Classical Greek

Victorian Certificate of Education **Study Design**

Contents

IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied is Classical Greek, the Attic/Ionic language written and spoken in the fifth and fourth centuries BC.

RATIONALE

The study of Classical Greek is a key to the literature, history and culture of the Greek world. Students learn to interpret passages from surviving literature, working from the original texts and engaging in historical and sociological enquiry in order to acquire a knowledge and appreciation of ancient life and culture.

Students study the works of several Classical Greek writers in genres such as comedy, tragedy, history, rhetoric and philosophical discourse.

The study of Classical Greek improves English communication skills, and develops a keener sense of the rational thinking inherent in much Classical Greek writing.

AIMS

This study is designed to enable students to:
- understand Classical Greek texts;
- understand how Classical Greek works at the level of grammar and syntax;
- make connections between Classical Greek and English or other languages;
- identify stylistic conventions of Classical Greek texts and understand their literary effects;
- understand the ideas underlying Classical Greek texts and their relationship to social, cultural, historical and religious context;
- develop general cognitive, analytical and learning skills.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Classical Greek is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Classical Greek to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Classical Greek the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Classical Greek are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Units 1–4: Common areas of study

The areas of study for Classical Greek comprise grammar, vocabulary and seen texts. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The vocabulary, seen texts and grammar, as common areas of study, add a further layer of definition to the knowledge and skills required for successful achievement of outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Accidence

Nouns	declensions 1, 2, 3, irregulars (e.g. ναῦς, Ζεῦς), contracted (e.g. νοῦς)
Adjectives	definite article, descriptives (all degrees), possessive, demonstrative, interrogative, indefinite, cardinal, ordinal
Pronouns	personal, reflexive, relative, emphatic, interrogative, indefinite, reciprocal ἀλλήλους
Verbs	-ω/contracted, -μι conjugations: all tenses, voices, moods, infinitives, participles, verbal adjectives in -τέος
Adverbs	all degrees
Prepositions	governing accusative, genitive and dative case
Conjunctions	coordinating and subordinating
Particles	individual and combined forms

Syntax

Case Usage	
Nominative	subject, complement, neuter plural subjects

Vocative	direct address
Accusative	direct object, adverbial, cognate, of respect, duration of time, extent of space, of result, of motion towards, absolute, in oaths and exclamations, double accusative verbs
Genitive	possessive, after certain adjectives/verbs, partitive, time within which, appositional, of quality, of material, of measure, of value, of cause, of source, of comparison, of separation, absolute, subjective/objective
Dative	indirect object, after certain adjectives/verbs/nouns, of interest, of respect, of instrument, of accompaniment, of time when, of degree of difference, possessive, locative dative
All cases	apposition
Verbs	tense, voice, mood; distinction between aspects in the indicative and other moods
Clauses	
Independent	direct questions, wishes, polite request, potential optative, hortative subjunctive, deliberative subjunctive, direct command, impersonal constructions, indefinite constructions, uses of verbal adjectives in -τέος, uses of ἄν, uses of οὐ and μή
Subordinate	temporal, causal, concessive, conditional, comparative, proviso (ἐφ' ᾧ / ᾧτε), purpose, relative, indirect statement, indirect question, fearing, result, correlative, in indirect speech, indefinite constructions, πρίν / ἕως constructions, uses of ἄν, uses of οὐ and μή, ὅπως and ὡς and future indicative.
Phrases	
Participles	conditional, concessive (καίπερ), temporal, causal, relative, purpose, comparative, indirect statement, supplementary (e.g. φαίνομαι and participle)
The article	attributive and predicative usage, articular infinitive, article and participle/ adjective/adverb, article and prepositional phrase
Prepositions	governing accusative, genitive, dative
Adjectives	agreement, predicative use, attributive use, uses of αὐτός
Particles	connecting, qualifying and adding 'colour'

VOCABULARY

While there is no prescribed vocabulary list, it is expected that students will be familiar with the range of vocabulary presented in their Classical Greek reading.

SEEN TEXTS

In Units 1 and 2, teachers will select works for study as seen texts. Works selected should allow for the study of both prose and verse. Suitable texts are included in the Advice for Teachers section.

In Units 3 and 4, works selected for study as seen texts must include:

For 2005: Lysias, *Selections* (speeches XII 1–47; 79–100; XXII for translation) and Sophocles, *Oedipus Rex* (lines 58–150; 300–462; 698–862; 911–1085; 1110–1185; 1416–1530 for translation).

