with peers and teacher reciting extracts from Classical Greek literature, such as the initial lines of the <i>Iliad</i> and the <i>Odyssey</i>
<p>Translating</p> <p>Translate Classical Greek texts accurately into Standard English, by applying a range of strategies,</p>	<ul style="list-style-type: none"> reading simple texts in Classical Greek to gain a sense of holistic meaning, and identifying cues, such as text type, familiar vocabulary and grammar, and cultural references considering multiple meanings of vocabulary, for example, by using dictionaries and electronic translation tools, and making appropriate selections according to context, for example, <i>ἄριστος, λόγος</i>

Years 7 to 8 content descriptions	Content elaborations
<p>such as knowledge of vocabulary, accidence and syntax, linguistic cues and culture</p> <p>[Key concepts: equivalence, representation; Key processes: interpreting, translating]</p>	<ul style="list-style-type: none"> • identifying known vocabulary and deducing the meaning of new words from context and related words • identifying meanings of words by recognising change of form, such as irregular verb forms and third declension nouns, for example, <i>φέρω/οἶσω/ήνεγκον, παῖς/παιδός</i> • making meaning by identifying parts of speech and their function in context, for example, determining the verb in a sentence • determining the specific function of inflected forms to convey intended meaning, for example, <i>ὁ ναύκληρος καλεῖ τὸν ναύτην</i> (subject + verb + direct object) or <i>ὁ ἀνὴρ ἐστὶ ποιητής</i> (subject + verb + complement) • applying knowledge of grammar to recognise in context the specific function of words which may have multiple applications, such as subject or object, for example, <i>τὸ δένδρον θάλλει. ὁ γεωργὸς κόπτει τὸ δένδρον</i> • exploring the effect of using the variety of English translations for Classical Greek verb tenses, for example, <i>ἰδών</i> ('having seen', 'after seeing', 'on seeing', 'seeing') • selecting appropriate English meanings, identifying words and expressions that do not translate easily, for example, <i>ἀγαθός, ἄριστος, καλός, ξένος, δεινός, πρὸς τῶν θεῶν</i> • determining appropriate word order in English to retain meaning and emphasis, for example, <i>κελεύει σε ὁ Ζεὺς</i> • translating Classical Greek idiomatically into English, for example, <i>ἔστι μοι δοῦλος</i>, compared with English 'I have a slave' • discussing how cultural references may be represented in English translations, for example, <i>ὁ δῆμος</i> (deme, people, citizen body), <i>ὁ ἀνὴρ</i> (man, husband, hero), <i>ξένος</i> (stranger, guest, foreigner) • using problem-solving skills to resolve perceived issues and anomalies encountered in the translation process, for example, confusion of second declension masculine nominative and third declension feminine genitive • discussing and correcting own translations to increase accuracy and better reflect register, tone and relationships between characters • collaborating with peers to interpret meaning in texts and develop and edit joint translations, using a range of ICT • translating independently simple unseen texts in Classical Greek into appropriate English

Years 7 to 8 content descriptions	Content elaborations
<p>Compare different translations of Classical Greek texts, identify different interpretations, and use metalanguage to explain their relative effectiveness and the features of a successful translation</p> <p><i>[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising]</i></p>	<ul style="list-style-type: none"> • identifying the characteristics of a successful translation, such as grammatical accuracy • examining translations to determine how effectively Classical Greek is conveyed in English idiom, such as the use of participles • comparing and discussing the merits of different translations of the same text, identifying differences and recognising that they may be equally valid • giving and justifying opinions about the effectiveness of own and others' translations • identifying and discussing effective strategies used to create appropriate translations, and using these strategies to review and polish own translations

Understanding

Years 7 to 8 content descriptions	Content elaborations
<p>Systems of language</p> <p>Understand the phonological and orthographic systems of Classical Greek, including restored pronunciation and the written alphabet</p> <p>[Key concepts: sound system, writing system; Key processes: recognising, imitating, copying]</p>	<ul style="list-style-type: none"> learning the Greek alphabet in lower and upper case, including final sigma, matching script to sound, for example, $\delta = d$, $\gamma = g$, $\theta = th$ recognising the use of the upper case in Classical Greek to distinguish proper nouns mimicking or copying correct pronunciation of Classical Greek words, individually or with peers writing simple sentences in Classical Greek to consolidate knowledge of script recognising and representing diphthongs, double consonants and aspirated consonants, for example, $\alpha\iota$, $\gamma\gamma$, ψ, ξ, θ, χ, φ recognising and using diacritical marks to show aspiration and iota subscript, for example, $\eta\acute{\iota}\acute{o}\delta\acute{o}\varsigma$, $\tau\eta\grave{\iota}\acute{o}\delta\acute{o}\tilde{\omega}$ learning the standard system of transliteration of Greek into English letters, for example, $\delta = d$, $\chi = ch$, $\alpha\iota = ae$ exploring how the restored pronunciation of Classical Greek is determined recognising that punctuation in Classical Greek can be different from English, for example, the use of ; (= ?) and · (= ;)
<p>Understand grammatical elements of Classical Greek, including number, gender, person, cases of nouns, pronouns and adjectives, present and future tenses, adverbs and prepositional phrases</p> <p>[Key concepts: grammatical system, case, conjugation; Key processes: identifying, recognising]</p>	<ul style="list-style-type: none"> recognising that Greek verbs have variable endings that indicate person and number, for example, $\phi\acute{\epsilon}ρ\text{-}\omega$, $\phi\acute{\epsilon}ρ\text{-}\omicron\upsilon\sigma\iota\nu$ conjugating $-\omega$ verbs in the present and future tenses, active and middle, for example, $\lambda\acute{\upsilon}\omega$, $\beta\alpha\acute{\iota}\nu\omega$, $\gamma\acute{\iota}\gamma\omicron\mu\alpha\iota$, $\beta\omicron\acute{\upsilon}\lambda\omicron\mu\alpha\iota$ conjugating contract verbs – $\epsilon\omega$, – ω in the present and future tenses, active and middle, for example, $\phi\iota\lambda\acute{\omega}$, $\pi\omicron\iota\acute{\omega}$, $\tau\iota\mu\acute{\omega}$, $\nu\iota\kappa\acute{\omega}$ learning and using the imperative, infinitive and participles, active and middle, in the present and future tenses, for example, $\sigma\pi\epsilon\acute{\upsilon}\delta\epsilon$ – $\sigma\pi\epsilon\acute{\upsilon}\delta\epsilon\iota\nu$ – $\sigma\pi\epsilon\acute{\upsilon}\delta\omega\nu$, $\delta\acute{\epsilon}\xi\epsilon\sigma\theta\alpha\iota$ – $\delta\epsilon\chi\acute{o}\mu\epsilon\nu\omicron\varsigma$ using the irregular verb ‘to be’ in the present and future tenses, for example, $\epsilon\acute{\iota}\mu\acute{\iota}$ – $\acute{\epsilon}\sigma\omicron\mu\alpha\iota$ using the irregular future of the verb ‘to go’ and distinguishing it from the verb ‘to be’, for example, $\epsilon\acute{\iota}\mu\acute{\iota}$ – $\epsilon\acute{\iota}\mu\iota$, $\epsilon\acute{\iota}\nu\alpha\iota$ – $\acute{\iota}\acute{\epsilon}\nu\alpha\iota$

