

# The Australian Curriculum

<b>Subjects</b>	Framework for Classical Languages
<b>Year levels</b>	Year 10

## Years 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]

([ACLCLE016 - Scootle](#))



#### Elaborations

predicting the context and content of Classical Greek texts through initial holistic reading, by identifying key words and phrases, for example, *οἱ βάρβαροι μάλα φοβούμενοι*

inferring meaning using knowledge of the text type and the author's purpose and technique, for example, *νῦν οὖν ἀτεχνῶς ἤκω παρασκευασμένος/βοῶν, ὑποκρούειν, λοιδορεῖν τοὺς ῥήτορας/ἐάν τις ἄλλο πλὴν περὶ εἰρήνης λέγη.* (Aristophanes' *Acharnians*)

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, *ὁ στρατηγὸς εἶπεν ὅτι οἱ σύμμαχοι δ' ὀλίγου νικήσοιεν*

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, *παθῶν δέ τε νήπιος ἔγνων*

explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *οὖν, γάρ, μέντοι, δήπου*

discussing conventions of Classical Greek texts, such as the inclusion of speeches in historiography

investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, *εἶχομεν ἡμεῖς Πύδναν καὶ Μεθώνην καὶ πάντα τὸν τόπον τοῦτον*

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 Classical Greek words, for example, *τύραννος, δαίμων*

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

discussing 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

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]

([ACLCLE017 - Scootle](#))



#### Elaborations

discussing how cultural attitudes are conveyed in Classical Greek texts, such as attitudes to slaves or women, cleanliness, food, for example, conducting a role-play, forum on salient issues, 'Q & A' session

investigating legal rights and obligations of citizens, social classes or property rights, for example, building a digital representation of social strata

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

examining architectural remains of ancient Greece, such as places of entertainment and worship, and discussing what they reveal about the values and attitudes of ancient Greeks

gathering and collating information about ancient Greek art, including sculpture, jewellery and painting, for example, producing and presenting an online exhibition catalogue

researching references in Classical Greek texts to historical or mythological characters, such as Themistocles or Achilles

exploring Classical Greek inscriptions to elicit and present information about ancient Greek society, for example, vases, funerary stelae, ostraka, and creating own examples in English or Classical Greek

## 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]

([ACLCLE018 - Scootle](#) )



### Elaborations

reading 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' *Histories*, Dicaeopolis in Aristophanes' *Acharnians*, 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 *πῶς γὰρ οὔ; καὶ γάρ, ἄρα οὐ/ἄρα μή*

analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, such as hyperbole, for example, *μύριοι*, 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

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]

([ACLCLE019 - Scootle](#) )



### Elaborations

reading aloud passages or extracts from different genres of Classical Greek literature, such as Socratic dialogue, oratory, historiography, drama or poetry, with appropriate expression, phrasing, stress and tone to convey meaning

reciting or presenting extracts from Classical Greek texts to the class or school community, using

expression and movement to illustrate meaning and to entertain, for example, excerpts from Homer's *Iliad*, Pindar's victory odes

performing extracts from Classical Greek plays for the appreciation of an audience, for example, from Sophocles' *Antigone* or Euripides' *Medea*

## 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]

([ACLCLE020 - Scootle](#))



### Elaborations

reading holistically to deduce the context and content of Classical Greek texts, by identifying key words and phrases

applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses

conveying shades of meaning of a range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as *δίκη*

inferring the meaning of new words and expressions, using knowledge of the text type and the author's purpose and technique, for example, *ὁ λόγος* (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, *παύου* (general/ongoing) compared to *παῦσαι* (once)

deducing the meaning of new words, by drawing on prior knowledge, derivatives and connections with familiar words, for example, *σαρκοφάγος, κακοδαίμων*

recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, *τύχη* (chance, luck, fortune), *συμφορά* (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 Classical Greek word order, for example, *χρυσόν τε και ἄργυρον φέρει ὁ Ὀδυσσεύς ἐν τῷ ἄσκῳ*

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, *ἐλάμβανον/ἔλαβον*

conveying the meaning of idiomatic expressions and culturally specific terms, for example, *ἀρετή, δαίμων/δαιμόνιον/εὐδαιμονία, τα πρόβατα θόρυβον ποιεῖ, γλαύκ'Ἀθήναζε/γλαύκας εἰς Ἀθήνας*, 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

translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied

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]