It is expected that the remainder of the texts will be read in English translation.

For 2006: Thucydides, *IV* and Sophocles, *Oedipus Rex*

For 2007: Thucydides, *IV* and Euripides, *Electra*

For 2008: Plato, *Apology* and Euripides, *Electra*

The texts for 2009 and 2010 and lines for translation 2006–2010 will be specified in the assessment handbook published by the VCAA.

It is expected that students will read the remainder of the prescribed seen texts allocated for a particular year in English translation.

Unit 1

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to comprehend the content of a seen passage of Classical Greek text.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
- utilise lexical and other assistance;
- recognise inflections and grammatical constructions;
- provide English equivalents of words and expressions in Classical Greek within a given context;
- identify the gist of a passage.

Outcome 2
On completion of this unit the student should be able to parse words in a seen passage of Classical Greek text.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
- identify the parts of speech;
- identify the form of specified words;
- identify the function of specified words;
- apply the principles of parsing.

Outcome 3

On completion of this unit the student should be able to memorise and recall Classical Greek paradigms.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to

• classify words into paradigm groups;
• memorise inflection patterns;
• memorise irregular forms.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of three tasks should be selected from those listed below.

Outcome 1:
Summarise the content of a seen passage of Classical Greek text.

Outcome 2:
Parse specified words in a seen passage of Classical Greek text.

Outcome 3:
Demonstrate recall of Classical Greek paradigms in class tests.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of four outcomes.

Outcome 1

On completion of this unit the student should be able to comprehend the content of an unseen passage of Classical Greek text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

* utilise lexical assistance and textual clues;
* recognise inflections and grammatical constructions;
* establish the meaning of words and expressions within a passage;
* identify the main points in a passage.

Outcome 2

On completion of this unit the student should be able to memorise and recall Classical Greek vocabulary and associated grammatical rules.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

* memorise English equivalents of Classical Greek words;
* memorise Classical Greek equivalents of English words;
* understand grammatical rules associated with particular words.

Outcome 3

On completion of this unit the student should be able to identify and evaluate aspects of language use and literary technique in a seen passage of Classical Greek text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and explain the language used in a text;
- identify literary techniques appropriate to the genre;
- evaluate the effectiveness of the literary devices used by the author.

Outcome 4

On completion of this unit the student should be able to demonstrate an understanding of relevant historical events using the medium of Classical Greek.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

- research relevant information;
- understand major aspects of a particular period in Classical Greek history;
- identify key historical events within an historical period;
- use Classical Greek language in new contexts.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2, 3 and 4 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit all four outcomes are addressed.

A total of four tasks should be selected from those listed below.

Outcome 1:

Respond to specific questions on the content of an unseen passage of Classical Greek text.

Outcome 2:

Demonstrate recall of Classical Greek vocabulary and associated grammatical rules by completing tasks under supervision.

Outcome 3:

Respond to questions on language use and literary technique in a seen passage of Classical Greek text.

Outcome 4:

Demonstrate an understanding of relevant historical events through production of original text in Classical Greek.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to translate passages of Classical Greek text into English.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify main and subordinate clauses;
- identify subjects, verbs and objects within each clause;
- identify the functions of remaining words and phrases;
- establish the meaning of individual elements;
- choose appropriate English expressions to convey the overall meaning.

Outcome 2

On completion of this unit the student should be able to analyse the grammar of a seen passage of Classical Greek text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify the accidence of words in a passage;
- determine the lexical form of inflected words;
- explain rules of syntax;
- change the form of specified words;
- recast specified phrases and clauses.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Translate passages of Classical Greek text into English.	35	Translate into English one seen passage of approximately 130–150 words of Classical Greek text, **and** one unseen passage of approximately 90–110 words of Classical Greek text.
Outcome 2 Analyse the grammar of a seen passage of Classical Greek text.	15	Respond to questions on the grammar of a seen passage of approximately 50–60 lines from a Classical Greek text.
Total marks	**50**	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–14 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to interpret a seen passage of Classical Greek text, in terms of the author's purpose and technique.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

* understand different levels of meaning in a Classical Greek text;
* identify literary techniques appropriate to the genre;
* appreciate elements of the author's style;
* evaluate the effectiveness of the writing for the author's purpose.

