Classical Greek

Victorian Curriculum F–10   
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# Introduction

## Rationale

Through accessing and translating Classical Greek texts and engaging with artefacts, students make connections with ancient worlds that have shaped contemporary life and societies. Knowledge of Classical Greek and the ancient Greek world enriches students’ awareness of how an ancient civilisation influences life and thought in the contemporary world.

Classical Greek has been taught in Victoria since the 1800s. Studying Classical Greek enables students to develop their understanding of how language works as a system, enhances their capability to communicate and extends their literacy skills. 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, as well as those already in their background.

The study of Classical Greek exercises students’ intellectual curiosity, strengthens their cognitive, analytical and reflective capabilities, and enhances their creative and critical thinking. 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, 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.

Learning Classical Greek enhances students’ understanding of English due to the influence of Classical Greek on the vocabulary of English. Many English words and especially literary, scientific and technical terms are derived from Greek. 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 that enhances their ability to discuss academic concepts.

Studying Classical Greek 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 contemporary, 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 Greek contributes to students’ development as responsible citizens, locally and globally.

## Aims

The 3 interrelated aims of the Classical Greek curriculum are to develop knowledge, understanding and skills to ensure students:

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

## Structure

Classical Greek has been developed as a Second Language Learner Pathway, which caters for students learning Classical Greek as a second or additional language in Levels 7 to 10.

The Second Language Learner Pathway includes one sequence:

* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

Teachers can use the curriculum to cater for the range of learners by making appropriate adjustments to differentiate learning experiences.

### Strands and sub-strands

Content in Classical Greek is organised under 2 interrelated strands, each with 2 sub‑strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Classical Greek curriculum

| Strand | Engaging with the Ancient Greek World through Texts | Understanding Language and Culture |
| --- | --- | --- |
| Sub-strands | Accessing and responding to  Classical Greek texts  Translating | Understanding systems of language  Understanding the interrelationship  of language and culture |

#### Engaging with the Ancient Greek World through Texts

This strand involves students engaging with the language, culture and history of the ancient Greek world through the interpretation, analysis and translation of Classical Greek texts. There are 2 sub‑strands.

##### Accessing and responding to Classical Greek texts

Engaging with and responding to the ideas and people of the ancient Greek world, through texts that reveal language use and social and cultural practices.

##### Translating

Translating Classical Greek texts into English, comparing and explaining different interpretations of the same text.

#### Understanding Language and Culture

This strand involves students learning to analyse language and culture as resources for understanding meaning. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of Classical Greek, including sound, writing, grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Classical Greek, students progress along a learning continuum. The first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Classical Greek, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Classical Greek

Classical Greek is pitched to second and additional language learners in Years 7 to 10. For most students, it will be their first experience of learning Classical Greek.

### Classical Greek language

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 Sea and Black Sea, including settlements in Spain, France, Sicily, Italy, North Africa and Asia Minor. 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 common language 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, with its seat of power in Constantinople, continued as a Greek-speaking Christian community until it was conquered by the Turks in 1453 CE. After the conquest of Constantinople, 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 a strong resemblance to its Classical ‘mother’ language.

The rich legacy of the ancient Greek world is still evident in today’s world, in contemporary values, customs and beliefs, our laws and the form of our governments, our buildings and our art and literature.

### 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 a historical, social and cultural context. They engage with the history, society and values of ancient Greece as they read, and are encouraged to relate their discoveries to life in the contemporary 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 inflexions 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.

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of synthetic, adapted and/or authentic texts written in Classical Greek.

Synthetic texts are purposely designed texts written in the modern era to assist students with their learning of the language. They provide graduated levels of grammar and vocabulary to cater for the different levels across the curriculum.

Adapted texts are versions of original texts from ancient Greece that have been altered in the modern era to make them more accessible to students. These alterations may include changes in word order, substituting less common vocabulary for more familiar words, and simplification of grammatical structures.

Authentic texts are original texts written in antiquity that have not been modified. Teachers may use extracts from authentic texts as an enrichment activity and to introduce students to the language of the ancient authors.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom.

