

Rationale

The study of Classical languages allows students to enter and explore ancient worlds that have shaped contemporary life and societies. Authentic engagement with seminal works of great literature and antiquities gives direct access to ancient ways of living in and viewing the world, and an appreciation of the languages, cultures, literatures and traditions that are derived from those of ancient societies.

Studying Classical languages enables students to develop their understanding of how language works as a system, enhances their capability to communicate and extends their literacy repertoires. It acquaints students with basic philological principles, such as consistent sound changes between related languages and the ways in which vowels shift within a language. Students become familiar with many complex linguistic operations and with the metalanguage used to denote different usages and structures. Such principles can be applied to the study of other languages, ancient or modern, related or distant. Students are able to increase their understanding of the workings of languages they seek to learn, and those already in their background.

The study of Classical languages exercises students' intellectual curiosity; strengthens their cognitive, analytical and reflective capabilities; and enhances creative and critical thinking. Students develop skills in research, communication, self-management and collaboration – skills that are essential in preparing for life at school and beyond. Through their reading, analysis and translation of texts, students of Classical languages develop their thinking processes, such as close attention to detail, precision, accuracy, memory, persistence and logic. When translating, students make sense of ancient ideas, experiences, values and attitudes, giving prominence to shades of meaning, thus increasing their dexterity of thought. Through the focus on analysis and precise translation of texts, students develop their capacity to learn in a systematic and disciplined manner.

Studying Classical languages enhances students' enjoyment and understanding of their own and other cultures. Students examine the language used to denote values in different cultures, both ancient and modern, and understand the diversity that exists, and has always existed, in cultural values. They gain a deep understanding of literature dealing with enduring moral and social issues, such as the conflict between individual freedom and the common good of society; the role of the family; discrimination based on race, gender or religion; or the causes of revolution. Through critical reflection on and comparisons with the history, culture, values and practices of the ancient world, learning Classical languages contributes to students' development as responsible citizens, locally and globally.

Year 9 and 10 Achievement Standard

By the end of Year 10, students analyse a range of Classical Greek texts to obtain information and ideas about ancient Greek society and culture. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Classical Greek texts, such as poetry, plays or narratives, for example, by deducing the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech, for example, ὁ ἄγγελος λέγει ὅτι οἱ πολέμιοι προσέρχονται, and explaining the impact of word order on emphasis and tone, for example, ὁ δὲ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ, ἐν οἷδα ὅτι οὐδὲν οἶδα, πρῶτον μὲν γάρ, and implicit values, concepts and assumptions embedded in language use, for example, ἀριστεία, μίσημα. They convey their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, such as role-plays or debates in English about how cultural attitudes are conveyed in Classical Greek 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, 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 with support from the text. They read aloud, recite or perform Classical Greek texts, such as oratory, history, drama or poetry, to entertain different audiences, conveying meaning and emotion effectively by using appropriate phrasing and voice inflection. Students translate a range of texts that incorporate complex sentence structures and extensive vocabulary, from Classical Greek into Standard English that represents the style and purpose of the texts, applying their knowledge of roots, cognates and derivatives to infer the meaning of unfamiliar vocabulary, and using dictionaries to select the appropriate meaning of words. They analyse how the language is used in grammatically complex sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, such as case usage of nouns, pronouns and adjectives, for example, τούτων τῶν ἀνθρώπων, τὰ μείζονα κακά, perfect and pluperfect conjugations, for example, λέλοιπα/έλελοίπη, subjunctive and optative moods, for example, μὴ κρύψῃς τὴν μάστιγα ᾧ δοῦλε, ὁ δεσπότης ἠρώτησε τίς λύσει 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, and identify strategies for successful translations.

Students apply the principles of pronunciation for the reading of Classical Greek texts. They identify the structure and organisation of different text types in Classical Greek, such as prose and verse, and explain how they relate to context, purpose and audience. They explain the role of Classical Greek in facilitating the spread of Greek civilisation and culture 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 ancient Greek values, attitudes and beliefs that are embedded in particular language use, such as μέτρον and κλέος. They explain how the ancient Greek world has influenced social, political and legal structures, philosophy, literature, the arts, and medical and scientific practices 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 and living in the ancient world with those of the modern world, and explain how learning Classical Greek influences their own ways of thinking and viewing the world.