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • using the definite article to identify the number, gender and case of nouns, for example, <i>αἱ ὁδοί, τοὺς δικαστάς</i> • recognising that the definite article, nouns, pronouns and adjectives inflect to show number and case, for example, <i>ὁ ἡμέτερος πατήρ, τὰ μικρὰ ἄροτρα</i> • identifying the forms and functions of the nominative, vocative, accusative, genitive and dative cases of the definite article, nouns and pronouns, for example, <i>τῶν πολιτῶν πολλοί</i> (partitive genitive), <i>τῇ ὑστεραίᾳ</i> (time when) • identifying the three declensions of nouns and adjectives, including variants: <ul style="list-style-type: none"> ○ First declension: <i>ἡ κρήνη, ἡ οἰκία, ἡ θάλαττα, ὁ δεσπότης, ὁ νεανίας</i> ○ Second declension: <i>ὁ ἀγρός, ἡ νῆσος, τὸ δένδρον</i> ○ Third declension: <i>ὁ φύλαξ, τὸ ὄνομα, ὁ ἀνὴρ, ἡ τριήρης, ἡ πόλις, ὁ βασιλεύς, τὸ τεῖχος</i> • identifying forms of common irregular nouns, for example, <i>ἡ ναῦς, ἡ γυνή, ὁ βοῦς</i> • identifying forms of common irregular adjectives, for example, <i>μέγας –μεγάλη –μέγα, πολὺς –πολλή –πολύ, πᾶς –πᾶσα –πᾶν</i> • recognising agreement between adjectives and nouns in number, gender and case, for example, <i>ἡ μακρὰ ὁδός, τοῦ ἀληθοῦς λόγου</i> • forming the comparative and superlative degrees of regular adjectives, for example, <i>ἀνδρεῖος, ἀνδρειότερος, ἀνδρειότατος</i> • identifying cardinal numbers <i>εἷς/μία/ἓν</i> to <i>χίλιοι/αι/α</i> and <i>μύριοι/αι/α</i> and ordinal numbers <i>πρῶτος/ῆ ον</i> to <i>χιλιοστός, μυριοστός</i> • identifying the forms and application of personal, interrogative, indefinite, demonstrative and relative pronouns, for example, <i>ἐγώ/σύ - ἡμεῖς/ὑμεῖς, τίς/τί, τις/τι, οὗτος – αὕτη – τοῦτο, ὅς - ἢ - ὅ</i> • distinguishing between prepositional phrases using the accusative, genitive and dative cases, for example, <i>πρὸς τὴν πόλιν, πρὸς τῶν θεῶν, πρὸς τῇ νηί</i> • forming positive, comparative and superlative adverbs from adjectives, for example, <i>ἀληθῶς - ἀληθέστερον - ἀληθέστατα</i> • analysing the functions of words in sentences from their inflected forms, such as subject + verb + complement, subject + verb + direct object, preposition + noun, for example, <i>τὸ ἄνθος καλὸν ἐστίν, ὁ γεωργὸς τὸν κλῆρον σκάπτει, ὁ στρατὸς πορεύεται πρὸς τὰ τῆς πόλεως τεῖχη</i>

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> recognising how word order may be different in Classical Greek, such as the use of the attributive and predicate position of the adjective to vary meaning, for example, <i>ἡ καλὴ κόρη – καλὴ ἡ κόρη</i> recognising that adverbs, adverbial phrases and prepositional phrases can give important details about what is happening in a sentence, for example, <i>νῦν, πρὸς τῇ θύρᾳ</i> learning strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools
<p>Acquire and build vocabulary, by using roots and derivatives, word lists and dictionaries to select appropriate meanings of Classical Greek words in the context of topics studied</p> <p>[Key concepts: vocabulary, connections; Key processes: exploring, selecting]</p>	<ul style="list-style-type: none"> developing own and class lists of vocabulary related to topics covered, such as daily life in ancient Greece, legends, myths, historical events creating a class bank of words frequently found in Classical Greek, for example, <i>μῦθος/ἥρωες/θηρίον, ναῦς/ναύτης/ναύκληρος/ ναυμαχίαν/πλοῦς/ιστίον/ἐρέτης/λιμὴν</i>, and common expressions used in everyday activities, for example, <i>χαίρετε, τί πράττεις; ἔλθε δεῦρο, φεῦ/οἴμοι/εὔγε, εὔ ποιεῖς, σὺν ἀλλήλοις</i> using electronic tools, for example, drills, for practising vocabulary knowledge learning to use print and electronic dictionaries to locate the appropriate meanings of words understanding that one Classical Greek word may correspond to several different English words, and distinguishing the most appropriate meaning of a word in its context identifying strategies for vocabulary building by applying knowledge of roots and derivatives, for example, <i>ἄγγελος</i>, (angel/archangel/evangelist) building vocabulary by recognising Classical Greek words commonly used in English, for example, <i>idea, aroma, drama, melody, synthesis, analysis</i> identifying culturally connected vocabulary, for example, <i>δοῦλος/δεσπότης, γυμνάσιον/παλαίστρα...</i>
<p>Identify the structure, features and purpose of a range of modified or synthetic texts in Classical Greek, such as narratives and plays</p> <p>[Key concepts: text structure, purpose; Key processes: identifying, comparing, analysing, explaining]</p>	<ul style="list-style-type: none"> identifying elements of different types of text, for example, stories, dialogues and speeches, and explaining the relationship between the language and structure used and the purpose of the text distinguishing and comparing features of a story and a play, such as narrative voice, characterisation, impact of direct speech examining the language features and structure of different samples of a particular type of text, such as a narrative or play, and discussing similarities and differences in how information and ideas are presented

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> using metalanguage to explain the effect of particular language features in texts on intended audiences, for example, the use of euphemisms in an attempt to substitute a mild expression for one considered improper, such as <i>ἀριστερός</i> (better) for 'left', <i>Εὐμενίδες</i> (the kindly ones) for the Furies, <i>Εὔξεινος Πόντος</i> (hospitable sea) for the Black Sea
<p><i>The dynamic and powerful nature of language</i></p> <p>Understand the origins of Classical Greek, its geography, and how it evolved and developed</p> <p><i>[Key concepts: language, evolution; Key processes: identifying, connecting, explaining]</i></p>	<ul style="list-style-type: none"> identifying that Greek is an important member of the Indo-European family of languages, related to other ancient languages, such as Latin, Sanskrit and Old Persian recognising that Greek has been spoken in various forms uninterruptedly from the 3rd millennium BCE to the present day and has been documented in writing since 1450 BCE locating on a map the places where Greek was spoken in antiquity around the Mediterranean basin from Spain to the coast of Turkey and across the Black Sea recognising that Classical Greek is a specific form of the language, evolved from earlier forms such as Mycenaean Greek and the Archaic Greek used in the epics of Homer identifying Classical Greek as the Attic–Ionic dialect of the language spoken in the 5th and 4th centuries BCE in Athens, many Aegean islands and the coast of Asia Minor recognising that Classical Greek was the form of the language used by the most significant ancient Greek authors, such as Thucydides, Sophocles, Plato, Lysias recognising that, from the Hellenistic period onwards, koine Greek developed from Classical Greek to become the lingua franca of Eastern Mediterranean lands and the language of the New Testament
<p>Understand the role of Classical Greek in the development of English and other languages, by identifying Greek derivatives and cognates, and the contemporary use of Classical Greek words and expressions</p> <p><i>[Key concepts: time (the past in the present), interconnection, influence; Key processes: comparing, analysing, applying]</i></p>	<ul style="list-style-type: none"> expanding own English vocabulary by identifying and using Classical Greek derivatives, for example, <i>athlete, theatre, bibliography, sceptic</i> recognising connections between the spelling of Classical Greek and English words and applying understanding to improve own spelling in English, for example, <i>psychology, rhythm, seismology</i> identifying expressions in Classical Greek that are commonly used in English, for example, <i>hoi polloi, eureka</i> compiling and sharing with peers words of Classical Greek origin that are used as school subjects, for example, <i>mathematics, history, geography, music, drama, biology, chemistry, physics, philosophy, psychology, economics</i>