([ACLCLE021 - Scootle](#))



#### Elaborations

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, and recognising skills of others

discussing strategies used to convey complex ideas and structures, such as subordinate clauses, rendering of mood and the use of correlatives, for example, *τόσος/ὅσος, τοῖος/οἷος*

evaluating strategies used to create fluent, accurate and idiomatic translations

applying identified strategies to the translation of seen and unseen texts

## 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]

(ACLCLU022 - Scootle [↗](#))



#### Elaborations

developing fluency in recognising sound and spelling changes, for example, those that occur when stops ( $\beta/\pi/\phi$ ,  $\tau/\delta/\theta/\zeta$ ,  $\kappa/\gamma/\chi$ ) 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 *πονεί* and *πόνει*

recognising the component parts of compound words involving transfer of aspirates, for example, *κατά + ἴστημι = καθίστημι*

recognising non-Attic versions of common words, for example, *θάλασσα (θάλαττα)*, *πονέω (πονῶ)*, *ές (είς)*, *μάτηρ (μήτηρ)*

understanding the function of crasis and elision when reading aloud, for example, *κάγαθοί = και ἀγαθοί*, *τᾶλλα = τὰ ἄλλα*

noting that iota subscript is given in the upper case when reading Classical Greek inscriptions

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]

(ACLCLU023 - Scootle [↗](#))



#### Elaborations

using the indefinite adjective *τις* with nouns to supply the meaning of the indefinite article in English, for example, *κακόν τι πάσχει*, *νήσόν τινα*

conjugating *-ω* verbs in perfect and pluperfect tenses, active and middle, indicative, imperative and infinitive forms, for example, *εἶρηκα/εἶρημαι*, *έώρακα/έώραμαι*

conjugating *-ω* verbs in the passive voice in all applicable tenses including first and second aorist and future, for example, *έλύθην/λυθήσομαι*, *έφάνην/φανήσομαι*

conjugating contract verbs in all tenses and voices, including verbs in *-οω*, for example, *δηλώ*, *έλευθερώ*

conjugating *-μι* verbs, including *δίδωμι, τίθημι, ἴσθημι, ἴημι, δείκνυμι, φημί*

conjugating common irregular verbs, for example, *οἶδα, εἶκοι*

forming the comparative and superlative degrees of common irregular adjectives, for example:

- *ἀγαθός/ἀμείνων/ἄριστος, ἀγαθός/βελτίων/βέλτιστος, ἀγαθός/κρείττων/κράτιστος*
- *κακός/κακίων/κάκιστος, κακός/χειρόνων/χειρίστος*
- *καλός/καλλίων/κάλλιστος*
- *μέγας/μείζων/μέγιστος*
- *πολύς/πλείων/πλεῖστος*

identifying the use of participles with the genitive absolute and the accusative absolute, for example, *ἡμέρας γενομένης, ἔδοξεν ταῖς κόραις πρὸς τὸν κρήνην βαίνειν* and *δεὸν τὴν πόλιν ἀμύνεσθαι, οἱ ἄνδρες τὰ ὄπλα ἔφερον*

recognising the forms and uses of the subjunctive mood, for example, *ταχέως ἴωμεν* (exhortation), *τί ποιῶμεν;* (deliberation), *μὴ δέξησθε τὰ δῶρα* (prohibition), *οἱ στρατιῶται φεύγουσιν ἵνα μὴ ὑπὸ τῶν πολεμίων ληφθῶσιν* (purpose clause), *φοβοῦμαι μὴ ὁ δεσπότης οὐκ ἐθέλη παῦσαι τὸν πόνον* (clause of fearing)

recognising the forms and uses of the optative mood, for example, *εἴθε τὴν πατρίδα σώζοιμεν* (wish), *βουλοίμεθα ἂν τοῦ ἀοιδοῦ ἀκούειν* (potential optative)

understanding the structure and use of indirect statements with *ὅτι*, the infinitive or the participle, for example, *ὁ ἄγγελος εἶπεν ὅτι οἱ πολέμιοι ἤδη προσχωροῦσιν/ὁ πάτηρ ἔφη ἀνάγκην εἶναι οἴκαδε ἐπανιέναι/οἱ παῖδες εἶδον λύκον μέγαν πρὸς τὴν οἰκίαν προσιόντα*