Outcome 2

On completion of this unit the student should be able to understand the cultural and/or historical context of a seen passage of Classical Greek text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to

* identify terms of cultural and/or historical significance within the text;
* utilise exegetical and other assistance to elicit background information;
* explain relevant features of the cultural and/or historical background.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Interpret a seen passage of Classical Greek text, in terms of the author's purpose and technique.	25	Write a 700–800 word essay examining the author's purpose and technique in a passage of Classical Greek text of approximately 50 lines.
Outcome 2 Understand the cultural and/or historical context of a seen passage of Classical Greek text.	25	Respond to questions related to the cultural and/or historical context of a passage of approximately 50–60 lines of Classical Greek text.
Total marks	**50**	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination (3 hours, plus 5 minutes reading time)

English–Classical Greek and Classical Greek–English dictionaries are permitted in the VCE.

Section 1: Prescribed seen text – prose
Purpose

Section 1 is designed primarily to assess the student's understanding and analysis of the prose text prescribed for study.

The student will:

• translate into English
• comment on aspects of the text.

Specifications

In this section there will be three questions:

Question 1 (20 marks): The student will translate into English two extracts from the prescribed text.

Question 2 (10 marks): One extract from the prescribed text will be given, with 3–5 short-answer questions based upon it. The student will identify, explain and/or analyse some of the following: context, literary features, historical and cultural references. The marks allocated to each question will give some indication of the length of response required.

Question 3 (10 marks): Two questions on different aspects of the prescribed text will be set for extended response. These questions may be based on an extract from the prescribed text and may call for comment upon the text as a whole. The student will choose one of these questions and write an essay two or three pages in length.

Section 2: Prescribed seen text – verse
Purpose

Section 2 is designed primarily to assess the student's understanding and analysis of the verse text prescribed for study.

The student will:

• translate into English
• comment on aspects of the text.

Specifications

In this section there will be three questions:

Question 4 (20 marks): The student will translate into English two extracts from the prescribed text.

Question 5 (10 marks): One extract from the prescribed text will be given, with 3–5 short-answer questions based upon it. The student will identify, explain and/or analyse some of the following: context, literary features, historical and cultural references. The marks allocated to each question will give some indication of the length of response required.

Question 6 (10 marks): Two questions on different aspects of the prescribed text will be set for extended response. These questions may be based on an extract from the prescribed text and may call for comment upon the text as a whole. The student will choose one of these questions and write an essay two or three pages in length.

Section 3: Unseen texts

Purpose

Section 3 is designed primarily to assess the student's understanding of unseen extracts of original text taken from the authors of the works prescribed for study.

Specifications

Two passages, one prose and one verse, from unseen texts will be given. The student will translate both passages into English. A mark allocation for each passage will be indicated.

Each passage will have a title in English and will be introduced by an English translation of a portion of the text immediately preceding the passage. Some vocabulary will be provided.

Summary of examination specifications

Section	Specification	Marks
Section 1: Prescribed seen text – prose	Translation of two extracts	20
	Commentary on one extract	10
	Essay	10
Section 2: Prescribed seen text – verse	Translation of two extracts	20
	Commentary on one extract	10
	Essay	10
Section 3: Unseen texts	Translation of one prose and one verse extract	20

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (3 tasks)	Outcomes	Unit 2 (4 tasks)
1 Comprehend the content of a seen passage of Classical Greek text.	Summarise the content of a seen passage of Classical Greek text.	1 Comprehend the content of an unseen passage of Classical Greek text.	Respond to specific questions on the content of an unseen passage of Classical Greek text.
2 Parse words in a seen passage of Classical Greek text.	Parse specified words in a seen passage of Classical Greek text.	2 Memorise and recall Classical Greek vocabulary and associated grammatical rules.	Demonstrate recall of Classical Greek vocabulary and associated grammatical rules by completing tasks under supervision.
3 Memorise and recall Classical Greek paradigms.	Demonstrate recall of Classical Greek paradigms in class tests.	3 Identify and evaluate aspects of language use and literary technique in a seen passage of Classical Greek text.	Respond to questions on language use and literary technique in a seen passage of Classical Greek text.
		4 Demonstrate an understanding of relevant historical events using the medium of Classical Greek.	Demonstrate an understanding of relevant historical events through production of original text in Classical Greek.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (2 tasks)
1 Translate passages of Classical Greek text into English.	Translate into English one seen passage of approximately 130–150 words of Classical Greek text. **and** one unseen passage of approximately 90–110 words of Classical Greek text.	1 Interpret a seen passage of Classical Greek text, in terms of the author's purpose and technique.	Write a 700–800 word essay examining the author's purpose and technique in a passage of Classical Greek text of approximately 50 lines.
2 Analyse the grammar of a seen passage of Classical Greek text.	Respond to questions on the grammar of a seen passage of approximately 50–60 lines from a Classical Greek text.	2 Understand the cultural and/or historical context of a seen passage of Classical Greek text.	Respond to questions related to the cultural and/or historical context of a passage of approximately 50–60 lines of Classical Greek text.