Teachers are best placed to guide the selection of texts for students. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students move across linguistic and cultural systems, as well as different contexts. This process involves reflection and analysis, as students move between Classical Greek, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Classical Greek and English

Students will engage with Classical Greek texts and use English to translate, reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum

## Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Classical Greek, and this will be influenced by their prior experiences of language learning. Students access texts in Classical Greek and English to explore and understand the ancient Greek world. They interact and collaborate with the teacher and their peers when engaged in activities involving reading and translating simple Classical Greek texts, supported by modelling, scaffolding and feedback. They access synthetic and adapted texts.

Students use their English literacy knowledge of metalanguage to reflect on similarities and differences between Classical Greek and English vocabulary, pronunciation and grammatical structures and features. They comment on the impact of ancient Greek culture on the contemporary world. They recognise that language reflects social and cultural identity, beliefs and values.

### Achievement standard

By the end of Level 8, students use their knowledge of Classical Greek to interpret texts and respond to information about ancient Greek society. They develop strategies to translate Classical Greek texts into English, identifying familiar vocabulary and language structures and features to interpret meaning.

Students apply Classical Greek sound–script relationships and use restored pronunciation when reading simple texts. They demonstrate understanding that Classical Greek has conventions and rules for written texts. They understand that Classical Greek has influenced English vocabulary, and comment on language structures and features, using metalanguage. They demonstrate awareness that language, texts and artefacts from ancient Greece are connected to culture and identity, and explore the relationships between language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Engaging with the Ancient Greek World through Texts

##### Sub-strand: Accessing and responding to Classical Greek texts

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| access and interpret texts to explore the ancient Greek world  VC2LCG8E01 | * using a map of the ancient world to locate places where Greek was spoken in antiquity, and recognising the connection between the spread of language and culture * interpreting textual cues such as titles, headings, images, maps and captions, and identifying familiar people, vocabulary, places and topics to infer meaning, for example, ὁ Λεωνίδας μάχεται ἐν ταῖς Θερμοπύλαις * reading Classical Greek texts and examining artefacts from the Classical Greek period to learn about aspects of daily life in ancient Greece such as the family, daily routines, food, occupations, education, public entertainment and ceremonies * exploring the importance of storytelling in capturing language, heritage and history, and recognising that stories connect societies across time and place * identifying cultural representations such as symbols from different sources and historical accounts, for example, the owl (associated with Athena), trident (Poseidon), olive wreath (Olympic victory), the letter lambda (Spartans) * collating and sharing information, using a secure, teacher-moderated online environment, about topics such as ancient Greek inventions, engineering and infrastructure, for example, the Antikythera mechanism, the Hippodamian urban grid plan, Archimedes’ screw * exploring texts to understand the ancient origins of national values such as democracy, equity and justice, freedom of speech and independent thought * identifying references to ancient Greek mythology and literature in visual and performing arts and literature, from antiquity to the present, and exploring the attitudes of people of ancient Greek society that are revealed in their myths and legends, for example, Heracles’ and Theseus’ attitudes to seeking glory * exploring ancient connections with contemporary society in sport, theatre, schooling, music and architecture * identifying literary influences from the Classical Greek period on popular culture, such as brand names, cartoons and adventure films, for example, Clash of the Titans, Troy, Hercules |
| respond to texts and convey information in Classical Greek or English, as appropriate  VC2LCG8E02 | * listening to and reading texts such as legends, myths or stories about life in the city/country, and responding to questions in Classical Greek or English relating to content and context, or providing a summary of the text * gathering and collating information about important city-states in the ancient Greek world such as Athens, Sparta, Corinth and Thebes, and presenting findings in posters or digital displays, including annotations in English or words and simple phrases in Classical Greek * exploring and discussing references in texts to social structure in Sparta and Athens, including perioikoi, the helots and Athenian metics * researching artefacts such as Greek vases and explaining what they tell us about cultural practices in ancient Greece * comparing details from different sources about where people of the ancient Greek world lived, such as in urban centres or rural settlements, for example, exploring dioramas or drawings with labels in Classical Greek or English, and discussing what they reveal about different lifestyles in the Classical period * reading accounts of historical events, for example, Aeschylus’ eyewitness account of the Battle of Salamis, and presenting the information in a different format such as a news report * discussing how scenes and characters are depicted in texts, for example, through imagery or conversations * reading a text such as a story or a myth and illustrating it with images and simple captions in Classical Greek * presenting short Classical Greek texts orally, such as stories, dialogues, poems or speeches, using strategies to convey tone and emotion * creating a class bank of references in texts to the worship of the Olympian gods and local heroes, the panhellenic festivals of the Olympic and Pythian Games, or the dramatic performances of the Dionysia in Athens, to assess the importance of religion in ancient Greek society |