understanding the structure and use of conditional clauses, for example, *ἐὰν τῷ δημαγωγῷ πιστεύης, μῶρος εἶ/ἐὰν τὸν δοῦλον καλέσης, βραδέως ἀφίξεται/εἰ ὁ παῖς τοῦτο ἐποίησεν, ἐδέξατο ἂν τὸν ἔπαινον*

understanding the structure and use of indefinite clauses, for example, *ὅστις ἂν ἔξω τῶν τῆς πόλεως ὁρῶν εὔρεθῆ, ἐν κινδύνῳ μεγάλῳ ἔσται/ἐπειδὴν γένηται ἡ πανήγυρις, πάντες οἱ Ἀθηναῖοι εἰς τὴν ἀγορὰν σπεύδουσιν*

identifying the articular infinitive, for example, *ἀγαθὸς εἰς τὸ λέγειν τε καὶ πράττειν*

identifying the verbal adjective in *-τέος*, for example, *οὐ λεκτέοι εἰσὶν οἱ λόγοι*

identifying verbs that take supplementary participles, for example, *ἔτυχον παροῦσαι αἱ γυναῖκες/οἱ Ἀθηναῖοι ἐφαίνοντο οὐ βουλόμενοι ἀγορεύειν*

understanding the sequence of tenses and moods in complex sentences (primary and secondary



sequences), for example, λέγει ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶπεν, ἐψεύδετο/εἶπεν ὅτι εἰ ὁ ἀνὴρ τοῦτο εἶποι, ψεύδοιτο ἄν

recognising creative variations in Classical Greek word order to focus on action, or to create suspense by delaying a key word, phrase or clause

elaborating strategies for building on prior knowledge and learning new grammar, for example, mnemonic devices, paradigms, drill exercises, online learning tools

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]

(ACLCLU024 - Scootle [↗](#))



#### Elaborations

developing vocabulary lists pertinent to particular reading, for example, philosophical words, poetic words and military words, such as στρατός, στρατηγός, στρατιώτης, στρατόπεδον

using a dictionary to investigate how vocabulary choices in Classical Greek and English can express shades of meaning, ὑπεροράω ('look down on', 'overlook', 'despise')

extrapolating knowledge of word origins, roots and cognates to interpret unfamiliar vocabulary, for example, δίκη/δίκαιος, λάμπω/λαμπρός, φοβοῦμαι/φοβερός

extending vocabulary through word-building from Classical Greek roots, for example, τιμῶ/τιμή, ἔργον/ἐργάζομαι, πόλις/πολίτης/πολιτικός/πολιτεία

identifying and interpreting compound words, for example, προσβάλλω/καταβάλλω/ἐκβάλλω

recognising common patterns of vowel change to identify words from the same root, for example, γίνομαι/γένεσις, λέγω/λόγος

expanding vocabulary by using connections between conceptually related words, for example, chronology, chronic, anachronism

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]

(ACLCLU025 - Scootle [↗](#))



#### Elaborations

identifying the purpose and specific features of prose and verse texts, such as in the structure of Classical Greek plays, for example, *πρόλογος, πάροδος, ἐπεισόδια, στάσιμα, ἔξοδος*

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

recognising different ways of presenting the same story, for example, from the viewpoint of different characters or in the form of a flashback

analysing language features used to influence the intended audience, such as imagery, rhetorical devices

### 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]

(ACLCLU026 - Scootle [↗](#))



#### Elaborations

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

discussing the spread of Greek influence across the Mediterranean and Black Sea, including the use of Greek as the common language for government, trade, commerce, education and law

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, *μαθηματικά, γεωγραφία, ιστορία, φιλοσοφία*