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examination	%
Unit 3			
Translate into English one seen passage of approximately 130–150 words **and** one unseen passage of approximately 90–110 words of Classical Greek text.	17.5		
Respond to questions on the grammar of a seen passage of approximately 50–60 lines from a Classical Greek text.	7.5		
Unit 4		**Written examination**	
Write a 700–800 word essay examining the author's purpose and technique in a passage of Classical Greek text of approximately 50 lines.	12.5	Section 1 Prescribed seen text – prose	20
Respond to questions related to the cultural and/or historical context of a passage of approximately 50–60 lines of Classical Greek text.	12.5	Section 2 Prescribed seen text – verse	20
		Section 3 Unseen texts	10

Overall contribution of school-assessed coursework and end-of-year examination	%
Comprehension of Classical Greek text	47.5
Analysis and interpretation of seen texts	22.5
Linguistic and contextual commentary on seen texts	30

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Texts can serve as effective organisational focuses for activities, as can a set of particular grammatical structures, or an area of vocabulary.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Classical Greek, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

*   on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
*   online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
*   email discussion groups or supervised chat rooms with targeted groups of young people;
*   commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
*   video conferencing with students from other schools where the language is taught.

Students can develop their own:

*   vocabulary database;
*   word-processing skills in the language.

Information gathering

Students can use the Internet to research:

*   statistics on a specific topic;
*   biographical data relating to famous historical figures;
*   features of legends, common characters and themes, terminology and special language used;
*   users of the language in Australia and other countries, their life, role and contribution to society;
*   materials in and about the language;
*   online dictionaries.

Students can also:

*   check spelling and grammar for written tasks.

Presentation applications

Students can use information and communications technology to:

*   create animations, multimedia, PowerPoint and web page presentations;
*   use a data projector, digital video, digital camera and desktop publishing package;
*   download visuals, design computer-generated visuals;
*   record audio tracks, download audio materials to complement presentations;
*   take notes in class or word process in the language;
*   use communication media such as email, fax;
*   email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Analysis of context of texts	Communication, problem solving, use of information and communications technology
Composition	Communication, learning, planning and organising, problem solving, self-management, initiative and enterprise
Interpretation of language and literary technique of texts	Communication, problem solving, use of information and communications technology
Memorisation tasks	Communication, self management, planning and organising
Summary and translation	Communication, teamwork, self management

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

Focus	*Examples of learning activities*
Content comprehension (seen text)	utilise text notes and other linguistic assistance provided to preview grammar and vocabulary featured in extracts of the Greek text
Text	demonstrate understanding of the Classical Greek text by translating, summarising, responding to questions, as directed
Plato *Crito*	
Grammar	identify examples of the perfect and the pluperfect tenses in extracts from the set text translated in class and discuss
Perfect and pluperfect tenses	
Verbal adjectives	read a short extract from a seen text and construct an accurate translation from a jumbled sentence by sentence translation in English
Articular infinitive	
Indefinite clauses	
Potential clauses	re-read a previously read passage of Classical Greek with fluency and respond to a series of content questions
	compose sentences related to the theme/s presented in the seen text, which exemplify the use of articular infinitives and verbal adjectives
	reconstruct an extract from a story or text by reorganising the sentences provided into a coherent passage
	translate a brief seen passage with attention to accuracy

Example assessment task

Outcome 1: Comprehend the content of a seen passage of Classical Greek text.

Assessment task: Summarise the content of a seen passage of Classical Greek text.

Details of the task: Summarise in English the content of a seen passage in Classical Greek of approximately 40–50 lines selected from the texts studied in class.