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> identifying and collecting word families in which the same Classical Greek root is used with different prefixes or suffixes, for example, <i>calligraphy, biography, biology, technology, paralysis, analysis, microchip, microwave, Palaeolithic, palaeontology, perimeter, periscope</i> exploring and discussing the meaning of simple Classical Greek sayings used in literature, such as <i>μηδὲν ἄγαν, γνῶθι σαυτὸν, μολῶν λαβέ</i> applying knowledge of Classical Greek to understand words and expressions in Modern Greek, such as signs in shops and public places, for example <i>ΚΙΝΔΥΝΟΣ, ΠΡΟΣΟΧΗ, ΙΧΘΥΟΠΩΛΕΙΟΝ, ΦΑΡΜΑΚΕΙΟΝ, ἐν τάξει, κλειστόν</i> identifying similarities between Classical Greek and other Indo-European languages by comparing cognate words, such as <i>ἕξ: sex (Latin), sechs (German), six; πατήρ: pater (Latin), Vater (German), father</i>
<p>Role of language and culture</p> <p>Recognise the relationship between language and culture, making comparisons between ancient and modern contexts</p> <p>[Key concepts: language, culture, interdependence; Key processes: identifying, connecting, interpreting]</p>	<ul style="list-style-type: none"> comparing definitions of ‘language’ and ‘culture’ and explaining how they relate to each other exploring how the language of Classical Greek reflects the thoughts, feelings and needs of Greeks in the ancient period investigating connections between language and significant cultural values, for example, discussing how the terms <i>ἐκκλησία, βουλή, πρυτάνεις, ψήφισμα</i> and the expressions <i>τις ἀγορεύειν βούλεται</i> and <i>ἔδοξε τῇ βουλῇ καὶ τῷ δήμῳ</i> relate to the concept of citizenship in ancient Athens, and making comparisons with the meaning of citizenship in modern Australia understanding how language and culture influence each other, for example, by comparing language that reflects the status of men, women and girls in domestic affairs and public life in ancient Athens and Sparta, such as the significance of the terms <i>ἀνδρεία, κύριος, κηδεμών, παρθένος, κληρονομία</i> developing language for thinking and talking about the language–culture relationship, using terms such as ‘meaning’, ‘point of view’, ‘values’, ‘expectations’, ‘difference’ and ‘similarity’, ‘respect’
<p>The ancient Greek context and its legacy</p> <p>Understand the social, cultural and historical background of the ancient Greek world related to Classical Greek texts being read</p> <p>[Key concepts: nation, culture, past; Key processes: conceptualising, explaining]</p>	<ul style="list-style-type: none"> investigating how the geography of mainland Greece influenced the development of independent city-states such as Athens, Sparta, Corinth and Thebes exploring the spread of Greek colonies across the Mediterranean and Black Sea coastlines, such as Syracuse (Sicily), Naples (Italy), Marseilles (France), Cyrene (Libya), Miletus (Turkey), Emporion (Spain) understanding the factors, such as language, religion and culture, that unified the <i>Ἕλληνες</i> (Greeks) and set them apart from the <i>βάρβαροι</i> (non-Greeks)

Years 7 to 8 content descriptions	Content elaborations
	<ul style="list-style-type: none"> • exploring and discussing the social structure of the <i>πόλις</i> of Athens encompassing both city and countryside, for example, citizen classes, metics, slaves, women • exploring and discussing the social structure of Sparta, including the Spartans, <i>perioikoi</i> and helots • comparing and contrasting family life, social practices and education in Athens and Sparta • understanding the importance of religion in Greek society, including the worship of the Olympian gods and local heroes • understanding the importance of festivals and ceremonies and their links to religion, for example, the panhellenic festivals of the Olympic and Pythian Games and the dramatic performances of the Dionysia in Athens • discussing the major events of the Persian Wars, such as the battles of Marathon, Thermopylae and Salamis, and evaluating the consequences of the wars
<p>Examine the enduring influence of ancient Greece on the modern world, by discussing the ancient origins of modern values, customs, religion, literature and architecture</p> <p>[Key concepts: aesthetics, time (the past in the present), modernity; Key processes: connecting, explaining and comparing]</p>	<ul style="list-style-type: none"> • recognising the ancient origins of national values such as democracy, equity and justice, freedom of speech and independent thought • exploring ancient connections with daily routines in modern society, such as family life, schooling, calendar, and the importance of health and exercise • tracing ancient customs still used in modern ceremonies, such as weddings and funerals • identifying literary influences from the Classical period on popular culture, such as brand names, cartoons, adventure films, for example, Clash of the Titans, Troy, Hercules • exploring connections between ancient and modern music, for example, musical instruments such as the guitar which is descended from the cithara or lyre • recognising the use of Greek as the language of the New Testament and as the original language of well-known texts such as the Lord's Prayer • observing and discussing ancient Greek architectural structures and influences in Roman, Renaissance, Neoclassical and New Classical architecture
<p>Reflecting</p> <p>Reflect on own and others' reactions to and assumptions about the language and culture of ancient</p>	<ul style="list-style-type: none"> • considering own and others' cultural assumptions about home and leisure and how these may have been different in the ancient Greek context • reviewing and responding to aspects of cultural practices represented in Classical Greek texts and artefacts and discussing the reactions of peers to these

Years 7 to 8 content descriptions	Content elaborations
<p>Greek society, commenting on similarities and differences to own language and culture</p> <p>[Key concepts: identity, interconnection; Key processes: comparing, connecting, reflecting]</p>	<ul style="list-style-type: none"> • developing an understanding of life in ancient Athens or Sparta, and reflecting on similarities and differences to own lifestyle in multicultural Australia • describing own life at home and school and making comparisons with that of young people in ancient Greece • discussing how young people in ancient Greece may have viewed the lives of young people in the modern world
<p>Reflect on self as a language learner, identifying how learning Classical Greek influences ways of learning and enhances understanding of own heritage, values and culture</p> <p>[Key concepts: identity, interconnection, influence; Key processes: connecting, reflecting]</p>	<ul style="list-style-type: none"> • exploring own sense of identity, considering own and others' assumptions about family, language(s) spoken, traditions, values and attitudes • considering how learning about the ancient world offers different ways of interpreting the modern world and representing experience • keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Classical Greek, noting personal reactions and reflections over time • considering how learning Classical Greek has impacted on own approaches to learning across subjects • reflecting on the experience of learning Classical Greek, considering how it might add a further dimension to own sense of identity • reflecting and reporting on how learning Classical Greek gives insights into the relationship between language and culture in general, and how own way of thinking about language, culture and identity may change through the experience