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

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 *stadium, palaestra, rhetor theatrum, comedia, stoica, philosophia*

exploring abstract concepts derived from Classical Greek, such as philanthropy, idol, autonomy, paradox, aesthetics, nostalgia, agony

exploring and discussing the meaning of Classical Greek sayings used in literature, such as *μηδὲν ἄγαν, γινῶθι σαυτόν, μολὼν λαβέ*

recognising words in English that are a hybrid of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference, television, automobile

discussing Classical Greek derivatives that are used in fields such as business and education, for example, macroeconomics, monopoly, pedagogy, syllabus

examining the Classical Greek roots of English words in subjects across the school curriculum, such as theorem, metaphor, photosynthesis, chlorine, atom, planet, geophysical, ecosystem, orchestra, music, scene, dialogue, chorus, athletics

identifying Classical Greek roots in English scientific, technical and medical terminology, for example, catalyst, aerodynamic, pathogen, bacteria, atherosclerosis, acne, asthma, chromatography, symmetry, thermometer, seismic

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 gigabyte, nanotechnology, antioxidant, polymer, genotype, triglyceride

applying knowledge of Classical Greek to form plurals of borrowed English words, for example, criterion/criteria, phenomenon/phenomena, crisis/crises, thesis/theses, stigma/stigmata

discussing the enduring use of Classical Greek in religious contexts, for example, *κύριε ἐλέησον, Χριστός, ἐκκλησία, βάπτισμα, συναγωγή, κληρὸς, ἄγγελος, πρεσβύτερος, ὕμνος, βιβλος, εὐαγγέλιον*

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]

[\(ACLCLU027 - Scootle !\[\]\(b792654f2cef9719eabeb6c5be00811e\_img.jpg\)\)](#)



#### Elaborations

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 Greek period

researching the influence of leading Greek intellectuals, such as Socrates, Plato, Aristotle, on modern

## Western philosophy

discussing influences of Classical Greek literature on modern novels, poetry, drama and film, such as World War I poetry, David Malouf's *Ransom*, Anouilh's *Antigone*, *A Dream of Passion* (Medea)

recognising the importance of literary genres such as epic, tragedy, comedy, epigram, ode, history, myth

viewing artworks to investigate the incorporation of classical techniques and themes 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

## 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]

([ACLCLU028 - Scootle](#))



### Elaborations

discussing ancient Greek values that are embedded in terms such as such as σοφία and ξενία 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 ἱερὸν/τέμενος/ ἡρώιον/ἄβατον/μυστήρια/εὐσέβεια

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

exploring the formal language that ancient Greeks used for greetings, or responding to the challenges of public life, such as ἔρωσθε καὶ ἐδαιμονεῖτε, ἀσπάζομαι, ὦ ἄνδρες Ἀθηναῖοι, ὦ δικασταί, and making comparisons with own language use in formal contexts

reflecting on how language, texts and artefacts provide a means of understanding the social and cultural practices of ancient Greeks and how they conceptualised their world

## 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, decentring, empathising,

mediating, explaining]

([ACLCLU029 - Scootle](#))



#### Elaborations

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 a member of a local community, a state/territory/nation and as a global citizen

describing and comparing own public and private lives with those of people in ancient Greece

considering how cultural diversity has continued to be an integral feature of society since ancient times

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

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]

([ACLCLU030 - Scootle](#))



#### Elaborations

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

identifying challenges and achievements associated with learning Classical Greek, for example, learning to 'read between the lines' to identify thought implicit in the use of 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 and viewing the world

## Years 9 and 10 Content Descriptions

### Engaging with texts

#### Accessing the Roman world through Latin texts

Read, analyse and interpret Latin texts, using vocabulary, grammar and textual cues, to engage with the Roman world

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

([ACLCLE046 - Scootle](#))



#### Elaborations

predicting the context and content of Latin texts through initial holistic reading, by identifying key words and phrases, for example, *Romani Carthaginienses valde timebant*

inferring the meaning of new words, using knowledge of the text type and the author's purpose and technique, for example, *res, gero, rem gerere*

investigating and explaining the effect of word order in Latin in producing emphasis and tone, such as indignation, anger, suspense, for example, *qualis vir? conclamant omnes; miser Catulle*

examining and interpreting complex sentence structures, such as conditional sentences, indirect speech and subordinate clauses, for example, adjectival, causal, purpose or result clauses, indirect questions or commands

reflecting on the precise use of tenses in Latin and making comparisons with English, for example, *cotidie ibat; si veneris*

explaining how the coherence of complex texts relies on devices that signal text structure and guide readers, for example, *paulisper ... dum ... interea ...; primo ... deinde ... tandem; non solum ... verum etiam*