Unit 1

Focus	***Examples of learning activities***
Grammar analysis	utilise text notes and other grammatical assistance provided to preview grammar featured in extracts of the text
Text	review accidence and syntax previously encountered
Lysias *On the Murder of Eratosthenes*	add new grammatical information to language database
Grammar	consolidate knowledge and understanding of new accidence and syntax by completing exercises from a textbook and/or associated website
Indirect statement	analyse accidence and syntax of the Classical Greek text by applying the principles of parsing to specified words
Indirect question	
Purpose clauses	
Clauses of fearing	
Conditional clauses	listen to a text extract read aloud in Classical Greek and follow the text; convert the direct statements and questions into indirect speech
	given an extract from a seen text, locate and explain specified grammatical structures
	compose a series of sentences or a short story featuring purpose clauses, clauses of fearing and conditional clauses
	extension: rehearse and deliver an oral reading of an extract from the set text studied in class; present to the class for comment and constructive advice on presentation

Example assessment task

Outcome 2: Parse words in a seen passage of Classical Greek text.

Assessment task: Parse specified words in a seen passage of Classical Greek text.

Details of the task: Complete a worksheet specifying words to be parsed from a Classical Greek text of approximately 40–50 lines previously studied in class.

Unit 1

Focus	***Examples of learning activities***
Grammar recall	utilise text notes and other grammatical assistance provided to preview grammar featured in the Classical Greek text
Text	add new paradigms to language database, and commit to memory
Plato *Crito* and Lysias *On the Murder of Eratosthenes*	consolidate knowledge and understanding of new paradigms by completing exercises from a textbook and/or associated website
Grammar	identify the accidence of specified words in the Classical Greek text
The perfect and pluperfect tenses of regular -ω and -μι verbs All subjunctive forms of regular -ω and -μι verbs All optative forms of regular -ω and -μι verbs The subjunctive and optative forms of selected irregular verbs	prepare an extract from a passage of Classical Greek text to be read to the class (see task below)
	listen to extracts from a passage of Classical Greek text read to the class by other students; each student is allocated a specific verb form to identify in the text
	select indicative verb forms from a passage of seen text and convert into the equivalent subjunctive and optative forms
	compose a paradigm test for other class members

Example assessment task

Outcome 3: Memorise and recall Classical Greek paradigms.

Assessment task: Demonstrate recall of Classical Greek paradigms in class tests.

Details of the task: In a series of four class tests conducted over a period of time and implemented under supervision, demonstrate recall of the range of relevant paradigms studied in class.

Unit 2

Focus	***Examples of learning activities***
Content comprehension (unseen text)	develop lexical skills by completing dictionary familiarisation exercises
Text	review vocabulary and grammar in language database
M. Hiner *Greek Comprehensions for Schools* 1–25	practise reading for comprehension by responding to questions on the content of unseen passages of Classical Greek text
Grammar	add new vocabulary, paradigms and rules to language database, and commit to memory
Review of all accidence and syntax previously encountered	create a worksheet for other members of the class designed to review the subjunctive and optative moods
	take turns to describe a scene or series of pictures using a range of constructions employing the indicative mood
	listen to a passage read in Classical Greek and identify the verbs in the subjunctive and optative forms; write a brief explanation for each on their use in context
	read a short extract from an unseen passage and construct an accurate translation from a jumbled sentence by sentence translation in English

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Example assessment task

Outcome 1: Comprehend the content of an unseen passage of Classical Greek text.

Assessment task: Respond to specific questions on the content of an unseen passage of Classical Greek text.

Details of the task: Read a passage of unseen Classical Greek text of approximately 80–100 words and answer questions on the content.

Unit 2

Focus	***Examples of learning activities***
Vocabulary	add set vocabulary, and associated grammatical rules, to language database, and commit to memory
Text	review accidence of nouns and adjectives of the three declensions
M Campbell *Classical Greek Prose A Basic Vocabulary* 1–735	consolidate knowledge and understanding of set vocabulary, and associated grammatical rules, by completing exercises from a textbook and/or associated website
Grammar	demonstrate understanding of set vocabulary, and associated grammatical rules, by reading extracts of Classical Greek text
Accidence of nouns and adjectives of the three declensions	choose an area where Classical Greek can be found today (e.g. science, politics, philosophy, literature) and demonstrate its use by annotating a specific example
Syntax associated with the nouns and adjectives set for learning	play bingo in class to revise vocabulary
	compose a vocabulary quiz for other members of the class
	conduct a spelling bee using Classical Greek vocabulary specified for the task
	complete crosswords and other word puzzles

Example assessment task

Outcome 2: Memorise and recall Classical Greek vocabulary and associated grammatical rules.