##### Sub-strand: Translating

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| develop and apply strategies to interpret and translate simple Classical Greek texts to demonstrate understanding in English  VC2LCG8E03 | * developing skills in using print and electronic resources to consider multiple meanings of vocabulary, and locating the appropriate meanings of words within a context * using knowledge of Classical Greek-derived English words to deduce the meaning of Classical Greek texts * considering multiple meanings of vocabulary, for example, using dictionaries and online translation tools and making appropriate selections according to context, such as ἄριστος * using known vocabulary in Classical Greek or English, as well as context, to deduce the meaning of unknown words in Classical Greek texts * applying knowledge of grammar to determine meaning of inflected forms and to recognise, in context, the specific function of words that may have multiple applications, such as subject or object, for example, τὸ δένδρον θάλλει. ὁ γεωργὸς κόπτει τὸ δένδρον * understanding that Classical Greek word order is different from English, and determining appropriate word order in English to retain meaning and emphasis, for example, κελεύει σε ὁ Ζεύς * identifying and discussing effective strategies to create appropriate translations, applying problem-solving skills to resolve difficulties * discussing how words that refer to aspects of ancient Greek culture should be translated, for example, ὁ δῆμος (deme, people, citizen body), ὁ ἀνήρ (man, husband, hero), ὁ ξένος (stranger, guest, foreigner) * exploring the effects of using the variety of English translations for verb tenses, for example, ἰδών (having seen, after seeing, on seeing, seeing) * translating an extract from a text, then comparing and discussing the merits of different translations of the same text with peers and collaboratively editing a final version |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| understand and begin to apply the phonological and orthographic systems of Classical Greek  VC2LCG8U01 | * learning the Greek alphabet in lower and upper case, including final sigma, and matching script to sound, for example, δ – /d/, γ – /g/, θ – /th/ * learning the standard system of transliteration of Greek into English letters, for example, δ – d, χ – ch, αι – ae * recognising the use of the upper case in Classical Greek to distinguish proper nouns * writing simple sentences in Classical Greek to consolidate knowledge of Greek script * recognising and representing diphthongs, double consonants and aspirated consonants, for example, αι, γγ, ψ, ξ, θ, χ, φ * recognising and using diacritical marks to show aspiration and iota subscript, for example, ἡ ὁδός, τῇ ὁδῷ * recognising that punctuation in Classical Greek can be different from English, for example, the use of the semicolon as the question mark in Classical Greek * listening to and reproducing familiar and unfamiliar words and phrases, and reading simple texts in Classical Greek to convey meaning, using restored pronunciation and appropriate phrasing and expression |
| develop knowledge of the vocabulary, structures and features of Classical Greek grammatical systems to understand, translate and respond to simple texts  VC2LCG8U02 | * demonstrating that the definite article, nouns, pronouns and adjectives inflect to show number and case by completing tables, for example, declining ὁ ἡμέτερος πατήρ, τὰ μικρὰ ἄροτρα * identifying the forms and functions of the nominative, vocative, accusative, genitive and dative cases of the definite article, nouns and pronouns by developing charts and mind maps * matching the variable endings of Greek words with their grammatical function in a sentence by completing a table * identifying the 3 declensions of nouns and adjectives, including variants and common irregular forms, by completing a quiz, for example, ἡ ναῦς, πολύς/πολλή/πολύ * recognising agreement between adjectives and nouns in number, gender and case by highlighting the appropriate parts of words, for example, ἡ μακρὰ ὁδός, τοῦ ἀληθοῦς λόγου * using metalanguage to describe structures and features of Classical Greek grammatical systems, for example, parsing words or phrases within a sentence * using the present imperative to give instructions or directions, for example, σπεῦδε * recognising -ω verbs and contract verbs -εω, -αω in the present and future tenses and the active and middle voices, for example, λύω/λύομαι, φιλῶ/φιλοῦμαι, τιμῶ/τιμῶμαι * using the irregular verb ‘to be’ in the present, future and imperfect tenses, for example, εἰμί/ἔσομαι/ἦν * recognising the use of common prefixes to form compound words (e.g. ἐκβαίνω, εἰσβαίνω), when reading, translating