Aims

The Australian Curriculum: *Framework for Classical Languages* aims to develop the knowledge, understanding and skills to ensure students:

- engage with the language, history and culture of the Classical world through interaction with texts
- understand language, culture and learning and their relationship, through the medium of ancient texts and artefacts, and thereby develop intercultural understanding
- understand how their own experiences of learning a Classical language extend their ways of viewing, engaging in and interpreting the contemporary world.

These three aims are interrelated and provide the basis for the two organising strands: Engaging with texts and Understanding.

Structure

To reflect current custom, practice and the needs of learners in Australian schools, the Framework has been developed for Years 7–10.

Strands, sub-strands and threads

The following interrelated strands are derived from the aims, and describe different facets of learning the language, and understanding and reflecting on these processes:

- Engaging with texts: engaging with the language, culture and history of the Classical world through the interpretation, analysis and translation of (language) texts
- Understanding: analysing Classical language and culture as resources for understanding meaning and interpreting the ancient and modern worlds.

A set of sub-strands has been identified within each strand; the sub-strands reflect dimensions of language learning, through which the content is organised. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These threads are designed to capture, firstly, a range and variety in the scope of learning and, secondly, a means of expressing progression of content across the learning sequence.

Concepts, processes, texts and text types

Concepts are the 'big ideas' that students work with in engaging with Classical languages. The choice of the word 'concept' rather than 'topic' is deliberate: it marks a shift from description to conceptualisation. The curriculum should invite students not only to describe facts or features of phenomena, situations and events, but also to consider how facts and features relate to concepts or principles. For example, a description of a house can lead to a consideration of the concept of 'home' or 'space'. This shift is necessary because it is concepts that lend themselves most fruitfully to intercultural comparison and engage learners in personal reflection and more substantive learning.

Key concepts for Classical languages include:

- language
- culture
- experience
- representation (words, icons, symbols)
- equivalence
- nation (origins, social order, politics, religion)
- citizenship
- relationship (family, community, government)
- history and historical appreciation
- attitude, value and belief
- power
- aesthetics
- time (the past in the present)
- modernity
- tradition
- linguistic evolution
- interconnection across concepts
- intercultural comparisons.

Processes

Processes include skills (reading, listening, writing) as well as higher-order thinking processes, such as translating, interpreting, obtaining, presenting, informing, conceptualising, analysing, reasoning, connecting, explaining and comparing, evaluating, simplifying, rephrasing, intertextualising, decentering, empathising, mediating and reflecting.

Texts and text types

Texts are central to curriculum development, as all work in language learning can be seen as textual work. The selection of texts for Classical languages is important because they define and reflect the linguistic and cultural identity of the ancient world. Classical languages texts may be synthetic, modified or authentic; they may be in oral, written, digital or multimodal form. Text types for Classical languages include narratives, stories, texts in the public domain, speeches, rhetoric, poetry, plays/drama, written translation, oral interpretation, discussion and explanation.

Year 9 and 10 Level Description

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 may progress to some 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 gain direct access to life in the ancient Greek world through reading, analysing and interpreting Classical Greek texts that reveal the language use and social and cultural practices of the ancient Greeks. They use vocabulary, grammar and textual cues to analyse and interpret language use and cultural references in Classical Greek texts, such as historiography, drama or philosophy, and convey their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, using Classical Greek as appropriate. They respond to Classical Greek texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions. They read aloud, recite or perform Classical Greek texts, such as oratory, history, drama or poetry, to entertain an audience, using phrasing and voice inflection to convey meaning and emotion. They translate a range of texts that incorporate complex sentence structures and extensive vocabulary into Standard English, reproducing the style and purpose of the texts. They evaluate the effectiveness of different English translations and interpretations of a text, and develop strategies for successful translations. Learners apply the principles of pronunciation for the reading of Classical Greek texts, and apply an extended knowledge of vocabulary, accident and syntax to analysing how Classical Greek is used in complex sentences. They analyse the structure and organisation of different text types in Classical Greek, exploring how they relate to context, purpose and audience. Learners identify ancient Greek values, attitudes and beliefs implicit in Classical Greek texts, reflecting respectfully on the interdependence of language and culture. They investigate 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 style of communicating, and ways of thinking and viewing the world.