Year 7 to 8 Achievement Standard

By the end of Year 8, students identify key points and specific information about the daily life and thought of the ancient Greeks in Classical Greek texts, such as narratives. They use their knowledge of vocabulary, grammar and textual cues to interpret information in Classical Greek texts, for example, by analysing grammatical structures such as inflected forms to elicit meaning; identifying linguistic features such as striking word choice, for example, *θηρίον δεινόν*, *Ἀθήνη γλαυκῶπις*; inferring meaning from headings, images or captions; or describing social and cultural practices embedded in Classical Greek words and expressions, such as *γυμνάσιον*, *πανήγυρις*, *σπονδή*, *πομπή*. They convey information and ideas from Classical Greek texts in spoken, written and digital forms, using Classical Greek as appropriate, for example, a news report in English about a historical event such as the Battle of Marathon, or a digital poster about family life in ancient Greece with annotations in Classical Greek, such as *πατήρ*, *μήτηρ*, *υἴος*, *θυγάτηρ*. They share their responses to Classical Greek texts set in the ancient world by expressing their feelings and ideas about characters, events, actions, settings and themes. They read aloud and recite Classical Greek texts, such as stories, dialogues, poems or speeches, and perform synthetic texts in Classical Greek, such as plays, to entertain different audiences, conveying meaning effectively by using accurate pronunciation, and appropriate phrasing and voice inflection. Students translate Classical Greek texts accurately into Standard English, applying their knowledge of vocabulary, such as roots and derivatives, and grammar, such as number, gender and case of nouns, pronouns and adjectives, for example, *οὐδὲν κακὸν ἀμιγῆς καλοῦ*, present and future tenses of verbs, for example, *γράφω/γράφω*, *βάλλω/βαλῶ*, *δέχομαι/δέξομαι*, adverbs, for example, *σαφῶς*, *δικαίως*, prepositional phrases, for example, *κατὰ θάλατταν*, *μετὰ ταῦτα*, and conventions of word order. They explain the relative effectiveness of different translations of the same text, and identify the features of a successful translation.

Students identify Classical Greek sound–script relationships and use the restored pronunciation, such as for diphthongs, double consonants and aspirated consonants, for example, *εἴσοδος*, *ξένος*, *χάρις*. They identify the structure and features of different modified or synthetic texts in Classical Greek, such as narratives or plays, and explain how these elements contribute to textual purpose. They describe how the Classical Greek language evolved over time and place and influenced other languages during the Classical period. They give examples of Classical Greek derivatives and cognates in English vocabulary, for example, *theory*, *dilemma*, *category*, *paragraph*, and words and expressions that are used in modern English, for example, *nemesis*, *kalos kagathos*. Students describe the social, cultural and historical background of the ancient Greek world related to Classical Greek texts being read, and identify connections between ancient and modern values, customs, religion, literature and architecture. They share their reactions to and assumptions about the language and culture of ancient Greek society, identifying similarities or differences to their own language and culture. They describe how learning Classical Greek impacts on their own approaches to learning and on their understanding of their own heritage, values and culture.

Years 9 to 10

The nature of the learners

Students have prior experience of learning Classical Greek and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences; from synthetic reading material, they progress to authentic Classical Greek texts, encountering selections from famous works of poetry and prose. Through their reading, analysis and translation of texts, students of Classical Greek further develop their literacy in English, through close attention to detail, precision, accuracy, memory, logic and critical reasoning. They have a growing awareness of the wider world, including the diversity of languages and cultures that have continued to be an integral feature of society since ancient times. They are considering future pathways and prospects, including how further study of Classical Greek may feature in these.

Classical Greek language learning and use

Learners engage with people in the ancient world through language, texts and artefacts that reveal their beliefs, values and attitudes. They gain direct access to life in ancient Greece through obtaining and deducing information, ideas and opinions from a range of Classical Greek texts, such as historiography, drama or philosophy; they use a range of strategies to interpret layers of meaning in Classical Greek texts, and present their interpretations in spoken, written and digital forms, using Classical Greek as appropriate. They respond to Classical Greek texts set in the ancient world, by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions. They read aloud, recite and perform synthetic, adapted and authentic Classical Greek texts, such as oratory, historiography, drama or poetry, to entertain an audience. They interpret and translate a range of texts from Classical Greek into English, representing the author's style and intent. They evaluate the effectiveness of different English translations of the same text, discussing shades of meaning and the author's intent, and identifying strategies to apply to seen and unseen translations. Learners apply the principles of pronunciation to the reading of original texts in Classical Greek. They identify the structure and organisation of different text types and how special effects are created, and apply an extended knowledge of vocabulary, accidence and syntax to analysing how the language works in complex sentences. They analyse implicit values, attitudes and beliefs in texts, reflecting on the interdependence of language and culture. They reflect on the exceptional achievements of the Golden Age in Athens, and understand the conflicts that led to the struggle for supremacy in the Greek-speaking world. They discuss the enduring linguistic and cultural legacy of the ancient Greek world in the modern world. They question and explain their own and others' reactions to and assumptions about the language, culture and values of ancient Greek society, discussing how these relate to their own. They reflect on the power of language, and the impact of learning Classical Greek on their own communicative behaviours, ways of thinking and viewing the world.

Contexts of interaction

Task characteristics and conditions at this level are complex and challenging, providing opportunities for independent as well as collaborative language planning and performance, and development and strategic use of language and cultural resources. The language class remains the principal context for learning Classical Greek. Learners may participate in wider experiences relating to language and culture, such as competitions in recitation, art and essay writing, weekend camps, quiz nights, study seminars, drama productions and visits to museums and galleries. These experiences give learners a sense of connectedness and purpose, and make use of and extend their language capability beyond the school context.

Texts and resources

Learners engage with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. A range of synthetic and authentic texts gives opportunities for discussion and analysis of the relationship between language and culture. Research tasks allow for exploration of themes, cultural references and historical events.

Features of Classical Greek language use

Learners apply the principles of pronunciation to the reading of original texts in Classical Greek, recognising the importance of stress, crasis and elision to maintaining speech flow. They apply an extended knowledge of accent and syntax to the analysis and translation of complex sentences, identifying case usage of nouns, pronouns and adjectives, for example, *τῆς γυναικὸς ὀργιζομένης ὁ ἀνὴρ ἀπέδραμε*, and all verb conjugations and tenses, including contract verbs in *-οω* and *-μι* and passive voice. They analyse texts more critically, identifying how language choices reflect perspectives and shades of meaning in a range of texts, and explaining the relationship between context, purpose and audience and the use and effect of stylistic devices. They recognise the ongoing influence of Classical Greek on English, through the transfer of specialist vocabulary and abstract concepts, for example, *sympathy*, *ego*, *chaos*, and the coining of vocabulary for new technology and new discoveries, such as in science and medicine, for example, *phenotype*, *glycolysis* and *neurosis*. They analyse implicit values, concepts and assumptions embedded in texts, explaining the interrelationship between language and culture.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journaling, video documenting and discussion forums. Continued focused attention on grammatical and literary features supports learners in the reading, analysis and translation of texts.

The role of English

Classical Greek is the language of texts studied, in both synthetic and original forms, such as drama, poetry, historiography and oratory. Classical Greek is also used for reading aloud, reciting and presenting original texts. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Communication