or responding to simple texts * recognising the comparative and superlative degrees of regular adjectives and adverbs, for example, ἀνδρεῖος, ἀνδρειότερος, ἀνδρειότατος and ἀληθῶς/ἀληθέστερον/ἀληθέστατα * identifying cardinal numbers εἷς/μία/ἕν to χίλοι/αι/α and μύριοι/αι/α, and ordinal numbers πρῶτος/η/ον to χιλιοστός, μυριοστός * identifying the forms and application of personal, interrogative, indefinite, demonstrative and relative pronouns by completing fill-the-gap activities, for example, ἐγώ/σύ, ἡμεῖς/ὑμεῖς, τίς/τί, τις/τι, οὗτος/αὕτη/τοῦτο, ὅς/ἥ/ὅ * recognising prepositional phrases using the accusative, genitive and dative cases, for example, πρὸς τὴν πόλιν, πρὸς τῶν θεῶν, πρὸς τῇ νηί * using methods to build knowledge of vocabulary, for example, using online tools to develop lists of unfamiliar words, using mnemonics |
| compare Classical Greek vocabulary and language structures and features with English, using metalanguage  VC2LCG8U03 | * recognising how word order may be different in Classical Greek and English, such as the use of the attributive and predicative position of the adjective to vary meaning, for example, ἡ καλὴ κόρη and καλὴ ἡ κόρη * understanding that one Classical Greek word may correspond to several different English words, and selecting the most appropriate meaning of a word in its context * using terms relating to parts of speech to compare basic sentence structures in Classical Greek and English * developing strategies for vocabulary building by applying knowledge of roots and derivatives, for example, ἄγγελος (angel, archangel, evangelist), περί (periscope, perimeter, periphery), μόνος/η/ον (monotony, monologue, monopoly) * building vocabulary by recognising Classical Greek words commonly used in English, for example, ‘analysis’, ‘aroma’, ‘drama’, ‘eureka’, ‘hoi polloi’, ‘hyperbole’, ‘idea’, ‘synthesis’ * identifying and using Classical Greek derivatives to expand their own English vocabulary, for example, ‘antithesis’, ‘cynic’, ‘sceptic’ * identifying and collecting word families in which the same Classical Greek root is used with different prefixes or suffixes, for example, ’biography’ and ‘calligraphy’, ‘biology’ and ‘technology’, ‘analysis’ and ‘paralysis’, ‘Palaeolithic’ and ‘palaeontology’ |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language, texts and artefacts provide insights into culture and identity  VC2LCG8U04 | * recognising that Greek has been spoken in various forms uninterruptedly from the 3rd millennium BCE to the present day and it has been documented in writing since about 1450 BCE * recognising that the Greek language reflects the cultures of Greek-speaking peoples not only from the Greek mainland but also from Greek colonies across the Mediterranean Sea and Black Sea * recognising that ancient Greece encompassed regional and ethnic diversity, and considering how cultural diversity has continued to be an integral feature of society since ancient times * investigating how the Classical Greek language was the medium through which innovative Greek ideas were spread in the areas of science, medicine, mathematics, historiography, geography and philosophy * considering Aboriginal and Torres Strait Islander stories and/or artefacts such as instruments, jewellery, music, art, painting and dance, recognising how they provide insights into beliefs, cultural practices and social values, and making connections with those of ancient Greece * identifying connections between language and significant cultural attitudes, for example, the concept of μῦθος, πανήγυρις * exploring the colloquial language that people of ancient Greece used for greetings or answering questions about daily life, for example, χαῖρε/χαίρετε, πῶς ἔχεις/ἔχετε; τὶ ἔστιν; * considering how learning about the ancient world through texts offers insights into different ways of representing experience * reflecting and reporting on how learning Classical Greek gives insights into the relationship between language and culture in general, and how their own way of thinking about language, culture and identity may change through the experience |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Classical Greek learning builds on each student’s prior learning and experiences. Students access and translate more complex Classical Greek texts into English to interpret and analyse the society and culture of ancient Greece. They communicate their ideas and opinions about the ancient world. They continue to receive guidance, modelling, feedback and support from the teacher and their peers. They use synthetic and adapted Classical Greek texts and a range of resources, which may include extracts from authentic literature, textbooks, video clips and artefacts.