investigating how different conjunctions are used in complex sentences to extend, elaborate and explain ideas, for example, in periodic sentences using *quod, quamquam, cum*

explaining allusions to historical or mythological characters which exemplify Roman values and attitudes, such as Romulus and Remus, Lucretia, Horatius, Cloelia

discussing conventions of Latin texts, such as letter format, for example, *Marcus Quinto SPD ... cura ut valeas*, or metre in poetry, for example, acknowledging quantities

recognising positive and negative cultural connotations of concepts implicit in Latin vocabulary, for example, *rex, imperium*

analysing cultural values and attitudes embedded in language use, for example, vocabulary and expressions particular to festivals and ceremonies such as *lo triumphe; ave Caesar*

discussing the function and power of cultural representations such as symbols, for example, *SPQR, aquila, fasces*

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 Latin, using ICT collaboratively

Convey interpretations of information and ideas about Roman society and culture, in oral, written and digital forms, using Latin as appropriate

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

([ACLCLE047 - Scootle](#))



#### Elaborations

examining how cultural attitudes are conveyed in Latin texts, such as attitudes to slaves or women, cleanliness, food, Romanisation, for example, by conducting a role-play, a forum on salient issues, a 'Q & A' session regarding the appropriateness of giving farming advice in verse

investigating legal rights and obligations, such as citizenship, social classes, property rights, divorce, for example, building a digital representation of social strata through a pyramid

researching Roman urban planning and architecture through the study of an archaeological site, and presenting findings, for example, by creating a virtual tour of the Colosseum, with written or oral text in English or incorporating Latin terms as appropriate, such as *harena, vomitoria*

examining Roman architectural remains by electronic means, such as places of entertainment and worship, and exploring what they reveal about the values and attitudes of Romans

gathering and collating information about Roman art, including sculpture, jewellery and painting, for example, producing an online exhibition catalogue

researching references in Latin texts to foreign religions, for example, Mithraism, Isis worship and Christianity, and the extent of their influence in Rome

examining Latin inscriptions, curses or graffiti to elicit information about Roman society, for example, *defixiones* from Bath, graffiti at the Colosseum or in Pompeii, and creating own examples in English or Latin



## Responding to texts

Respond to Latin 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]

([ACLCLE048 - Scootle](#) )



### Elaborations

reading Latin texts and responding to questions in English to demonstrate understanding of content, context, purpose and technique

exploring how language is used to reveal character, values and key messages in texts such as narratives, dialogues, plays, poems and letters, for example, *Cena Trimalchionis*; *odi et amo*

discussing epic plots and characters, such as the *Aeneid*, for example, debating significant events and the author's purpose

analysing plot development in texts such as plays and stories, discussing literary 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, *sine dubio*, *satis constat*, *ut mihi videtur*

analysing how writers use language features to achieve particular aesthetic, humorous or persuasive purposes and effects, for example, diminutives such as *puellula* or *homuncule*

evaluating the effectiveness of texts, by considering the use of stylistic features, for example, simile, metaphor, personification or pathos, for particular purposes, such as to entertain or persuade

Read aloud, recite or perform Latin texts to entertain others, using strategies such as phrasing, voice inflection and metrical effects to convey meaning and emotion

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

([ACLCLE049 - Scootle](#) )



### Elaborations

reading aloud, as Romans were accustomed to do, extracts from different genres of Latin literature, such as oratory, history, drama or poetry, with appropriate expression, phrasing, stress, rhythm and tone to convey meaning, for example, selections from the epigrams of Martial, or the letters of Pliny

reciting or presenting extracts from Latin texts to the class or school community, using expression and movement to illustrate meaning and to entertain, for example, part of one of Cicero's speeches or excerpts from Virgil's *Aeneid*

performing in theatrical presentations of Latin poetry or plays, such as the poetry of Ovid or Virgil, extracts from the plays of Plautus

## Translating

Translate a range of texts that incorporate complex [sentence](#) structures and extensive vocabulary from Latin into Standard English, representing the style and purpose of the texts

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

([ACLCLE050 - Scootle](#))