Contexts of interaction

Task characteristics and literary styles at this level are complex and challenging, providing opportunities for independent as well as collaborative language interpretation 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; summer schools; drama productions; and visits to museums and galleries. These experiences give learners a sense of connectedness and purpose, and allow them to make use of and extend their understanding of the ancient Greek world and 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 variety of 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 for the reading of Classical Greek texts, for example, using accentuation, crasis and elision to maintain speech flow. They apply an extended knowledge of accident and syntax, including parts of speech, case, gender, number, person, declension, for example, *τῆς γυναικὸς ὀργισομένης ὁ ἀνὴρ ἀπέδραμε*, and conjugation, for example, contract verbs in *-ω* and *-μι*, agreement, tense, mood, voice, participles and infinitives, to the analysis and translation of texts that incorporate complex sentence structures. They analyse texts more critically, identifying the structure and features of different text types, and explaining their relationship with context, purpose and audience. They recognise the ongoing influence of Classical Greek on English, through the transfer of specialist vocabulary and abstract concepts, for example, *sympathy*, *theorem*, *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 collaborating for translation, 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, such as narratives, drama, poetry, history or oratory. Classical Greek is also used for reading aloud, reciting or performing texts. English is used for translation, analysis, explanation, discussion, evaluation and reflection.

Year 9 and 10 Content Descriptions

Engaging with texts

Accessing the ancient Greek world through Classical Greek texts

Read, analyse and interpret Classical Greek texts, using vocabulary, grammar and textual cues, to engage with the ancient Greek world.

[Key concepts: language, culture, meaning, experience; Key processes: reading, analysing, connecting]

Convey interpretations of information and ideas about ancient Greek society and culture, in oral, written and digital forms, using Classical Greek as appropriate.

[Key concepts: information, culture; Key processes: interpreting, explaining, presenting]

Responding to texts

Respond to Classical Greek texts by analysing themes, values and literary features, such as plot development and characterisation, and sharing and justifying opinions.

[Key concepts: morality, characterisation, theme; Key processes: responding, analysing, discussing, explaining]

Read aloud, recite or perform Classical Greek texts to entertain others, using strategies such as phrasing and voice inflection to convey meaning and emotion.

[Key concepts: performance, expression, emotion; Key processes: reading, presenting]

Translating

Translate a range of texts that incorporate complex sentence structures and extensive vocabulary from Classical Greek into Standard English, representing the style and purpose of the texts.

[Key concepts: equivalence, meaning; Key processes: analysing, translating]

Evaluate different translations and interpretations of Classical Greek texts, using metalanguage to discuss their effectiveness, and develop strategies for successful translations.

[Key concepts: translation; Key processes: evaluating, explaining and comparing, intertextualising]

Understanding

Systems of Language

Understand and apply the principles of pronunciation for the reading of Classical Greek texts.

[Key concepts: sound system, fluency; Key processes: reading, applying]

Understand concepts of accident and syntax used in complex sentences in Classical Greek, including subordinate clauses, pronoun forms, mood, voice, and conventions of complex sentence structure.

[Key concepts: grammatical system, case, conjugation, mood, voice; Key processes: identifying, explaining]

Expand vocabulary by using a range of strategies, including knowledge of roots, cognates and derivatives, and use dictionaries to determine the meaning of unfamiliar vocabulary in specific contexts.

[Key concepts: vocabulary, connections; Key processes: analysing, interpreting, applying]

Analyse the structure and features of different text types in Classical Greek, exploring how they relate to context, purpose and audience.

[Key concepts: text organisation, genre; Key processes: analysing, explaining and comparing, intertextualising]

The powerful influence of language and culture

Understand that Greek became the dominant language of the ancient Mediterranean world and facilitated the spread of Greek civilisation and culture, and that Classical Greek continues to enrich English through specialist vocabulary and abstract concepts embodied in the language.

[Key concepts: linguistic evolution, power, ancient/modern, influence; Key processes: analysing, conceptualising, explaining and comparing]

Discuss how the ancient Greek world has influenced the modern world, in its social, political and legal structures; philosophy; literature; arts; and medical and scientific practices.

[Key concepts: ancient/modern, aesthetics, time (the past in the present); Key processes: analysing, connecting, conceptualising]

Role of language and culture

Identify how cultural values, attitudes and beliefs of the ancient Greeks are embedded in their language.

[Key concepts: language, culture, interdependence, values; Key processes: analysing, explaining and comparing, conceptualising]

Reflecting

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.

[Key concepts: attitude, value and belief; identity; Key processes: reflecting, decentering, empathising, mediating, explaining]

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.

[Key concepts: identity, interconnection across concepts, influence; Key processes: connecting, reflecting, explaining]