Students use metalanguage to analyse structures and features of Classical Greek and explain their influence on English. They evaluate the impact of ancient Greek culture on the contemporary world. They reflect on how language and social and cultural identity can shape behaviours, beliefs and values.

### Achievement standard

By the end of Level 10, students use their knowledge of Classical Greek to interpret and analyse information from texts about ancient Greek society and culture. They apply strategies to translate and interpret more complex Classical Greek texts into English and demonstrate understanding of how language conveys cultural meaning.

Students apply Classical Greek sound–script relationships and use restored pronunciation when reading familiar and unfamiliar texts. They select and apply appropriate vocabulary, grammatical conventions and rules when translating and responding to Classical Greek texts. They explain how Classical Greek has influenced English vocabulary and analyse language structures and features, using metalanguage. They demonstrate understanding that language, texts and artefacts from ancient Greece are connected to culture and identity, and reflect on the interrelationship of language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Engaging with the Ancient Greek World through Texts

##### Sub-strand: Accessing and responding to Classical Greek texts

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret texts to analyse the society and culture of the ancient Greek world  VC2LCG10E01 | * interpreting Classical Greek texts using vocabulary, grammar and textual cues to engage with the ancient Greek world * evaluating information about famous centres of Greek learning and culture, such as Athens and Syracuse * investigating the importance of storytelling in capturing language, heritage and history, and discussing how stories connect societies across time and place * examining how cultural attitudes are conveyed in Classical Greek texts, such as attitudes to enslaved people or women, social classes, political freedom, legal rights and obligations of citizens * researching architectural remains of ancient Greece through the study of an archaeological site and discussing what they reveal about the values and attitudes of people in ancient Greek society * exploring Classical Greek inscriptions to obtain information about ancient Greek society, for example, inscriptions on vases, funerary stelae, ostraka * investigating ancient practices in engineering, medicine and science that are still relevant in the contemporary world, such as the theories of Hippocrates, Democritus, Pythagoras, Archimedes, Eratosthenes and Aristarchus * researching references in Classical Greek texts to historical or mythological characters, such as Themistocles or Achilles, to examine how they represent the beliefs, values and attitudes of the time * reading information about the rise of drama in ancient Greece and its importance to ancient Athenian society * researching the influence of leading Greek intellectuals such as Socrates, Plato and Aristotle on modern Western philosophy |
| respond to texts in Classical Greek or English as appropriate and discuss ideas about ancient Greek society  VC2LCG10E02 | * reading texts in Classical Greek and responding to questions in Classical Greek or English to demonstrate understanding of content, context and purpose * comparing social issues such as class, the role of women and civil rights in the ancient Greek and contemporary worlds * researching inscriptions or graffiti and analysing what they reveal about the society of the time * reading about events that have taken place in Athens and creating a virtual tour of the Agora or the Acropolis of Athens, adding written or oral text in English or simple sentences in Classical Greek * gathering and collating information about ancient Greek art, including sculpture, jewellery and painting, and producing an online exhibition catalogue * reading a text and analysing characters and themes * 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 a character such as Croesus in The Histories by Herodotus or Dicaeopolis in The Acharnians by Aristophanes, and composing an imaginative text or performing a role-play from that character’s point of view |