### Elaborations

reading holistically to deduce the context and content of Latin texts, by identifying key words and phrases

applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses

conveying shades of meaning of a range of subtle vocabulary, for example, inferring the different connotations of a word in a particular context, such as *virtus*; *causa*; *gero*; *ago*

inferring the meaning of words and expressions, using knowledge of the text type and the author's purpose and style, for example, *res publica*; *rem gerere*; *se gerere*

deducing the meaning of new words by drawing on prior knowledge, derivatives and connections with familiar words, for example, *actores in scaena fabulam Graecam hilare agebant*; *dormire, obdormire*; *ferre, inferre, offerre*

expanding the variety of English translations for verb tenses, for example, to express indignation, *clamavit* as 'she did shout', compared to 'she shouted' or 'she has shouted'

recreating mood, tone and dramatic impact in English translations by selecting appropriate vocabulary, comparing and contrasting potential choices, for example, *o tempora! o mores!*

refining translations by exploring print and online Latin and English dictionaries and thesauruses to consider a variety of meanings, for example, *manus*, and synonyms, for example, *contentus*, *felix*, *laetus*

conveying emphasis and tone, such as indignation, anger, suspense, embedded in Latin word order, for example, *effugere conati sunt, sed frustra*

rendering the precise meaning of tenses in Latin into idiomatic English, for example, *cotidie ibat; si veneris*

expressing the meaning of idiomatic expressions and culturally specific terms by choosing appropriate English expressions and terms, for example, *flocci non facio* (I could care less); *orationem habere* (deliver a speech)

constructing and editing translations collaboratively with peers, using a range of ICT

improving own translations to increase accuracy and better reflect register, tone and characterisation

translating, independently or in collaboration with peers, unseen texts with compound or complex sentences, drawing on familiarity with the style and language of texts already studied

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

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

([ACLCLE051 - Scootle](#))



#### Elaborations

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, and recognising skills of others

discussing strategies used to convey complex ideas and structures, such as the use of correlatives and subordinate clauses, the rendering of mood

evaluating strategies used to create fluent, accurate and idiomatic translations

applying identified strategies to the translation of seen and unseen texts

## Understanding

### Systems of language

Understand and apply the principles of pronunciation for the reading of Latin texts

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

([ACLCLU052 - Scootle](#))



#### Elaborations

isolating syllables and learning the rules for correctly marking the stress, for example, *spec-tá-tor*, compared with *péc-tor-a*

distinguishing the change of stress required with an enclitic, for example, *éstis* compared with *estísne*; *cíbus* compared with *cibúsque*

distinguishing between the primary and secondary stress in polysyllabic words, for example, *spèctatóribus*

understanding the significance of elision when reading verse aloud, for example, *od(i) et amo*

Understand concepts of accidence and syntax used in complex Latin sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood, voice, and conventions of complex sentence structure

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

([ACLCLU053 - Scootle](#) )



#### Elaborations

identifying the endings of fourth and fifth declension nouns, for example, *exercitus, cornua; dies, fides*

acknowledging that nouns may have unexpected genders, for example, first declension *agricola* (m), second declension *pirus* (f)

recognising relative, emphatic and indefinite pronouns, for example, *qui, quae, quod; ipse; quisquis; quidam*

recognising reflexive pronouns and adjectives, for example, *se; suus*

analysing case usage of nouns in all five declensions, for example, partitive genitive *quid novi?*

identifying and understanding the use of the locative case, for example, *Romae, Pompeiis*

identifying and understanding words used in apposition in all cases, for example, *Venus, dea, est pulchra*

explaining case usage of pronouns, for example, personal *ego, tu, nos, vos*; demonstrative *hic, ille*; interrogative *quis, quis, quid*; relative *qui, quae, quod*; emphatic *ipse, ipsa, ipsum*; reflexive *me, te, nos, vos, se*

distinguishing the use of different moods

extending identification of indicative endings of regular and irregular verbs to different tenses

understanding the concept of the principal parts for verbs in all conjugations, for example, *voco, vocare, vocavi, vocatum; sum, esse, fui*

identifying and understanding the use of infinitives for all four conjugations and irregular verbs, for example, a prolate infinitive with *amat*, such as *natare amat*

recognising impersonal expressions, for example, *mihi difficile est dormire*

understanding the use of present, future and perfect participles, for example, *clamans, moriturus, vocatus*