Assessment task: Demonstrate recall of Classical Greek vocabulary and associated grammatical rules by completing tasks under supervision.

Details of the task: In a series of six class tests conducted over a period of time and implemented under supervision, demonstrate recall of the range of relevant vocabulary and associated grammatical rules studied in class.

Unit 2

Focus	*Examples of learning activities*
Literary technique	demonstrate understanding of extracts of the Classical Greek text by translating, summarising, responding to questions, as directed
Text	
Demosthenes *Third Philippic*	utilise text notes and other material provided to identify characteristics of language use and literary technique featured in the Classical Greek text
Grammar	
Uses of αν	compile a catalogue of language use and literary devices featured in the Classical Greek text
Deliberative questions	
Exhortations	
Commands/prohibitions	respond in writing to questions on language use and literary technique, as directed
Wishes	
Clauses of precaution	
	adopting the persona of a parliamentary reporter; write a newspaper report summarising the content of Demosthenes' speech against Philip, evaluating his arguments
	listen to or read an extract from the nominated text and select examples of deliberative questions, exhortations etc.; discuss how effectively Demosthenes employs them for his own purposes in the text

Example assessment task

Outcome 3: Identify and evaluate aspects of language use and literary technique in a seen passage of Classical Greek text.

Assessment task: Respond to questions on language use and literary technique in a seen passage of Classical Greek text.

Details of the task: Read a seen passage of Classical Greek text of approximately 40–50 lines and answer 10–15 questions relating to language use and literary technique evident in the text.

Unit 2

Focus	***Examples of learning activities***
Context and composition	study and discuss video and other material on the general historical background
Text	demonstrate understanding of extracts of the Classical Greek text by translating, summarising, responding to questions, as directed
Thucydides *History of the Peloponnesian War IV* – extracts (Pylos and Sphacteria)	utilise text notes and other material provided to determine the historical context of the Classical Greek text
Grammar	devise a timeline of historical events relevant to the content and/ or provenance of the Classical Greek text
Subordinate clauses in indirect speech General review of accidence and syntax	practise writing in Classical Greek by composing sentences and paragraphs on historical themes
	using the Internet, research aspects of the historical or archaeological background to the events in the text
	as a class, divide the text into sections and individually dramatise a portion of Thucydides' story
	extension: rehearse and as a class present the portions of Thucydides' story in sequence
	role-play a vox pop conducted in Athens or Sparta assessing attitudes to the events in Pylos and Sphacteria

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Example assessment task

Outcome 4: Demonstrate an understanding of relevant historical events using the medium of Classical Greek.

Assessment task: Demonstrate an understanding of relevant historical events through production of original text in Classical Greek.

Details of the task: Respond in Classical Greek to 10 questions posed in English based on a text studied in this unit. The questions will offer the opportunity to use a range of relevant grammatical constructions in the responses.

Unit 3

Focus

Translation (seen and unseen texts)

Text

Lysias *Against Eratosthenes*
1–47, 79–100
and
Lysias *Against the Corn-Dealers*
J.M. Moore and J.J. Evans
Variorum 1–29, 50–59, 69–71

Grammar

Syntax of the cases

Accidence of nouns, adjectives and regular verbs

Particles

Independent clauses: statements, questions, commands, exhortations, prohibitions

Impersonal constructions

Subordinate clauses: relative clauses, causal clauses, purpose clauses, consecutive clauses, temporal clauses, conditional clauses, indirect statements, indirect questions, indirect commands

Examples of learning activities

utilise text notes and other linguistic assistance provided to preview grammar and vocabulary featured in extracts from the speeches of Lysias

demonstrate understanding of the Classical Greek text by translating, summarising, responding to questions, as directed

practise translating unseen passages of Classical Greek text into English

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Example assessment task

Outcome 1: Translate passages of Classical Greek text into English.

Assessment task: Translate into English one seen passage of approximately 130–150 words of Classical Greek text,
and
one unseen passage of approximately 90–110 words of Classical Greek text.

Details of the task: Translate under supervision a seen passage from Lysias of approximately 130–150 words and an unseen passage of approximately 90–110 words selected from an appropriate text, paying attention to accuracy and fluency.