##### Sub-strand: Translating

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply strategies to interpret and translate more complex Classical Greek texts to convey meaning in English  VC2LCG10E03 | * using print and online Classical Greek and English dictionaries and thesauruses to consider a variety of meanings and synonyms, and to investigate how vocabulary choices in Classical Greek and English can express shades of meaning, for example, ὑπεροράω (look down on, overlook, despise) * identifying the meanings of new words by drawing on prior knowledge, derivatives, patterns of word formation and connections with familiar words, for example, σαρκοφάγος, κακοδαίμων, προσβάλλω/καταβάλλω/ἐκβάλλω, πόλις/πολίτης/πολιτικός/πολιτεία * providing the precise meaning of grammatical forms such as tenses or prepositions with different cases when translating texts into English, for example, ἐλάμβανον/ἔλαβον, μετα + accusative, μετα + genitive * conveying the meaning of idiomatic expressions and culture-specific vocabulary, and conveying shades of meaning, distinguishing between the different connotations of a word in a particular context, for example, δίκη, ἀρετή, ἔρρʼ ἐς κόρακας, τύραννος, τυραννίς, τυραννικόν * recognising creative variations in Classical Greek word order to focus on action or to create suspense by delaying a key word, phrase or clause, and adjusting the word order of the English translation to reflect this * evaluating the effectiveness of translations, using criteria such as word choice, grammatical accuracy, fluency, coherence, clarity and idiomatic expression * analysing complex sentence structures (e.g. subordinate clauses) to provide appropriate and coherent English equivalents * constructing and editing translations collaboratively with peers, justifying the selection of specific words and phrases * recreating mood, tone and emphasis of the original text in English translations by selecting appropriate vocabulary, and comparing and contrasting potential choices, for example, τύχη (chance, luck, fortune) and συμφορά (event, circumstance, mishap, misfortune) * 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 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply the phonological and orthographic systems of Classical Greek in a range of contexts  VC2LCG10U01 | * applying knowledge of sound and spelling changes, for example, when stops β/π/φ, τ/δ/θ/ζ, κ/γ/χ are followed by sigma, as in σπεύδω/ἔσπευσα, πέμπω/ἔπεμψα, διώκω/ἐδίωξα * recognising that iota subscript is given in the upper case when reading Classical Greek inscriptions * recognising the component parts of compound words that involve the transfer of aspirates, for example, κατά + ἵστημι = καθίστημι * applying knowledge of non-Attic versions of common words, for example, θάλασσα (θάλαττα), πονέω (πονῶ), ἐς (εἰς), μάτηρ (μήτηρ) * applying knowledge of diacritical marks for accentuation in order 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 * understanding the function of crasis and elision when reading aloud, for example, κἀγαθοί = καὶ ἀγαθοί, τἄλλα = τὰ ἄλλα * reciting or presenting extracts from Classical Greek texts, using expression to convey meaning, tone and emphasis, for example, excerpts from the Iliad by Homer, Antigone by Sophocles, Medea by Euripides or The Odes of Pindar |
| select and use vocabulary, grammatical structures and linguistic features of Classical Greek to interpret, translate and respond to more complex texts  VC2LCG10U02 | * applying expanded knowledge of vocabulary, grammar and problem-solving skills to translate compound sentences and complex sentences with nested clauses by completing fill-the-gap activities in extracts * using a dictionary to explore how vocabulary selections in Classical Greek and English convey subtle differences in meaning * applying knowledge of -ω, contract and -μι verbs in all tenses, active, middle and passive voices, indicative and imperative moods and infinitive forms, by developing charts and mind maps * consolidating knowledge of a new linguistic feature by manipulating sentences, for example, changing a sentence from the active to the passive voice * identifying and parsing different forms of common irregular verbs, for example, oἶδα, ἒοικα * demonstrating a broader understanding of moods, including the subjunctive and optative, by developing charts and mind maps * demonstrating an understanding of the genitive absolute and the