

Level description: Years 7 and 8

In Years 7 and 8, students are beginning their learning of Classical Greek, and this will be influenced by prior learning and experiences of language learning. Students access a range of texts in Classical Greek and English to understand and explore the ancient Greek world. They interact and collaborate with teachers and peers when engaged in activities involving listening , reading aloud, reading , viewing, translating and writing , supported by modelling, scaffolding and feedback. They access authentic and purpose-developed artefacts , spoken, written and multimodal resources which may include cartoons, stories, video clips, textbooks and modified or authentic extracts of literature. 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 modern world. They recognise that language reflects social and cultural identity , beliefs and values .

Achievement standard: Years 7 and 8

By the end of Year 8, students use their knowledge of Classical Greek to interpret texts and sources, 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 familiar texts aloud. They demonstrate understanding that Classical Greek has conventions and rules for spoken and written communication. 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 with culture and identity, and explore the relationships between language(s), culture(s) and identity.