Years 9 to 10 content descriptions	Content elaborations
<p>Engaging with the ancient world</p> <p>Engage with the beliefs, values and attitudes of people of the ancient Greek world through language, texts and artefacts</p> <p>[Key concepts: experience, past; Key processes: interacting, interpreting, explaining]</p>	<ul style="list-style-type: none"> exploring the formal language that ancient Greeks used for greetings, or responding to the challenges of public life, such as <i>ἔρρωσθε καὶ ἐδαιμονεῖτε, ἀσπάζομαι, ὦ ἄνδρες Ἀθηναῖοι, ὦ δίκασται</i> engaging with texts and artefacts to explore how people living in ancient Greek times conceptualised their world exploring inscriptions or graffiti and discussing what they reveal about the beliefs, values and attitudes of ancient Greeks discussing the beliefs, values and practices revealed in ancient Greek texts and artefacts, and sharing ideas about how culture ‘works’ discussing what the architectural remains of ancient Greece reveal about the values and attitudes of Greeks, including places of entertainment and worship
<p>Accessing information</p> <p>Analyse Classical Greek texts, applying knowledge of grammar and text structure to interpret layers of meaning</p> <p>[Key concepts: meaning, representation; Key processes: analysing, interpreting]</p>	<ul style="list-style-type: none"> predicting the context and content of Classical Greek texts through initial holistic reading, by identifying key words and phrases, for example, <i>οἱ βάρβαροι μάλα φοβούμενοι</i> listening to complex texts in Classical Greek to infer meaning, using aural and contextual cues, such as <i>ἡμέρας γενομένης οἱ πολῖται συνήλθον εἰς τὴν Πνύκα</i> inferring the meaning of new words, using knowledge of the text type and the author’s purpose and technique, for example, <i>νῦν οὖν ἀτεχνῶς ἤκω παρασκευασμένος/βοᾶν, ὑποκρούειν, λοιδορεῖν τοὺς ῥήτορας/ἔάν τις ἄλλο πλὴν περὶ εἰρήνης λέγῃ. (Aristophanes’ <i>Acharnians</i>)</i> investigating and explaining the effect of word order in Classical Greek in producing emphasis and tone, for example, indignation, anger, suspense examining and interpreting complex sentence structures, such as the use of the optative mood in indirect statements, for example, <i>ὁ στρατηγὸς εἶπεν ὅτι οἱ σύμμαχοι δ’ ὀλίγου νικήσοιεν</i> reflecting on the particular use of tenses in Classical Greek and making comparisons with English, such as use of aspect, vivid use of the present in indirect speech, or use of the aorist in gnomic statements, for example, <i>γνώθι σεαυτόν</i> explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, <i>οὖν, γάρ. μέντοι, δήπου</i>

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> discussing the conventions of Classical Greek texts, such as the inclusion of speeches in historiography and the structure of a Greek comedy, for example, <i>πρόλογος, πάροδος, ἀγών, παράβασις, ἐπεισόδια, ἔξοδος</i> investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, <i>ἡμεῖς οὔτε χρήματ' εἰσφέρειν βουλόμεθα, οὔτε τῶν κοινῶν ἀπέχεσθαι δυνάμεθα. εἶχομεν ἡμεῖς Πύδναν καὶ Μεθώνην καὶ πάντα τὸν τόπον τοῦτον</i> explaining allusions to historical or mythological characters who exemplify Greek virtues, such as Achilles, Hector, Theseus, Solon, Socrates recognising positive and negative connotations implicit in Greek words, for example, <i>τύραννος, δαίμων</i> examining cultural assumptions that influence ways in which meanings are expressed or interpreted, for example, the use of pompous or tragic language for comic effect in Aristophanes' plays identifying and comparing the function and power of cultural representations such as symbols, for example, the gorgon/aegis, the omphalos, Asclepius' wand, the owl justifying interpretations of texts, using examples or quotations from or references to the text, such as line numbers or a paraphrase of a longer section of text constructing, editing and presenting interpretations of and responses to literary Classical Greek, using ICT collaboratively
<p>Obtain and deduce information, ideas and opinions from Classical Greek texts about ancient Greek culture, and convey interpretations in spoken, written and digital forms, using Classical Greek as appropriate</p> <p>[Key concepts: representation, audience; Key processes: interpreting, explaining, presenting]</p>	<ul style="list-style-type: none"> discussing how cultural attitudes are conveyed in texts, such as attitudes to slaves or women, cleanliness, food, for example, conducting a role-play, forum on salient issues, 'Q & A' session investigating references in texts to legal rights and obligations, such as citizenship, social classes or property rights, for example, building a representation of social strata through a digital pyramid researching ancient Greek urban planning and architecture through the study of an archaeological site, and presenting findings, for example, by creating a virtual tour of the Agora or the Acropolis of Athens, with written or oral text in English or simple sentences in Classical Greek gathering and collating information in texts about ancient Greek art, including sculpture, jewellery and painting, for example, producing and presenting an online exhibition catalogue researching references in texts to historical or mythological characters, such as Themistocles or Achilles

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> exploring inscriptions to elicit and present information about ancient society, for example, vases, funerary stelae, ostraka, and creating own examples in English or Classical Greek
<p>Responding to and performing texts</p> <p>Respond to Classical Greek texts set in the ancient world, by analysing themes, values, literary features such as plot development and characterisation, and sharing and justifying opinions</p> <p>[Key concepts: morality, characterisation, theme; Key processes: responding, analysing, discussing, explaining]</p>	<ul style="list-style-type: none"> reading adapted or authentic texts in Classical Greek and responding to questions in English to demonstrate understanding of content, context, purpose and technique discussing how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems, letters or speeches, for example, Pericles' funeral oration discussing epic plots and characters, such as the depiction of Croesus in Herodotus' <i>Histories</i>, Dicaeopolis in Aristophanes' <i>Acharnians</i>, for example, debating significant events and the author's purpose analysing plot development in texts such as plays and stories, discussing features, for example, use of comic episode, plot twist, climax, resolution interpreting how particular stylistic effects are created, such as emphasis, doubt, irony or supposition, for example, through the use of particles <i>πῶς γὰρ οὐ; καὶ γάρ, ἄρα οὐ/ἄρα μή</i> analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, such as hyperbole, for example, <i>μύριοι</i>, or irony, for example, Socratic dialogue or dramatic irony evaluating the effectiveness of texts, by considering the use of techniques, for example, simile, metaphor, personification or pathos, for particular purposes, such as to entertain or persuade
<p>Read aloud, recite and perform synthetic, adapted and authentic texts in Classical Greek to entertain others, using phrasing and voice inflection to convey meaning and emotion</p> <p>[Key concepts: performance, expression, emotion; Key processes: presenting, entertaining]</p>	<ul style="list-style-type: none"> reading aloud a range of texts, including adapted passages or extracts from different genres of Classical Greek literature, such as Socratic dialogue, oratory, historiography, drama or poetry, with accurate pronunciation and appropriate expression, phrasing, stress and tone to convey meaning reciting or presenting extracts from Classical Greek texts to the class, school community or at state competitions, using expression and movement to illustrate meaning and to entertain, for example, excerpts from Homer's <i>Iliad</i>, Pindar's victory odes performing Classical Greek plays in part or as a whole for the appreciation of an audience, for example, Sophocles' <i>Antigone</i>, Euripides' <i>Medea</i>
<p>Translating</p> <p>Translate and interpret a range of texts that incorporate complex sentence structures and</p>	<ul style="list-style-type: none"> reading holistically to deduce the context and content of Classical Greek texts, by identifying key words and phrases

Years 9 to 10 content descriptions	Content elaborations
<p>extensive vocabulary from Classical Greek into idiomatic English, representing the author's style and intent</p> <p>[Key concepts: equivalence, meaning, culture; Key processes: analysing, translating]</p>	<ul style="list-style-type: none"> • applying expanded knowledge of vocabulary and grammar to translate compound and long, complex sentences with nested clauses • conveying shades of meaning of an increasing range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as <i>δίκη</i> • inferring the meaning of new words and expressions, using knowledge of the text type and the author's purpose and technique, for example, <i>ὁ λόγος</i> (word, speech, argument, reasoning, story, computation) • expanding the variety of English translations for verb tenses or moods, for example, to express aspect in a command, <i>παύου</i> (general/ongoing) compared to <i>παῦσαι</i> (once) • deducing the meaning of new words, by drawing on prior knowledge, derivatives and connections with familiar words, for example, <i>σαρκοφάγος, κακοδαίμων</i> • recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, <i>τύχη</i> (chance, luck, fortune), <i>συμφορά</i> (event, circumstance, mishap, misfortune) • refining translations by exploring print and online Classical Greek and English dictionaries and thesauruses to consider a variety of meanings and synonyms • conveying emphasis and tone, such as indignation, anger or suspense, embedded in the Classical Greek word order, for example, <i>χρυσόν τε καὶ ἄργυρον φέρει ὁ Ὀδυσσεύς ἐν τῷ ἀσκῷ</i> • translating complex sentence structures, such as subordinate clauses and indirect speech, for example, causal, purpose, result, indirect questions, commands, conditionals • rendering the precise meaning of tenses in Classical Greek into idiomatic English, for example, <i>ἐλάβανον/ἔλαβον</i> • conveying the meaning of idiomatic expressions and culturally specific terms, for example, <i>ἀρετή, δαίμων – δαιμόνιον – εὐδαιμονία, τα πρόβατα θόρυβον ποιεῖ, ταῦτα καλὰ ἐστίν, γλαύκ' Ἀθήναζε/γλαύκας εἰς Ἀθήνας</i>, by choosing appropriate English terms and expressions • constructing and editing translations collaboratively with peers, using a range of ICT • correcting own translations to increase accuracy and better reflect register, tone and relationships between characters • translating, independently or in collaboration with peers, unseen extracts from writers already studied, drawing on familiarity with the style and language of those writers