accusative absolute by translating Classical Greek sentences into English to convey appropriate meaning, for example, ἡμέρας γενομένης, ἔδοξεν ταῖς κόραις πρὸς τὸν κρήνην βαίνειν and δέον τὴν πόλιν ἀμύνεσθαι, οἱ ἄνδρες τὰ ὅπλα ἔφερον * developing a broader understanding of clauses, including fearing, conditional and indefinite clauses * understanding the structure and use of indirect statements with ὅτι, the infinitive or the participle * distinguishing between the simple and articular infinitives and recognising the use of the articular infinitive, for example, ἀγαθὸς εἰς τὸ λέγειν τε καὶ πράττειν * identifying verbs that take supplementary participles by completing tables, for example, ἔτυχον παροῦσαι αἱ γυναῖκες/οἱ Ἀθηναῖοι ἐφαίνοντο οὐ βουλόμενοι ἀγορεύειν * applying knowledge of the comparative and superlative degrees of common irregular adjectives, for example, ἀγαθός/ἀμείνων/ἄριστος, ἀγαθός/βελτίων/βέλτιστος, ἀγαθός/κρείττων/κράτιστος * applying knowledge of a wider range of indefinite pronouns and adjectives * identifying the verbal adjective in -τέος, for example, οὐ λεκτέοι εἰσὶν οἱ λόγοι * evaluating the merits of specific word choices in different translations of the same text, presenting and justifying opinions |
| explain how Classical Greek vocabulary, structures and features extend understanding of English, using metalanguage  VC2LCG10U03 | * investigating and explaining the effect of word order in Classical Greek and English in producing emphasis and tone, for example, indignation, anger or suspense * 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 * identifying Classical Greek roots in English scientific, technical, legal and academic terminology, for example, ‘pathogen’, ‘symmetry’, ‘geology’, ‘metropolis’, ‘gigabyte’, ‘nanotechnology’ * applying knowledge of Classical Greek to understand the formation of English words, for example, ‘criterion’/‘criteria’, ‘macro-economics’ * recognising terms in English that are hybrids of Classical Greek and Latin, for example, ‘metalanguage’, ‘quantum physics’, ‘teleconference’ * recognising the influence of Classical Greek literary genres, such as epic, tragedy, comedy, epigram, ode, history and myth, on English literature * analysing language features in Classical Greek and English that are used to influence the intended audience, such as imagery and rhetorical devices |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| reflect on and explain how language, texts and artefacts provide understanding of culture and identity  VC2LCG10U04 | * discussing the spread of Classical Greek influence across the Mediterranean Sea and Black Sea, including the use of Classical Greek as the common language for government, trade, commerce, education and law * explaining why Classical Greek was the form of the language used by significant authors of ancient Greece, such as Thucydides, Sophocles, Plato and Lysias, in texts in which they expressed the attitudes, beliefs and values of the time * understanding how language and cultural practices are interconnected, for example, explaining religious or political connotations associated with words such as ἡρῷον, μυστήρια, βουλή, δημαγωγός * analysing Aboriginal and Torres Strait Islander stories and/or artefacts such as instruments, jewellery, music, art, painting and dance, discussing how they provide an understanding of beliefs, cultural practices and social values, and making connections with those of ancient Greece * reflecting on how written Classical Greek texts preserve and convey knowledge, and how story, song and place preserve and convey knowledge in Aboriginal and Torres Strait Islander cultures * discussing how the values, attitudes and practices of people living in ancient Greek societies reflect their identity, and whether they are similar to or different from their own * investigating how the study of ancient texts, language and artefacts can help them to examine and interpret their own world, and analyse their own and others’ assumptions about family and civic responsibilities, traditions, values and attitudes * exploring the identity and loyalty of people of ancient Greece as members of separate city-states and relating this to their own identity as a member of a local community or a state/territory/nation * considering how cultural diversity has continued to be an integral feature of society since ancient times * 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 |