Unit 3

Focus	Examples of learning activities
Grammar analysis	utilise text notes and other grammatical assistance provided to preview grammar featured in the set speech of Lysias
Text	add new grammatical information to language database
Lysias *Against the Corn-Dealers*	consolidate knowledge and understanding of new accidence and syntax by completing exercises from a textbook and/or associated website
Grammar	review accidence and syntax previously encountered
Accidence and syntax in the set speech of Lysias	analyse accidence and syntax of the Classical Greek text by applying the principles of parsing to specified words
	practise responding to specific questions on the grammar featured in the Classical Greek text

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Example assessment task

Outcome 2: Analyse the grammar of a seen passage of Classical Greek text.

Assessment task: Respond to questions on the grammar of a seen passage of approximately 50–60 lines from a Classical Greek text.

Details of the task: Respond to 10–15 questions on the accidence and syntax of a seen passage of approximately 50–60 lines from Lysias studied in class.

Unit 4

Focus

Interpretation

Text

Sophocles *Oedipus Rex* 58–150, 300–462, 698–862, 911–1085, 1110–1185, 1416–1530
J.M. Moore and J.J. Evans
Variorum 32–49, 96–159

Grammar

Accidence of irregular verbs
Accidence and syntax of pronouns
Independent clauses: wishes, potential statements and questions, deliberative questions
Subordinate clauses: clauses of fearing, clauses of precaution, clauses of prevention, indefinite clauses, concessive clauses
The verbal adjective in –τεος
Syntax of the participle

Examples of learning activities

demonstrate understanding of extracts from the tragedy of Sophocles by translating, summarising, responding to questions, as directed

study and discuss video and other material on relevant aspects of Classical Greek literature

utilise text notes and other material provided to analyse and evaluate the literary technique of Sophocles

compile a catalogue of characteristic vocabulary, syntax and literary devices featured in the Classical Greek extracts studied

discuss in groups the author's purpose in writing

discuss in groups the effectiveness of the author's technique in achieving his purpose

write short responses to interpretative questions, as directed

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Example assessment task

Outcome 1: Interpret a seen passage of Classical Greek text in terms of the author's purpose and technique.

Assessment task: Write a 700–800 word essay examining the author's purpose and technique in a passage of Classical Greek text of approximately 50 lines.

Details of the task: With specific reference to the lines provided, write a 700–800 word essay examining the author's purpose and technique.

Unit 4

Focus	*Examples of learning activities*
Context	demonstrate understanding of extracts from the tragedy of Sophocles by translating, summarising, responding to questions, as directed
Text	
Sophocles *Oedipus Rex* 58–150, 300–462, 698–862, 911–1085, 1110–1185, 1416–1530	study and discuss video and other material on the broader cultural and historical background
Grammar	utilise text notes and other material provided to determine the cultural and historical context of the Classical Greek text
Accidence and syntax in the set passages of Sophocles	devise a historical and/or cultural commentary on the Classical Greek text
	write paragraph responses to questions on the historical and cultural context, as directed

Example assessment task

Outcome 2: Understand the cultural and/or historical context of a seen passage of Classical Greek text.

Assessment task: Respond to questions related to the cultural and/or historical context of a passage of approximately 50–60 lines of Classical Greek text.

Details of the task: Respond to 10–15 questions based on the historical and cultural context of a specified passage from Sophocles.