Years 9 to 10 content descriptions	Content elaborations
<p>Evaluate the effectiveness of different translations of Classical Greek texts, using metalanguage to discuss how shades of meaning and the author's intent are conveyed in translations, and identify strategies to apply to seen and unseen translations</p> <p>[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising, reflecting]</p>	<ul style="list-style-type: none"> • evaluating the effectiveness of translations, using criteria such as selection of appropriate vocabulary, grammatical accuracy, fluency, conciseness, clarity, idiomatic expression • discussing how closely and effectively translations convey the author's meaning and intent • critically analysing the merits of different translations of the same text, presenting and justifying opinions • discussing and appraising strategies used to convey complex ideas and structures, for example, the use of correlatives and subordinate clauses, rendering of mood: <i>τόσος/ὅσος, τοῖος/οἷος</i> • evaluating strategies used to create fluent, accurate and idiomatic translations • applying identified strategies to the translation of seen and unseen texts

Understanding

Years 9 to 10 content descriptions	Content elaborations
<p>Systems of language</p> <p>Understand the principles of pronunciation for the reading of original texts in Classical Greek, such as the use of crasis and elision to maintain speech flow</p> <p>[Key concepts: sound system, fluency; Key processes: reading, applying]</p>	<ul style="list-style-type: none"> developing fluency in recognising sound and spelling changes, for example, those that occur when stops (β, π, φ – τ, δ, θ, ζ – κ, γ, χ) are followed by sigma, as in σπεύδω – ἔσπευσα, πέμπω – ἔπεμψα, διώκω – ἐδίωξα using diacritical marks for accentuation, to distinguish between words with the same spelling, for example, interrogative and indefinite adverbs and pronouns, such as τις and τίς, or verbs, such as πονεῖ and πόνει recognising the component parts of compound words involving transfer of aspirates, for example, κατα + ἴστημι = καθίστημι recognising non-Attic versions of common words, for example, θάλασσα (θάλαττα), πονέω (πονῶ), ἐς (εἰς), μάτηρ (μήτηρ) understanding the function of crasis and elision in maintaining speech flow when reading aloud, for example, κάγαθοί = καὶ ἀγαθοί, τᾶλλα = τὰ ἄλλα noting that iota subscript is given in the upper case when reading Classical Greek inscriptions
<p>Understand how Classical Greek works in complex sentences, by identifying case usage of nouns, pronouns and adjectives, imperfect, perfect and pluperfect conjugations, subjunctive and optative moods and passive voice</p> <p>[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]</p>	<ul style="list-style-type: none"> using the indefinite adjective τις with nouns to supply the meaning of the indefinite article in English, for example, κακόν τι πάσχει, νῆσον τινα conjugating -ω verbs in the aorist (first and second), imperfect, perfect and pluperfect tenses, active and middle, indicative, imperative and infinitive forms, for example, λέγω -ἔλεγον- ἔλεξα/εἶπον - εἶρηκα -εἶρημαι, ὀρώ -έώρων – εἶδον -έώρακα - έώραμαι conjugating -ω verbs in the passive voice in all applicable tenses including first and second aorist and future, for example, ἐλύθην – λυθήσομαι, ἐφάνην -φανήσομαι conjugating contract verbs in all tenses and voices, including verbs in –ωω, for example, δηλῶ, ἐλευθερῶ conjugating –μι verbs, including δίδωμι, τίθημι, ἴστημι, ἴημι, δείκνυμι, φημί conjugating common irregular verbs, for example, οἶδα, εἰοικα forming the comparative and superlative degrees of common irregular adjectives, for example, ἀγαθός - ἀμείνων - ἄριστος, - βελτίων – βέλτιστος, κρείττων – κράτιστος

Years 9 to 10 content descriptions	Content elaborations
	<p><i>κακός – κακίων – κάκιστος, χείρων – χείριστος/ήττων, καλός – καλλίων – κάλλιστος, μέγας – μείζων – μέγιστος, πολύς – πλείων – πλείστος</i></p> <ul style="list-style-type: none"> identifying the use of participles with the genitive absolute and the accusative absolute, for example, <i>ἡμέρας γενομένης, ἔδοξεν ταῖς κόραις πρὸς τὸν κρήνην βαίνειν. δεὸν τὴν πόλιν ἀμύνεσθαι, οἱ ἄνδρες τὰ ὄπλα ἔφερον.</i> recognising the forms and uses of the subjunctive mood, for example, <i>ταχέως ἴωμεν/τί ποιῶμεν/μὴ δέξησθε τὰ δῶρα/οἱ στρατιῶται φεύγουσιν ἵνα μὴ ὑπὸ τῶν πολεμίων ληφθῶσιν/φοβοῦμαι μὴ ὁ δεσπότης οὐκ ἐθέλη παῦσαι τὸν πόνον.</i> recognising the forms and uses of the optative mood, for example, <i>εἴθε τὴν πατρίδα σώζοιμεν/βουλοίμεθα ἂν τοῦ ἀοιδοῦ ἀκούειν</i> understanding the structure and use of indirect statements with ὅτι, the infinitive or the participle, for example, <i>ὁ ἄγγελος εἶπεν ὅτι οἱ πολέμοι ἤδη προσχωροῦσιν/ὁ πάτηρ ἔφη ἀνάγκην εἶναι οἴκαδε ἐπανίεναι/οἱ παῖδες εἶδον λύκον μέγαν πρὸς τὴν οἰκίαν προσίοντα</i> understanding the structure and use of conditional clauses, for example, <i>ἐὰν τῷ δημαγωγῷ πιστεύης, μῶρος εἶ/ἐὰν τὸν δοῦλον καλέσης, βραδέως ἀφίξεται/εἰ ὁ παῖς τοῦτο ἐποίησεν, ἐδέξατο ἂν τον ἔπαινον</i> understanding the structure and use of indefinite clauses, for example, <i>ὅστις ἂν ἔξω τῶν τῆς πόλεως ὁρῶν εὔρεθῆ, ἐν κινδύνῳ μεγάλῳ ἔσται/ἐπειδὴν γένηται ἡ πανήγυρις, πάντες οἱ Ἀθηναῖοι εἰς τὴν ἀγορὰν σπεύδουσιν</i> recognising Greek units of measurement, for example, length <i>ποῦς, πλέθρον, στάδιον</i>, weight and currency <i>ὀβολός, δραχμή, μνᾶ, τάλαντον</i> identifying the articular infinitive, for example, <i>ἀγαθὸς εἰς τὸ λέγειν τε καὶ πράττειν</i> identifying the verbal adjective in –τέος, for example, <i>οὐ λεκτέοι εἰσὶν οἱ λόγοι</i> identifying verbs that take supplementary participles, for example, <i>ἔτυχον παροῦσαι αἱ γυναῖκες/οἱ Ἀθηναῖοι ἐφαίνοντο οὐ βουλόμενοι ἀγορεύειν</i> understanding the sequence of tenses and moods in complex sentences (primary and secondary sequences), for example, <i>λέγει ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶπεν, ἐμεύδετο/εἶπεν ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶποι, ψεύδοιτο ἂν</i> recognising creative variations in Classical Greek word order to focus on action, or to create suspense by delaying a key word, phrase or clause