recognising passive voice forms and the forms of deponent verbs and distinguishing their meanings, for example, *laudata est* – she has been praised; *collapsa est* – she collapsed

distinguishing in complex sentences between principal and subordinate clauses, for example, relative, causal, temporal, concessive, conditional, such as *si/nisi* with the indicative

recognising comparison of adjectives and adverbs, regular and irregular, for example, *stulta, stultior, stultissima; malus, peior, pessimus*

recognising *quam* + superlative, for example, *quam celerrime*

understanding conventions of the use of numbers to express distance, capacity, time and price, for example, *duo milia passuum, quinquaginta denariis*

understanding the conventions of the Roman calendar, for example, *a.d. XIV Kal Jul*

recognising creative variations in Latin word order, for example, delay of a key word or clause to create suspense, ordering of clauses to increase impact, bracketing/nesting, juxtaposition

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]

[\(ACLCLU054 - Scootle !\[\]\(41aea2746216b27a6939d696d8e035da\_img.jpg\)](#))



#### Elaborations

developing vocabulary lists pertinent to particular reading, for example, military words, philosophical words, poetic words

using a dictionary to investigate how vocabulary choices in Latin and English can express shades of meaning

extrapolating knowledge of word origins and roots to interpret unfamiliar vocabulary, for example, *aedificium: aedifico; rex, regis: regulus*

extending vocabulary through word-building from Latin roots, for example, *caelum + colo: caelicolae*, and from derivatives, for example, celestial

building vocabulary by recognising English words derived from supines, for example, 'mission' from *missum*

identifying and interpreting compound words, for example, 'prefect' from *prae + factum*

recognising common patterns of vowel change to identify words from the same root, for example, *capere: -cip (recipere)*

expanding vocabulary by using connections between conceptually related words, for example, *pius, impius, pietas*

Analyse the structure and features of different text types in Latin, exploring how they relate to [context](#), purpose and audience

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

[\(ACLCLU055 - Scootle !\[\]\(d5d7044e5caf6907399af2dced8d6ff8\_img.jpg\)](#))



#### Elaborations

examining textual features used to influence an audience, such as the contrast of short and periodic sentences to persuade, or the use of repetition and humour to entertain

making connections and comparisons between a new text and familiar texts of the same type

analysing different texts, such as a story, historical account or speech, to understand how a version of an event can be expressed in different ways

recognising different ways of presenting the same story, for example, from the viewpoint of different characters or in the form of a flashback

analysing language features used to influence the intended audience, such as imagery or rhetorical devices

### The powerful influence of language and culture

Understand that Latin became the official language of the Roman empire and facilitated the spread of Roman civilisation and culture, and that Latin 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]

(ACLCLU056 - Scootle [↗](#))



### Elaborations

recognising that, as the Roman world expanded, Latin became the language of communication, trade, administration, education and law throughout its sphere of influence

exploring the role of Latin in the process of Romanisation, and its influence on local languages

discussing the impact on people and their lives in Roman provinces, with Latin as the common language, and Roman infrastructure such as aqueducts, sewers, roads and shipping, safe trade routes, standardised currency and weights and measures

recognising the spread of ancient Greek ideas through Latin, such as the use of Greek vocabulary and concepts in literature and philosophy, for example, *stadium*, *rhetor*, *theatrum*, *poeta*, *stoica*, *philosophia*

exploring abstract concepts derived from Latin, such as justice, liberty, republic, fraternity, charity, genius, piety

recognising terms in English that are hybrids of Classical Greek and Latin, for example, metalanguage, quantum physics, teleconference

discussing Latin words and expressions that are used in fields such as law, business and education, for example, *de facto*, *non sequitur*, *agenda*, *forum*, *curriculum*

examining the Latin roots of English words in subjects across the school curriculum, for example, technical vocabulary related to reporting research, such as *ibid* and *stet*

identifying Latin roots in English scientific, technical and medical terminology, for example, genus, species; computer, data, accumulator, super conductor, cellular differentiation, quantum teleportation; cancer, cannula, defibrillator, incision, amputation

exploring how Latin is used to coin terms for new technology and new discoveries in science and medicine in the modern world, such as internet, Trojan (horse), forum, virus

applying knowledge of Latin to form and explain plurals of English words borrowed from Latin, for example, *indices*, *media*, *vertebrae*, *curricula*, *alumni*

exploring mottoes and inscriptions, such as *per ardua ad astra* or *mens sana in corpore sano*, and discussing their relevance in the modern world

investigating the enduring nature and use of Latin in academic and religious ceremonies, for example, *summa cum laude*, *honoris causa*, *gaudeamus igitur* or *pater noster*