STYLISTIC FEATURES

Text types	Identifiable features
Alliteration	Repetition of consonants, especially at the beginning of words.
Allusion	Reference to a person, place, story etc, which the reader is assumed to know.
Analogy	Comparison or parallel underlying a simile or metaphor.
Anaphora	Repetition of word or phrase at the beginning of several clauses or sentences.
Antithesis	Contrasting words or phrases balanced against one another.
Apostrophe	Address to person, place or abstract quality as an aside from the narrative.
Archaism	An old form of a word used to create an effect of solemnity or pathos.
Assonance	Repetition of similar vowel sounds in two or more words.
Asyndeton	Omission of conjunctions.
Chiasmus	Contrast of phrases by reversal of word order.
Ellipsis	The omission of word(s) necessary for the grammatical structure of a sentence.
Epithet	An adjective or phrase commonly associated with a noun, conveying innate qualities.
Hendiadys	Phrase with two components which amount to one concept.
Hyperbaton	Alteration of natural order of words.
Hyperbole	Deliberate exaggeration not intended to be taken literally.
Hysteron proteron	Reversal of logical or chronological order.
Interjection	A sudden phrase or word that interrupts the grammatical progress of the sentence.
Irony	The use of words that convey a sense of attitude contrary to what is literally expressed; a deeper awareness of the significance of words or actions, which the author shares with the audience, but which the characters in the narrative do not understand.
Litotes	Expressing an idea through its negative, e.g. 'not bad' meaning 'good'.
Meiosis	Deliberate understatement.
Metaphor	An implied comparison; words or expressions literally belonging to one subject, but used by another to create an image.
Metonymy	A proper noun or an associated word used for a whole concept.
Onomatopoeia	Words whose sound imitates the sound being described.
Oxymoron	Combination of contradictory terms in one phrase.
Periodic sentence	One with many subordinate clauses, concluding with the principal clause or main idea.
Personification	Treatment of a non-human object in terms of human characteristics.
Polysyndeton	Using more conjunctions than necessary.

Text types	Identifiable features
Rhetorical question	Question asked for effect, where no answer is expected.
Simile	Comparison.
Synecdoche	The part stands for the whole.
Transferred epithet	Agreement of an adjective, not with the noun to which it really refers, but with another noun in close proximity.
Tricolon	A series of three similar phrases or clauses, often building up in intensity or length.
Zeugma	The linking of two words or expressions with a single word which, strictly speaking, is appropriate to only one of the two.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Dictionaries

Liddell, HG & Scott, R 1983, *Greek–English Lexicon*, Oxford University Press.

Liddell, HG & Scott, R 2001, *An Intermediate Greek–English Lexicon*, Oxford University Press.

Liddell, HG & Scott, R 1986, *Greek–English Lexicon* (abridged edition), Oxford University Press.

Morwood, J & Taylor, S 2002, *The Pocket Oxford Classical Greek Dictionary*, Oxford University Press.

Woodhouse, SC 1971, *English–Greek Dictionary*, Routledge & Kegan Paul.

Grammar texts

Abbott, EA & Mansfield, ED 1995, *A Primer of Greek Grammar*, Duckworth Press, New York.

Balme, M & Lawall, G 2003, *Athenaze, An Introduction to Ancient Greek* Books 1 & 2, Oxford University Press.

Goodwin, WW 1998, *A Greek Grammar*, Bristol Classical Press.

Morwood, JA 2003, *Oxford Grammar of Classical Greek*, Oxford University Press.

Nairn, JA & Nairn, GA 1974, *Greek Through Reading*, Macmillan.

North, MA & Hillard, AE 1996, *Greek Prose Composition*, Duckworth.

VCE coursebooks

Adams, CD (ed.) 1976, *Lysias: Eight Speeches, 12, 16, 19, 22, 24, 25, 32, 34*, University of Oklahoma Press.

Burnet, J (ed.) 1982, *Plato: Euthyphro, Apology of Socrates and Crito*, Oxford University Press.

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TEACHER REFERENCE

General

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Sophocles

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Euripides

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Campbell, M 1998, *Classical Greek Prose A Basic Vocabulary*, Bristol Classical Press.

Hiner, M 1990, *Greek Comprehensions for Schools*, Bristol Classical Press.

Moore, JM & Evans, JJ 2001, *Variorum: A Greek Translation Book*, Bristol Classical Press.

WEBSITES

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be guaranteed. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

Generally, the title given is the title of the page; where this is not possible a description of the content is given.

Elementary Greek
www.theology.edu/greek01.htm

Ancient Theatre
http://didaskalia.open.ac.uk

The Perseus Digital Library
www.perseus.tufts.edu/

Greek Language and Linguistics
www.greek-language.com/

The American Classical League
www.aclclassics.org/

Ancient World Mapping
www.unc.edu/awmc/

Classical Software Directory
www.centaursystems.com/soft_dir.html

Joint Association of Classical Teachers
www.jact.org/

Online Library
www.questia.com/

The Internet Classics Archive
http://classics.mit.edu/

Online Journal
http://ancienthistory.about.com/

Online Dictionaries
http://perswww.kuleuven.ac.be/~u0013314/greekg/diction.htm

Electronic Resources for Classicists
www.tlg.uci.edu/%7Etlg/index/resources.html

Online Books
www.gutenberg.net/