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> elaborating strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools
<p>Expand strategies for vocabulary building and acquisition, by using knowledge of roots, cognates and derivatives to identify the meaning of unfamiliar vocabulary, and dictionaries to interpret shades of meaning</p> <p>[Key concepts: vocabulary, connections; Key processes: analysing, interpreting, applying]</p>	<ul style="list-style-type: none"> developing vocabulary lists pertinent to particular reading, for example, philosophical words, poetic words and military words, such as <i>στρατός, στρατηγός, στρατιώτης, στρατόπεδον</i> investigating how vocabulary choices in Classical Greek and English can express shades of meaning, <i>ὑπεροράω</i> ('look down on', 'overlook', 'despise') extrapolating knowledge of word origins, roots and cognates to interpret unfamiliar vocabulary, for example, <i>δίκη – δίκαιος, λάμπω – λαμπρός, φοβοῦμαι – φοβερός</i> extending vocabulary through word-building from Greek roots, for example, <i>τιμῶ – τιμή, ἔργον – ἐργάζομαι, πόλις – πολίτης – πολιτικός – πολιτεία</i> identifying and interpreting compound words, for example, <i>προσβάλλω – καταβάλλω – ἐκβάλλω</i> recognising common patterns of vowel change to identify words from the same root, for example, <i>γίγνομαι/γένεσις, λέγω/λόγος</i> building vocabulary by using connections between conceptually related words, for example, chronology, chronic, anachronism
<p>Examine the structure and organisation of different text types in Classical Greek, explaining the relationship between context, purpose and audience, and how special effects are created</p> <p>[Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising]</p>	<ul style="list-style-type: none"> identifying the purpose and specific features of prose and verse texts, such as in the structure of Greek plays, for example, <i>πρόλογος, πάροδος, ἐπεισόδια, στάσιμα, ἔξοδος</i> making connections and comparisons between a new text and familiar texts of the same type analysing texts to understand how different points of view are expressed, for example, the response of several characters to a dramatic decision, such as the recall of military generals to Athens to stand trial after the Athenian victory at Arginusae in 406 BCE, or the recall of Alcibiades from the Sicilian expedition in 415 BCE explaining the effect of narrative structuring, such as flashback, ekphrasis analysing language features used to influence the intended audience, such as imagery, rhetorical devices
<p><i>The dynamic and powerful nature of language</i></p>	<ul style="list-style-type: none"> explaining how, as ancient Greek cultural influence expanded, koine Greek became the language of communication, trade, administration, and intellectual life even under Roman rule

Years 9 to 10 content descriptions	Content elaborations
<p>Explain how Greek became the lingua franca of the ancient Mediterranean world and facilitated the spread of Greek civilisation and culture</p>	<ul style="list-style-type: none"> recognising that there were many dialects of Greek spoken in antiquity, such as Doric, Aeolic, Arcado-Cypriot exploring famous centres of Greek learning and culture such as Alexandria, Antioch and Ephesus investigating how the Greek language allowed the spread of innovative Greek ideas in the areas of science, medicine, mathematics, historiography, geography and philosophy, for example, <i>μαθηματικά, γεωγραφία, ιστορία, φιλοσοφία</i> recognising the spread of Greek ideas in the Roman world, shown by the use of borrowed Greek vocabulary in Latin to denote such concepts as <i>stadium, palaestra</i> (athletics), <i>rheto</i>r (public speaking) <i>theatrum, comedia</i> (drama), <i>stoica, philosophia</i> (philosophy)
<p>Understand that Classical Greek enriches English through the transfer of specialist vocabulary and abstract concepts embodied in the language, and how Classical Greek continues to provide technical and scientific vocabulary for many fields</p> <p>[Key concepts: ancient/modern, interconnection, influence; Key processes: analysing, conceptualising, explaining and comparing]</p>	<ul style="list-style-type: none"> applying metalanguage gained from study of Classical Greek grammar to describe how English and other languages function exploring abstract concepts derived from Classical Greek, such as <i>philanthropy, idol, autonomy, paradox, aesthetics, nostalgia, agony</i> recognising words in English that are a hybrid of Classical Greek and Latin, for example, <i>metalanguage, quantum physics, teleconference, television, automobile</i> interpreting and discussing Classical Greek words and expressions that are used in fields such as business and education, for example, <i>macroeconomics, monopoly, pedagogy, syllabus</i> examining the Classical Greek roots of English words across school subjects, such as <i>theorem, metaphor, photosynthesis, chlorine, ion, atom, planet, geophysical, ecosystem, orchestra, music, harmony, scene, dialogue, chorus, athletics, gymnastics</i> identifying Classical Greek roots in English scientific, technical and medical terminology, for example, <i>catalyst, aerodynamic, pathogen, bacteria, atherosclerosis, acne, asthma, chromatography, symmetry, thermometer, seismic</i> exploring how Classical Greek is used to coin terms for new technology and new discoveries in science and medicine in the modern world, such as <i>gigabyte, nanotechnology, antioxidant, polymer, isomer, xenobiotic, genotype, triglyceride</i> applying knowledge of Classical Greek to form plurals of borrowed English words, for example, <i>criterion > criteria, phenomenon > phenomena, crisis > crises, thesis > theses, stoma > stomata, stigma > stigmata</i>

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> discussing the enduring use of Classical Greek in religious contexts, for example, <i>κύριε ἐλέησον, Χριστός, ἐκκλησία, βάπτισμα, συναγωγή, κλήρος, ἄγγελος, πρεσβύτερος, ὕμνος, βίβλος, εὐαγγέλιον.</i>
<p>Role of language and culture</p> <p>Understand the interdependence of language and culture, and how it reflects values, attitudes and beliefs</p> <p>[Key concepts: language, culture, interdependence, values; Key processes: analysing, explaining and comparing, conceptualising]</p>	<ul style="list-style-type: none"> discussing ancient Greek values that are embedded in language, such as virtue, courage, glory, hospitality, wisdom, moderation, freedom and independence, and considering their significance in the modern world understanding how language and cultural practices are interconnected, for example, by explaining religious origins or connotations associated with words and expressions such as <i>ἱερόν/τέμενος/ἥρωον/ἄβατον, μυστήρια, εὐσέβεια, τὸ νέκταρ τῶν θεῶν</i> investigating the use of dialects to denote differences in ethnicity and social status in ancient Greece, for example, Aristophanes' use of Doric to ridicule a Spartan character reflecting on how Classical Greek language and texts provide a means of understanding the culture of ancient Greeks developing language to analyse and explain the nature of cultural representation in language, for example, 'perspective', 'assumptions', 'incompatibility', 'ancient Greek values', 'concepts', 'awareness', 'sensitivity', 'empathy'
<p>The ancient Greek context and its legacy</p> <p>Understand the exceptional achievements of the Golden Age in Athens, considering the conflicts that led to the struggle for supremacy in the Greek-speaking world</p> <p>[Key concepts: power, nation; Key processes: analysing, conceptualising, explaining]</p>	<ul style="list-style-type: none"> exploring and discussing the development of Athens from a small city-state to military and economic domination of the Delian League and the Greek world investigating the development and features of democracy in Athens through the reforms of Solon, Cleisthenes and Pericles appreciating the flourishing of the arts in Athens, including the rebuilding of the Acropolis, and the architectural achievements seen in the Propylaea, Parthenon, Erechtheum and the temple of Athena Nike researching and discussing the achievements of leading Greek intellectuals, such as Socrates, Plato, Aristotle, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, Democritus, Hippocrates researching and discussing the impact of significant historical figures, such as Themistocles, Pericles, Alcibiades, Brasidas exploring and discussing the development of Sparta from a small agricultural city-state to military supremacy in the Greek world investigating how the city-state of Sparta was governed and administered