Discuss how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure

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

([ACLCLU057 - Scootle](#))



#### Elaborations

exploring the ancient origins of modern political and legal structures and concepts, such as republic, balance of power, jurisprudence and judicial precedent, census and elections

investigating modern social issues, such as class, the role of women and civil rights, and making comparisons with the Classical period

discussing influences of Latin literature on modern novels, poetry, drama and film, such as Book IV of the *Aeneid* on *Miss Saigon*, Ovid on David Malouf's *An Imaginary Life*, Virgil on Ursula Le Guin's *Lavinia*

recognising the transmission of literary genres, such as epic, satire, love poetry, epigram, ode

investigating famous artists' incorporation of classical themes and subjects in postclassical sculpture, painting, music, opera, theatre

investigating ancient practices in medicine and science still relevant in the modern world, such as Galen's surgical procedures and Pliny the Elder's classification of animals and plants

#### Role of language and culture

Identify how cultural values, attitudes and beliefs of the Romans are embedded in their language

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

([ACLCLU058 - Scootle](#))



#### Elaborations

discussing Roman values that are embedded in language, such as *pietas*, *virtus*, *hospitium*, *fides*

understanding how language and cultural practices are interconnected, for example, by explaining religious origins or connotations associated with words and expressions such as the polite command in the English RIP ('rest in peace') and the use of the more prayerful subjunctive in the Latin *requiescat in pace*



investigating the importance of Latin to personal status in the Roman world, as a means to social, economic and political advancement

examining language that reveals information about Roman government and administration, such as *res publica*, *senatus*, *comitia*, *consul*, *dictator*, *princeps*, *census*, and references in texts to public service, justice and the court system

discussing language that reveals the importance of public spaces and buildings in ancient Rome, for example, forum, temples, theatres

explaining references in texts to amphitheatres, gladiatorial combat, *Circus Maximus*, 'bread and circuses' and understanding the important place of entertainment in the Roman world

explaining the importance of religion to the Romans, with reference to concepts such as *Lares et Penates*, household *genius*, the worship of local gods at shrines, vestal virgins, cult of the Emperor

researching and discussing political and cultural influences in and on the works of leading writers, such as Cicero, Horace, Virgil, Livy, for example, *mos maiorum*; *pax Romana*

exploring the formal language that Romans used for greetings, or responding to the challenges of public life, such as *ave*, *plurimas gratias*, *di immortales*, and making comparisons with own language use in formal contexts

reflecting on how language, texts and artefacts provide a means of understanding the social and cultural practices of the Romans and how they conceptualised their world

## Reflecting

Question and explain own and others' reactions to and assumptions about the language, culture and values of Roman society, discussing how these relate to own language and culture

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

(ACLCLU059 - Scootle [↗](#))



## Elaborations

investigating the extent to which values, attitudes and practices of people of cosmopolitan Rome 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 of people living in the Roman world and relating this to their own identity as a member of a local community, a state/territory/nation and as a global citizen

describing own public and private lives and making comparisons with those of people in ancient Rome

considering how cultural diversity has continued to be an integral feature of society since ancient times

exploring the process of decentring from own linguistic and cultural standpoint and considering how own ways of behaving and communicating might be perceived by people of the past

Reflect on self as a language learner, explaining how the study of Latin influences own style of communicating, ways of thinking and viewing the world

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

[\(ACLCLU060 - Scootle !\[\]\(de95854c7ee024cfadc48187bbb781b2\_img.jpg\)\)](#)



### Elaborations

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 Latin and their impact on perceptions of own cultural experience and ways of communicating

identifying challenges and achievements associated with learning Latin, for example, learning to 'read between the lines' to identify thought implicit in the use of language

reinterpreting own experience of learning Latin, listening to others' perspectives and comparing these with own experience

discussing how learning Latin impacts on own ways of thinking and viewing the world