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> examining the causes and major events of the Peloponnesian War and its impact on the Greek world comparing the various systems of government that arose in the Greek world, such as monarchy, aristocracy, oligarchy and democracy
<p>Discuss how the ancient Greek world has influenced social, cultural, political and economic structures in the modern world, including influences on modern literature, artistic works, medical and scientific practices, government and infrastructure</p> <p>[Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising]</p>	<ul style="list-style-type: none"> discussing the ancient origins of modern political and legal structures and concepts, such as jury service, elections, trials exploring modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical period researching and discussing influences of Classical literature on modern novels, poetry, drama and film, such as World War I poetry, David Malouf's <i>Ransom</i>, Anouilh's <i>Antigone</i>, <i>A Dream of Passion</i> (Medea) recognising the importance of literary genres such as epic, tragedy, comedy, epigram, ode, history, fable viewing artworks to investigate the incorporation of classical techniques by later artists, for example, Botticelli, Michelangelo, Bernini investigating ancient practices in medicine and science still relevant in the modern world, such as the theories of Hippocrates, Democritus, Pythagoras, Archimedes, Eratosthenes, Aristarchus researching elements of Greek engineering and architecture seen in public buildings in Australia and across the world, for example the use of Doric, Ionic and Corinthian columns
<p>Reflecting</p> <p>Question and explain own and others' reactions to and assumptions about the language, culture and values of ancient Greek society, discussing how these relate to own language and culture</p> <p>[Key concepts: attitude, value and belief, identity; Key processes: reflecting, decentering, mediating, explaining]</p>	<ul style="list-style-type: none"> discussing how values, attitudes and practices of people living in ancient Athens or Sparta are similar to or different from their own exploring how cultural identity was manifested in the ancient world, and making comparisons with own cultural identity in modern Australia exploring the identity and loyalty of the ancient Greeks as members of separate city-states and members of a broader Greek world and relating this to their own identity as members of a local community, a state/country/nation and their place in the global community describing own public and private lives and making comparisons with those of people in ancient Greece considering how cultural diversity has continued to be an integral feature of society since ancient times

Years 9 to 10 content descriptions	Content elaborations
	<ul style="list-style-type: none"> exploring the process of decentring from own linguistic and cultural standpoint and considering how own ways of behaving and communicating may have been perceived by people of the past
<p>Reflect on self as a language learner, explaining how the study of Classical Greek influences own communicative behaviours, ways of thinking and viewing the world</p> <p><i>[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining]</i></p>	<ul style="list-style-type: none"> exploring own sense of identity, challenging own and others' assumptions about family and civic responsibilities, traditions, values and attitudes drawing on knowledge of ancient society to examine and interpret own world, including aspects such as ancestry, values, traditions, social status, family and national pride reflecting, such as in discussions, blogs and journals, on experiences in the course of learning Classical Greek and their impact on perceptions of own cultural experience and ways of communicating comparing challenges and achievements associated with learning Classical Greek that can be thought of as cultural, for example, learning to 'read between the lines' to identify cultural information in language reinterpreting own experience of learning Classical Greek, listening to others' perspectives and comparing these with own experience discussing how learning Classical Greek impacts on own ways of thinking, behaving and viewing the world

Year 9 to 10 Achievement Standard

By the end of Year 10, students analyse a range of Classical Greek texts, such as poetry, plays or narratives, to obtain and deduce information, ideas and opinions about ancient Greek culture. They identify and interpret layers of meaning in Classical Greek texts, for example, by explaining complex sentence structures with subordinate clauses or indirect speech, for example, *ὁ ἄγγελος λέγει ὅτι οἱ πολέμοιοι προσέρχονται*, the impact of word order on emphasis and tone, for example, *ὁ δὲ ἀνεξέχαστος βίος οὐ βιωτὸς ἀνθρώπῳ, ἐν οἷδα ὅτι οὐδὲν οἷδα, πρῶτον μὲν γάρ*, and implicit values, concepts and assumptions embedded in language use, for example, *ἀριστεία, μίσημα*. They present their interpretations of Classical Greek texts in spoken, written and digital forms, such as role-plays or debates in English about how cultural attitudes are conveyed in texts, or a digital presentation of an archaeological site, using simple sentences in Classical Greek, for example, *τὸ μαντεῖον τῶν Δελφῶν*. They share their responses to Classical Greek texts set in the ancient world, such as narratives, dialogues, plays, poems or letters, by describing themes, values and literary features, such as plot development and characterisation, and expressing and justifying their opinions. They read aloud, recite and perform adapted and culturally authentic texts in Classical Greek, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using accurate pronunciation and appropriate phrasing and voice inflection. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Classical Greek into idiomatic English that represents the author's style and intent, applying their knowledge of roots, cognates and derivatives to infer the meaning of unfamiliar vocabulary and dictionaries to interpret shades of meaning. They analyse how the language works in grammatically complex sentences, identifying case usage of nouns, pronouns and adjectives, for example, *τούτων τῶν ἀνθρώπων, τὰ μείζονα κακά*, imperfect, perfect and pluperfect conjugations, for example, *λείπω/ἔλειπον/ἔλιπον/λέλοιπα/έλελοίπη*, subjunctive and optative moods, for example, *μὴ κρύψῃς τὴν μάστιγα ᾧ δοῦλε, ὁ δεσπότης ἠρώτησε τίς λύσειε τοὺς βοῦς*, and passive voice, for example, *ὁ ἵππος ἐλύθη, τῷ οἰστῷ βληθεῖς*. They evaluate the effectiveness of different translations of the same Classical Greek text, comparing how shades of meaning and the author's intent are conveyed, and identify strategies to apply to seen and unseen translations.

Students apply the principles of pronunciation to the reading of original Classical Greek texts, maintaining speech flow by using appropriate crasis and elision. They identify the structure and organisation of different text types in Classical Greek, explaining the relationship between context, purpose and audience and how special effects are created, for example, through the use of imagery or rhetorical devices. They explain the impact of Classical Greek as a language of increasing power during the expansion of Greek civilisation across the Mediterranean world, and the contribution of Classical Greek to the enrichment of English through the transfer of specialist vocabulary, for example, *antithesis, ellipsis, euphemism, hyperbole*, abstract concepts, for example, *enthusiasm, patriotism, democracy, idiosyncrasy*, and the coining of vocabulary for new technology and new discoveries, for example, *thermodynamics, epigenomics*. Students describe the economic, cultural, political and military factors that contributed to the power and supremacy of Athens in the Greek-speaking world, and explain how ancient Greece has influenced social structure, literature, artistic works, medical and scientific practices, government and infrastructure in the modern world. They share reactions to and assumptions about the language, culture and values of ancient Greek society, explaining how these relate to their own language and culture. They compare ways of communicating, living and behaving in the ancient world with the modern world, and explain how learning Classical Greek influences their own ways of thinking and viewing the world.